



ENGLISH elective  
cbse

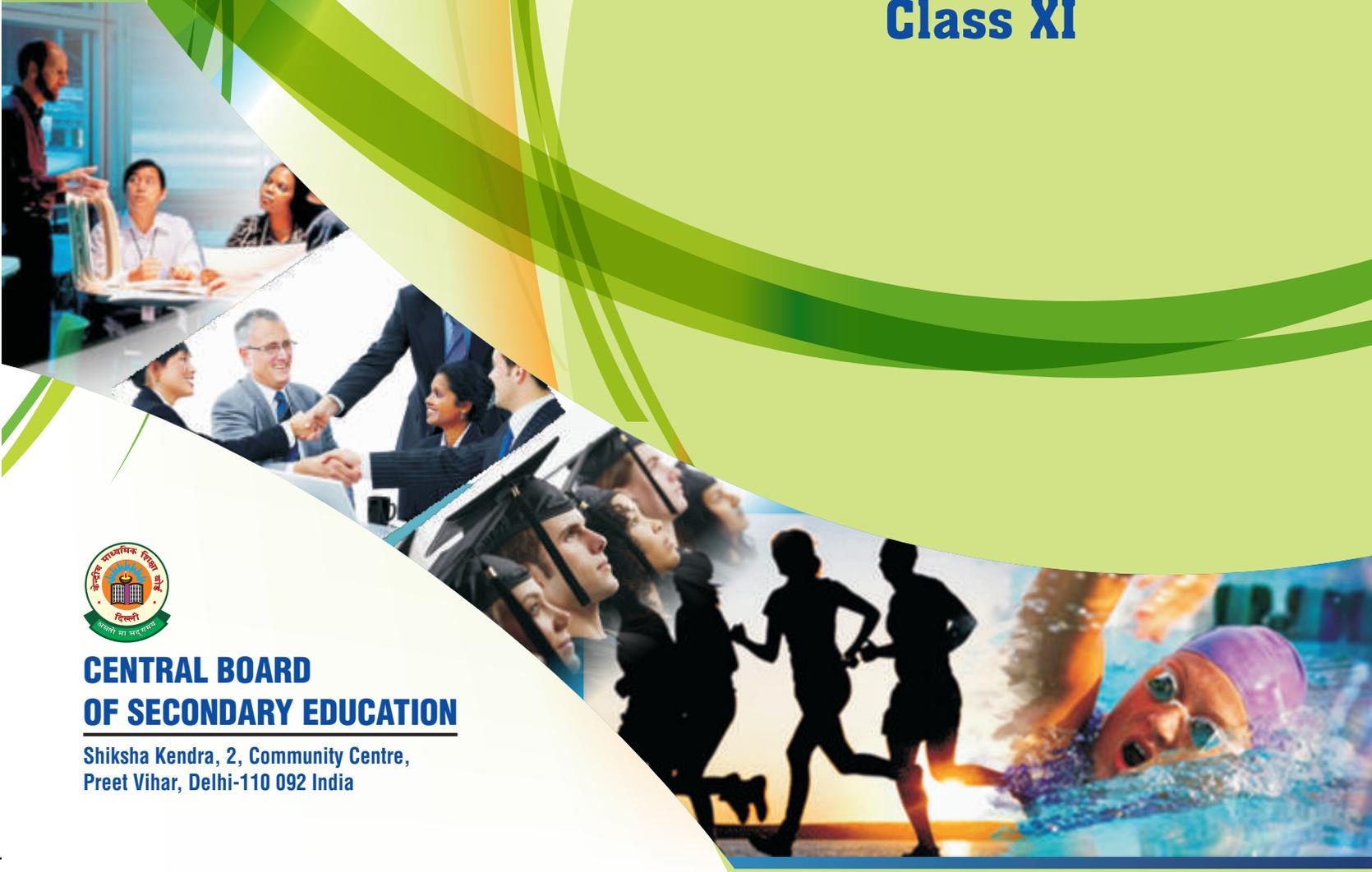
# LANGUAGE Skills Book

**Class XI**



**CENTRAL BOARD  
OF SECONDARY EDUCATION**

Shiksha Kendra, 2, Community Centre,  
Preet Vihar, Delhi-110 092 India



# नया आगाज़

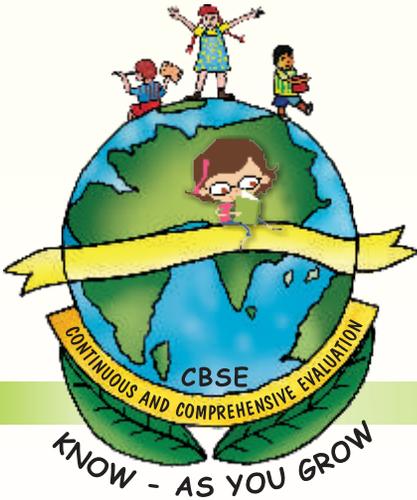
आज समय की माँग पर  
आगाज़ नया इक होगा  
निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का  
नियम अब नया बनेगा  
अब परिणामों के भय से  
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप  
नई खिले आशा की धूप  
अब किसी कोमल-से मन पर  
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।  
नई राह पर चलकर मंज़िल को हमें पाना है  
इस नए प्रयास को हमने सफल बनाना है  
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए  
शिक्षक, शिक्षा और शिक्षित  
बस आगे बढ़ते जाएँ  
बस आगे बढ़ते जाएँ  
बस आगे बढ़ते जाएँ.....





# L a n g u a g e S k i l l s B o o k

**English Elective CBSE**

**Class XI**



**CENTRAL BOARD OF SECONDARY EDUCATION**

2, Community Centre, Preet Vihar, Delhi – 110092



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# Forward

## **ENGLISH: BUILDING A BRIDGE BETWEEN ACADEMICS AND WORKPLACE**

The English Elective CBSE Curriculum classes XI and XII, stands out for its strong dynamism and continuous evolution and development. Since the 1990's, with the advent of the communicative methodology, the curriculum has changed by adopting the functional approach. In the current climate of psychological, social and economic changes, the trend is influenced by explosive knowledge creation and exponential technology growth. Thus, the need to modify and infuse changes in the English Curriculum at +2 levels is a necessary step in the up gradation and updation of the existing curriculum. The aim is to bring it at par with other academic and competency and skills based disciplines in its rigor and content. It should be borne in mind that the methodology used in the classroom will be automatically followed by some alterations in the language teaching and learning process. The increasing use of audio visual aids and the internet also impacts on our objectives to give our learners greater autonomy in their learning, enabling differentiated instruction, and, its transformational impact on teaching methods and deployment of assessment tools, consistent with those objectives.

At the + 2 stage, students begin to contemplate and introspect on their choice of subjects for higher study. For some students, this stage may be the end of their formal education, leading to the world of work and employment; for others, the foundation for higher education. They may choose either specialized academic courses or job-oriented vocational courses. The English curriculum should equip them with the necessary associate life skills to make a meaningful contribution in the field they choose. Students' levels of competency can also notably influence which career path they can follow.

Therefore, the English Elective CBSE Course highlights the Board's approach to language training within an academic- professional context. The content will emphasize language competencies and effective workplace communicative skills. The Literature Reader\* is divided into three parts: prose, poetry and drama. The literary pieces cover a range of interesting and values based themes that can be easily understood and appreciated by the age group. The Functional Language Skills Book is based on a set of five themes, which students can relate to from an academic, professional or vocational



perspective, namely, Media and Networking, Stepping into the World of Business, Ethics and Values, Our Natural Capital and, Wellness and Fitness. The units offer a wide range of sub-themes and skills -based activities that will equip students to introspect, research, analyse and evaluate knowledge content independently, extend and apply such knowledge and skills in a number of academic and professional contexts. Two sets of sample questions are provided at the end of the book as practice materials that are broadly reflective of the question paper design.

By the end of the course, students will read, write and use grammar structures and a wider set of vocabulary effectively and, learn to speak and listen efficiently.

The teachers handling the course need to inform themselves regarding the effective use of course content, teaching methodology, lesson planning, deployment of electronic technology for teaching, management of group work and independent individual work, management of large classes, appropriate use of assessment tools, grading and record keeping to benefit their students.

The seamless integration of the language skills will provide students more focused language skills necessary for their successful upward mobility academically and professionally as a result of their higher standard of English proficiency. This will enhance the total Learning Experience of our students who will be the unequivocal beneficiaries of the most life-long and significant transferable job skill that supports the achievement of their life goals, as confident and competent communicators in English in higher academic study or the work place.

The revision of this book would never have been possible but for the sincere effort and devotion put in by Ms. P Rajeswary, Education Officer and her team , under the leadership of Dr. (Prof.) Sadhana Parashar, Director [Academics, Research, Training & Innovation], CBSE.

Any further suggestions are all welcome and will be incorporated in the future editions.

**Vineet Joshi**  
**CHAIRMAN, CBSE**



# A cknowledgements

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# A Note for the Teachers

The 2-year English Elective CBSE Course at the Senior Secondary stage will equip students with the linguistic knowledge and the necessary competency to make a meaningful contribution in their chosen field of higher study or work. Indeed, today's job market, offering employment, for example, in hotels, hospitals, construction, or manufacturing, welcomes workers with the ability to understand and interact orally, to fill out job applications, and to use manuals or catalogues and participate successfully in training programmes, in English. Then, again, at the managerial level, increasingly, a proficient command of English is necessary to interact efficiently and appropriately with English-speaking colleagues, clients, customers or employees; and, for students, it will also be the achievement of a higher level of competency in a global language.

## **Aims and Objectives:**

- to enable the learner to acquire competence in different linguistic functions
- to reinforce the various sub-skills related to reading, writing, listening and speaking.

## **The Approach:**

- A skill based communicative approach is recommended in Functional English with graded texts followed by learner centred activities.
- It is recommended that teachers consciously take a back seat, playing the role of a manager, coordinator and facilitator.

## **Reading Skills:**

- The course aims at introducing variety in text type rather than having only short stories and prose pieces.
- The emphasis is to enlarge students' vocabulary through word building skills and to impart training in reading for specific purposes.



### **Guidelines:**

- Two periods per week may be allotted for reading and the students can work independently. With the teacher facilitating the task a specific time of about 10/15/20 minutes may be allotted, depending on the length of the text.
- After the while and post reading exercises are completed by the students, the answers can be discussed. The teacher should not read the passage aloud and explaining. During the discussion, if there is a major discrepancy among the answers the teacher may consider the student's justification, and then assess if the response.
- Both short and the longer texts from a range of themes should be done in the first term to provide the students adequate practice before formal assessment.

### **Writing Skills:**

The activities have been presented in such a way that they lead students towards acquiring advanced writing skills through integrated tasks that move from less linguistically challenging to more challenging ones. It has been planned on the premise that sub skills of writing should be taught in context and greater emphasis should be on teaching the process of writing.

### **At the end of the course, students will:**

- use suitable registers
- use vocabulary to write about a range general vocational subject area.
- draft research report
- business letters
- formal letters -leave application, permission, invitation& replies, complaints & replies
- draft letters to the editor
- script newspaper/magazine articles
- write about specific problems at work
- draft work related reports



- describe people, processes, functions, events/happenings
- draft a written role-play of an academic issue/on-job situation
- design posters-commercial/non-commercial
- draft circulars and notices
- define simple day-to-day objects, places, persons, devices, tools etc [can be based on a visual]
- write a job application[with / without a resume]
- draft formal and informal invitations and replies

### **Guidelines:**

Effective writing emerges out of students' access to the right resources and guidelines. Of course, with lively and original ideas, many students may write succinctly, and gain marks in the examination, but those who write fluently and accurately should also be able to achieve good results, even if their ideas are pedestrian. Hence, clear guidelines have been incorporated in the design of the activities, to strike a balance between students' need to think for themselves and their need to achieve learning outcomes in tangible and concrete terms. The writing ability should not only enable the students to produce clear and correct sentences but also help them to write extended pieces of writing through effective and efficient linking of ideas. The activity may be based on inputs such as letters, e-mails, notes, dialogues, excerpts from conversation and messages, besides visuals such as diagrams, pictures and simple graphical representations, flowcharts, advertisements, posters, notes, extracts from speeches etc.

**Contextualisation:** Before putting pen to paper, the skilled writer contemplates two important questions:

a) *What is the purpose of this piece of writing?*

The purpose of writing will influence the choice of organisation and the choice of language.

b) *For whom am I writing this?*

This pertains to the audience. The writer may be an individual, or a group of colleagues, an institution, an examiner or a tutor. Contextualisation helps the students to judge the content and value of presentations and format. The answers



to these two questions therefore provide the writer with a sense of purpose and a sense of audience.

The second phase of the activity is the writing itself which consists of making the first draft. The aim at this stage should be to write the content well. Details like correct spelling, punctuation and grammar can be attended to afterwards, in the final draft.

The third stage involves editing, wherein, the final readjustments and accuracy need to be checked, so that, the text is accessible to the readers.

The fourth stage is the writing of the final draft.

### **Speaking and Listening Skills:**

Speaking needs a very strong emphasis and is an important learning objective leading to professional competence. Hence, assessment of oral skills is an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills. The Speaking and Listening / Conversational Skills component will be broadened to develop students' confidence to respond fluently and intelligently during situations where the use of English is imperative. The course will help students develop strategies to listen with comprehension to spoken English, especially in the context of formal academic discussions, interviews and discussions about career prospects. They will be internationally intelligible during their communicative exchanges, so that, they can play a range of roles in academic, social as well as workplace contexts.

### **Guidelines:**

The Development of Speaking and Listening skills and the correct usage for the purpose of effective communication is a primary concern. The students activities suggested can be 'staged' in the classroom using an appropriate number of volunteers from amongst the students, taking different volunteers for different activities to involve a maximum number of learners in the experience. Appropriate number of periods per week may be allotted for the development of Speaking and Listening Skills. At the course, this module assures the students of having acquired proficiency in the oral-aural skills.



### **Grammar and applied phonetics:**

The Grammar that supports these skills includes adjectives and adverbs, modals and semi-modals, gerunds, infinitives and participles, the simple, continuous, perfect [present, past] tense forms, future time, active and passive voice, reported speech, sentence transformation. The Speaking and Listening Skills acquisition will be supported by the inclusion of the following: Speech Mechanism, Classification of Vowels – Diphthongs, Cardinal Vowels, Phonemes – Allophones and Allophonic Variations, Homonyms and Homophones, Stress and Rhythm, Intonation, Juncture, Elision and Assimilation

### **Evaluation and Assessment:**

The revised Functional English, which is intended as a preparation for higher academic studies/vocational careers, will require students to qualify in the assessments of the following skills areas.

- Reading
- Writing
- Grammar
- Literary appreciation
- Practicals - Speaking and Listening Skills
- Extended Reading Texts (Literacy)

### **Project: Group Activities should be based on the use of English in Academic or Occupational contexts.**

The multi-focal, revised Functional English curriculum therefore, aims at equipping our students with excellent communicative skills in diverse applications of English language designed to open up a wide spectrum of higher academic and career avenues in a fast evolving knowledge and technology driven society. The curriculum with its component for students' exposure to major works of literature will foster human values will stimulate self-exploration and effective self-expression to empower them to be active participants/contributors in today's knowledge society.

# भारत का संविधान

## उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण<sup>1</sup> प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,  
विचार, अभिव्यक्ति, विश्वास, धर्म  
और उपासना की स्वतंत्रता,  
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

<sup>2</sup>और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 ) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 ) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

## भाग 4 क

### मूल कर्तव्य

**51 क. मूल कर्तव्य** - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
  - (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
  - (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
  - (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
  - (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
  - (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
  - (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
  - (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
  - (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
  - (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- <sup>1</sup>(ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान ( छयासीवां संशोधन ) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **'SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the<sup>2</sup>unity and integrity of the Nation;

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

- 
1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
  2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)
- 

# THE CONSTITUTION OF INDIA

## Chapter IV A

### FUNDAMENTAL DUTIES

#### ARTICLE 51A

**Fundamental Duties** - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- <sup>1</sup>(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

- 
1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

# Content



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## The Overview

Unit 1: Media and Networking						
Section	Warm up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
<b>A. Father, Dear Father</b>	Mind mapping Group discussion	Completing a given table based on conclusions drawn Completing statements MCQ's	Group discussion		Writing an Article	Synonyms
<b>B. After Twenty Years</b>	Worksheet on lexical items related to crime Identifying parts of a stage Group discussion Mind mapping	MCQ's Sequencing events in a flowchart	Enacting the play	Play reading	Writing a newspaper report Designing a Poster, a Brochure and an Invitation	Reported Speech
<b>C. Social Networking Sites</b>	Conducting a Survey	MCQ's Completing a given table based on conclusions drawn	Group/ Panel Discussion	Panel discussion	Writing an Article	Active and Passive Voice Process Description Sequence markers
<b>D. Films and Entertainm- ent</b>		Note-making		Listening to an interview with Aamir Khan for specific information	Writing a Film Review	
<b>E. Project</b>	<b>TV Show</b>					



Unit 2: Health and Fitness						
Section	Warm up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
<b>A. Double up with Laughter</b>	Group discussion Brainstorming	MCQs Short answer questions	Role play	Listening to a story for specific information	Drafting a Notice	Conditionals Word formation
<b>B. Yoga for Holistic Well-being</b>	Conducting a Survey Writing a report	Completing a flowchart	Giving instructions	Listening to a passage for specific information	Writing an informal letter	Prepositional phrases Compound words
<b>C. A Healthy Brain</b>	Group discussion Brainstorming	Short answer questions Completing a flow chart	Role play		Writing instructions	Active and Passive Voice Synonyms Adverbs or Adjectives
Unit3: Our Natural Capital						
Section	Warming up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
<b>A. Nature Tourism</b>	Reading an advertisement with understanding Matching nouns to adjectives Choosing appropriate adjectives for advertisements		Narrating experience  Expressing an opinion	Listening to a conversation for specific information	Designing a promotional advertisement  Writing a job application [with /without a resume]	Reordering jumbled words to make meaningful sentences  Modals
<b>B. Wild</b>		Completing statements				Synonyms Compound



<b>Himalayan Havens</b>		Short answer questions				words Word stress in compound words Connectors
<b>C. The Trees are Down</b>		MCQ's Onomatopoeic words	Listing reasons for tree felling		Writing a speech	
<b>D. Our Animal Friends</b>			Expressing opinions			Tenses

#### Unit 4: Step into the Business World

Section	Warm up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
<b>A. Nature Tourism</b>	Mind mapping Group discussion	MCQ's Short answer questions	Panel discussion	Panel discussion	Writing an e-mail (formal)	Synonyms Phrasal Verbs Idioms Business Collocations
<b>B. Buyer is the Boss</b>	Understanding lexical items in context Completing KWL Chart Vocabulary worksheet Awareness quiz	MCQ's Short answer questions	Pair work – discussion Group discussion		Writing a formal letter of complaint Designing a Poster Designing a Classified Advertisement	Subject-Verb concord
<b>C. Powerful</b>	Identifying successful women	Completing a given pyramid	Conducting an interview		Writing a feature	



<b>Women in Indian Business</b>	Entrepreneurs	about people referred to in the article  Short answer questions	Role play		article	
<b>D. Wealth From Waste</b>	Pair discussion	Creating a timeline  Short answer questions  Completing a flowchart		Interview with an entrepreneur	Writing a speech	Active and Passive Voice

**E. Project: Creating Quirky Advertisements**

**Unit 5: Ethics and Values**

Section	Warming up	Reading Skills	Speaking Skills	Listening Skills	Writing Skills	Vocabulary/ Grammar
<b>A. Art of Story Telling</b>	Group discussion Brainstorming	MCQ's Art of story telling	Pronunciation practice  Reminiscence about story telling times  Survey		A Reminiscence Essay about joint family system	Word formation  Idioms and Idioms quiz  New Words
<b>B. Attitude Changes Everywhere The Star Fish Story</b>	Quiz Discussion Brainstorming	The Star Fish Story  Quiz	Discussion and Brainstorming about Professional Ethics		Essay about Values and Ethics	Types of Sentences
<b>C. Are More People Cheating?</b>	Discussion and Brainstorming	Report : Are More People Cheating  Matching Exercises			Drafting Slogans  Letter of Complaint	Guessing the meaning using contextual clues



<p><b>D.</b> <b>A Heroism</b></p> <p><b>Are the Rich Happy?</b></p>	<p>Brainstorming and Discussion about the Qualities of a Hero</p>	<p>Poem: Brainstorming and discussion</p> <p>Appreciating An Excerpt: Are the Rich Happy?</p> <p>Note Making</p>	<p>Group Discussion about starting a vocational course on Values and Ethics</p>		<p>Summarising</p>	<p>Sequence of Tenses</p> <p>Timing of Events</p>
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### Unit 6 : Listening and Speaking Skills

Section	Warm up	Speaking	Listening	Pronunciation and Grammar
<p><b>A.</b> <b>Introducing Conversation</b></p>	<p>Quiz on Conversation</p>	<p>Let's speak in English Let's Begin at the Beginning.....</p>		
<p><b>B.</b> <b>Exchanging Information</b></p>		<p>Socially Speaking... Offers, Acceptance and Refusal</p> <p>Dialogue / Role Play Short responses Seeking and giving information</p> <p>Formal and Informal Speech</p> <p>Appropriacy of Style and Register</p> <p>Speaking before an Audience</p>		
<p><b>C.</b> <b>Pronunciation</b></p>	<p>Identifying Rhyming Words</p>			<p>Silent Letters</p> <p>Homonyms and Homophones</p> <p>Sounds and Symbols</p> <p>Consonants in English</p>



				Pronunciation Table Word Stress in English The Syllable Rules of Word Stress Sentence Stress Tones in English
<b>D. At a Meeting</b>	Sounds of vowels, consonants and diphthongs	Language of Meetings  Making Phone Calls	An announcement A Conversation An Interview Taking Directions Taking Instructions A Cricket Commentary	
<b>Appendix</b>				
Listening Tape - Scripts				
Sample Questions for Practice				



# UNIT 1

## Section - A

### Media and Networking

- **How would you define the media?**

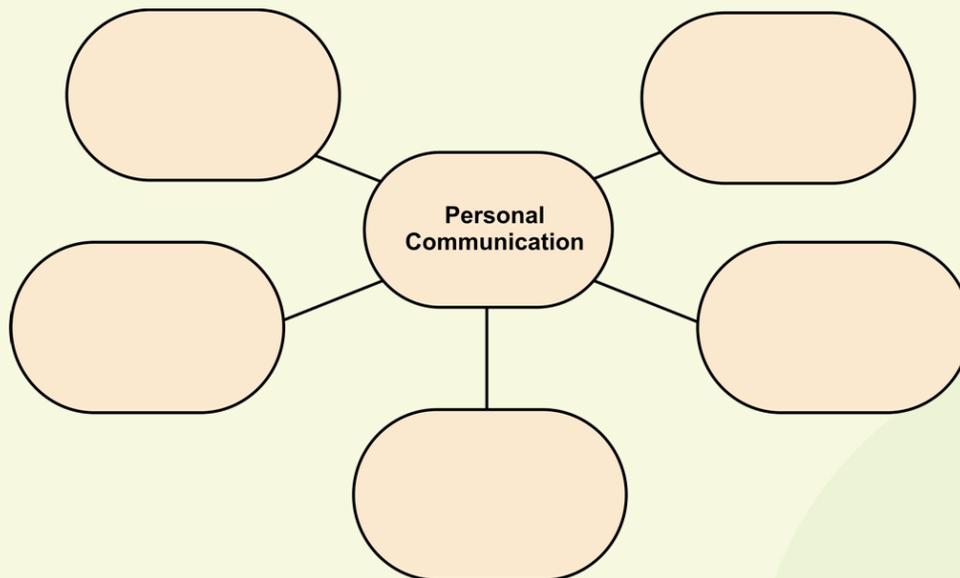
Media refers to .....

.....

1. **Have a group discussion. Share your definition within your group. Add user information to your definition, if you wish.**
2. **Today, with twenty-four hour news stations, blogs, e-zines, newspapers, films and electronic tickers; information about our world is literally everywhere. Cell phones have put the world in our pockets. How does this ever-expanding, live information stream affect you? Do you think it has made you more informed, or just more jaded? How can you make the most of it? Share your ideas about social media with your class in a short presentation.**

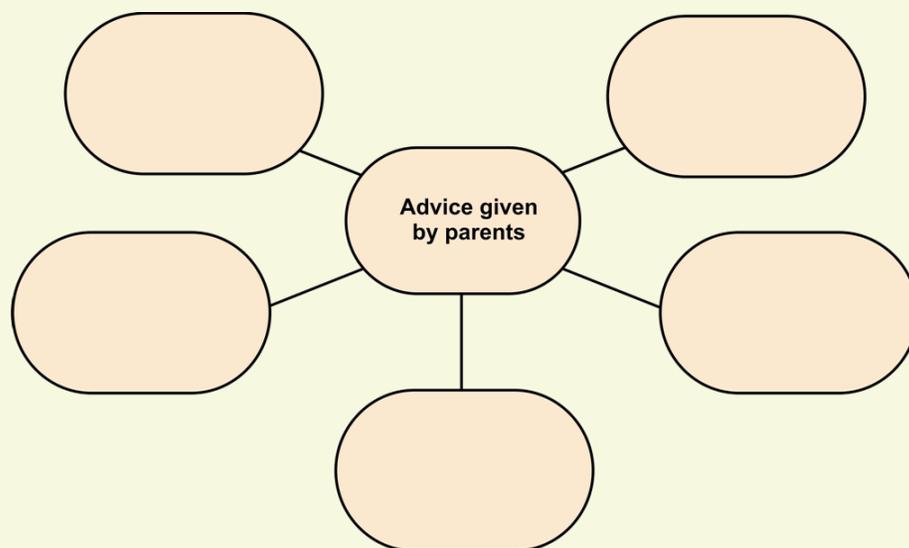
#### Father, Dear Father

- 3.1 What are the various means of personal communication?





- 3.2 Which ones of these do you use most often in your communication? Why do you prefer it over the others?
- 3.3 What advice do your parents give you regarding your studies and your career?



- 3.4 How do you respond to their advice? Share your views with your group.
4. **Read the letter a young boy writes in reply to the one he has received from his father. Let us find out what he has to say.**

**Dear Papa**

1. This is in answer to your letter about my transgression. Yes, my first rank slipped to the second. You advise that I should think before answering the papers. Yes, the operating word 'think' did make me reflect and these are the results of those reflections.
2. Father, we've never really been close and I can't rightly say you've been my friend, philosopher, guide, etc. Yet I would like you to be aware of my thoughts. They are very important to me. You are highly educated and you provide very well for the family. But in your





departmental store, do you apply Pythagoras' Theorem or Newton's Law of Gravity? For that matter, does your doctor friend? Or your lawyer brother?

3. Papa, my grandfather speaks of a carefree and beautiful childhood. Of days spent in plucking mangoes and guavas from their orchards, of picnics on the banks of the river where the men cooked mouth-watering food, of playing marbles and *gillidanda*. From his talk, it seems, studies were an ancillary subject: and living and experiencing, the major subject. Father, is he fibbing? Or is it possible that the world has turned topsyturvy in just about 70 years?
4. Papa, my grandmother is semi-literate. Yet she is at peace with her pots, pans, her flowers and garden, her *Bhagavad Gita* and scriptures. My mother, highly qualified, is highly strung, tense and nervous. Do you think literacy makes us, restless, afraid and frustrated?
5. Oh Papa, last week, my rose plant almost died. Some pests. I asked my Biology teacher what I should do to save it. And she was cross. She said go ask the guy who keeps gardening things. He'll tell you. We learn about pesticides but we do not know how to use them. Oh father, it matters not to me why the apple does not fall upwards, nor do I care what Archimedes did. What matters to me is that my rose plants remain healthy; when there is a fuse in my house, I should know how to do something about it: I should know how to make a desk for myself from my carpenter's tools. Instead I learn about hypotenuse, relational square roots.....
6. Papa, once I asked my grandmother how she got to be so wise. Do you know what she said? By living and experiencing. And she laughed as though I had asked something which was so obvious. Are we living Papa? Or is life bypassing us?
7. What I fear is that if I were to meet Newton face to face, I would fail to recognise him, so busy am I learning about him! You know, just like that boy, Vinu, in that award winning film, he prattles on- "the Hibiscus is red"- a



hundred times, but in his book, he colours it yellow. Are we missing out on the essence of life?

8. Anyway Papa, do you know where I lost that quarter mark that brought about my fall? It was a fill-in-the blanks. I held that I was invited to tea and my teacher was adamant that he was invited for tea. A matter of grammar. And Papa, if he says George Bush is the president of India, it will have to be so. If he says the sun rises in the west, so be it: and if he says the earth is flat, it will be, it will be, my Papa. At least on my answer papers. My first rank is at stake, you see. Still, my dearest Papa, I shall keep your advice in mind and try not to lose any quarter marks.

As always,

Yours ever obedient son,

**Rahul**

**P.S.** Your eyes will not see this anguished plea, my father. This was only to lighten my over-burdened heart. It is not all arteries and muscle: it feels too.

*- An article from The Hindu*

**4.1 Based on your reading of the letter, give reasons for the following statements made by Rahul.**

	<b>Statement</b>	<b>Reason</b>
1.	The father has never been a friend, philosopher, guide to his son.	
2.	Information like the Pythagoras' Theorem, and Newton's Law of Gravity is not useful to everybody.	
3.	The boy's childhood is not as carefree and beautiful as his grandfather's was.	



4.	The writer perceives a difference in the attitude of his mother and his grandmother.	
5.	The Biology teacher was angry with the boy.	

**4.2 Complete the following statements.**

1. When the writer's grandfather was a boy, it was considered important to know how to .....  
.....
2. Rahul's grandmother is more at peace with her surroundings because.....  
.....
3. According to the writer, education must include .....  
.....
4. In Rahul's opinion his biology teacher is unable to help solve his problem as .....  
.....
5. Rahul writes the letter to his father to .....  
.....

**4.3 Choose the most suitable option:**

1. The word *transgression* means .....
  - a) behaving rudely
  - b) getting poor marks
  - c) breaking rules
  - d) disobeying orders



2. **Rahul's father ..... his son when his rank "slipped to second."**
  - a) praised
  - b) rebuked
  - c) encouraged
  - d) supported
  
3. **A word in the passage that means *providing additional support* is .....**
  - a) carefree
  - b) ancillary
  - c) fibbing
  - d) topsy-turvy
  
4. **The writer of the letter is a/an ..... student.**
  - a) responsible
  - b) respectful
  - c) perceptive
  - d) opinionated
  
5. **The relationship between the father and son is .....**
  - a) apologetic
  - b) affectionate
  - c) distant
  - d) insensitive
  
5. **Discuss with your partner:** What kind of education does the writer think is the most useful? Do you agree/ disagree with him? Give at least five reasons.
  
6. **Write an article for the school magazine in about 300 words on the effect of formal examinations on teaching and learning in your school.**



**We write articles.....**

- To present information on a variety of themes (describing an event, person and his life and actions; places; experiences; opinions on topics of social interest; arguments for or against a topic) in a long and sustained piece of writing.
- To pass on such information in a wide range of contexts (magazine – general, school – newspaper)

## **How to Write a Newspaper Article**

### **Researching the Article**

A newspaper article is of current and widespread interest. Therefore, you must try to avoid bias. At times, you may have strong opinions that affect your conclusions. It is important that you conduct research that will give you a full understanding of your topic.

### **Interviews**

Next, interview a few people to collect quotes that reflect the public's perception of the event or story. Also let the interviewee know that you will be quoting him or her.

### **Parts of a Newspaper Article**

**Headline or Title:** The title of your news article should be catchy and to the point. The first word is capitalized, but words after the first word are typically not. Numbers are not spelled out.

**Byline:** The byline is the name of the writer.

1. **Introduction** – The opening paragraph (called the Introduction) must
  - Tell what the article is about
  - Catch attention
  - Arouse interest
  - Limit and control what you plan to discuss in your article
  - Language clear and precise; may even use a definition or quotation



## 2. Develop cause-effect relationship

- Use facts
- Give examples to support your views
- Present arguments in a coherent, logical and convincing manner

## 3. Comparison and contrast

- Give views contrary to yours
- Compare why your views are better

## 4. Conclusion

- Summing up – consolidation of ideas
- Offering suggestions/ measures to improve the situation
- Personal observations and predictions

Detail any events in **chronological order**.

Use **active voice** – avoid passive voice when possible.



## Section - B

### After Twenty Years

- Working in groups of four, match the words naming criminals in Column A to their meanings in Column B.

Column A	Column B
(i) Blackmailer	• Someone who makes an illegal copy of a document, painting, etc.
(ii) Murderer	• Someone who intentionally kills another person.
(iii) Burglar	• Someone who illegally takes goods from a shop without paying for them.
(iv) Forger	• Someone who obtains money from people or forces them to do something by threatening to make known a secret of theirs or to harm them.
(v) Shoplifter	• A person who steals.
(vi) Gangster	• Someone who kills a famous or important person usually for political reasons or in exchange for money.
(vii) Assassin	• A person who illegally enters buildings and steals things.
(viii) Thief	• A member of an organised group of violent criminals.

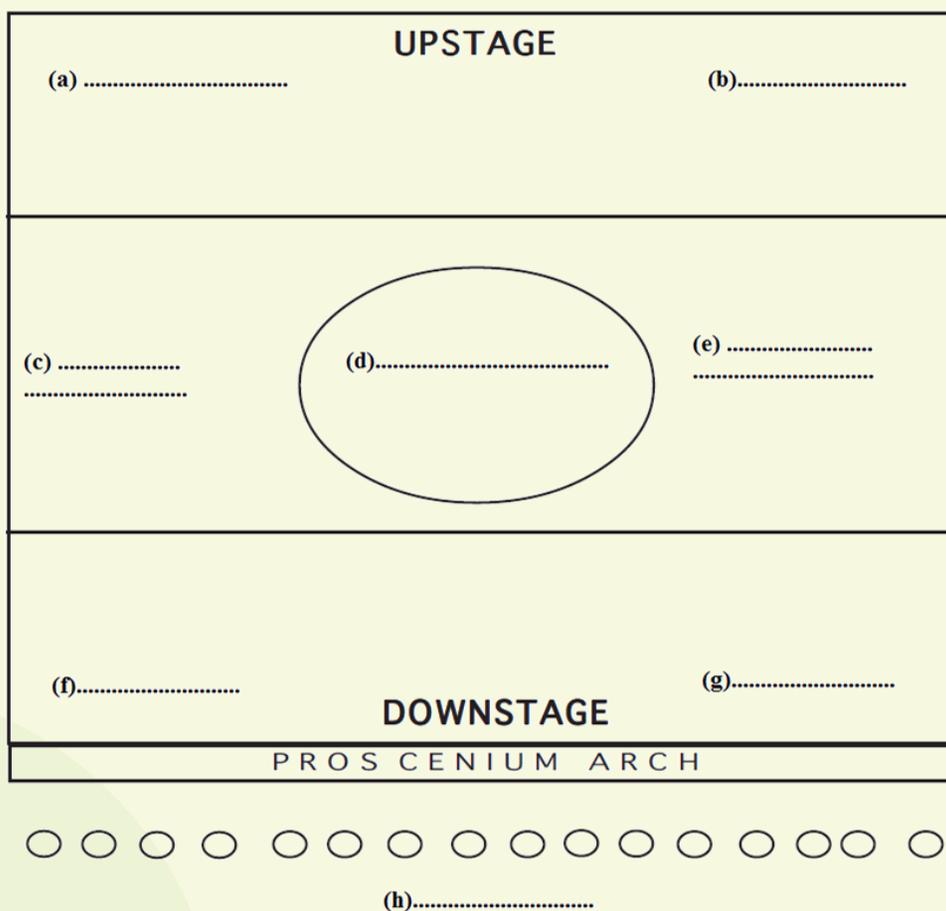
- 1.1 Stage Directions:** Areas of the stage are named from the actor's point of view. If you are standing on stage looking out at the audience, *stage right* will be to your right and *stage left* to your left. *Upstage* is towards the back wall and *downstage* is closest to the audience. This terminology comes from the days when stages were raked, or angled down, towards the audience so that everyone standing on the ground could see (now our theatre seating is usually raked instead). The proscenium arch is the vertical frame around the stage.



**1.2 Look at the picture of the Stage. Label the following areas on the stage.**

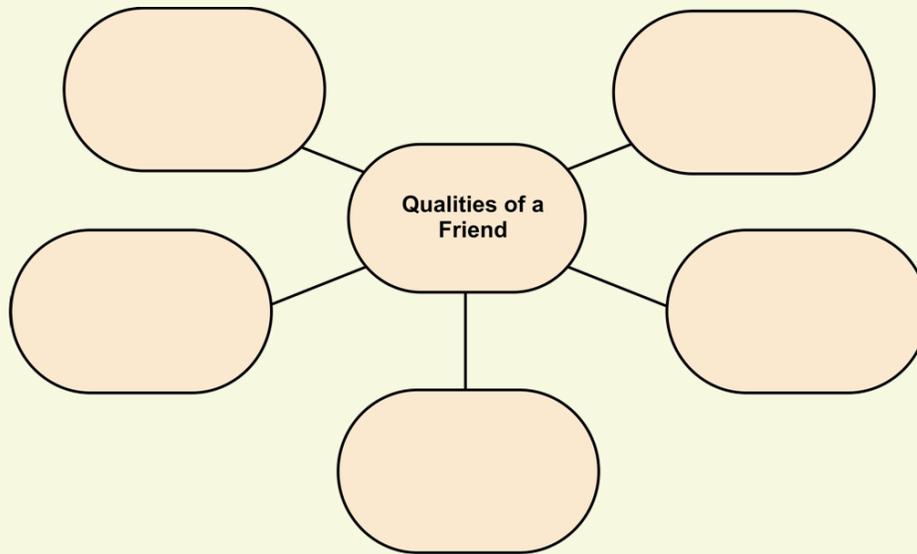
1. Centre Stage
2. Audience
3. Up right
4. Up left
5. Right
6. Left
7. Down right
8. Down left

**1.3. Parts of a Stage**





## 2. What are the qualities that you look for in a friend?



- 2.1 Compare this list with the list made by your best friend? Do your lists match?
- 2.2 Do you think that you would be able to remain friends when you leave school? Share your ideas.
- 2.3 Read the play based on a story by O. Henry which is about two friends who grow up together in the big city. They are like brothers. Then, one of them leaves town and returns twenty years later. Which friend has changed the most—the one who left, or the one who stayed behind?

### After Twenty Years

#### Characters

Narrator

Bob, *a well-dressed man*

Policeman

Young Bob, *Bob, twenty years before the time in which this play is set*

Young Jimmy, *Young Bob's best friend*

Man



## Scene One

**Narrator:** A New York City policeman on the beat walks up an avenue. The street is empty. The time is almost ten o'clock at night, and chilly gusts of wind with a taste of rain in them blow. The policeman slows in front of a dark doorway. A man named Bob stands in the shadows there.

**Bob:** It's all right officer. I'm just waiting for a friend.

**Policeman:** Yes?

**Bob:** It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Let me explain. About that long ago there used to be a restaurant where this store stands – Big Joe Brady's restaurant.

**Policeman:** Until five years ago. It was torn down then.

**Narrator:** The man in the doorway strikes a match and lights his cigar. The light shows a pale, square-jawed face with keen eyes and a little white scar near his right eyebrow. He wears a large diamond pin in his scarf.

**Bob:** Twenty years ago tonight, I dined here at Big Joe Brady's with Jimmy Wells, my best pal and the finest chap in the world. He and I were raised right here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty... .



## Scene Two

**Narrator:** Twenty years previously, young Bob and Jimmy talk at Big Joe Brady's restaurant.



**Young Bob:** Are you sure that you don't want to head West with me, Jimmy? I'm telling you we can make our fortunes out there.

**Young Jimmy:** I guess I'll stay right here in New York, Bob. To my mind, this is the only place on earth.

**Young Bob:** I'll miss you, pal.

**Young Jimmy:** And I'll miss you.

**Young Bob:** Say, why don't we make an appointment to meet each other again?

**Young Jimmy:** What do you mean?

**Young Bob:** Let's meet up again, years from now, when we'll have our destinies worked out and our fortunes made. What do you say we meet again in twenty years?

**Young Jimmy:** I get you. A reunion.

**Young Bob:** Exactly!

**Young Jimmy:** No matter who we are, or what we're doing, or how far we have to come, twenty years from tonight let's meet right here, at Big Joe Brady's restaurant.

**Young Bob:** It's a deal. I'll see you then, pal!

### Scene Three

**Policeman:** It sounds pretty interesting. Seems like a long time between meets, though. Haven't you heard from your friend since you left?

**Bob:** Well, yes. For a time we wrote letters. But after a year or two we lost track of each other. But I know Jimmy will meet me here if he's still alive. He was the truest, staunchest chap that ever lived. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up!



**Narrator:** Bob takes a diamond-studded watch from his pocket.

**Bob:** It's three minutes to ten. It was exactly ten o'clock when we parted here at the restaurant door.

**Policeman:** Did pretty well in the West, didn't you?

**Bob:** You bet! I hope Jimmy has done half as well. He was kind of a plodder, though, good fellow that he was. I had to compete with some of the sharpest wits going to get my fortune.

**Policeman:** I'll be on my way. Hope your friend comes around all right. Are you going to give him until ten o'clock, then head out?

**Bob:** I should say not! I'll wait for him at least until ten-thirty—may be longer! So long, officer!

**Policeman:** Good night, sir!

#### Scene Four

**Narrator:** A fine, cold drizzle begins to fall. Bob waits, smoking his cigar. After twenty minutes, a tall man in a light overcoat, its collar turned up to his ears, crosses the street.

**Man:** Is that you, Bob?

**Bob:** Is that you, Jimmy Wells?

**Man:** Bless my heart! It's Bob, sure as fate. I was certain I'd find you here if you were still alive. Well, well, well! The restaurant's gone, Bob. I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?

**Bob:** Bully! It has given me everything I asked it for. You've changed lots, Jimmy, I never thought you were so tall.

**Man:** Oh, I grew a bit after I was twenty.

**Bob:** Are you doing well here in New York, Jimmy?

**Man:** Moderately. I work for the city. Come on, Bob, we'll go around to a place I know of, and have a good long talk about old times.



**Narrator:** The two men walk up the street, arm in arm. Bob, his ego enlarged by success, tells his companion all about his career. The other man listens with interest. Soon they pass a brightly-lit drugstore. In the glare of the lights, the two men take a good look at each other.

**Bob:** Hold on! You're not Jimmy Wells! Twenty years is a long time, but it's not long enough to turn a man's eyes from brown to blue!

**Man:** It can be long enough time to turn a good man into a bad one. You've been under arrest for the past ten minutes, "Silky" Bob. The Chicago police department thought you might be heading our way. They sent us a telegram saying they wanted a little chat with you.

**Bob:** (*Sighs.*) I'll come quietly. But how did you know here to find me?

**Man:** Here's a note I was asked to hand to you. You can read it before I take you to the station. It's from Patrolman Wells.

**Narrator:** Bob reads the note.

*I was at the appointed place on time. When you struck the match I recognized your face from a "wanted" poster sent from Chicago.*

*I didn't want to arrest you myself, so I went around and got a plain clothes detective to act as your friend after twenty years, Jimmy.*

**3. Choose the most suitable option based on the story by O' Henry.**

**1. The man standing in the doorway of the hardware store seems out of place in the neighbourhood because .....**

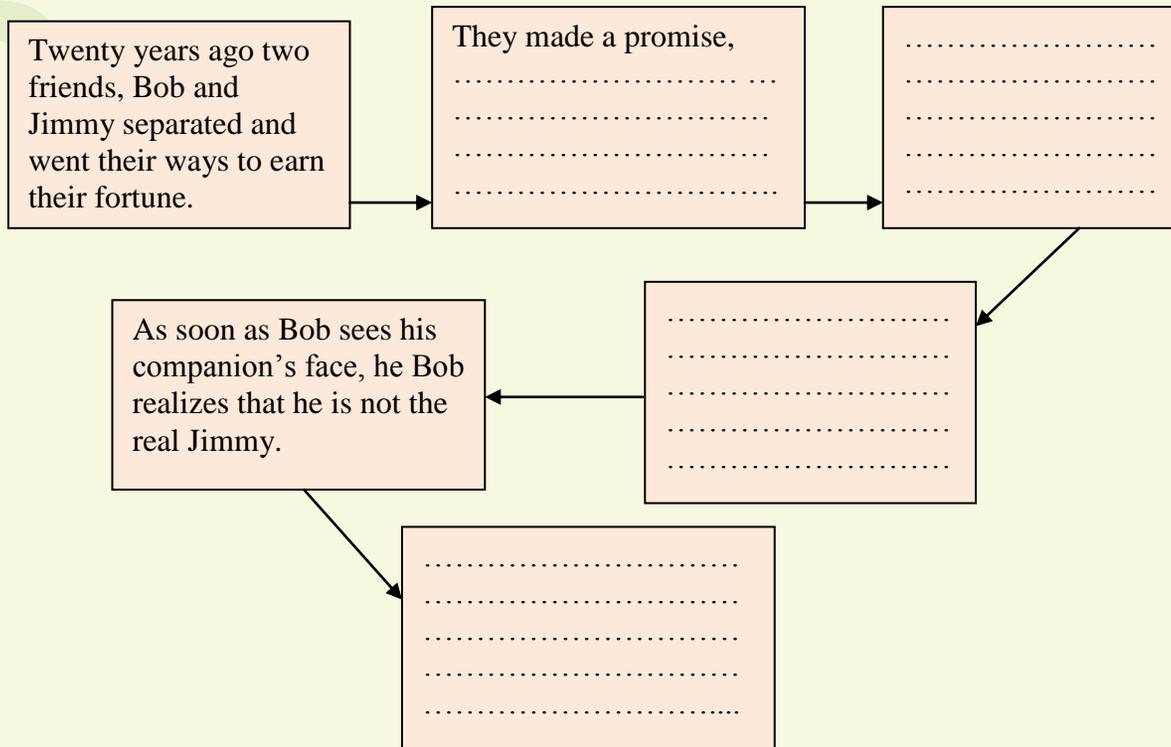
- a) he appears to be a wealthy man.
- b) no one there knows him.
- c) the businesses are all closed for the night.
- d) it is a dangerous place to be.



2. **As the police officer approaches, the man in the doorway**
  - a) shrinks back fearfully
  - b) stares at him intently
  - c) begins to walk away
  - d) speaks to him immediately
  
3. **Jimmy did not arrest his friend because he**
  - a) couldn't recognize Bob in the dark.
  - b) didn't want Bob imprisoned.
  - c) didn't reach the place in time.
  - d) couldn't bring himself to arrest his friend.
  
4. **Bob's hand trembles at the end of the story because of his feelings of .....**
  - a) fear
  - b) anger
  - c) hatred
  - d) regret
  
5. **When Jimmy Wells asked Bob whether he would wait for his friend, he actually wanted to find out whether**
  - a) Bob was as true a friend as he claimed to be
  - b) he had enough time to send another officer
  - c) Bob knew that he really was Jimmy
  - d) he had time for a drink before arresting Bob
  
6. **Bob recognises that the man is not Jimmy Wells because of the**
  - a) shape of his nose
  - b) way he walks
  - c) colour of his eyes
  - d) man's height



**4. Complete the flow chart by listing the sequence of events in the story.**



**5. As a news reporter who chanced to be at the spot where Bob was arrested, write the report in about 300 words for your newspaper. First, work in groups of four.**

First discuss and decide:

- the details to be included in the report
- the number of paragraphs and the details to be discussed in each of them.

Give a suitable headline for the report.

**6. Enact the play in groups. For this you will need to:**

- a) decide on a Director
- b) choose the Cast
- c) Design a Brochure and an attractive Invitation which you can display on the class notice board.



## 7. Reported Speech:

As the narrator, report what is being spoken by Bob and Jimmy that you heard to the readers.

**Young Bob:** Are you sure that you don't want to head West with me, Jimmy? I'm telling you we can make our fortunes out there.

**Young Jimmy:** I guess I'll stay right here in New York, Bob. To my mind, this is the only place on earth.

- Note the differences in the way you reported with the actual conversational exchange. Share your observations.

1. In **Reported Speech** we report what was said at a different time, and so we change the tense to reflect the time which we are reporting. We normally "shift back" one tense.

[Eg] **Direct speech:** "We are not going shopping today."

**Reported later:** "She said that they weren't going shopping that day."

1. Sometimes the pronoun has to be changed.

[Eg] **Direct speech:** Jane: "My family don't like living here." (Vijay is referring to his family)

**Reported speech:** Vijay said (that) his family doesn't like living here. (The pronoun **his** refers to **Vijay's**)

2. We may also need to change other words about place and time.

[Eg] **Direct speech:** "I like **this** story."

**Reported speech:** He said (that) he liked **that** story.

[Eg] **Direct speech:** "I went to Singapore **last month**."

**Reported speech:** She said (that) she had gone to Singapore **the previous month**

**Why do we use the Reported Speech?**

1. We use the **reported speech** to tell someone what another person said.



[Eg] **Jena says to you:**

"I don't watch films."

"I can't eat non-vegetarian food."

"My parents like to travel."

"I'm going out now so you will have to wait until I get back."

"I'll help you with the revision this evening."

**Later, you tell your friend what Jena said:**

Jen said (that) **she didn't** watch films.

She said (that) **she doesn't eat non-vegetarian food.**

She said (that) **her parents like to travel.**

She said (that) **she was going out** now so I **would** have to wait until he **got** back.

She said that **she would help me with my revision this evening.**

#### **Additional points**

1. If we report something which is still happening in the present time, it is not necessary to change the verb.

[Eg] **Direct speech:** "My rucksack **is** bigger than yours."

**Reported speech:** He said his rucksack **is / was** bigger than mine.

2. When we are reporting past tenses and we see the events from the same viewpoint as the original speaker, it is not necessary to change the tense.

[Eg] **Direct speech:** "The earthquake **happened** at half past seven."

**Reported speech:** The TV news said that the earthquake **happened** at half past seven.

3. Modal verbs **could, might, would, should, ought, had better** usually do not change in the reported speech.

[Eg] **Direct speech:** "I **should** go for tuitions."

**Reported speech:** He said that he **should** go for tuitions.



### Form and meaning:

We use **reporting verbs** to report what someone said more accurately than using **ask, say** and **tell**. As the narrator, report what is being spoken by Bob and Jimmy that you heard using other reporting verbs.

**Young Bob:** Say, why don't we make an appointment to meet each other again?

**Young Jimmy:** What do you mean?

- **Discuss with the class why you chose certain words.**

### Additional points:

#### Verb + infinitive

*Agree, decide, offer, promise, refuse, threaten*

[Eg] They **agreed** to help the flood victims.

[Eg] He **refused** to give up junk food.

#### Verb + object + infinitive

*Advise, encourage, invite, remind, warn*

[Eg] He **advised** me revise my lessons thoroughly.

[Eg] She **reminded** me to bring my text book.

#### Verb + gerund

**Deny, recommend, suggest**

[Eg] The security guard **recommended** locking all the gates.

[Eg] The manager **suggested** starting the meeting a little later.

#### Verb + object + preposition (+ gerund)

*Accuse, blame, congratulate*

[Eg] The press **accused** him of taking bribes.

[Eg] The Principal **congratulated** the class for their exam results.



**Verb + preposition + gerund**

*Apologise, insist*

[Eg] They **apologised** for being late to class.

[Eg] He **insisted** on their going out for dinner.

**Verb + (that) + subject + verb**

*Admit, agree, decide, deny, explain, insist, promise, recommend, suggest*

[Eg] Rahul **decided** (that) his room needed cleaning.

[Eg] The teacher **recommended** (that) we take an auto-rickshaw home.

**What about reporting questions?**

- **As the narrator, report this exchange between Bob and Jimmy that you heard to the readers.**

**Man:** Is that you, Bob?

**Bob:** Is that you, Jimmy Wells?

- **Note the differences in the way you reported with the actual conversational exchange. Share your observations.**

These general rules for reported speech also apply here.

1. When we report questions, the subject comes before the verb.

[Eg] **Direct speech:** "Where are you going?"

**Reported speech:** He asked me where **I was going**.

[Eg] **Direct speech:** "Why is he shouting?"

**Reported speech:** He asked me why **he was shouting**.

[Eg] **Direct speech:** "What do you want?"

**Reported speech:** She asked me **what I wanted**.

2. When reporting questions we don't use the auxiliary verb **do**, except in **negative questions**.



[Eg] **Direct speech:** "Who doesn't like cheese?"

**Reported speech:** She asked me who **didn't** like cheese.

3. We report **yes / no questions** with **I** for **whether**.

[Eg] **Direct speech:** "Do you want me to come?"

**Reported speech:** I asked him **if** he wanted me to come.

[Eg] **Direct speech:** "Have you fed the dog?"

**Reported speech:** She asked me **whether** I had fed the dog.

4. When we report questions with **who, what** or **which** + to be + object, the verb **be** can come before or after the object.

[Eg] **Direct speech:** "Who is the champion?"

**Reported speech:** She asked me who the champion **was**. [or] She asked me who **was** the champion.

[Eg] **Direct speech:** "What is your favourite colour?"

**Reported speech:** She asked me what my favourite colour **was**. [or] She asked me what **was** my favourite colour.

### 7.1 Transform the following into the reported speech.

1. **Bob:** It's all right officer. I'm just waiting for a friend.

**Policeman:** Yes?

2. **Young Jimmy:** I get you. A reunion.

**Young Bob:** Exactly!

3. **Policeman:** It sounds pretty interesting. Seems like a long time between meets, though. Haven't you heard from your friend since you left?

4. **Young Jimmy:** I guess I'll stay right here in New York, Bob. To my mind, this is the only place on earth.

**Young Bob:** I'll miss you, pal.

**Young Jimmy:** And I'll miss you.



5. **Bob:** I should say not! I'll wait for him at least until ten-thirty – may be longer! So long, officer!

**Policeman:** Good night, sir!

6. **Bob:** (*Sighs.*) I'll come quietly. But how did you know here to find me?

**Man:** Here's a note I was asked to hand to you. You can read it before I take you to the station. It's from Patrolman Wells.

8. **Speaking and listening activity:** Students may role play as a famous personality visiting the school. Other students interview him/her and report back.

9. **Writing:** As the narrator, write a diary entry of about 120-150 words on what you saw and heard that night. Bring out the lessons of life you learnt.

## Section - C

### Social Networking Sites

- **Warm up**

#### Conduct a survey

Young people today are the most digitally connected generation we have ever seen. Get an insight into their media usage by asking at least twenty people between the ages of 14 and 21 years the following questions. Share the information with you group.

Now take this survey:

1. **Name of School:** .....

2. **Gender:**

a) female                      b) male

3. **Age:**

a) under 14                      b) 14 - 16                      c) 17 and older



**4. Residential Area:**

- a) city                      b) town                      c) rural

**5. What different kinds of electronic devices do you use?**

- a) PC/laptop                      e) music player  
b) mobile phone                      f) smart phone  
c) tablet PC                      g) any other (specify): \_\_\_\_\_  
d) TV

**6. How much time per week do you spend on surfing the Internet?**

- a) 0- 7 hours                      d) 21-28 hours  
b) 7- 14 hours                      e) 28-35 hours  
c) 14-21 hours                      f) more than 35 hours

**7. How much time per week do you spend on watching TV?**

- a) 0-7 hours                      d) 21-28 hours  
b) 7-14 hours                      e) 28- 35 hours  
c) 14-21 hours                      f) more than 35 hours

**8. How much time per week do you spend on listening to the radio?**

- a) 0- 7 hours                      d) 21-28 hours  
b) 7- 14 hours                      e) 28-35 hours  
c) 14-21 hours                      f) more than 35 hours

**9. How much time per week do you spend on blogging, posting to blogs and sending private messages on social networking sites?**

- a) 0- 7 hours                      d) 21-28 hours



- b) 7- 14 hours
- c) 14-21 hours
- e) 28-35 hours
- f) more than 35 hours

**10. Are you online even when watching television or listening to music?**

- a) mostly
- b) sometimes
- c) never

**11. Have you got your own PC/laptop?**

- a) yes
- b) no, I use the family PC/laptop
- c) yes, but I share it with my brother/sister
- d) no

**12. What device do you use for Internet access?**

- a) PC/laptop
- b) Tablet PC
- c) Netbook
- d) Smartphone

**13. What do you use the Internet for?**

- a) Keep in touch with friends and be entertained
- b) Read local, national and international news
- c) Download music, films, games
- d) Send e-mails
- e) Play online games
- f) Look for other helplines
- g) to buy things
- h) Look for technical support
- i) Pursue school activities
- j) to navigate



- k) Read entertainment news or gossip
- l) Any other (specify) \_\_\_\_\_.

**14. How do you arrange meeting friends?**

- a) via text message
- b) via cell phone
- c) via e-mail
- d) via social networks (e.g. facebook)
- e) any other (specify) \_\_\_\_\_

**15. What information do you "publish" on social networking sites?**

- a) name
- b) address
- c) e-mail address
- d) phone number
- e) personal pictures

**16. From where do you get the daily news?**

- a) newspaper
- b) television
- c) radio
- d) online news
- e) none, I'm not so interested in daily news
- f) any other (specify) \_\_\_\_\_

**17. Are you a member of any of these sites?**

- a) Facebook
- b) Twitter
- c) Skype
- d) I am not interested
- e) Any other (specify) \_\_\_\_\_

**18. Users of electronic devices meet fewer friends "in real life" since they meet them in the virtual world.**

- a) Agree
- b) Not sure
- c) Disagree

**19. Cyber-bullying is an increasing problem.**

- a) For yourself
- d) At school



- b) For your friend
- c) In your peer group
- e) Not at all

**20. Have you ever visited an illegal site to**

- a) watch a film / download a film ?
- b) download music ?
- c) download/ upload files ?

**1. Working in groups, have a panel discussion on “Youth and the Digital Connect.” A representative presents the group’s views.**

**2. Read more about social networking sites.**

1. Do the names MySpace, Facebook, Orkut, etc. ring a bell? They probably do because they are some of the most popular sites on the internet today. These sites are all called 'social networking' sites because they help people meet and discuss things online. Each of these social networking sites has its own strengths: MySpace is especially popular among teenagers, Facebook is popular with college age people, Orkut is especially loved in Brazil, and CyWorld is the site to visit in South Korea. The common thread among all of these social networks is that they provide a place for people to interact, rather than a place to go to read or listen to 'content'.



**Web 2.0**

2. Social networks are considered to be web 2.0. What does this mean? To understand this, it's important to understand what the original web did (often



called web 1.0). Back in the nineties, the internet - or web - was a place to go to read articles, listen to music, get information, etc. Most people didn't contribute to the sites. They just 'browsed' the sites and took advantage of the information or resources provided. Of course, some people did create their own sites. However, creating a site was difficult. You needed to know basic HTML coding (the original language the internet uses to 'code' pages). It certainly wasn't something most people wanted to do as it could take hours to get a basic page just right. Things began to get easier when blogs (web logs) were introduced. With blogs, many more people began writing 'posts', as well as commenting on other people's blogs.

### **MySpace Surprises Everybody**

3. In 2003 a site named MySpace took the internet by storm. It was trying to mimic the most popular features of Friendster, the first social networking site. It quickly became popular among young users and the rest was history. Soon everyone was trying to develop a social networking site. The sites didn't provide 'content' to people, they helped people create, communicate and share what they loved including music, images and videos. The key to the success of these sites is that they provide a platform on which users create the content. This is very different from the beginning of the internet which focused on providing 'content' for people to enjoy.

### **Key to Success**

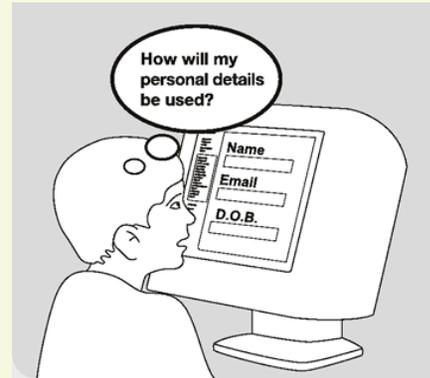
4. Relying on users to create content is the key to the success of web 2.0 companies. Besides the social networking sites discussed here, other huge success stories include: Wikipedia, Digg.com and the latest success - Twitter. All of these companies rely on the desire of users to communicate with each other, thereby creating the 'content' that others want to consume.

### **Changing times**

5. As today's youth flock to social media like children to candy, youngsters need to be especially prudent as postings and pictures on social media can impact



their lives in unimaginable ways. Foremost, we must remember that social networking sites are in the public domain, no matter how careful we are about privacy settings. Thus, we must exercise caution before posting personal and sensitive information. Further, we need to remember that we all have multiple selves – we behave differently in class, in the college canteen, at a family wedding and on a picnic. But on most social networking sites, these identities tend to meld as all our contacts are privy to our posts. So what may be an appropriate comment to a friend may not be suitable for a teacher. We have to ensure that we do not treat our contacts as a homogenous unit.



### **The consequences**

6. In the cut-and-paste digital world, we can effortlessly add and delete content at the click of a mouse. Thus, while we may delete an inappropriate picture or post, that does not mean that we have erased it from the minds of those who have already seen or read it. So, while we can retract posts, we may still have to face unintended consequences. Whenever we make a comment or upload a picture, we are creating an online trail of ourselves that can be tracked. Further, some employers check FB profiles of candidates they are hiring; so next time, you are putting up pictures of a beach party you attended, ask yourself if you would want your potential employer to see those snapshots.

### **Net addiction**

7. Youngsters should also self-monitor how much time they spend online. Nowadays, people are tethered to their devices no matter where they go. While there are obvious advantages to 24/7 connectivity, Net addiction can be detrimental. In her book **Alone Together**, MIT professor Sherry Turkle describes a scenario where young American students failed to make the most of a foreign



placement programme. Instead of “experiencing Spain,” the students were glued to FB and online chat rooms during their free time. Time spent online also reduces the time you spend extending yourself by engaging in other recreational activities.

Despite the umpteen ‘friends’ we have online, we need to cultivate and maintain ‘real’ friends whom we see face-to-face and interact with. Turkle notes that adolescents find personal interactions increasingly difficult as they are so used to hiding behind a screen while dealing with people. When we communicate online, we do not gain access to a person’s tone of voice, facial expression and body language – nonverbal aspects that are integral to our humanity. Finally, and most importantly, every person, especially youngsters, needs downtime to reflect, ponder and discover him or herself. By shutting out the dizzying din of digital distractions for a few minutes everyday, we can recharge and reclaim ourselves.

*About.com and The Hindu*

## 2.1 Choose the correct options

1. **Orkut is a.....**
  - a) a blog
  - b) a social networking site
  - c) a content site
  - d) a website about Brazil
  
2. **Facebook is especially popular among .....**
  - a) young adults
  - b) college students
  - c) the people of Brazil
  - d) the Koreans
  
3. **Social networking sites encourage people to .....**
  - a) browse articles and other content
  - b) code pages in HTML
  - c) look for jobs and other opportunities
  - d) interact with other people



4. **Social networking sites are called .....**
- a) Web 1.0 sites
  - b) Web 2.0 sites
  - c) Web blogs
  - d) HTML coding
5. **Originally the web was used for .....**
- a) posting thoughts and ideas online
  - b) researching and browsing content
  - c) interacting with other people
  - d) storing classified information
6. **Many people didn't create web pages in the beginning as they.....**
- a) didn't have the permission to do so
  - b) didn't want to communicate with others
  - c) didn't know how to code HTML pages
  - d) didn't know they could create web pages

**2.2 Complete the table given below listing the threats of social networking.**

<b>Precautions to be Used</b>	Not give out one's identity or personal information	Be careful about what one puts online	Be careful about the amount of time spent online	Need to spend time with 'real' friends
<b>Reasons for being cautious</b>				



### 3.1 Read the news item that appeared in a national daily.

#### **Facebook, Orkut Crimes on the Rise Across World**

*Using Social networking sites like Facebook and Orkut may seem a like a harmless way of staying in touch with your friends and family but it has resulted in a rise in crime across the globe. In UK, the tabloid Daily Mail, using the Freedom to Information Act, has found out that there have been more than 100,000 crimes linked to Facebook in UK in the last five years. According to the Daily Mail, callers have alerted officers to alleged acts of terrorism, sudden deaths, frauds and hate crimes.*

**3.2 Ever since they entered our lives, social networking sites have served as platforms where users could use the virtual space offered by these social media platforms to freely express their views on myriad issues. However, recent events have caused many to question the perceived verbal sanctuary that social networking websites have been deemed to offer.**

**Working in groups discuss, whether social media, a platform for self-expression, has become a dangerous forum. You may share your ideas about:**

- a. What does freedom of expression online mean to you?
- b. From a youth perspective, what are the challenges to protect freedom of expression?
- c. What limits your freedom of expression?
- d. Do you think these limits are right?
- e. How do they impact upon your experiences online?
- f. Are the legal consequences of saying exactly what you want online understood by users?
- g. How can we educate users so that they understand the legal issues surrounding free speech online? What role can service providers play?
- h. Does age impact freedom of expression?
- i. What are the roles and responsibilities of users of social media services as they relate to openness, privacy and security?



- j. What is the user's role in addressing when someone else's freedom of expression goes too far?

**3.3 Based on your discussion, write an article in about 300 words for your school magazine on *Social media, young people and freedom of expression*.**

#### 4. Active and Passive Voice

**Voice** refers to the form of verb that indicates whether the doer of the action in a sentence is the subject or the object.

**Change of voice** involves **three** major changes:

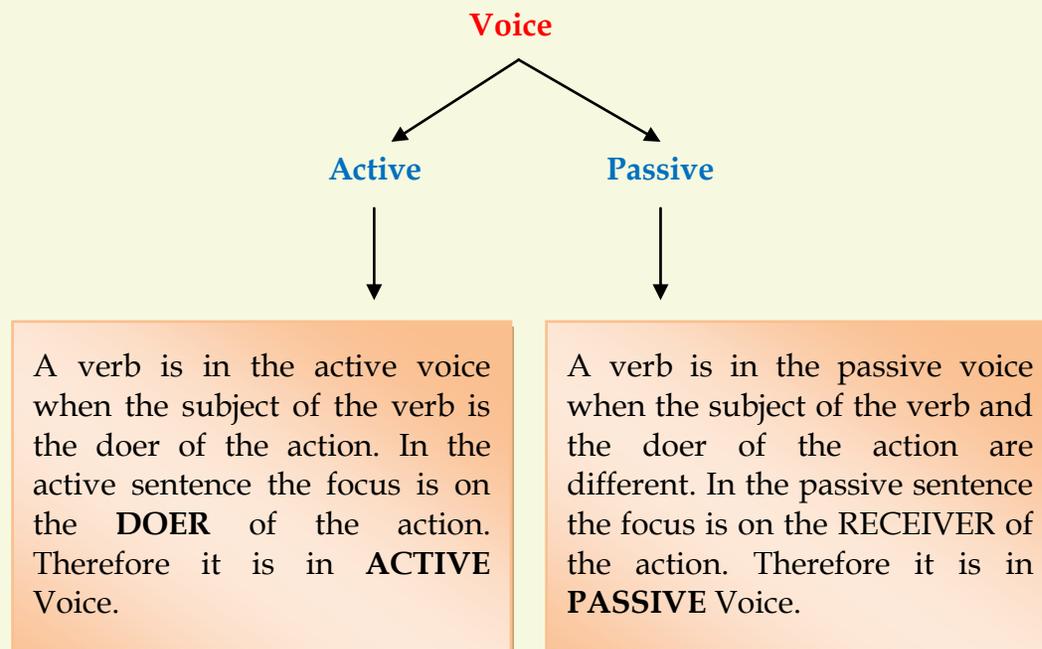
It changes the **functions** of the subject and the object.

It changes the **position** of the subject and the object.

It changes the **form** of the verb.

**Remember:**

- The meaning of the sentence remains unchanged.
- The tense of the verb remains unchanged
- The passive voice is used when the agent or doer is unknown or obvious.
- Passive voice is used in journalistic, scientific or legal writing.





<b>The Active voice</b>	
<p>1. The active voice is more direct than the passive.</p> <p>Sentences in active voice are generally clearer and more direct than those in passive voice.</p>	<p>Shikha sings a song.</p> <p>The subject (Shikha) + an active verb (sings) + an object (a song).</p>
<b>The Passive voice</b>	
<p>1. The Passive voice calls attention to receiver of the action rather than the performer:</p> <p>2. Passive Voice points out the receiver of the action when performer is unknown or unimportant:</p> <p>3. It avoids calling attention to the performer of the action (known as the "institutional passive")</p>	<p>1. A song is sung by Shikha.</p> <p>2. The thief was arrested.</p> <p>3. The fines will be collected on Monday.</p>

#### 4.1 Changing Active Voice to Passive Voice

Given below are the active and passive equivalents followed by some examples of active and passive sentences.

<b>Tenses</b>	<b>Active Voice</b>	<b>Passive Voice</b>
Simple present	write/ writes	am/ is/ are written
Present continuous	am/ is/ are writing	am/ is/ are being written
Simple past	wrote	was/ were written
Past continuous	was/ were writing	was/ were being written
Present perfect	has/ have written	has/ have been written
Past perfect	had written	had been written



Simple future	will write	will be written
Conditional	would write	would be written
Perfect conditional	would have written	would have been written
Present infinitive	to write	to be written
Perfect infinitive	to have written	to have been written
Present participle/Gerund	writing	being written
Perfect participle	having written	having been written

**Note:** The continuous forms of the present perfect, past perfect, future and future perfect are rarely used in the passive.

**4.2 Read the newspaper headlines. Use the information in the headlines to complete the paragraphs.**

**(a) Leptospirosis Virus Claims Four Lives**

..... in Thana district due to Leptospirosis, caused by rat urine, following the recent floods in the district.

**(b) Kidnapped Engineer's Body Recovered**

The body of Mr Kapoor, the engineer of the government-owned Bharat Petroleum Corporation, .....by the police three days after he had been killed.

**(c) Traders Hit Hard by Removal of Encroachments**

Traders from different parts of the country coming to the city for supply of fruit and vegetables ..... by the removal of encroachments in the Grain Market here.

**(d) Question mark over Kochi IPL owners: Modi**

Unfazed by Shashi Tharoor's counter-attack, Indian Premier League Commissioner Lalit Modi .....



**(e) Funds for Elephant Rehabilitation and Rescue Centre near Tiruchi**

The Union Ministry of Environment and Forests .....

**(f) Chairs, Desks for MCD Schools after Six-year Wait**

Chairs and desks ..... to MCD schools after a six year wait. Reason being that samples of desks-cum-chairs sent for a quality check were rejected by Shri Ram Institute for Industrial Research for not meeting standards.

**(g) 3-Member Committee to Probe Attack on ADJ**

A day after a trial court judge was allegedly roughed up by a group of lawyers at the Rohini court complex, the Bar Council of Delhi on Thursday..... to look into the incident.

**(h) Sporadic clashes in J&K over youth's death**

..... in the Sopore and Baramulla townships of north Kashmir on Wednesday as ....., who fell into a river while fleeing from security forces.

**4.3 Given below are instructions for making Maggi soup. Use these cues to complete the paragraph:**

Mix the soup powder with 750 ml of water without allowing it to form lumps.



Pour the mixture into a heavy-bottomed vessel.



Bring it to a boil, stirring continuously.



Simmer the soup for five minutes



Pour the soup into four soup bowls and serve garnished with fried croutons.



The packet is opened and the contents (a) \_\_\_\_\_ with 750ml of water, without allowing it to form lumps. The mixture (b) \_\_\_\_\_ into a heavy-bottomed vessel. It (c) \_\_\_\_\_ continuously and (d) \_\_\_\_\_ to a boil. Then the soup (e) \_\_\_\_\_ on a slow flame for five minutes. Finally before the soup (f) \_\_\_\_\_ it (g) \_\_\_\_\_ into soup bowls and (h) \_\_\_\_\_ with fried croutons.

**4.4 Here are instructions for making vermicelli upma. Use them to complete the paragraph that follows.**

- Heat some oil in a pan. Fry the vermicelli till golden in colour. Keep aside.
- Heat some more oil in a pan. Toss in the mustard seeds followed by the black gram. Stir fry both till the mustard seeds splutter fully and the gram is red in colour.
- Add warm water along with salt to taste and bring to a boil.
- Reduce the heat and add the vermicelli.
- Cook whilst stirring often till all the water has evaporated and the vermicelli is well cooked.
- Remove from heat and serve garnished with grated coconut.

First some oil is heated in a pan and the vermicelli (a) \_\_\_\_\_ and kept aside. Then some more oil is heated in a pan. The mustard seeds (b) \_\_\_\_\_ followed by the black gram. Both (c) \_\_\_\_\_ till the mustard seeds splutter fully and the gram is red in color. Warm water (d) \_\_\_\_\_ along with salt to taste and (e) \_\_\_\_\_ to a boil. The heat (f) \_\_\_\_\_ and the vermicelli (g) \_\_\_\_\_. It is stirred often till all the water has evaporated and the vermicelli is well cooked. It is then removed from heat and (h) \_\_\_\_\_ garnished with grated coconut.



## **Section - D**

### **Films and Entertainment**

**1. Read this essay.**

1. The film industry is facing the challenge of the television screen which, because of its ready availability and nearness to entertainment seekers, is becoming very popular, particularly in the West where television programmes are as indispensable to people as newspaper material. Sustained entertainment for multitudes lasting two or three hours is possible only in big cinema halls. Scenic beauty, background effects and colour techniques which have made the products of cinema industry so attractive and delightful may not be reproduced by television programme organisers, and therefore, this important invention in the field of wireless communication, in spite of having become a big rival of the cinema, may not succeed in replacing it.

2. The motion picture has also stepped into the international sphere as an agent of goodwill and co-operation among nations. Cultural contacts which tend to reduce tension in the world and bring harmony in international relations have been established through the medium of films. The more people understand and appreciate the past history, present aims, customs, habits and beliefs of men and women in foreign lands, the more will they realise that their interests can best be served by establishing friendly relations with them and by removing those irritants which breed distrust, lack of co-operation and the desire to punish those whose views and attitudes are such as they do not like. As cultural agents, films can cement ties of love and brotherhood among nations and teach them to confer on each other the benefits of all the rich and glorious achievements of the present enlightened age. In recent years artistes of the film world have been visiting foreign lands with a view to presenting before audiences in those countries the best products of their cultural heritage. Film festivals which many European and Asian countries have been organising from time to time have also proved to be of



immense value in reducing social barriers, colour prejudices and other causes of friction between nations.

3. In the spheres of human conduct and behaviour, films are an inexhaustible source of inventiveness. All our new fashions in respect of the clothes we wear, the cut of our hair, the shape of our footwear, interior decoration of our rooms, and even our manners and habits at social gatherings owe their origin to the cinema industry where they first appear with the glamour of their novelty and the appeal of their sensuous attractiveness. In the screen world nothing ever grows dull and stale: even the most ordinary things are invested with a halo which changes them into objects of exquisite charm. The science of makeup which is the mother of all new fashions is the handmaid of the cinema industry without which it would lose half its glamour. Tailors, photographers, barbers, shoemakers, manufacturers of articles of toilet and of a thousand other varieties of luxury goods, interior decorators and a host of other men in different trades look to this industry for guidance and inspiration, for from it proceed all those new and wonderful ideas which enrich their professional knowledge and help them meet their customers' demand for newness.

## 1.2 On the basis of your reading, complete the notes

### I. Film industry vs. TV

1. Popularity of TV (esp. in West)
  - 1.1. (a) .....
2. Imp of cinema
  - 2.1. (b) .....
  - 2.2. (c) .....

### II. Films & International Relations

1. (d) .....
- 1.1. (e) .....



1.2. cultural contacts

1.3. (f) .....

1.4. (g) .....

1.5. (h) .....

a) history

b) present aims, customs, habits and beliefs

1.6. cement ties of love and brotherhood

### III. Effect of Films on daily life

1. (i) .....

2. (j) .....

#### Main Processes Involved in Note Making

1. **Storing:** Very often we are required to store information for future use. Storing of information is important because:

- We cannot be expected to remember all the information that we gather by reading, speaking or listening.
- We may not need some information immediately but at some time in the future.

2. **Retrieval:** Storing of anything will be of little avail if we cannot retrieve it for use. To ensure effective retrieval of information from notes the following points should be borne in mind:

- Information should be systematically organized.
- Notes should not be obscure because the note maker may fail to recollect what he had in mind when he used a particular set of symbols or abbreviations in the notes.

#### How to Make Notes:

- First identify the main points and supporting details in a given text.



- Condense the information.
- Organize the condensed information in a systematic way.

### **Highlights of the Notes**

- Notes are usually not written in complete and conventionally (grammatically) 'correct' sentences.
- They are much shorter than the original text.
- Main points and supporting details are clearly distinguished.
- Information is condensed using certain devices like abbreviations, symbols, shorter words, numbers etc.
- Certain types of words are often dropped: articles, words that are repeated, verbs which can be understood in the context, relative pronouns, conjunctions etc.
- Condensed information is organized and recorded in a systematic manner that brings out the structure of the original text.
- Headings and supporting details are numbered.

### **Steps in Note Making**

- First read the text quickly to understand its general purport or message. Do not worry if you do not know the meaning of a few words/phrases. Try to deduce their meaning from the context.
- Read the text again, now a little slowly, to locate the main points and supporting details. If you like, you may underline them using different colour ink. The second reading should also help you understand the way in which the author has organized his thoughts, i.e. the 'scheme' of the text.
- Decide the system you will use for organizing and presenting your notes. Though many systems exist, the present practice is to follow the decimal system without indenting.
- Condense the information, using abbreviations, symbols and short forms and write the notes. Avoid examples and illustrations from the text unless they are vitally important.



- Organize the notes with suitable headings and subheadings in the decimal format. Give an appropriate short heading.

### **Some Common Devices for Condensing information**

#### 1. Numbers for Figures.

Eg: Six metres → 6m

Ninety kilos → 90 kg

However big numbers like 1,00,000 and 1,000,000 should be expressed as one lakh and one million respectively.

#### 2. Short words for long words

Eg: investigation → probe

Policeman → Cop

#### 3. Abbreviations and Acronyms

An acronym is a word made up from the first letters of the name of something, especially an organization, eg. UNESCO. An abbreviation is a short word or expression, eg., 'Dr.' for 'Doctor', 'Prof.' for Professor.

#### 4. Apart from standard abbreviations, we can ourselves abbreviate words in different ways.

- By using only the first few letters of the word.

eg. abbreviation : abbr.  
examination : exam  
computer : comp.  
representative : rep.

- By using the first few letters and the last letter of the word.

eg. government : govt.  
department : dept.  
assistant : asstt.  
standard : std.



- By dropping all or most of the vowels in the word.

management : mngmnt

frequent : freqnt

external : extnl.

5. We can also use convenient symbols in our notes.

eg. = is equal to, means the same as

≠ Is not equal to, not the same as

→ leads to, results in

∴ therefore, so, as a result

∵ because

6. By deleting certain kinds of words we can shorten sentences.

eg. articles, auxiliary verbs, relative pronouns, conjunctions etc.

## PROJECT

### Making a TV Show

**In this unit you will produce your own TV Show.**

1. You all have seen many TV programmes, which will give you ideas for your own programme.
2. Each group will invent their own channel. Give it a name and logo. The duration of the programme should be about 10 - 15 minutes.

**Each group will have the following** - Two Anchors, Script Writer, Director, News Reader, Camera person and assistant, Cast, Reporter, Recorder and event manager.

**Anchors:** Present the programme in a lively manner.

**Script Writer:** Ensure the final draft of the script is ready before you start recording.

**Director:** Ensure the programme has enough variety.



**News Reader:** Report school news, current news and neighbourhood news.

**Camera person:** Capture the items on camera.

**3. It is good to plan the show.**

**First**, have a group discussion about the number of programmes you will include in your show.

**Second**, decide on the Anchors. It is preferable to have two anchors who outline content at the start of the programme.

Have a group discussion:

- a. Why should there be two anchors?
- b. What is the role of these anchors?
- c. What is the anchors' style?
- d. Why do the anchors outline some of the contents right at the start of the programme?

**Third**, decide on the content.

**What will you include?**

1. School News
2. An Interview: 'Meet the Teacher' / 'Meet the Sport star' / Prefect / Ex-student
3. A Play / Opera / Dance
4. Advertisements
5. A Talk Show related to School Environment / Safety / Health Issue
6. General knowledge quiz, panel game, word game
7. Information about local sites: monuments / sites of historical importance and of tourist interest
8. Entertainment reviews: music, films, video, books, etc.



Is there enough variety of content?

You are free, of course, to add your own ideas. Remember, the programme must be in English.

**4. As a group, you will need to follow these steps**

- a. Decide the length of your programme
- b. Fix the duration of each item.
- c. Ensure that the programme has enough variety of content.
- d. Decide the sequence of items.
- e. Supervise the script for each item.
- d. Present the programme in a lively manner.

**2. Listen to the interview with Aamir Khan by the news agency, Reuters, about his show 'Satyamev Jayate'. You and two students may role play the interview by reading the questions and answers aloud.**

**2.1 Indicate whether the following sentences are 'True' or 'False'. Write 'Can't Say' for sentences for which no information is provided. (page 46)**

1. Aamir Khan made the programme "Satyamev Jayate" as he fancies himself a good Samaritan. \_\_\_\_\_
2. Aamir Khan is happy with the way the programme has been able to reach out to people across the country. \_\_\_\_\_
3. Before he made the show, Aamir felt a show about social issues would not be successful. \_\_\_\_\_
4. The show, "Satyamev Jayate" resulted in a number of states announcing strong action against the wrong-doers. \_\_\_\_\_
5. TV offers a unparalleled scope for bringing about social change as it appears in seven languages. \_\_\_\_\_
6. Aamir Khan admitted to editing the episodes to "dumb them down." \_\_\_\_\_



7. Aamir Khan targeted doctors as a large minority are intentionally engaged in unethical medical practices. \_\_\_\_\_
8. Indian society is not yet ready for a social change. \_\_\_\_\_

**2.2 The Culture Society of your school screened the Aamir Khan film *3 Idiots* for students of Classes XI and XII. Write a review of the film for the school magazine in about 300 words.**

### **How to Write a Film/ Book Review**

The aim of writing a review is to judge a film, play or a book and inform the viewer / reader about it. The reviewer talks about the subject of the film, play or book being reviewed and how the film maker or director / author has handled the subject. At times the reviewer's aim is to arouse the interest of the viewer / reader so that she / he wishes to see the film / read the book. Sometimes, the reviewer warns the viewer/ reader why she / he should not see or read a particular film / book.

**While writing the review, you must include:**

- the name of the film
- the cast / director / writer
- the important characters
- a very brief outline of the film
- why the film was worth seeing or not worth seeing.

### **Listening Script**

#### **Interview with Amir Khan**

**(Reuters) - It's 10.30 on a Friday night --** an unlikely hour for an interview. But Aamir Khan has been busy the whole day, shooting for his next film and then appearing on a news channel programme about his TV show "Satyamev Jayate". Khan took time off to talk to Reuters about what "Satyamev Jayate" has meant for him, what he hopes it will



achieve and whether he fancies himself a good Samaritan.

**Q:** *This Sunday, the last episode of 'Satyamev Jayate' went on air. How do you look back on the show?*

**A:** Well, emotions are mixed right now. I have to say I am absolutely thrilled with the kind of response the show has got. The way people have connected. I won't even call it response, you know. The deep emotional connect, right from Kashmir to Kanyakumari, across different languages and across urban and rural, across economic groups.

All the more because when we were setting out, we had no idea. This was something which had never been done. People who knew what I was doing used to tell me 'Aamir, you don't know television. People only want entertainment. A show about social issues is not going to work. People are not going to connect with it.' But, I felt differently. I just did what I felt like doing, basically. It indicates that people are ready for change. India is ready for change.

The fact that it is the last episode makes me feel a little sad. Somewhere, this journey which started two years ago -- actually a little more than two years ago, will come to an end. I am hoping this is not the end, this is just the beginning. It may be the end of the first season, but it is the start of a longer journey.

**Q:** *When you started out, you must have had an objective in mind for the show. Has it achieved that?*

**A:** Yeah! I think it's been a fantastic response. You know what me and my team would term a dream response. Not only the people, but I am so happy to say that the administrative class and political class of this country have been extremely pro-active in their response to the show. They have shown such courage at times ... they have been very dynamic. For example, generic medicines, we've seen a lot of movement in that area, a number of states have announced it. Female foeticide, a number of states have announced strong action -- political will is behind that action. If you look at the episode we did on alcohol, Alcoholics Anonymous has received 2 lakh phone calls. Two lakh people have contacted AA to come out of alcoholism. That's a huge number.

**Q:** *You've dealt with some pretty wide-ranging issues -- like manual scavenging and caste. These are also very complex issues at heart. Do you have to dumb them down to make sure they reach a mass audience?*

**A:** I would not like to use the word 'dumb it down'. The medium that I am using to



communicate is television. The reason I am using television is because of its massive strength. Each home has a television set. Therefore the reach of television is phenomenal. We have multiplied that by appearing in seven languages -- in other words, you are covering the country. We have multiplied that by being also on Doordarshan, which is our national terrestrial channel. Now, when I have chosen a platform which is mass communication -- I am not talking to one person in my study -- so communication has to be in a form which is ... something the vast majority of people can consume and understand what I am saying. The moment I am talking to lakhs and crores of people, simultaneously, I have to make sure that my communication is of the kind that will reach everyone. But at the same time I don't want to compromise on any of the issues. So we may choose to discuss the core of it and maybe three or four related issues around it. We may not be able to deal with all 20 layers of it. But that is a good start. If you are able to address the core and issue and four or five issues surrounding it, that is a good enough start.

Our programmes are information and knowledge based and we are not shying away from that. You may look at the episode we did on untouchability. Just based on statistics, you are aware and I am aware that 80 percent of the population of this country is non-Dalit. But I am still choosing to take up that issue because I think it is an important issue. These are tough decisions for us, but we have tried to be honest, we have been honest to our convictions and our intentions.

What are my skill-sets? In this show, we have tried to combine journalism -- hard-core journalism, along with what my skill-sets have been for the last two decades and that is communication. Our first attempt is to gather information and in a journalistic manner, do thorough research on every topic. Once that is done and we collect all the data and information we need to figure out how do we communicate this. Because to communicate it to you in a manner that is interesting, honest, of course honest -- we have to be hard-core honest in what we are saying to you. And that is where my skill-sets come in as a communicator. That is what I have been doing all my life. I have been telling you stories and here is a story I have to tell you, which is the truth.

"The word is not dumbing it down -- I have tried to use my skill-sets to the best of my abilities. Of reaching out and telling people -- tugging at your heartstrings -- that's where my skill-sets lie. Those are the abilities I have learnt in my twenty years. So we are combining journalism with good story-telling.



**Q:** *There has been negative opinion on the show too -- especially the caste episode where it was said that the editing was not done in a fair manner or that subjects were interviewed separately.*

**A:** That's complete rubbish. People who don't understand the form of television or film are perhaps saying that. We edit everything. Without editing, we can't do a program. We have guests coming from different parts of the country. This is not the only episode but in a number of episodes, when a guest is not able to come on the appointed day, we have 15-20 people talking on a show. So to coordinate 15 peoples' dates on the same day is difficult. So if a guest says sorry I can't come on this day but we feel that it important that they be part of the show, we request the guest to come on another day. We record the interview on another day. But we keep the heart of what every guest says ... I feel it is silly to respond to a complaint like this. These are all absurd things. They don't warrant my time.

**Q:** *There was also a list of complaints against you by the doctors' body. Do you feel these are some of the negatives of doing the show?*

**A:** Every episode is taking one issue which is affecting all of us and majority of us are affected in a negative way and want to find a solution to this problem. But there is a small minority which is causing the problem and that small minority is gaining from the problem. They don't want the problem to disappear. So that small minority will not like what we are saying on the show because we are exposing that small minority. People who are not part of the solution, they are part of the problem. They will hit out at us. Write lies against us. They will spread rumours. We were aware of that. There is no question of that not happening.

The fact of the matter is that I have not said a word against doctors. I have only said against doctors who are intentionally doing unethical medical practices. I have spoken against unethical medical practices. Why would any doctor object? Every doctor should say 'Yes, we agree'. There should not be any unethical medical practices. So those doctors who are objecting to what I am saying, you can guess for yourself where they are coming from.

**Q:** *One of the things that you are really good at is marketing. How much of the success of "Satyamev Jayate" would you attribute to that?*

**A:** I just believe I am being honest. You have to be honest about what work you have



done. Marketing can only help you bring an audience to the first episode. Thereafter if your episode, your work, your content is not good you don't stand a chance. That's it.

**Q:** *Did you start thinking about these issues before "Satyamev Jayate"?*

**A:** The seed of the show was in me 15 years ago. Soon after becoming a star and like every other person, I also read the papers, I talk to people. I come to know things and you feel disturbed about what is happening around you. You feel disturbed about injustice at many times. You feel why can't things be better? If I am privileged, how I can change things for those who are not. That was in me many years ago. And it was fermenting in me, which finally somewhere came out through the show.

**Q:** *Now that you have covered so many issues, how do you see India as it stands today?*

**A:** I have a lot of hope in me. I believe that India is wanting to change. I believe it will change. Over the last 3-5 years I have met so many people with a desire to do good. I can see it in their eyes. I can feel it in their voice. Society is ready for change.

**Q:** *Any issues that you haven't dealt with?*

**A:** A lot them that come to mind. But I won't tell you about them (laughs).



## Unit 2

### Section - A

#### Health and Fitness

##### 1. Warm up

Now look at these advertisements and write down what kind of help do these offer. Give reasons and share your ideas.



Read this definition of the term 'Holistic Health' and discuss about in class.

*Holistic health in medical terms means taking into account all aspects of people's needs including: psychological - physical - social - spiritual. Which means that disease is a result of physical, emotional, spiritual, social and environmental imbalance.*

Now discuss with your partner about how should one help another and when:

- Somebody falls ill
- someone goes through a depression
- somebody responds rudely to your simple and pleasant greetings
- A friend constantly suffers from anxiety



**Read this:**

Because it's human, laughter must be of the highest order.  
To repress it is to destroy human quality.

*Laugh for a minute and write how it feels after laughing together with your classmates.*

**1. Now read on.....**

1. We will have to give life a new orientation. The past has crippled life very badly; it has made you almost laughter-blind, just like there are people who are colour-blind.
2. The constant repression of laughter has made you laughter-blind. Situations are happening everywhere, but you cannot see that there is any reason to laugh. If your laughter is freed from its bondage, the whole world will be full of laughter. It needs to be full of laughter; it will change almost everything in human life. You will not be as miserable as you are. In fact, you are not as miserable as you look- it is misery plus seriousness that makes you look miserable. Just misery plus laughter, and you will not look so miserable!
3. Just look around at life and try to see the humorous side of things. Every event that is happening has its own humorous side, you just need a sense of humour. No religion has accepted sense of humour as virtue. I want a sense of humour to be a fundamental quality of a good man, a moral man, a religious man. And it does not need much searching: you just try to see it, and it's everywhere. Seriousness has become almost part of our bones and blood. You will have to make some effort to get rid of seriousness, and you will have to be on the lookout - wherever you can find something humorous happening, don't miss the opportunity. Everywhere there are people who are slipping on banana peels - just nobody is looking at them. In fact it is thought to be ungentle manly. It is not, because only bananas fall on banana peels.



4. Laughter needs a great relearning, and laughter is a great medicine. It can cure many of your tensions, anxieties, worries; the whole energy can flow into laughter. And there is no need that there should be some occasion, some cause. Even just sitting in your room, close the doors and have one hour of simple laughter. Learn to laugh.

5. In one apartment house, people were puzzled about one thing. Every couple was fighting, throwing pillows, throwing things, breaking cups and saucers, shouting at each other, husbands -wives screaming. The only problem was with one gentleman.

6. From his flat they never heard anyone fighting; on the contrary, they always heard laughter. So they caught hold of the fellow as he was coming from the market and said, "First you have to tell us what is the secret - why do you laugh when everybody fights?" the fellow said, " what happens is, she throws things at me. if she misses then I laugh; if things hit me then she laughs." Seriousness is a sin.

7. Laughter has tremendous beauty, a lightness. It will bring lightness to you, and it will give you wings to fly. Life is full of opportunities. You just need to be sensitive and create chances for other people to laugh. Laughter should be the most cherished qualities of human beings -because only man can laugh, no animal is capable of it.

8. Because it is human, it must be of the highest order. To repress it is to destroy a human quality.

**2. Choose the right option:**

- a. To go from miserable to not so miserable, one would have to
- i. tell oneself to stop being miserable
  - ii. laugh at somebody slipping on the banana peel



- iii. laugh while fighting
- iv. tinge misery with miserable

**b. According to the writer, one has become laughter-blind because**

- i. laughter cannot be seen only heard
- ii. one has become too serious in life
- iii. our past experiences have killed the laughter in us
- iv. one does not the value of laughter

**c. The writer feels that laughter has the ability to**

- i. make us lose weight
- ii. make us feel light-hearted
- iii. make us sensitive
- iv. help us use opportunities

**3. Answer briefly:**

- a. Why does the writer feel that we need to give life a new orientation?
- b. Which three ailments will laughter cure?

**4. Briefly sum-up the place of laughter in a human being's life. Share it with your class.**

**5. Conditional Clauses**

**Read the following example:**

*If your laughter is freed from its bondage, the whole world will be full of laughter.*

The part of the sentence which is in italics and underlined is called a 'conditional' clause.



- A conditional clause states conditions, real and imagined.
- **Conditions** deal with imagined situations: some are possible, some are unlikely, some are impossible. The speaker/writer imagines that something can or cannot happen or have happened, and then compares that situation with possible consequences or outcomes, or offers further logical conclusions about the situation."

Eg. i. *If only I had tried* I would have been in the team.

ii. Reema would have told us *if she had known about it*.

- Like other adverbial clauses, a conditional clause can come either before or after the clause on which it states a condition.
- A conditional clause begins with '*if, unless, provided that, in case of*'

### 5.1 Complete the following sentences with suitable conditional clauses:

- ..... He would have won the race
- He can get into a good college .....
- ..... he would not have fallen ill.
- ..... you can get malaria.
- You will be able to access the net .....

### look at the underlined words in the following sentences:

- It is misery plus seriousness that makes you miserable.
- Laughter is the best medicine.

The word *seriousness* is the noun form of the adjective *serious*; so is *laughter* the noun form of the verb *laugh*.

### 5.2 Study the following sentences carefully:

- Tarun got into serious trouble because he did not tell the police about the theft in his house.



- b. Though he wanted to burst out laughing but the seriousness in his tone did not reveal what he wanted to do.
- c. "Please don't laugh," requested the director of the comedy.  
You will get a prize for not laughing.
- d. Their laughter could be heard outside the school.
- in sentences **1.a** the word **serious** is an adjective as it tells us something about the word 'trouble' it answers the question '**what kind of** trouble?'  
in sentence **2.a** the word '**laugh**' is a verb as it speaks about an action.
  - In sentence 1.b the word **seriousness** is a noun as it answers the question 'what' so does the word **laughter** in sentence 2.b

### 5.3 Write the noun forms of the given words

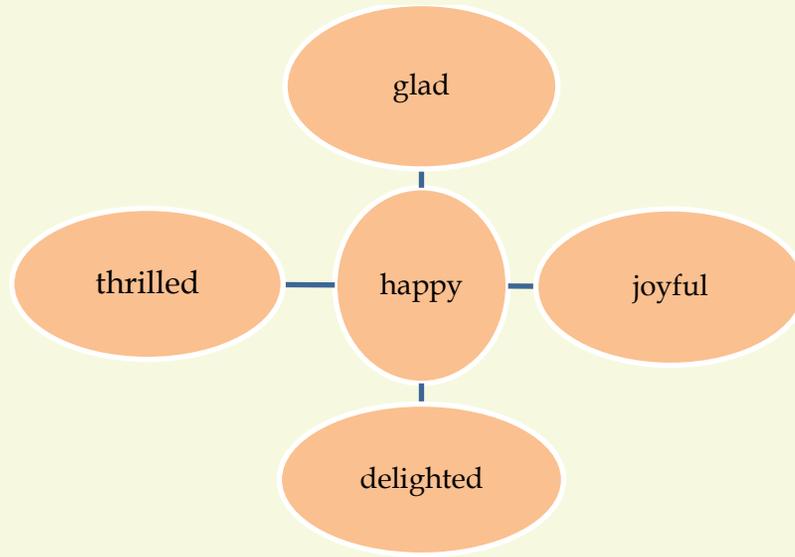
Adjectives	Nouns
Tender	
Kind	
Shy	
happy	
Verbs	Nouns
Teach	
Drive	
Write	
shop	

### 5.4 Consult your dictionary and write the noun forms of the following adjectives and verbs:

*cruel, strong, honest, concentrate, descend, report*

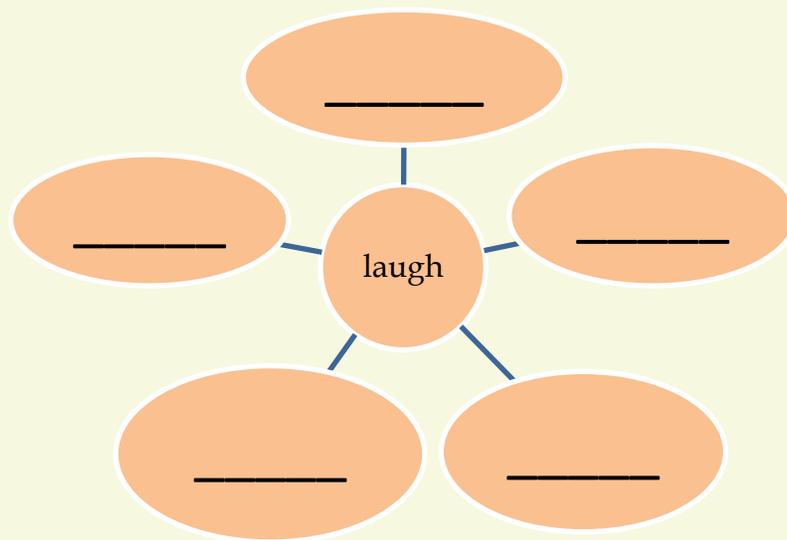


### 5.5 Look at the word-web.



The web has various words that are almost similar in meaning to the word 'happy' and are often used as synonyms for the word in the centre.

With a partner, complete this word-web with words that belong to the 'LAUGH' family.



## 6. Writing

1. You have decided to form a 'Laughter Club' in your colony. Design a notice in about 50 words informing the residents of your society about it.



### Why do we draft a notice?

1. Must **attract** the audience and **give information**.
2. Must have concise slogans
3. Give relevant information
4. Must give the name of the issuing authority at the bottom

**6.1 Plan with your friends which would be the best locations in the society/colony to display this notice, so that, the information reaches the maximum number of residents. Make a list of the places that you decide upon and write the reason/reasons why you have chosen those spots. Share them with the class.**

## 7. Listening

**Listen to the story about a laughter club and choose the appropriate option.**

### 1. People who came to the laughter club

- i. talked about themselves
- ii. told stories about their lives
- iii. learnt how to laugh

### 2. The woman thanked the writer because

- i. she had laughed after a long time
- ii. her husband had laughed after two years
- iii. her husband had laughed after a year

### 3. The elderly woman

- i. found the laughter club funny
- ii. wondered if she would ever laugh
- iii. wondered why laughter club was considered to be funny



4. The speaker informed the elderly lady that
- i. one needs the laughter club to be able to laugh
  - ii. one does not need reason to laugh
  - iii. laughter is a good medicine

5. Creating laughter is compared to
- i. yoga
  - ii. sparkle
  - iii. piece of art

8. **Speaking: (Role-Play with a partner)** You are Rajiv, your friend Sanju's grandfather is keen to join the Laughter Club and wants to know more about it. So he rings you up.

Choose a partner and complete the following telephonic conversation between the old gentleman and yourself. You and your partner enact it for the class. While enacting do not face each other. Rather, stand back to back and have this telephone conversation.

**Grandfather:** Hello! This is Sanju's grandfather speaking, could I speak to Rajiv please?

**Rajiv:** Good morning uncle, I am Rajiv speaking

**Grandfather:** Rajiv, I wish to .....

**Rajiv:** That's really good, uncle.

**Grandfather:** But I .....

**Rajiv:** Sure uncle, how can I help you?

**Grandfather:** First of all ..... and

**Rajiv:** We get together at 6.30 in the morning.

**Grandfather:** .....



**Rajiv:** .....

**Grandfather:** Which park?

**Rajiv:** .....

**Grandfather:** Oh, that's quite close to my house. Also tell me .....

**Rajiv:** For half an hour initially, then we may increase the duration

**Grandfather:** .....

**Rajiv:** We are going start from this Sunday.

**Grandfather:** Thank you, Rajiv. I'll certainly be there!



## Section – B

### Yoga for Holistic Wellness

Warm up:

Take the following questionnaire and conduct a Class Survey. In ten minutes interview as many of your classmates as you can and fill up the column.

Name	Do you do any kind of exercise?	How many times a week do you do it?	Which type of exercise do you do?	For how long do you do it?	Do you practice Yoga?	Why do you exercise?	At what age did you start exercising?

Now prepare a short report of about 250-300 words based on your findings.



1. Read the following essay.

*When one is unwell, it's just not a physical strain, one's mental health too takes a down turn. It is holistic solutions like yoga that cure both the body and mind. Researchers have found that people who practise yoga have healthier hearts than those who do not.*



1. Yoga is an ancient Indian science, more than 5,000 years old, which has recently come into limelight as an effective therapeutic tool. The word 'yoga' means union of the mind, body and spirit - truly a holistic cure. Yogic philosophy believes that our reality is built up of five sheaths or koshas that cover who we really are. These are Physical (our body which has five senses) Emotional /Pranic (feelings and chakras/ energy centres) Mental / Ego mind (Our thoughts) Intuitive/conscious mind (Our self) Bliss / Joy (moment of extreme happiness and well-being). Yoga techniques such as asanas postures which stretch the muscles and keep the joints flexible, pranayams which help us to breathe right, concentration and meditation help strengthen the five sheaths or Koshas.

2. Asanas strengthen the core body or the physical self while pranayamas improve prana- life force, our vital energy. Concentration and meditation tackle emotions and strengthen the mind, and help you grow spiritually. Yoga is a combination of all these along with special techniques for relaxation. As opposed to regular physical exercises, Asanas are done with synchronized breaths and the movements are slow and gentle. The focus is on stretching the muscles, and

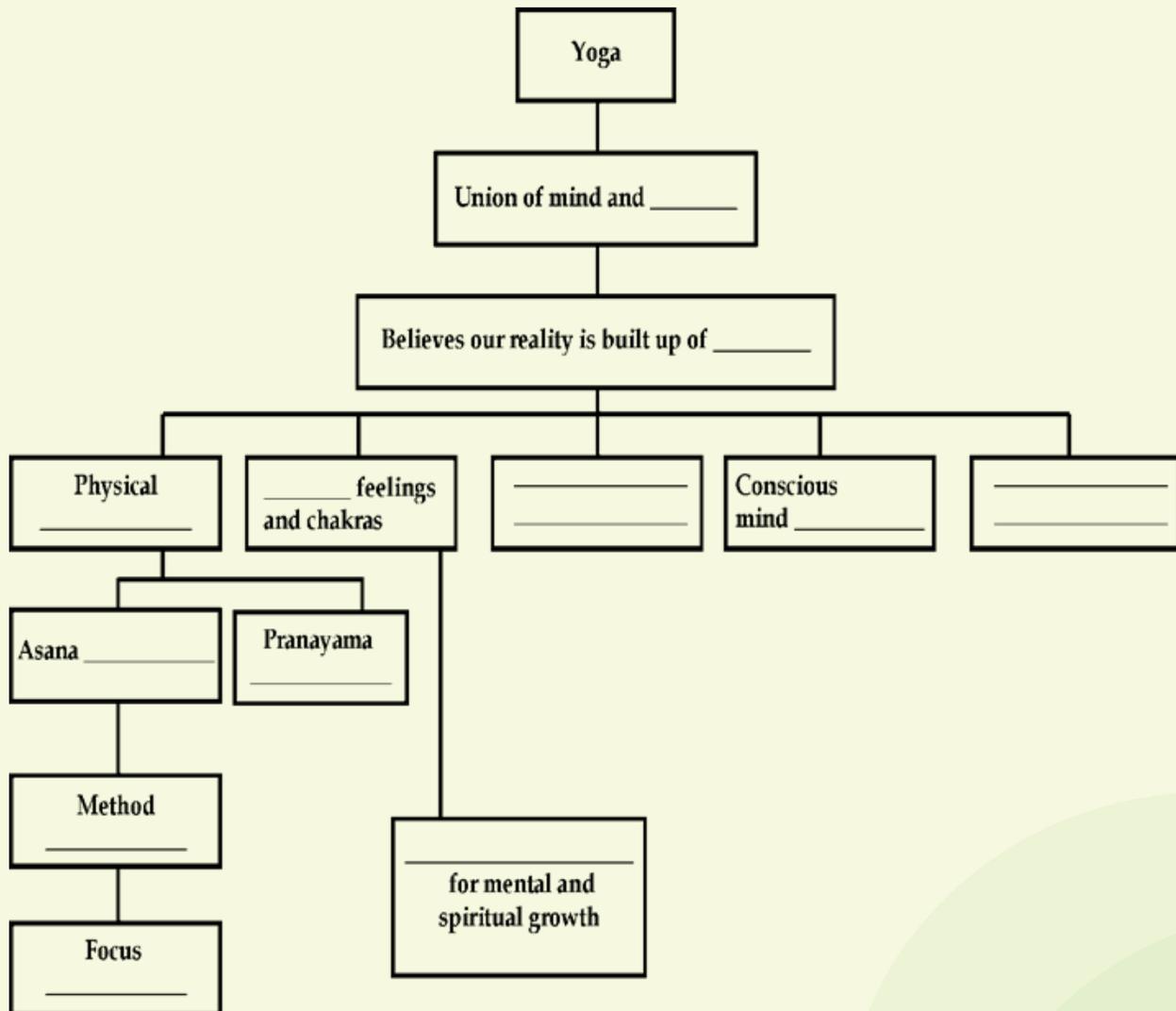


improving joint flexibility, lung capacity and concentration. As a result you feel mentally energised.

3. Yoga is an effective tool to tackle stress and related diseases, mental disorders such as depression and anxiety, lifestyle diseases, cardiac and respiratory ailments, arthritis, digestive problems, lack of sleep, diseases affecting the nervous system, migraines, endocrinal abnormalities and personality disorders.

When practised regularly, yoga can prevent, and at times even reverse certain diseases.

**1.2 On the basis of your reading, complete the flow chart**





## 2. Prepositional Phrases: Study the following sentence

Asanas are done *with synchronized breaths*

Yoga is a combination of all these *along with special techniques for relaxation*

The group of words in italics 'with synchronized breaths' 'along with special techniques' and 'for relaxation' are **prepositional phrases**

A prepositional phrase will begin with a **preposition** and end with a **noun, pronoun, gerund, or clause**, the "object" of the preposition.  
*preposition + noun, pronoun, gerund, or clause*

*eg. for relaxation*

*preposition + modifier(s) + noun, pronoun, gerund, or clause*

*eg. with synchronized breaths*

*along with special techniques*

### 2.1 Identify the prepositional phrases in the following sentences:

1. The hotel had a beautiful view of the lake.
2. After five years, the house will finally be ours.
3. She told the maid to make sure she cleaned under the bed.
4. He placed the documents inside the locker.
5. The plane flew high over the snow-capped mountains.

### 2.2 With the help of the following substitution table, frame as many prepositional phrases as you can and use them to complete the following sentences suitably:

Preposition	Modifiers	Objects	Prepositional phrase
On	dark	grass	
	lonely	road	



	green	night room	
For	my proper complete cleaner	satisfaction family environment relaxation	

- You must learn the right techniques \_\_\_\_\_.
- It was \_\_\_\_\_ so they could not see where the road ended.
- Walking bare-foot \_\_\_\_\_ is good for the eyes.
- Each one of us must work \_\_\_\_\_ so that the earth becomes a healthier place to live in.
- I live in this town \_\_\_\_\_.

### 2.3 Vocabulary

- Here are some words from the passage

*lifestyle; limelight; well-being*

Each of these words have been formed by combining two independent words

life + style = lifestyle

lime + light = limelight

well + being = well-being

Words thus formed are called '**compound words**'. Compound words may have a new meaning of its own which would be very different from the meanings of the component words.

(Eg) the words *lime* and *light* when put together as one word form an entirely new meaning



Some more examples.

butter + fly = butterfly

crack + down = crackdown

fellow + ship = fellowship

pull + over = pullover

half + hearted = half-hearted

**2.4 With your partner, give ten examples and share them with the class.**

**2.5 Underline the compound words in the following report and write what they mean.**

The final crackdown, when it came, proved to be very rewarding. Though the 'criminals' were missing the police found quite a few finger-prints. In a soundproof room they found equipment for recording. They decided to listen to some of the recordings. As soon as they pressed 'play' on the audio system they heard children's voices singing the nursery -rhymes. They quickly made a beeline for the door for they had realized that they had raided the wrong place. This was not a warehouse but a recording-studio.

### **3. Writing**

**Write a letter in about 150 words to your friend telling her/him about the yoga classes you have joined and how it makes you feel better and energetic.**

### **4. Listening**

**Listen to a talk on Reiki and complete the statements.**

- a. The technique of Reiki is from \_\_\_\_\_
- b. Universal energy is \_\_\_\_\_ by the healer through his \_\_\_\_\_.
- c. It works on the principle of \_\_\_\_\_.
- d. The tools of Reiki are breathing and \_\_\_\_\_.
- e. It helps in \_\_\_\_\_ various disorders.



## 5. Speaking

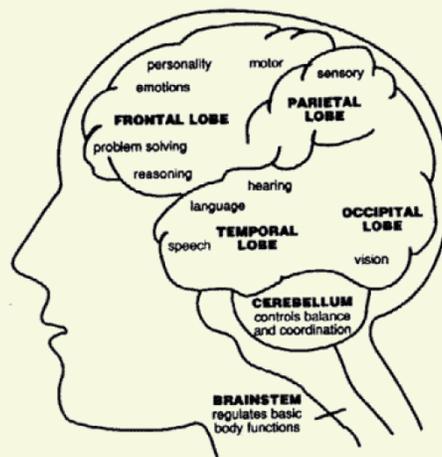
Give the following instructions to the class:

We are now going to do the 'improve your immunity' asana. Stand and slightly bend your knees. Stretch out your hands slowly try to push them behind as much as possible. Now turn your head to the right to look over your right shoulder. In this position take five deep breaths and then slowly turn your head to look in front. Repeat this by turning your head to the left side following the instructions given for the right side. Begin by doing this twice and gradually aim to do it ten times. This exercise when done in the sun helps you absorb adequate vitamin D3 and increases your immunity.

## Section - C

### A Healthy Brain

- *We know that every animal you can think of -- mammals, birds, reptiles, fish, amphibians -- has a brain just as human beings, yet there is a significant difference between the two. Look at this picture of the human brain and discuss what is unique about it.*



*It is a medically accepted fact that how clever and intelligent we are depends on how sharp our brain is.*



1. **Read about how breakthrough science has revealed that one can get cleverer at any age.**

### **Build Better Brain**

1. You can train your brain for a sharper memory. Aerobic exercises are known to preserve grey matter and meditation helps hone connections between reason and emotion. We want to be able to not only know more but also understand more deeply, make greater creative leaps, retain what we read, see connections invisible to others – in short we want to be smarter and cleverer. By raising our mental game we would be able to make smarter decisions in our work and life.

2. The Latest research in neurobiology and cognitive science shows that our IQ long thought to be largely unchangeable after early childhood, can in fact be raised, and not by a niggling point or two. According to a ground-breaking study, IQ can rise by a staggering 21 points over four years – or fall by 18. A higher IQ can get you more than admission to the IIT and IIM, it also gets you bragging rights.

3. Cathy Price, a cognitive scientist, says “if an individual moved from an IQ of 110 to 130, he’d go from being average to gifted. And if he moved from 104 to 84, he’d go from average to below average.” Her study was on people aged 1 to 20 but given recent discoveries about the capacity of the brain to change-called neuro plasticity- well into one’s 60s and 70s, Price believes the results hold for everyone. She feels that the same degree of elasticity as seen in the young adults maybe present throughout life.

4. Although working on short –term memory- basically, the brain’s scratch-pad has long been considered just one component of overall IQ, recent research shows that it may in fact be the lever that can raise overall intelligence. It has been found that short term memory maybe the foundation of intelligence to a greater extent than anyone suspected. Adult volunteers were





trained on a difficult short memory task: the volunteers simultaneously heard a string of letters and saw a series of computer screens that had a blue square's position which matched that of a several screens earlier. The more they worked their short-term memory, the greater was the improvement in the purest form of brain power, fluid intelligence - the ability to reason and solve problems independently of existing knowledge. The same results were found in school-age kids; the findings show that memory training boosts performance in intelligence tests and so maybe the surest path to a higher IQ.

5. The good news is that there are accessible ways of improving one's brain power. Aerobics and walking do more than provide just physical fitness; they stimulate production of BDNF (brain-derived neurotrophic factor) and increase grey matter in the hippocampus region that processes new knowledge particularly the link between different pieces of information that form complex memories. Midday naps may not only restore brainpower but also raise it. students who took a 90 minute nap at 2pm after a task that taxed the hippocampus - learnt better after the nap than they had before it and better than the non-nappers. In people who stayed awake, there was deterioration in their memory capacity, but a nap restored that capacity to levels even higher than before the nap.

6. The strategy with the strongest evidence behind it for improving IQ is also the toughest. When a brain that is fluent in two languages chooses between the two the cortical circuits that hold both become active. The workout the brain gets in bilingualism carries over to other functions, buffing such IQ skills as problem solving and attention switching; it even seems to postpone dementia by five years. Scientists believe that healthy diet is associated with lower risk of Alzheimer's disease as well as diabetes and stroke. But it is from certain exotic ingredients that scientists have a great hope. For instance small studies suggest that the spice turmeric and pomegranate juice may improve memory.

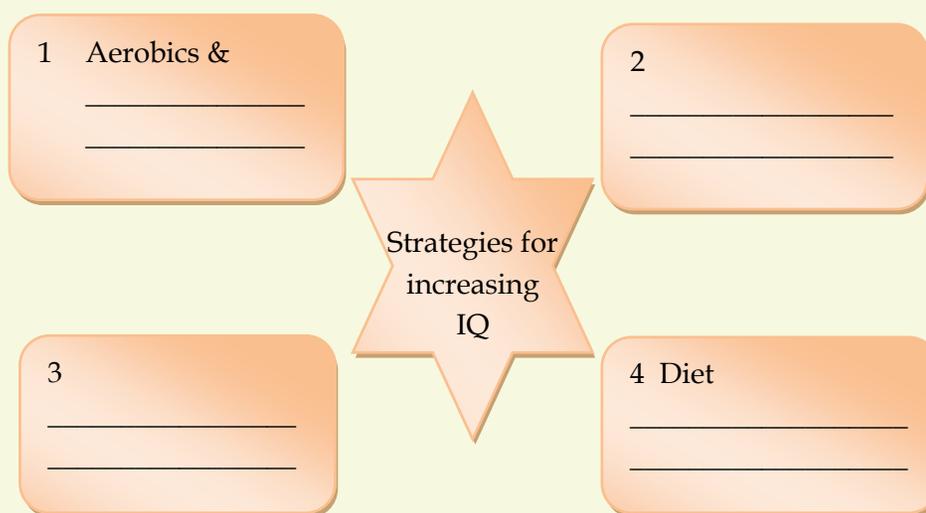
*[Adapted Readers' Digest December 2012]*



2. On the basis of your understanding answer the following questions:

- a. What has scientific research proved?
- b. What does meditation do for our IQ?
- c. What role does short-term memory play in our IQ levels?
- d. Do you think the writer recommends mid-day naps? Why?

3. Complete the following diagram suitably.



4. Voice forms: a review

4.1 Study these sentences from the text:

*'You can train your brain for a sharper memory'*

Now look at the same sentence written differently

*'The brain can be trained for a sharper memory.'*

Did you notice the difference?

The **Passive forms** are used to speak about the action with no importance to the doer of that action. That is the reason why this form is used for scientific and descriptive writings because our **interest is in the processes and events: in what and how things happen.**



The **Active voice** is preferred for imaginative and creative writing and wherever we want to say more **about people who makes things happen**.

Read these sentences in the **Passive form**, from the text,

- Although working on short -term memory- basically, the brain's scratch-pad *has long been considered* just one component of overall IQ
- It *has been found* that short term memory maybe the foundation of intelligence to a greater extent than anyone suspected

Notice the **verb structure** in the passive form:

- Has/have/ had + be / been/ was / were + past participle form of the verb
- Has + been + considered; found

#### 4.2 Write the following sentences in the Passive form:

- According to a ground-breaking study, IQ can rise by a staggering 21 points over four years.
- Asanas strengthen the core body.
- Yoga can prevent, and at times even reverse certain diseases.
- He opened the box with a loud click.
- Pour some water in a pan and keep it on the fire.

#### 4.3 Vocabulary

Given below are some definitions of the words you have come across in the text.

Identify the word and write it in column B to match the definitions in column A

A	B
This pertains to the act of knowing, understanding and remembering	
A form of physical exercise that combines rhythm with stretching an	



strength training, usually performed in group or solo in accompaniment to music	
A science that combines the study of the cells of the nervous system and the organization of these cells into circuits that control our behaviour	

**4.4 Here are two words from the text. Consult your dictionary to complete this table.**

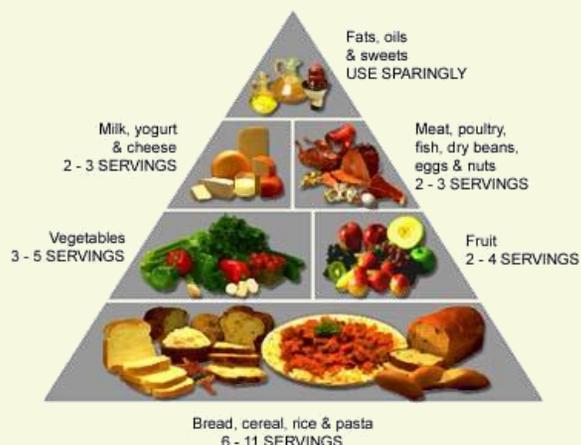
Word as in text	Part of speech	meaning	Root word	Part of speech	Basic meaning
Basically					
Simultaneously					

**4.5 Fill in the blanks with the appropriate form of the words in the blanks**

- The \_\_\_\_\_ (basically/ basic) difference between the two friends is that one is clever the other is wiser.
- Both the scientists worked \_\_\_\_\_ ( simultaneously/ simultaneous) on the same project but their results were not the same.
- \_\_\_\_\_ (Basically/basic) it amounts to your keeping awake for four hours to do the work.

**4.6 Writing**

Study the chart given below and prepare write out diet instructions a student should follow for a healthy body and brain. Use the Passive Form



ADAM.

**You may begin like this:**

It has been seen that many students fall ill very often due to which their studies are badly affected. It is suggested that .....

## 5. Listening

**Listen to this face to face between a dietician and a group of students and complete the following statements:**

- On introducing the dietician the teacher tells the students that they can \_\_\_\_\_.
- For fitness the dietician suggests \_\_\_\_\_ and \_\_\_\_\_.
- The dietician recommends including \_\_\_\_\_ grains in their diets.
- According to the dietician a healthy diet reduces the risk of \_\_\_\_\_ illnesses.
- For the use of Fats. Oils and sweets she suggests that use them \_\_\_\_\_.
- For good brain power she recommends good diet, exercise and \_\_\_\_\_.

## 6. Speaking: Role-Play

- Get into groups of three. Take on the role of the teacher, dietician and student and enact the above interview. Take turns to play all the three roles.



2. Discuss with your partner about the day's diet.

### Listening text 1

*This event happened just a few months after I started my laughter club. Gradually more people were coming to our sessions and we all were very happy. People brought their stories of everyday life which often touched me deeply.*

*It was these stories that made me realize how important my work had become.*

*After laughter we sat together drinking tea and enjoying cookies. A woman came to me with teary eyes and said 'thank you so much - my husband hasn't laughed for two years and today I heard and saw him laughing. I am so happy and we will come again.' They did and still do.*

*That day we had a long teatime. A young man who came the second time and an elderly lady got into discussion. During the session, the elderly woman had a hard time opening up and laughing. She interrupted twice saying: "What is so funny?"*

*I repeated that we do laughter yoga exercises and don't need a reason to laugh. As a laughter leader it is quite disturbing when the flow of laughter in a group is interrupted this way. Building up the atmosphere to let free laughter sparkle among the group is like creating a living artwork - a very fragile and wonderful piece of life art.*

### Listening text 2

*Reiki is a healing technique from Japan. It deals with the flow of energy or Qi in the body. The Reiki healer transmits the 'universal energy' through his hands to the receiver's body. Even if the healer and the receiver in different continents, this alternate healing can work on the principle of distance healing. Breathing and mild body movements are the tools used in reiki. It is helpful in treating aches and pains, stress, digestive disorders and sleep problems.*

### Listening text 3

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

**Teacher:** *Dear students, I have invited a dietician for a face to face session with you. This is Dr. Shreshtha Bhojwani. You are free to ask her questions.*

**Student A:** *Ma'm, could you please suggest a correct fitness schedule?*

**Dr. S.B. :** *You must aim for a healthy weight and be physically active*



**Student B:** *How does one choose one's diet?*

**Dr. S.B.:** *You must choose a variety of grains daily, especially whole grains and a variety of fruit and vegetables every day. A sensible diet is low in saturated fat and cholesterol and moderate in total fat. Also see to it that salt and sugar content is moderate.*

**Student C:** *Do you believe that a balanced diet can prevent diseases?*

**Dr.S.B.:** *Most certainly! A good and sensible diet not only promotes good health but reduces the risk of chronic diseases such as heart disease, cancer, diabetes and stroke.*

**Student D:** *What would you recommend as the ideal measure of serving of food per day?*

**Dr. S.B.:** *That's a good and practical question! Let me try and give a breakup of each category- 1 cup of milk or curd, 2-3 ounces of cooked lean meat, poultry or fish –if you eat non-veg for vegetarians Paneer or mushrooms or soya preparation 1 egg or 2 tablespoons of butter Vegetable: 1 cup of raw leafy vegetables, 1 cup of other vegetables (cooked or chopped raw), 1 cup of vegetable juice, 1 cup of cooked dry beans Fruit: 1 medium apple, banana, orange; 1 cup of chopped, cooked or canned fruit; 1 cup of fruit juice . Bread, Cereal, Rice: 1 slice of bread, 1 ounce ready-to-eat cereal, 1 cup of cooked cereal, rice No specific serving size is given for the fats, oils, and sweets group because the message is USE SPARINGLY.*

**Students:** *all this in one meal? Lunch or dinner?*

**Doctor SB:** *no no! let you breakfast consist of most of these as that is your sustainer meal, it is the most important meal of the day. Let the lunch and dinner be very light.*

**Students:** *doctor is there any specific food for 'good brain power'?*

**Dr SB:** *yes of course! All the food items that I have just recommended eaten fresh and well cooked, adequate physical exercise and healthy activity for brain will definitely improve your brain power*

**Students:** *Thank you doctor! We will definitely adhere to not only the diet recommended by you but also follow the advice for our brains to be healthy.*

**Teacher:** *Thank you for your suggestions doctor.*



## UNIT – 3

### Section - A

#### Our Natural Capital

##### Warm up

**Group Work:** You are the leader of a team in-charge of planning your class excursion. What factors would you consider before identifying a suitable location for your visit. Discuss with your team and jot down the ideas. Then arrange them in the order of importance.

##### 1. Reading

#### WILD HIMALAYAN HAVENS

1. In truth, India is many countries rolled up in one. Not because of its size, but its diversity. Cold deserts and frozen, snowbound mountains, sweeping, windswept coastlines, dripping rainforests, arid scrublands fading into sandy deserts, islands in the sun where travelers can walk under shady green canopies or drive beneath azure, glassy blue waters.
2. Himalayan havens in Kashmir, Ladakh, Garhwal, Himachal Pradesh, Assam and Arunachal Pradesh are all dotted with sanctuaries and national parks of indescribable beauty. Such remote wildernesses protect the vast bulk of our water sources and have been revered for centuries. Apart from ancient civilizations and cultures, these biodiversity vaults harbour black bears, pheasants, deer and carnivores, all of which cling to a fragile existence, in a world decorated by orchids and towering peaks. These are also places where people can discover themselves.
3. There is something humbling about nature. Even as the deep sea, or a towering mountain or even a complex rainforest forces humility upon you, nature manages to leave you with your ego intact. No one in their right mind can seriously contemplate being in 'competition', with anything so perfect and all-



encompassing. In fact, I smile inwardly when I hear people talk of ‘conquering’ mountains. The mountain actually lets you climb it. If it was less ‘benevolent’ you would be dead.

4. On the other hand, if you respect its power and tread lightly upon its earth, the Himalaya will protect you and deliver to you the satisfaction of being cocooned in pure nature. Take my word for it. ‘Almost anywhere you go, the traditional hospitality of the hill people will ensure that you obtain a hot meal, a friendly welcome and a place to rest a tired body for the night. All you need to pack is humility, essential trust and low-key demands along with a good pair of walking boots and a sleeping bag.

5. It is surprisingly easy to visit un-trodden trails without it costing an arm and a leg, provided one does not fall prey to the enticing promise of five star facilities. These promise physical comfort at steep prices, but the cost paid by the environments in which such facilities are located is incalculable. Besides, the sanitized options available take most of the organic pleasure away from most destinations.

At the foot-hills of the Himalayas are located tiger reserves such as Dudhwa and Corbet – the land of roar and trumpet. Such forests provide us with a glimpse of pre-history.

6. Undisturbed for aeons, nature manages the grasslands, glades and watercourse in the virgin wilderness with magnificent efficiency. Trees fruit in sequence, so that animals are never short of food. Water is abundant, even when sources outside the forest dry up, underlining the intricate connection between natural vegetation and the hydrological cycle.

7. If our cities were managed with even a fraction of the efficiency of a forest, disease, congestion and filth would become things of the past! Now that’s a thought to take back to your city home from the wilds where I hope you will holiday this summer.



**2.1 On the basis of your understanding, answer the following questions.**

1. List any four features of India's natural diversity.
2. The author refers to the Himalayan region as a biodiversity vault because.....
3. The importance of remote wilderness is two-fold. It is ..... and .....
4. Along with walking boots and ..... one needs to be equipped with ....., ....., ..... to get the best out of a trip to the Himalayas.
5. People's claim of 'conquering mountains' makes the author smile inwardly because .....

**2.2 Answer briefly**

- i) The author is not in favour of providing five star facilities in Himalayan tourist destinations. Why?
- ii) What important lesson in management can nature teach man?

**3. Vocabulary**

1. Which of these would be the best word to use to replace the word 'Diversity' as it is used in the passage above?
  - 1) difference
  - 2) variety
  - 3) variance
  - 4) deviation
2. Which of these is closest in meaning to 'Enticing' as used in the passage above?
  - 1) alluring
  - 2) inviting



3) appealing

4) interesting

3. Which of the following could replace 'benevolent' as used in the passage above?

1) kind

2) beneficial

3) liberal

4) cordial

4. Which of the following could replace 'humility' as used in the passage above?

1) simplicity

2) embarrassment

3) modesty

4) meekness

3.1 Given below are some compound words used in the passage

• Snowbound mountains

(Para 1)

• Wind swept coastlines

These are examples of **adjective compounds**

3.2 Match the words in 'Column A' with 'Column B' to form meaningful compound words. Classify the compounds as nouns, adjectives and adverbs.

A

B

old

man

ever

burden



home	green
watch	work
under	lasting
long	comer
late	cook

### 3.3 Study the word stress pattern in the compound words

- Noun Compounds - stress is on the first part - **homemaker**
- Adjective compounds - old - **fashioned**
- Verb compounds - **understand**

On the same lines as above, mark the stress in the following words.

afternoon	landscape
grandfather	everybody
gentleman	overflow
halfway	longlasting

### 3.4 Connectors: Combining sentences using connectors

Given below are common connectors used to show contrast between different pieces of information or provide additional information.

Contrast linkers	Showing addition
However	Moreover
On the other hand	As well as
Nevertheless	Further
On the contrary	In addition

- When a line joins a pair of sentences into one, the connector is preceded by a **semicolon** and followed by a **comma**.



Eg : *Cricket is an interesting sport. In India, it is more popular than all other games.*

- Cricket is an interesting sport; moreover, in India it is more popular than any other game.
- Cricket is an interesting sport. Moreover, in India it is more popular than any other game.

**Note:** The second example shows that a connector may also begin as a separate sentence.

### 3.5 Exercises

**Complete the exercise combining each of the given pair of sentences choosing suitable connectors from the list in the box in 3.4.**

1. I prefer city life. Country life is more peaceful
2. Some small wayside eateries serve delicious food. They are conscious of hygiene.
3. She was not keen about applying for the job. She applied for it to please her parents.
4. He was awarded a gold medal for his outstanding performance in Class XII exam. He was given a scholarship to pursue higher education.
5. Mr. Roy is a journalist. He is an active environmentalist.

### 3.6 Cause and effect connectors

Connectors which show 'cause'

- Because, because of, since, due to
- Therefore, as a result, consequently, hence

### 3.7 Combine the sentences choosing from the linkers

1. People with a positive outlook take challenges in their stride. Optimistic people are generally happy.



2. Some students find themselves pursuing a course they do not enjoy. They score low grades.
3. The average life span of man today is longer than it was five decades ago. There are better medical facilities.
4. The cricket match was cancelled. It rained heavily last night.
5. I studied systematically for the final exam. My grades are outstanding.

#### 4.1 Writing: Advertisement

Read the advertisement issued by a tourism organisation.

### **EXPLORE EXOTIC GOA**

Plan a Trip to a Tourist Paradise on the Konkan Coast

*(5 days & 4 nights)*

***EXPERIENCE Goa's*** unique History and rich culture,  
the architectural splendor of its temples and churches.

Watch glorious sunsets, stroll on the white sands of its long beaches,

Indulge in exciting water sports (*Skating, Parasailing*)

Enjoy back water cruising

Visit sprawling spice farms and feast on traditional Goan food.

Meet the local community

All this and much more .....

**Only at Rs. 40000 / per person**

- *Special discount for group booking*
- *Package includes food, accommodation, local tours, sightseeing*
  - *Book Online*

**Contact Phone No: 044 – 24987252**

**Website : [www.tourgoa.com](http://www.tourgoa.com)**



4.2 Based on the advertisement carefully, and complete the table:

NOTES	
Choice of location-	
Duration of tour -	
Cost of package -	
Tourist attractions -	
Any other -	

4.3 Pick out the describing words from the advertisement given above and complete the phrases.

\_\_\_\_\_ sunset

\_\_\_\_\_ food

\_\_\_\_\_ sands

\_\_\_\_\_ history

\_\_\_\_\_ beaches

\_\_\_\_\_ culture

4.4 Choose the best adjective to use in an advertising text and write them along with your own adjectives.

i. sunset [nice, splendid, gorgeous] \_\_\_\_\_

ii. monuments [historic, large, old] \_\_\_\_\_

iii. airline [cheap, low - cost, economy] \_\_\_\_\_

iv. beaches [picturesque, sunny, lovely] \_\_\_\_\_

v. cruise [unforgettable, exciting, nice] \_\_\_\_\_

4.5 Reordering words to form interrogative sentences.

In response to the advertisement given above, Ajay calls **Goa Tours** to seek more information on the tour package. Complete the conversation by putting the words in brackets in the correct order.

**Reception** : Good Morning, Goa Tours.

**Ajay** : Hello, I would like some more information on the Goa tour package.



**Reception :** Certainly!

**Ajay :** \_\_\_\_\_

**Reception :** Ideally September to March weather is really pleasant them.

**Ajay :** \_\_\_\_\_

**Reception :** Yes, summer months are hot but there are many tourists at that time.

**Ajay :** \_\_\_\_\_

**Reception :** Just confirm your reservation.

**Ajay :** \_\_\_\_\_

**Reception :** Yes, 10% of the package cost.

**Ajay :** \_\_\_\_\_

#### 4.6 Writing: Promotional Advertisement

Refer to activities in 3 a and 3 b, and design a promotional advertisement for a potential tourist destination in your region in about 80 words.

#### 4.7 Resumé

**Study the template given below and use the details and your own ideas to write a resume for the job of a tourist guide.**

#### **Personal Profile**

Name :

Age :

Address :

Email :

Phone :

**Career Objective:** Create an objective and state it.



#### **Educational Summary :**

- Undergraduate / Postgraduate Degrees completed  
(Preferably in History / Tourism and Travel Studies)
- Knowledge of languages –English and other Foreign languages (atleast one) and regional language

#### **Employment History :**

- a) Details of current / previous jobs
- b) Career Highlights: ( 2-3 assignment that deserve special mention )

**Core competencies :** People skills

Communication skills

Adventurous spirit

Passion for culture / History

Any other...

**4.8 Letter of Application:** A resumé is always sent with a covering letter of application.

#### **Format of a Cover Letter**

A cover letter is formal in nature and should include the following.

Format:

Appropriate to a formal letter

Body of the letter

**Para 1:** State the purpose of your writing the letter

Specify the post you are applying for

Mention how you came to know about the vacancy

**Para 2 :** Mention how your qualification matches the post you are applying for

Conclusion : Conclude by thanking by considering your application

Complimentary Close (Yours faithfully)



#### 4.9 Jobs in Tourism: Work with a partner to draft a letter of application with a resumé.

*Tourism is a service industry which offers a wide range of career opportunities. Discuss with your partner the different job opportunities offered by the tourism industry and list them. The listening script in the previous section makes a reference to a 'Tour Guide'. What do you think are the necessary qualification and skills require to be a four guide? You may find some useful inputs in the template given below.*

#### 5.1 While listening to the conversation and complete the work sheet.

1. .... is Ranjith's favourite tourist destination. His reasons for choosing the location are
  - i) \_\_\_\_\_
  - ii) \_\_\_\_\_
2. What does Ranjith expect out of a vacation? \_\_\_\_\_
3. Akshaya likes to visit places which are \_\_\_\_\_
4. From Akshaya's description of Bhutan, pick out any three important features that make it a tourist attraction.
  - i) \_\_\_\_\_
  - ii) \_\_\_\_\_
  - iii) \_\_\_\_\_

#### 5.2 Listen to a conversation between Akshaya and Ranjith on their favorite holiday destination.

6. **Speaking:** Working with a partner. Share with your partner what your favourite holiday destination is and the reasons (Pair work) for your choice.

#### 7. Grammar: Modals

- always the first words in a verb group
- have only one form.
- placed before the subject in questions.



**8.1 Complete the exercise using modals in the box appropriately.**

**Modals:**

can, could, may, might – express possibility

can, could - also express ability

1. Mom is cooking something good. I \_\_\_\_\_ smell it from here.
2. If you don't take the route map, you \_\_\_\_\_ get lost.
3. With a bit of luck, we \_\_\_\_\_ win the match.
4. If you take a taxi, you \_\_\_\_\_ reach the airport on time.
5. \_\_\_\_\_ you move a bit? I can't see anything.
6. As soon as she opened the door, I \_\_\_\_\_ make out from her face that she was upset about something.
7. If you don't service your car periodically it \_\_\_\_\_ breakdown one fine day.
8. You \_\_\_\_\_ leave if you have completed your work.

**Tape-Script**

- Ranjith : How do you generally spend your holidays?
- Akshay : I usually plan a holiday to a quiet hill resort in December every year for nearly two weeks. I prefer destinations in the South of India. The weather is really pleasant in December.
- Ranjith : Do you go to same place every year?
- Akshaya : Yes, most of the time I go to Kodaikanal in Tamil Nadu. It is a beautiful hill station. Also, I own a cottage there. It continues to retain its rustic charm unlike some other places.
- Ranjith : So what do you do there?



- Akshaya : Lots of walking through the hills, sometimes I move around on my bicycle. It offers spectacular views. I have also set up an extensive library. I do a lot of reading.
- Ranjith : Sounds great!
- Akshaya : What about you? What is your favourite destination?
- Ranjith : I like to visit ancient places with a long history and rich culture. I go on two or three trips every year. Usually I plan it during long week ends.
- Akshaya : Which trip would you consider the best so far?
- Ranjith : Last year I had an incredible experience - traveling in Bhutan. It was an experience of a life time.
- Akshaya : You seem to be lost in your memories of Bhutan. Tell me something about it.
- Ranjith : Bhutan is incredible. A tiny Himalayan Kingdom, it is a historian's haven, a trekker's paradise and an environmentalist's dream. There's something there for everyone.
- Its ancient fortresses, fabulous monasteries, fascinating culture, magnificent wild life and stunning natural wonders - serene, pure, mystic... There's so much more to the place.
- I could go on talking about it. You must see it to believe it all.
- Akshaya : You have inspired me to plan a trip to Bhutan. I can't wait till December. May be I'll plan a mid year vacation.
- Ranjith : You should thank me for it.
- Better still, sponsor my second trip to Bhutan.
- Akshaya : Why not, come along, you can be my tour guide.



## Section – B

### Reflection

#### 1. Read the paragraph and share your thoughts:

- a. From sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected round her creating a veritable bedlam of chirrupings. Some came and perched on her legs, others on her shoulders. Some even sat on her head. She smiled but never shoo'd them away. It used to be the happiest half-hour of the day for her.
- b. All over the verandah and in her room right up to where she lay dead and stiff wrapped in the red shroud, thousands of sparrows sat scattered on the floor. There was no chirruping. We felt sorry for the birds and my mother fetched some bread for them. She broke it into little crumbs, the way my grandmother used to, and threw it to them. The sparrows took no notice of the bread. When we carried my grandmother's corpse off, they flew away quietly. Next morning the sweeper swept the bread crumbs into the dustbin.

*Extracts from Khushwant Singh's "The Portrait of a Lady"*

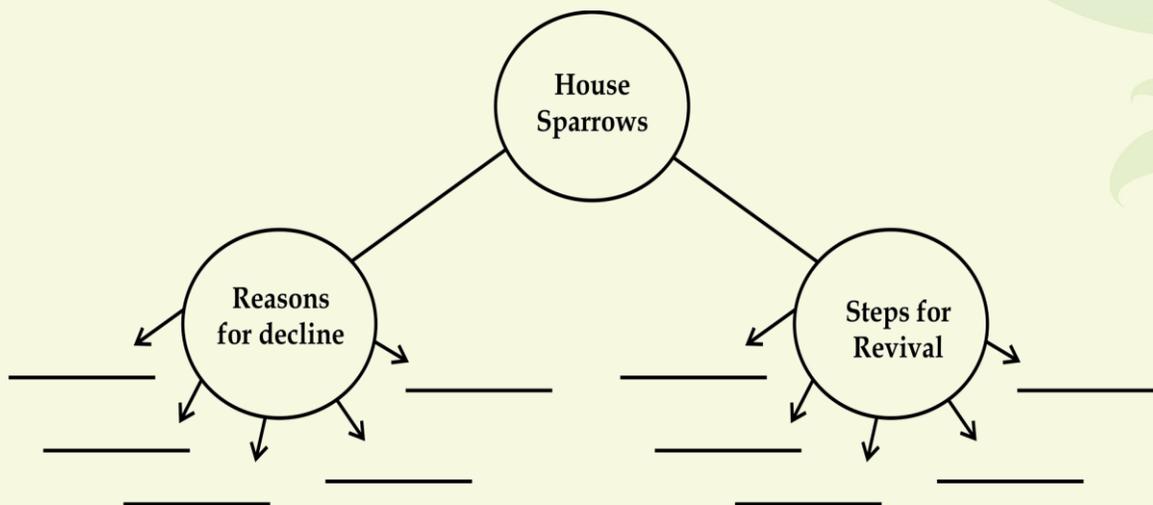
#### 1.1 Discuss with a partner:

What do the passages tell you about.....

- a) The grandmother -
- b) The sparrows -
- c) The relationship between the two -

#### 2. Speaking : Brainstorming

The house sparrow which was once such an integral part of every household is rarely seen, particularly in cities. What could have happened to these cute little birds? What can we do to bring them back?



### 3. Reading:

Read the Newspaper report

#### **It's official. The Sparrow is Delhi's state bird**

1. The Delhi government has issued a notification to this effect. Now, the government is working on an action plan to sensitise people, especially children, about saving the bird and preserving its habitat. "We need to protect sparrows and bring them back, besides raising awareness on their life and habitat," a top government official told Hindustan Times.
2. "We will first work in areas where there is some presence of these birds. We want to promote, especially in schools, the concepts of kitchen gardens and artificial nesting. We hope their (the sparrows') numbers increase. Otherwise, the task will be more difficult," the official said.
3. "Methyl nitrate - emitted by vehicles - is one reason why these birds are becoming extinct. Vegetable production along the river, which used to attract sparrows, is also becoming a thing of the past," he said.
4. "Cell phone towers are another reason. Studies have suggested these birds, after they leave nests in search of food, lose ways because of waves and often do



not get back. They migrate to areas where there are food grain markets or small shrubs," he said.

5. Mohammad Dilawar, a bird activist, said, "We have tied up with the government in this conservation project. We're drafting guidelines for creation of more habitats, and getting these birds back to Delhi.

6. "In the food chain, this bird, like many others, is a bio-indicator. To be able to save this bird will also mean we have made the environs we live in better," he said.

"The Delhi government has plans to incorporate common bird monitoring in the school curriculum in the city." said the official.

7. Experts had said that due to reduction of open spaces, the birds had been declining in number and there was an urgent need to reverse the decline.

8. Rampant urbanisation has eroded habitat for common bird species in metropolitan cities such as Delhi.

9. Therefore, conservation efforts - apart from raising awareness among the people about the fact that the common birds around them are in danger - focusses extensively on endeavours to save habitat.

### 3.1 Based on your reading of the news report, complete the template.

Head line: _____
Introduction:
• Who / What / When / Where : _____ _____
• What / Why & how : _____ _____
• What someone said: _____ _____



### 3.2 Writing: A Newspaper Report

#### Useful Tips

- Format - the report should be in columns/ paragraphs
- Headline should be brief, catchy and sum up the news story
- By line- Reporter's name

#### Introduction: -

- Expand Headline ( Include what, who & where)  
(the most important information )
- **Main Text:** Include relevant details of why, how?  
i.e. Expand the introduction giving necessary details  
Report as simple, factual statements  
Include relevant remarks by someone.

### 3.3 Writing a Headline

#### Something Headline writing

1. Keep it simple and direct
2. Choose the word carefully
3. Use the Active voice
4. Use simple tense instead of continuous / perfect tenses :
  - Present tense for immediate Past
  - Past tense for Past Perfect
  - Future tense of coming events
5. The first word should be in capitals
6. Articles are not used



3.4 Study the sample headlines given below and identify the features of an effective headline. Share with the class.

Five Wicket Win for India

Polls in 2014

Awareness Walks Across the City

Ban on Film Lifted

Garbage Pollutes River

3.5 Develop the given hints to write a news report of about 300 words. Supply a suitable headline.

**Hints:**

*Walk organized by SSTCN ( Students Sea Turtle Conservation Network) – Chennai coast – breeding grounds – olive ridgling turtle – 10km stretch ( Neelangarai – Elliots ) Jan – April – Nesting Season – Turtle lay egg – go back to see – volunteers walk at night – locate nests, retrieve eggs – hatches (55 days) – hatches released into the sea.*

4.1 Read the following passage and make notes using recognizable abbreviations. Give a 'key box' for the abbreviations.

4.2 Summarise the essay in about 80-100 words.

**How to write a summary?**

- Summaries can be made from notes
- The length of the summary should be about 1/3 of the original passage



- Select important points
- Arrange the ideas logically
- Write in your own words
- Do not add new information or express your views
- Do not use abbreviations
- Avoid giving examples

1. A **working animal** is an animal, usually domesticated, that is kept by humans and trained to perform tasks. They may be close members of the family, such as guide or service dogs, or they may be animals trained strictly to perform a job, such as logging elephants.
2. The history of working animals may predate agriculture, with dogs used by our hunter-gatherer ancestors. Around the world, millions of animals work in relationship with their owners. Domesticated species are often bred to be suitable for different uses and conditions, especially horses and working dogs. Working animals are usually raised on farms, though some are still captured from the wild, such as dolphins and some Asian elephants.

People have found uses for a wide variety of abilities found in animals and even in industrialized society many animals are still used for work. The type of animals employed in work depends on their natural traits and their trainability. For example a cat's action of catching mice, is instinctive behaviour and a cat not be trained by human intervention.

3. Some animals are used due to sheer physical strength in tasks such as ploughing or logging. Such animals are grouped as a draught or draft animal. Others may be used as pack animals, for animal-powered transport, the movement of people and goods. People ride some animals directly as mounts, use them as harness one or a team to pull vehicles. They include equines such as horses, ponies, donkeys, and mules; elephants; yaks; and camels.



4. Pack animals may be of the same species as mounts or harness animals, though animals such as horses, mules, donkeys, reindeer and both types of camel may have individual or breeds that have been selectively bred for packing. Additional species are only used to carry loads, including llamas in the Andes.

Domesticated oxen, bullocks, and yaks are also used as pack animals. Other species used to carry cargo include dogs and pack goats

5. An intermediate use is to harness animals, singly or in teams, to pull sleds, wheeled vehicles or plough. The Water buffalo and Carabao, domesticated water buffalo, pull wagons and ploughs in Southeast Asia and the Philippines. Draught or Draft horses are commonly used in harness for heavy work. Ponies and donkeys are often used to pull carts and small wagons, historically, ponies were commonly used in mining to pull ore carts. Elephants are still used for logging in South-east Asia.

Some other animals are used for their senses or instincts in several careers.

6. Dogs, with their highly developed sense of smell, are used to catch human 'prey', such as escaped prisoners or people lost in remote areas. They are used also to find people who are trapped, such as in avalanches or collapsed buildings. Horses are used in remote areas to help human searchers cover large areas of rugged terrain. Their natural awareness of their surroundings will often alert human handlers to the presence of anything unusual, including lost hikers, hunters or other. Like some dogs, some horses are trained to follow scent. The best-known example of assistance animals is the guide dog or seeing eye dog for blind people. Miniature horses are also occasionally used for this purpose as well. Trained African monkeys or golden retrievers have been taught to provide other functions for impaired people, such as opening mail and minor household tasks.

7. However, using animals for work is considered by some as animal slavery. It raises concerns for animals rights.

5. **Speaking:** Organise a class debate on the motion:

**Using animals to work for man is a form of animal slavery.**



## Section – C

### The Trees are Down

by Charlotte Mew



1. Read aloud in groups four. Each member reads a line or a stanza aloud to the others.
2. Read the poem again silently

1. *'..... and he cried with a loud voice:*

*Hurt not the earth, neither the sea, nor the trees – ' (REVELATION)*

They are cutting down the great plane-trees at the end of the gardens.

For days there has been the grate of the saw, the swish of the branches as they fall,

The crash of the trunks, the rustle of trodden leaves,

With the 'Whoops' and the 'Whoas', the loud common talk, the loud common laughs of the men, above it all.

2. I remember one evening of a long past Spring

Turning in at a gate, getting out of a cart, and finding a large dead rat in the mud of the drive.



I remember thinking: alive or dead, a rat was a god-forsaken thing,

But at least, in May, that even a rat should be alive.

The week's work here is as good as done. There is just one bough

On the roped bole, in the fine grey rain,

Green and high

And lonely against the sky.

(Down now! —)

And but for that,

If an old dead rat

Did once, for a moment, unmake the Spring, I might never have thought of him again.

3. It is not for a moment the Spring is unmade to-day;

These were great trees, it was in them from root to stem:

When the men with the 'Whoops' and the 'Whoas' have carted the whole of the whispering loveliness away

Half the Spring, for me, will have gone with them.

It is going now, and my heart has been struck with the hearts of the planes;

Half my life it has beat with these, in the sun, in the rains,

4. In the March wind, the May breeze,

In the great gales that came over to them across the roofs from the great seas.

There was only a quiet rain when they were dying;

They must have heard the sparrows flying,

And the small creeping creatures in the earth where they were lying —

But I, all day, I heard an angel crying:

'Hurt not the trees.'



3. Based on your understanding of the poem, choose the correct answer from the given options.

- a. The poet shares her ..... at the destruction of the trees.
- i) horror
  - ii) wrath
  - iii) sadness
  - iv) concern
- b. The loud 'common laughs' of the workmen describes their .....
- i) happiness in cutting the trees
  - ii) pleasure in being employed
  - iii) sensitivity to the sounds of 'whoops' and 'whoas'
  - iv) insensitivity towards nature
- c. The poet mourned for the death of the rat because
- i) it was spring and all creatures should be alive
  - ii) it was spring and the rat was a god-forsaken thing
  - iii) it was spring and creatures like the rat should be dead
  - iv) spring, like the rat was dead
- d. The poet feels half of spring is gone when the trees were cut because
- i) she admired the trees
  - ii) the whispering loveliness was carted away
  - iii) trees are the embodiments of spring
  - iv) birds have lost their home
- e. 'Whispering loveliness' refers to
- i) rustling of leaves and chirp of the birds



ii) swish of the falling branches

iii) whoops of workmen

iv) grate of the saw

f. **The poet's heart has been struck with the heart of the planes because**

i) the garden will be empty again

ii) she shares a bond with the trees

iii) the inhabitants of the tree will be homeless

iv) it rained quietly

g. **The angel crying 'Hurt not the trees' reveals that it is a/an**

i) sin to cut trees

ii) punishable offence

iii) crime against society

iv) unpardonable crime

#### 4. Using Poetic Devices

##### 4.1. Onomatopoeia:

This refers to the use of words that imitate the sounds associated with the objects or actions they refer to. Here are some commonly used onomatopoeic words

whiz; snap; hiss; murmur; tinkle

Recall ten more words and share them with the class.

##### 4.2. Pick out more Onomatopoeic words from the 1<sup>st</sup> stanza.

1. great

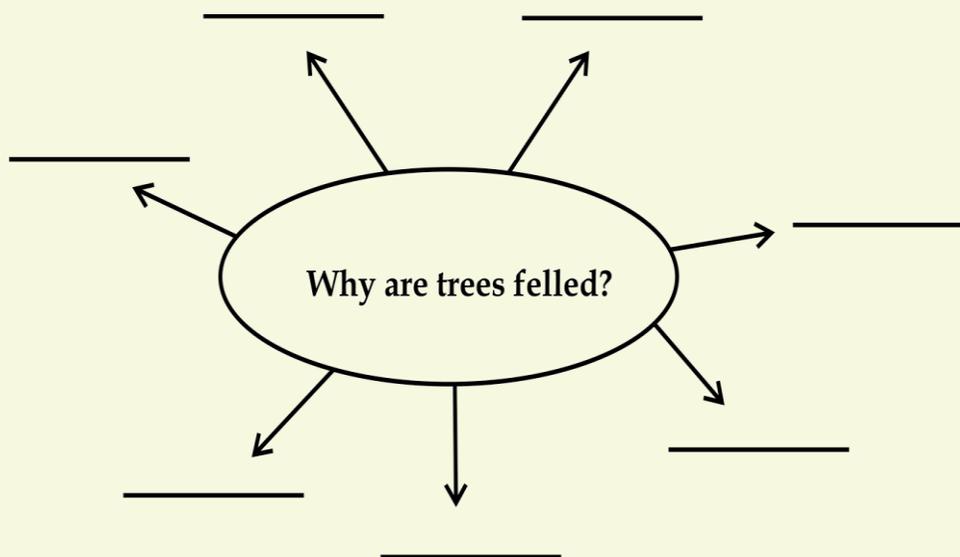
3. ....

2. ....

4. ....



5. **Speaking:** Individually, complete this web. Share your ideas with the class about why trees are being felled.



- Classify the class responses appropriately in the two columns.

<b>Debatable</b> (For Development)	<b>Condemnable</b> (Out of Self-interest)



## 6. Writing: Speech

With a partner, identify development projects which demand the felling of trees

- Highway development
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6.1 Write a speech in about 300 words to be delivered in the morning assembly in your school expressing your views on the topic "Should trees be cut for development projects?"

### Tips for speech writing

- Introduction : Start with a greeting - State the topic of the speech and highlight the main idea
- Body : List the value points  
Detail each point  
Include some evidence or information about each point
- Conclusion : Summarise the value points.  
Include your opinion  
Solutions you wish to suggest

## 7. Project Work

Working in groups of four, gather information on how resources of the rich flora in our forests are utilized by the industry for economic development in the following industries

- |               |            |             |
|---------------|------------|-------------|
| • Pharmacy    | • Textiles | • Cosmetics |
| • Handicrafts | • Wood     | • Paper     |

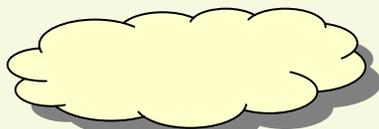
The presentation can be made using powerpoint or a talk supported by visuals using charts.



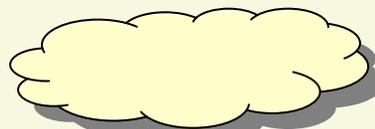
## Section – D

### Our Animal Friends

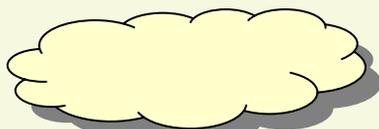
- What are the first words that come to your mind when you think of each of the following animals:-



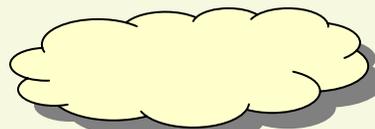
Monkey



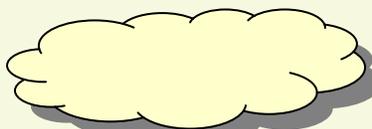
Frog



Horse



Shark



Pig

- Just imagine for a moment that you were one of the animals mentioned above. What would you say about man? Compare your thoughts with a partner.

A rectangular box containing five yellow thought bubbles arranged in two rows: two in the top row, two in the middle row, and one centered in the bottom row. These bubbles are intended for students to write their thoughts about man from the perspective of the animals listed above.



**1. Reading:** Extract from George Orwell's "Animal Farm", where Napoleon the leader of the farm animals shares his thoughts on 'Man'.

1. Now, comrades, what is the nature of this life of ours? Let us face it : our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep - and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word - Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished forever.

2. "Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our labour tills the soil, our dung fertilizes it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousands of gallons of milk have you given during this last year? And what has happened to that milk which should have been breeding up sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs ever hatched into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old - you will never see one of them again. In return for your four confinements and all your labour in the field,



what have you ever had except your labour in the field, what have you ever had except your bare rations and a stall?

3. “And even the miserable lives we lead are not allowed to reach their natural span. For myself I do not grumble, for I am one of the lucky ones. I am twelve years old and have had over four hundred children. Such is the natural life of a pig. But no animal escapes the cruel knife in the end. You young porkers who are sitting in front of me, every one of you will scream your lives out at the block within a year. To that horror we all must come – cows, pigs, hens sheep, everyone. Even the horses and the dogs have no better fate.”

**2. Based on your understanding, choose the most suitable options:**

**1. The speaker is a**

- a. dog
- b. pig
- c. car
- d. hen

**2. Animals in the farm lead a miserable life because man**

- a. does not feed them well
- b. makes them work very hard
- c. treats them badly
- d. takes away the whole produce of their labour

**3. According to Napoleon, man is a mere consumer since**

- a. is too weak to pull the plough
- b. cannot run fast enough to catch rabbits
- c. does not contribute any food source
- d. sets the animals to work



4. **Clover's young foals were**
  - a. lost
  - b. dead at birth
  - c. taken them away by man
  - d. killed by wild animals
  
5. **'Natural Span' means**
  - a. youth
  - b. the maximum number of years of a life
  - c. childhood
  - d. old age
  
6. **The underlying message of Napoleon's speech is that man is**
  - a. kind and understanding
  - b. powerful and dominant
  - c. indifferent and lazy
  - d. selfish and ruthless
  
7. **According to Napoleon, the solution to their problem is**
  - a. identifying the cause
  - b. abolishing overwork
  - c. eliminating man
  - d. refusing to work
  
8. **Napoleon's speech can be described as being**
  - a. appealing
  - b. motivational
  - c. provocative
  - d. emotional



**3. Vocabulary:** Choose the word / phrase that can suitably replace the each of the given words in the context of the passage

- i) **abolish** - make void/suppress/eliminate/cease
- ii) **hideous** - horrible/repulsive/grim/ugly
- iii) **sturdy** - courageous/stout/resolute/strong
- iv) **bare** - simple/not covered/just enough/hardly any

**4. Writing: Informal Letter**

In the gathering of animals was Pug, a little dog who was quite upset by the harsh remarks made about his good friend, man. He decides to write a letter to Napoleon. As Pug, write a letter in about 150 words in defense of Man. You could mention in your letter some useful things that human beings have done for the welfare of animals.

**5. Tense Forms:**

Complete the passage with the appropriate tense forms of the words given in the box.

Sail, lift, huddle, strain, turn, curve, hear

As we gently ..... we could see the marshes of land .....in the mist which was gradually..... We .....our eyes to see the slopes of the mountains beyond. The sky..... reddish yellow. As the ship .....along the white beaches we could ..... tiny voices singing in a chorus.

**6.1 Read the following sentences from the interview.**

- i) I did not want the next generation to feel apologetic.”
- ii) A chance meeting with an Irish gentleman led to the beginning in a garage with all of Rs. 10,000. I told myself, I have nothing to lose this time and chugged
- iii) Through my father, I have learnt to see issues, things, people and their being in their totality.”



Identify the tense forms of the underlined. Are the verbs in the past or present perfect?

#### Use of Simple Past

- Action in the past taking place once, never or several times  
Example: He *visited* his parents every weekend.
- Actions in the past taking place one after the other  
Example: He *came* in, *took* off his coat and *sat* down.
- Action in the past taking place in the middle of another action  
Example: When I was having breakfast, the phone suddenly *rang*.
- If sentences type II (If I talked, ...)  
Example: If I *had* a lot of money, I would share it with you.

#### 6.2 Fill in the blanks with the past tense form of the given verbs

Once upon a time there (be) \_\_\_\_\_ three bears: huge Papa Bear, ordinary Mama Bear and tiny little Baby Bear. They (live) \_\_\_\_\_ in a great big wood.

One day, ordinary Mama Bear (cook) \_\_\_\_\_ a delicious porridge for her family and (put) \_\_\_\_\_ it into bowls: a huge bowl for huge Papa Bear, an ordinary bowl for ordinary Mama Bear and a tiny little bowl for tiny little Baby Bear.

To give the porridge some time to cool down, the three bears (go) \_\_\_\_\_ for a walk.

Near the great big wood, there (live) \_\_\_\_\_ a little girl called Goldilocks.

She (be) \_\_\_\_\_ not allowed to go into the wood. But one day, she (sneak) \_\_\_\_\_ out of the house and (run) \_\_\_\_\_ into the great big wood.



After a while, she (come) \_\_\_\_\_ to the house of the three bears.

She (knock) \_\_\_\_\_ at the door. She (look) \_\_\_\_\_ through the windows. But nobody (seem) \_\_\_\_\_ to be there.

So, little Goldilocks (step) \_\_\_\_\_ inside.

### The Present Perfect Tense:

1. We use the Present Perfect Tense to talk about experiences. It is important if we have done it in our lives or not. It is not important when we did it.

#### *Examples*

*I have been abroad two times.*

*Anna has never broken a leg.*

*Have you ever eaten sushi?*

**Tip!** We often use never and ever with the Present Perfect Tense to talk about experience.

2. We use the Present Perfect Tense to talk about an action which started in the past and continues up to now.

#### *Examples*

*I have been a teacher for more than ten years.*

*We haven't seen Janine since Friday.*

*How long have you been at this school?*

**Tip!** We often use *since* and *for* to say how long the action has lasted.

3. We also use the Present Perfect Tense to talk about a past action that has the result in the present.

#### *Examples*

*I have lost my wallet. = I don't have it now.*

*Jimmy has gone to South America. = He isn't here now.*

*Have you finished your homework? = Is your homework ready?*

**Tip!** We often use *just*, *already* and *yet* with the Present Perfect Tense for an action in the past with the result in the present.



There are basically three uses for the present perfect tense:

1. experience
2. change
3. continuing situation

### 6.3 Write questions in present perfect simple form.

1. they / finish / their homework - \_\_\_\_\_ (Eg) Have they finished their home work?
2. the waiter / bring / the tea - \_\_\_\_\_
3. Marilyn / pay / the bill - \_\_\_\_\_
4. you / ever / write / a poem - \_\_\_\_\_

### 6.4 Fill in the blanks with the present perfect form.

- 1) Sushma (write) \_\_\_\_\_ three letters today. She misses her family.
- 2) Nafeesa and I (be) \_\_\_\_\_ to Costa Rica three times. We are familiar with the culture.
- 3) Trisha (sing) \_\_\_\_\_ in a chorus before. Her voice is pretty.
- 4) Himal (hide) \_\_\_\_\_ in the woods. Now her friends will try to find her.
- 5) It (be) \_\_\_\_\_ a good week so far.
- 6) You (show) \_\_\_\_\_ that you are a hard worker. Good job!
- 7) Daisy (wear) \_\_\_\_\_ a dress to work every day this week.
- 8) Mr Swamy (drive) \_\_\_\_\_ from Texas to Iowa for the conference. He needs to get some rest before it starts.



## UNIT 4

### SECTION – A

#### Step into the World of Business

1. Here are the logos of four luxury brands. What are they famous for?

Why do people prefer branded articles? Share your ideas in pairs think of another five famous global brands. What products are they connected with?

2. In today's globalised world the success of a business house largely depends on how smartly the person at the helm of affairs makes key decisions. Read the article below about a technology company that was heading for trouble and how its founder, David Hayden, dealt with the crisis.

#### Critical Path

1. When David Hayden realized his company was heading for trouble, he took drastic measures to get it back on track.

2. David Hayden founded his company, Critical Path, an email provider, in 1997 to take advantage of the boom in email traffic. Critical Path became a public company two years later, and Hayden took the opportunity to step down from his executive position in order to work on personal projects. At the same time, he agreed to stay with the company as Chairman, but the business was put in the hands of new managers by its investors. With sector-leading products and an expanding market, the company seemed to be on the up and up. However, by early 2001, it was in trouble. Shares that had been worth \$26 in 1999, when they were first sold, were down to a mere 24 cents.

3. Called in by a panicking board, Hayden found himself back in charge as Executive Chairman, trying desperately to rescue what he could. The 1,100 staff had lost confidence in the company and did not know what was going to happen to them. And, as Hayden discovered, the management team was incompetent.



‘Those guys didn’t understand the product or the sector,’ says Hayden. ‘The heads of department didn’t communicate and they didn’t lead.’ But what was worse, Critical Path had lost the goodwill of its investors.

4. Hayden knew that bringing the figures under control would be a vital step in the company’s turnaround. ‘You’ve got to sort out the finances. For me, that meant getting back the goodwill of the investors. That was tough, after what had happened. But although they were angry with the company, they didn’t have bad feelings about me. I told them that I knew I could get the company on its feet again.’ He was authorized to make whatever changes were required and his first act was to find people within the company he could trust and put them in charge.

5. The next thing Hayden had to tackle was morale. ‘Everything left the office at five on the dot – they couldn’t get away quickly enough. To get the buzz back and win the staff over, I had to prove my own commitment and put in the extra hours with them.’ In return, it was assumed that nobody would ask for overtime pay until the company was on its feet again. Contrary to normal practice, Hayden was reluctant to lay people off, and apart from not replacing people as they reached retirement age, he left the workforce largely unchanged, although he did identify key people throughout the company who were given more responsibility.

6. But, as Hayden insists, before a company reaches such a crisis, there are warning signs that any financial director or accountant should take note of. ‘A business that has an unrealistic pricing policy or has to negotiate extended credit with its suppliers is in trouble,’ is his message. ‘Or if you often have to apply for your overdraft limit to be raised or have trouble paying tax on time, something needs to be done.’

7. By 2003, the company was healthy again, with reasonably stable finances and a modest but steady share price of \$1.60. ‘One thing that helped save us was that our technology worked,’ says Hayden. ‘With 20 million email accounts, we never lost a single major client because the product kept on working. ‘With ideas for a fresh venture demanding his attention elsewhere, Hayden has moved on. ‘It was time to go,’ he says. ‘I’m not a turnaround specialist. I prefer start-ups.’



3. On the basis of your understanding of the article choose the correct option.

- (i) Critical Path became a public company in 1997, which means it has become a company
- (a) where anyone can walk in
  - (b) whose shares are sold to the public
  - (c) whose assets are disclosed
- (ii) The reaction of the **investors** was that they
- (a) staged a protest
  - (b) wanted Hayden back
  - (c) had no ill -feeling towards the company.
- (iii) Hayden's policy to **tackle** his employees morale was to
- (a) introduce a voluntary retirement scheme
  - (b) motivate them by working alongside them
  - (c) increase their salaries and perks
  - (d) pay overtime allowance to those who worked extra hours
- (iv) According to the **Hayden**, an indicator of trouble in business was
- (a) a frequent need to increase the amount borrowed
  - (b) employees leaving the office at five
  - (c) difficulties in getting payment from customers
  - (d) when accounts are not maintained properly

3.1 Answer the following briefly:

- (1) Why did Hayden leave the company after he saved it from a crisis?
- (2) When the crisis set in what was the staff worried about?



### 3.2 Complete this chart

**PROBLEMS**

- What? \_\_\_\_\_
- Why? \_\_\_\_\_

Solutions attempted	Outcomes
1.	
2.	
3.	
4.	
5.	

### 4.1 Vocabulary

Match the words in Column A with their meaning in Column B

Column A	Column B
<b>Start -ups</b>	reputation a business has acquired
<b>Good will</b>	above its tangible assets new- businesses any of the equal interests or rights into which the entire stock of a
<b>Venture</b>	corporation is divided evidenced by one or more certificates



<b>Panic</b>	sudden wide spread fright
<b>Shares</b>	improve dramatically
<b>turnaround</b>	a commercial undertaking that risks a loss but promises a profit

#### 4.2 Read the following sentences from the article.

1. I could get the company **on its feet** again.
2. Hayden was reluctant **to lay** people **off**
3. Hayden took the opportunity **to step down** from his executive **position**.

In sentence 1: 'getting the company on its feet is an idiomatic expression that means to revive the business/to

In 2 and 3, *lay off*, *step down* are Phrasal Verbs

#### 4.3 Fill in the blanks with the right phrasal verb

1. **Lunar Software solutions no longer exists; it \_\_\_\_\_ for bankruptcy last year.**
  - i. asked
  - ii. entered
  - iii. filed
2. **We're getting ready to \_\_\_\_\_ a new product that we believe will be very successful.**
  - i. break
  - i. launch
  - ii. take off
3. **The company had to \_\_\_\_\_ dozens of staff members due to the recession**



- i. close down
- ii. send away
- iii. lay off

4. There was a breakdown in negotiations and we weren't able to \_\_\_\_\_ the deal

- i. close
- ii. nail
- iii. firm

5. Our customer service department \_\_\_\_\_ problems people encounter while using our

- i. products.
- ii. deals with
- iii. works out
- iv. gets down

5. Given below are some idioms linked to business. Use them to fill in the blanks.

take a nose dive

cut corners

ball park figure

blow a deal

make money hand over fist

corner the market

- (i) Chand is working day and night so that he does not \_\_\_\_ with his new clients.
- (ii) The contractor gave us a \_\_\_\_\_ for the cost of the repair work for the old house.
- (iii) We have decided to \_\_\_\_\_ on electricity expenses as the government has increased the electricity charges for commercial users.



(iv) The Koreans are trying to \_\_\_\_\_, as far as automobile is concerned.

(v) Suddenly the price of gold \_\_\_\_\_

(vi) The IT boom enabled Sethi to \_\_\_\_\_

6. **Business Collocations:** Using the appropriate verb with the nouns is of great importance in spoken and written communication

- A **collocation** is two or more words that go naturally together, for example:
- Our company **does business** with several international clients.

We say “does business” and not “makes business” or “has business” because **do + business** is a collocation.

7. **Writing:** E-mails are one of the latest modes of communication personally and officially.

The article ‘Critical Path’ is about a company which is an email provider.

- List five features that make an e-mail different from a traditional letter. Share your ideas.

7.1 **Read the two emails and find five features that make them either formal or informal.**

Hi, Rachel

I’m coming over to Poona for a conference in 2 weeks and was wondering if you could sort out somewhere for me to stay? I have got a bit of info about the Conference Hotel, it is Le Meridian in South Park, but not sure I want to stay there?

Can you help me please?

Hope this is O.K with you !

Charu



## E-mail: 2

Dear Raj

I am writing to you about my visit to Poona. I'm attending a conference on 20<sup>th</sup> March and hope you can assist me in arranging accommodation. I have tried the Mahavashtra tourism information office but they weren't very helpful.

The conference hotel is Le Meridian South Park but I had prefer to stay in a smaller guest house in the vicinity. Unfortunately I am not familiar with Poona, so it's rather difficult to find a suitable place for accommodation.

Looking forward to your help in this matter.

Regards

Charu

### 7.2 Write five features you have identified that make the emails formal / informal

(i) informal salutation	Hi
(ii)	_____
(iii)	_____
(iv)	_____
(v)	_____

### 7.3 Study the tips given below regarding the structure of an email

Subject, line: This should be short. Give some specific information about the contents of your message.

Salutation:

Dear Mr., Mrs., Ms. - A formal form of address used when first contacting a person.

Dear John - Less formal, either you have had contact with this



	person before or they have already addressed you by your first name.
Hi / Hello	- informal
Opening sentence	- This is used to explain why you are writing I'm writing to .....
	Just a quick note
Conclusion	- Looking forward to your reply (is used in formal / informal) Hope to hear from you soon (informal)

**You have to make a reservation at a particular hotel in Indore. Send a email making an enquiry regarding accommodation. Also give details of your stay, purpose, arrival and departure dates etc. Use the guidelines given.**

8. **Speaking and Listening:** You will now have a class panel discussion. Six students will be in a group. One of you will be the moderator. The rest will be the panelists consisting of a teacher, a parent, a business man and a psychologist. Your teacher will give you the cue cards. The topic for the discussion is Brand obsession among teens is on the rise. Is there a solution?

#### **Instructions for a Panel Discussion**

1. For panel discussion you will research both sides of a controversial topic.
2. Take positions on the topic, and then present your points of view to a participating audience in the form of a panel discussion.
3. This is an opportunity for you to practice and use the following skills ~ research, discussion, planning, organizing, collaborating, developing, presenting, questioning and debating on a panel discussion.

#### **Moderator will**

- Plan an introduction that states the topic and why it is being discussed.
- A moderator can also provide background information on the topic.



- Introduce each member of the panel
- Ask questions to keep the debate/panel going and to clarify or ask for further explanation.
- Keep track of time.
- Control the debate.
- Monitor audience questions.
- Conclude the debate.

**For and Against positions will :**

- Role-play whichever role you are assigned
- Prepare and keep track of what points you will make data you will present during the discussion
- Be able to speak your identity's opinion perspective when put on the spot .impromptu speaking
- Try to predict the arguments that other members discussion

**Helpful Delivery Tips**

- a) Define terms or phrases that the audience may not know
- b) Use index cards for notes not full-length pages that have key words not full sentences on it.
- c) Use the S-V-O sentence structure (Subject-Verb-Object) to keep it easy for the audience to understand.

**you can organize, your comments by:**

1. connecting what you are about to say using logical connecting language,
2. give background information if the audience isn't familiar with the topic,
3. state your point, and
4. wrap it up or bridge your comment to your next comment using logical connecting language



## Section - B

### Buyer is the Boss!

- All of us are consumers as we buy products like grocery, appliances, packed food items, medicines, stationery items etc.

What is the difference among these - consumer, customer, client?

- Before you read the newspaper article on Consumer education given below, write your thoughts under the first two columns. The third can be filled after you finish reading.

What I know about consumer awareness	What I want to know	What I have learned (fill this after you finish reading)



**1. Consumer Awareness Quiz:** Find out the words connected to consumer awareness with the help of the clues given.

- i) The date beyond which any item should not be consumed \_\_\_\_\_.
- ii) In M.R.P. what does R stand for \_\_\_\_\_?
- iii) Manufactured goods that have some problems \_\_\_\_\_.
- iv) The department or cell that receives customer complaints \_\_\_\_\_.
- v) Selling products without proper licence \_\_\_\_\_.

**1.2 Attempt this consumer awareness quiz individually. Compare your answers with your partner's.**

1. **You plan to buy a new computer using your credit card but the salesman offers 'zero percent financing deal' in which you can take a year to pay the amount with no interest. What should you do?**
  - a) Read the contract yourself thoroughly before you avail the offer
  - b) Sign-up, you lose nothing
  - c) Ignore the offer because it is illegal to lend money without interest
2. **When you buy the computer the dealer tells you that you can purchase a service contract for a small fee. This will cover the repairing charges of the computer. Should you go in for the service contract?**
  - (a) probably not because the warranty covers any repairing charge
  - (b) no, because these days all the computers are manufactured perfectly.
  - (c) Yes, it's worth the money
3. **Your phone bill comes more than usual. The company you signed up with is not listed, instead an unheard of company's name features on the bill. What action will you take?**
  - a) call your local phone company immediately
  - b) wait for a month to see if the problem continues
  - c) call the new phone company



4. You buy a family pack ice cream of a well-known brand. You serve the ice-cream to all the members of your family. While you are all enjoying the ice-cream, you find the usual taste missing. Immediately you retrieve the disposed carton. To your surprise you find the date of expiry has lapsed. What will you do?
- (a) rush everyone to the nearest doctor
  - (b) not disclose this to anyone, just throw your share of the ice cream
  - (c) contact the dealer on phone or register a complaint online

### 1.3 Read the newspaper article.

#### **Consumer Awareness at School**

1. The consumption patterns are changing fast and children today are very clear on their choices regarding food, clothing, cosmetics or accessories. Parents are increasingly permitting their children to take decisions when shopping. It then becomes very important for children to check details before buying products.
2. THE PROCESS of development along with the expanding globalisation and liberalisation process has increased the number of consumer related issues. Consumer protection has earned an important place in the political, economic and social agendas of many nations. In India, the Government has taken many steps including legislative, to protect consumers.
3. However, this is largely unknown to many citizens irrespective of whether they are educated or uneducated. With an enormous population along with high levels of poverty, unemployment and poor literacy levels, consumer awareness continues to remain low. Education is a life long process of constantly acquiring relevant information, knowledge and skills. Consumer education is an important part of this process and is a basic consumer right that must be introduced at the school level. Consumers by definition include all citizens who are, by and large the biggest group, who are affected by almost all government, public or private



decisions. The most important step in consumer education is awareness of consumer rights. However, consumer education is incomplete without the responsibilities and duties of consumers, and this influences individual behaviour to a great extent. With the increasing changes in economic conditions, the children especially are becoming young consumers at an early age. Children must learn to obtain information about goods and services, understand the psychology of selling and advertising, learn to shop wisely and distinguish between wants and needs. They must also understand the alternatives of conserving and saving rather than buying and consuming.

4. Children are spending more of their leisure time watching television at the cost of other pursuits such as reading or sports. With the introduction of a number of specialised satellite channels, television enjoys a large viewership base consisting of children. Exposure to the marketplace as young shoppers has made most children aware of the different kinds of products that are available. Advertisements are no doubt an important source of information as they help to inform consumers about the availability of different products before making their choice. A majority of the advertisements are aimed at young children today, especially those covering food products, beverages and cosmetics (especially toothpaste/fairness creams). Advertising influences the food preferences and eating habits of children to a large extent.

5. Unfortunately, many advertisements make false promises, are highly exaggerated and give incomplete descriptions of products. The media, schools and parents along with consumer groups need to help children develop the ability to understand the purpose of advertising. There is so much more information available to children that they must perceive the importance of distinguishing between different sources of information.

6. The consumption patterns are changing fast and children today are very clear on their choices regarding food, clothing, cosmetics or accessories. Parents are increasingly permitting their children to take decisions when shopping. It then



becomes very important for children to check details (for example, labels) before buying products. Children can be taught to shop wisely and a few simple precautions will ensure that they choose the right product at the right price. It is but natural that parents wish the best for their children, and strive hard to fulfil their demands. But this is not always a good idea as it affects both the parents and children in a negative way in the long run.

7. Consumer education also involves environmental education as it deals with the importance of conserving (natural resources) and sustaining (recycling and reusing) the environment, including the direct health effects of environmental pollution and toxic products on consumers.

Schools must incorporate consumer education into school curricula as it is important to impart the practical skills and critical ability needed to cope with social and economic changes.

*Shobha Iyer*

**1.4 On the basis of your understanding of the above text answer the following:**

**1. When you shop wisely you can distinguish between**

- i) essential goods and luxury items
- ii) expensive and cheap goods
- iii) imported and local goods

**2. Advertisements leave a lasting impact on children`s**

- i) visual ability
- ii) auditory ability
- iii) life style.

**3. Misleading advertisements are those that**

- i) are not appealing
- ii) have no jingles
- iii) exploit consumer`s ignorance



#### 4. Consumer education in schools enables the students

- i) to enjoy the classes
- ii) to enhance their critical thinking
- iii) to become a spendthrift

#### 1.5 Answer the following briefly

- i) What are the reasons for a low level of consumer awareness among Indians.?
- ii) How does consumer education in making the society greener?

2. **Writing: Customer is the King** These words of the Mahatma are seen in many shops. As a consumer did you have any problem when you bought some items for your house. Have you been dissatisfied with the customer service? Discuss in groups of four.

#### Letter of Complaint

Letters of complaint usually include the following stages:

1. Background
2. Problem - cause and effect
3. Solution
4. Warning (optional)
5. Closing

#### 1. Background

This section describes the situation; e.g.

- I am writing to inform you that .....
- I attended your exhibition at the Fort Hotel (22-25 January) and found it informative and interesting. Unfortunately, my enjoyment of the event was spoiled by a number of problems.
- I am a parent of your school. I am writing this letter to .....



- I am writing to inform you of my dissatisfaction with the food and drinks at the 'European Restaurant' on 18 January this year.

### 1. Problem

#### Cause:

- On 24 January 2013 we placed an order with your firm for 12,000 super long-life batteries. The consignment arrived yesterday but contained only 1,000 batteries.
- My son is a student of class-9 and he is being constantly bullied by one of his classmates.
- The food at your restaurant was stale and even the salt content in a few dishes was very high.

#### Effect:

- This error put our firm in a difficult position, as we had to make some emergency purchases to fulfil our commitments to our customers. This caused us considerable inconvenience.
- This has put fear in his mind and he refuses to attend school.
- As a family we have decided not to visit your restaurant

### 3. Solution

- I am writing to ask you to please make up the shortfall immediately and to ensure that such errors do not happen again.
- Could I please ask you to look into this matter?
- I think as the owner of this restaurant you need to look into what is being cooked in your kitchen.

### 4. Warning (optional)

- Otherwise, we may have to look elsewhere for our supplies.
- If the school authorities fail to look into the matter we may have to register a complaint with the local police station.



- In your interest you are requested to take up the matter or you may lose the rating for your restaurant.

### 5. Closing

- I look forward to receiving your explanation of these matters.
- I look forward to hearing from you on the action taken in this case.
- I look forward to hearing from you shortly.

#### Politeness

The tone of complaint letters should not be aggressive or insulting, as this would annoy the reader and not encourage them to solve the problem. In addition, questions such as 'Why can't you get this right?' should not be included.

#### Content

The content should contain enough details so that the receiver does not have to write back requesting more.

**2.1 You run a language training institute. You recently bought a few digital voice recorders. Three of the recorders are defective. Write a letter of complaint to Digitech Private Ltd.**

**2.2 March 15<sup>th</sup> is observed as World Consumer Right Day. Design a poster highlighting the importance of being a well-informed consumer.**

Advertising or Promoting a product doesn't involve only advertising. It involves considering it as a 'Total Product'. Its brand name, presentation, labeling and packaging are all part of the total product. Besides these instructions and after-sales service are also part of the Total Product. A consumer must be made aware of what is being offered. Given below are some products

Washing machine

Cell phone

A theatre production

Computer accessories

Bicycle

Beauty parlour



**2.3** Classified advertisements feature in the newspapers and tabloids. The advertiser using a few words informs the reader of his/her product/ service highlighting the salient features. Given below are a few classification from a newspaper. Match the advertisement with the category.

Educational

Matrimonial

Packers & Movers

Event Management

Rental

1. US Settled, Groom 32/173 from Christian family, Ph.D Clinical Psychologist, looking for bride preferably settled in U.S. Groom parents currently in India, inviting correspondence from professionally qualified bride family. Religion no bar.
2. Home tutor wanted for class 12 girl, CBSE for Accountancy, evening 6-8, Yeshwantpur. Salary negotiable, Contact Mr. Dixit, 10 Lynwood Avenue, Bhopal
3. Available 2BHK 1100 sq. ft., covered car park, 2<sup>nd</sup> Floor, lift, Chembur, generator, corporation water, rent 30k contact 9001228940
4. Shifting your office or residence? Contact Swift services Pan India. 919234560045

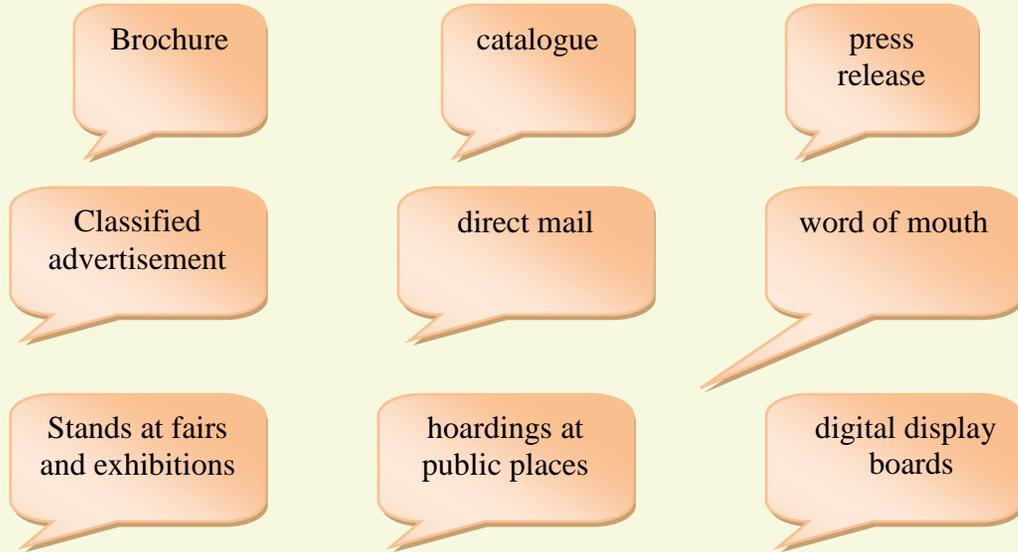
**2.4 Individual work:** You run a travel agency. You are in need of a full time front-office, draft a classified advertisement for a newspaper giving details of your need and the salary you are willing to pay.

**3. Speaking: Discuss with partner, and share your ideas with the class.**

- a) Which is the mass media that is ideal for selling the above mentioned products or service.
- (b) Which of the following methods are used to promote each of them?



(c) Which methods would probably not be suitable why? Discuss with your partner.



**3.1** Marketing often involves spotting trends and deciding what may happen in the market in the next five to ten years.

**Choose some of these products and imagine you are marketing them. What trends do you foresee? Discuss in groups of four and share your ideas**

- i-pad
- washing machine
- cell phones
- pens
- antique jewellery
- ethnic men's wear

**Here are some useful phrases that can be used when talking about trends**

I'm sure that  
There's no doubt that  
I'm absolutely sure that

I expect that  
I wouldn't be surprised if  
It's quite possible that

There's a chance that  
It's just possible that  
I'm not sure if

I don't think that  
It's just possible that  
I'm not sure if



I'm quite sure that  
can't have been worse  
definitely isn't  
couldn't possibly

**4. Subject - Verb Agreement: Read these sentences from the article.**

1. A majority of advertisements aim at the children.
2. Exposure to marketplace as young shoppers has made them aware of different products
3. A verb must agree with its subject in number. Singular subjects take a singular form of the verb; plural subjects take a plural form.

**Eg :** *Singular : Milk contains protein          Plural : Milk and egg contain protein*

**Concord:** Subject - verb agreement, sometimes, the subject and verb of a sentence may be divided by a group of words. In such a case, special care must be taken to make the verb agree with the true subject.

One of the kittens has strayed into neighbour's garden (One kitten is the subject)

**When word order is inverted as in questions, be sure to locate the true subject.**

Has the hiss of snakes ever been recorded? ('hiss' not 'snakes' is the subject)

**Indefinite pronouns:** may cause some difficulty in Subject - Verb Agreement.

- Anyone, anybody, everyone, everybody, someone, somebody, neither, either- always take the singular form of the verb.
- Somebody among the students is playing pranks. Each of his children has interest in music.

**With compound subjects:** Two or more subjects joined by the word and always take the plural form. The sharp curves and hair-pin bends make driving difficult.

**When two or more singular subjects are joined by the words or nor the singular form of the verb is used for example,**



- Either the debit or credit card is accepted.

- Neither the driver nor the conductor is cautious.

**When one part of a compound subject is plural and one part is singular, and the subjects are joined by or / nor the verb agrees with the subject closest to it**

- Neither I nor my brother likes to play video games.
- Either almonds or cheese is a good source of protein.

**Collective Nouns:** When a collective noun is used to describe a unit working together, the noun has a singular meaning.

- The staff has agreed to work overtime.

**When the collective noun refers to the individual members of the group, the plural form of the verb is used for example,**

- The teams were unhappy with the decision of the captain and the board members.

**Nouns that have only plural forms take only plural verbs.**

- Jeans, pliers, scissors, trousers
- The pair of pliers is imported.

**Titles and Names of countries**

**Use of singular form of the verb for titles of work of art.**

**Amounts:** use a singular form of the verb for words and phrases that express time and amounts (money, fractions, weight, volume)

E.g.

- Three - quarters is equal to 75%
- Three fourth of the barrel is empty.
- The 2 kg sandbag costs ₹ 700/-
- Many a person suffers the pangs of separation.

**10.1 Underline the subject in the sentences. Choose the verbs that agree with the subject.**

1. Only one of the folders \_\_\_\_\_ retrieved from the recycle bin (was, were)



2. The presence of sharks \_\_\_\_\_ (is, are) one of the reasons that \_\_\_\_\_ (makes, make) swimming dangerous in the ocean.
3. Several types of Mexican food \_\_\_\_\_ (is, are) available at the new restaurant.
4. Some of the students \_\_\_\_\_ (was, were) taking the Olympiad Exams.
5. None of the cities \_\_\_\_\_ (like, likes) the band but the public \_\_\_\_\_ (enjoy, enjoys) it nevertheless.
6. Nobody among the students in class eleven \_\_\_\_\_ (know, knows) Japanese.
7. Either the camera's shutter or batteries \_\_\_\_\_ (is, are) not working.

### **I0.2 Group Project - Quirky Ads: A Creative Activity**

In groups of six, produce a TV Commercial i.e. an advertisement that is telecast on TV. You can include suitable jingles composed by the group. The products given below do not exist in real life.

1. Number locks designed by numerologists
2. Erasers that detect plagiarism
3. A weighing scale that detects adulteration
4. A pen exclusively for students that writes only the correct answers
5. A software that can read day dreams of others.



## SECTION - C

### Powerful Women in Indian Business

Warm up:

1. Can you identify these successful Women Entrepreneurs



2. Read the article based on the interview by Kiran Mazumdar Shaw that featured in the Forbes Magazine

#### POWER WOMAN KIRAN MAZUMDAR-SHAW

This bio-tech entrepreneur learnt the importance of self-reliance and personal reinvention at an early age. That philosophy has held her in good stead through her life.

##### 1. Principles of Life

- Do not judge things, people, and issues with half information
- Listen to the little drummer in you who keeps saying: break free, become large, build something memorable



“It is about bottoming out, Subroto. Every time I had the feeling that I was at the bottom, I have risen to fulfill a larger design. I remember the first time I felt that way. I was a little girl in school. I knew that my father was a ‘brewer.’ I knew somewhere deep down that my father worked for the liquor industry. It brought me deep embarrassment. I felt he belonged to a tainted profession.

2. One day, I spoke to him about my sense of shame. He looked me in the eyes and told me that brewing was a science; it was not about getting drunk. He did not stop there. He said: ‘Do not make judgment on things, people, and issues with half information’.

3. He said there is truth in everything you see around. So, look for everything in its entirety. That was a game-changing moment for me. I started growing out of the low I felt. It may have been a juvenile moment but it became basic to my life’s philosophy.”

4. Kiran Mazumdar-Shaw is Chairman and Managing Director of Biocon but, more importantly, she is India’s bio-tech queen. I am sitting in her tastefully appointed office, which reflects reasoned self-confidence, genetic engineering and works from painter and sculptor Yusuf Arakkal in equal doses.

“And was that how you turned to brewing, Kiran?” I ask.

5. “No. I did not feel that I would ever cross over to his profession. I wanted to study medicine. So, it was medicine I focussed on. But that was not going to happen. I was a little short of the qualifying marks for a ‘merit seat’ in the medical colleges. So, I went back to my father, I asked him to pay the capitation fees. “No Kiran, he said, ‘you must learn about meritocracy.’ I threw a fit.”

6. I have been transported to another time. I am witness to a father-daughter face-off over a resolute man’s unwillingness to give his only daughter that wee bit of a lift so she can pursue her dream. It is a study in leadership. And I want to know what happens next.



"If I were a son,' I told him, 'you would cough up the fees."

"He would not react to my accusation."

"Do not save for my wedding,' I said. 'Give me the money."

"He remained steadfast.

7. "His no was no. I felt I was at the bottom of the pit. I went to study zoology. At college, I stayed ahead of the other students. I got my confidence back. After graduating, I could get into a Ph. D in genetics in London University or continue with zoology but I wanted to study something that had an industrial application. So I said, why not brewing? It was the beginning a long process of self-discovery. That is how I went off to Australia to study. Once there, I started absorbing knowledge ahead of others.

8. I got the respect of my colleagues in an all-male programme in Australia and, after learning about brewing, I returned home and started applying for jobs.

"Nothing. No jobs, not for a woman, in brewing. Some were sympathetic but they would rather see me in a function like quality. Not brewing, no.

"I felt let down. It seemed to me that the success at Australia was just a veneer. Below it, the bottom was meant to fall. That was the reality.

9. "It is then that Biocon happened. A chance meeting with an Irish gentleman led to the beginning in a garage with all of Rs. 10,000. I told myself, I have nothing to lose this time and chugged along making enzymes. We did well. For sometime it was just that. My largest customer, Unilever, asked me to stay focused on that. But I said, I must do something more, I was not going to be content making enzymes all my life. And that is how we went into pharmaceuticals. We did well there.

10. Then many other avenues opened up in research, in drug discovery, and in all this, I was listening to the little drummer in me who kept saying break free, become large, build something memorable."



“Why memorability?” I ask her.

11. “Subroto, you and I grew up being apologetic about India. Whenever thinking people in my generation had a conversation with an outsider, we were apologetic. About this and that and everything. It was a feeling of shame in some sense. The same kind of shame I felt at school about what people thought of my father’s profession. So, I felt a strong urge in me to create something that would be a piece of the new India. I did not want the next generation to feel apologetic.”

12. “Kiran,” I ask, “tell me about yourself now. Who is KiranMazumdar Shaw?”

“I am a people person. I inspire confidence. I have respect for other people. I have honesty of purpose. I am a very good friend. I care deeply about friends. Sometimes people form opinion of others with partial information. They see them as good and bad, heroes and villains. Likeable and otherwise. Through my father, I have learnt to see issues, things, people and their being in their totality.”

13. “What about your relationship with John?” I want Kiran to talk about John Shaw, the man she loves, the man she married and who is now sharing her burden of dreams to bring a cancer drug from India one day. The man is himself dealing with a kidney cancer that was, mercifully, diagnosed well in time last year.

14. “It was devastating; it was such a matter of fact thing, the way the doctors told me. Then of course was the surgery and now he is in remission and we have had all the six-monthly scans clear. But through it all, I learnt so much about psycho-oncology and what a critical role it plays in helping people deal with the killer. It is so acutely absent in therapy in this country. There is such great need for it.

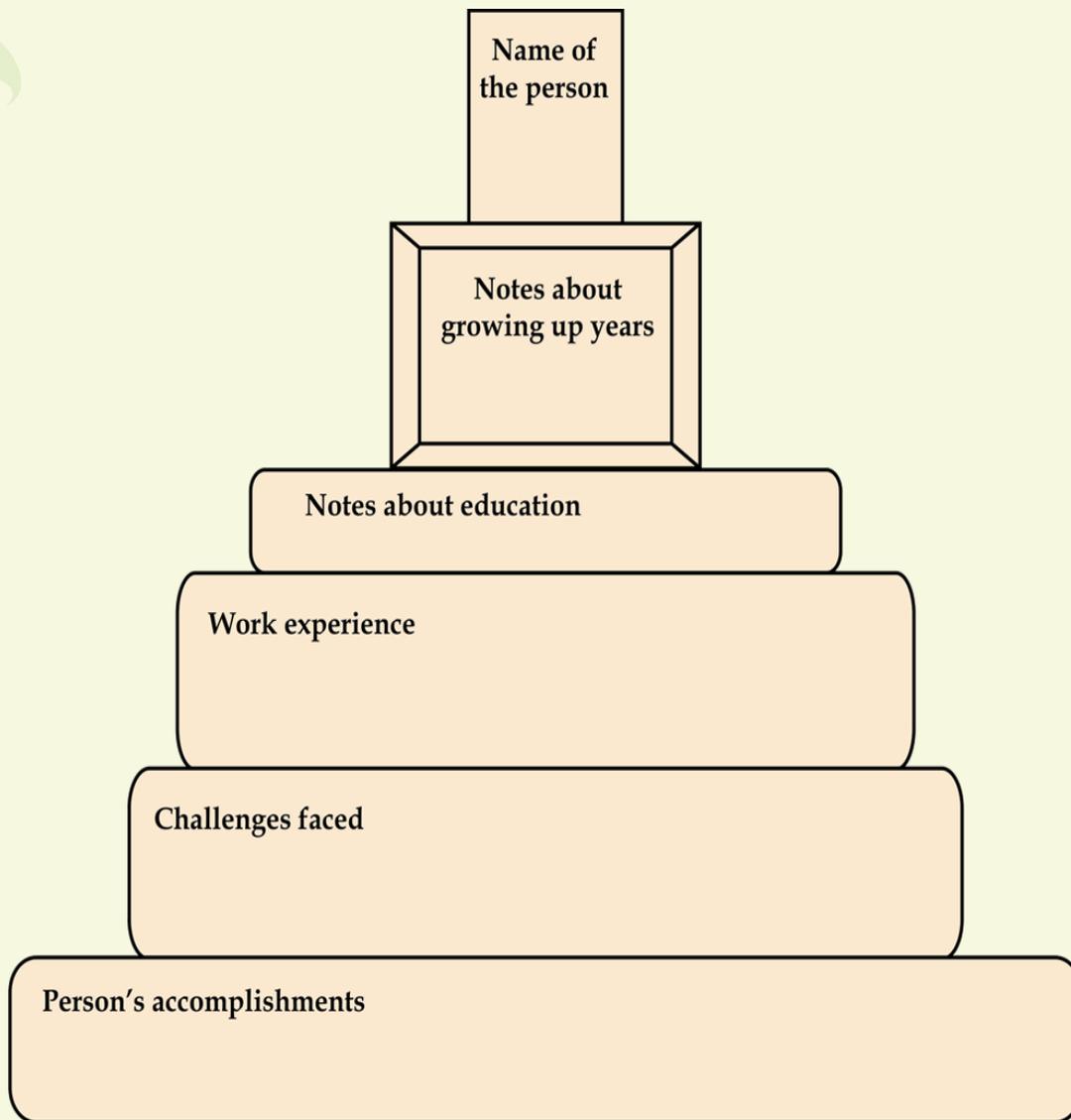
15. That is why I am even more interested in the disease and its prevention. That is why I started a joint venture with Narayana Hrudayalaya’s Dr. Devi Shetty, in cancer research. I felt bottomed out when John was diagnosed.”

There is a pause. She looks me in the eye. “I think, now, I am rising from it.”

This article appeared in Forbes India Magazine of 11 September, 2009



**3. Complete the People's Pyramid based on your understanding of the Interview.**



**4. Answer the following briefly**

- i) Who or what is the little drummer mentioned by Kiran?
- ii) What is the most valuable lesson Kiran learned from her father?
- iii) What were the people of Kiran's generation apologetic about?
- iv) If you were to interview Kiran what would be your most significant question?
- v) Why psycho-oncology be included in the treatment of cancer patients?



**4.1 Writing: Firstly read the four snippets.** As a journalist you decide to write a feature story on one of the woman entrepreneurs based on the information you have obtained.

### **Adding Zip to the Chip**

1. When Debjani Ghosh took over as Intel's South Asia, Managing Director, Sales and Marketing, she felt the company lacked the speed a technology company should have. Her biggest task for India is to see that the country gets on the technology curve.' 'It's not about how many people have the devices, but what are they doing with them'', she says.
2. Vinita Bali Managing Director Britannia Industries can talk endlessly about malnutrition and why it is a silent emergency but gets little or no attention. It is her undying zeal and work in this area that catapulted her in April 2012 into a 27-member influential United Nations panel tasked with r the Scaling up Nutrition Globally.
3. Arathi Krishna, Joint Managing Director, Sundaram Fasteners, entered her family business armed with an MBA from the University of Michigan. She has set up units in new regions such as Uttarkand, introduced new technologies, brought performance based work - culture and recruited many young people.
4. Rakesh Sharma 33, is one of those who did not let financial challenges intimidate her. A PG in Tourism, she founded Culture Angan to promote rural tourism through village home stays in Rajasthan and Goa. She has invested 30 lakhs so far in the Mumbai based company.'' Home safety is a new concept in India. It takes time to create awareness'' she says.

**4.2 Feature story is meant to entertain and inform the readers of a newspaper. A personality story presents a story about an individual whose success story appealing and inspiring to the readers.**



**Writing a feature story:** Feature writing requires careful observation of sights and sounds, insightful interviewing and colourful writing.

A feature story begins with an interesting opening sentence called the **'lead'**. Once you have established your lead, you are ready to write the first draft. Include plenty of lively details, message-filled quotes, and your own imaginative ideas to help the reader appreciate your story. Include one or two anecdotes, humorous, events because readers enjoy these meaningful digressions.

The conclusion should effectively bring your story to a close. While concluding you might generally confirm what is significant about your story. Or you might leave your reader with a parting shot that lingers in the reader's mind, making them think how they can relate to the story.

**Individually, write a feature story in about 300 words**

5. **Speaking:** Choose any one of the woman achievers. In pairs, write a few questions that you would ask her during an interview. Then have a role-play. One of you is the interviewer and the other is the achiever.

**Interviewing:** You have read the interview published in the magazine Forbes. The following guidelines will help you conduct an effective interview.

1. Make an appointment to your interview and reveal what general questions you plan to ask.
2. Prepare for the interview. Good background research leads to good questions. It is advisable to write out the main questions.
3. To get the conversation going use your prepared questions.
4. Take abbreviated notes during the interview. Then fill in the gaps and make your notes readable. Begin to shape your story by selecting the meaningful quotes and most telling details from the interview.



## SECTION - D

### Wealth from Waste!

1. **Warm up:** Wealth from waste What do you understand by this phrase? Have you done any such project? Discuss with your partner. Share your ideas.
2. **Read an inspiring story of a woman entrepreneur, Mahima Mehra, who has been innovative in making paper from waste.**

1. Mahima Mehra was born and brought up in Jaipur.

“Traditionally we are business people. My parents were in the jewellery line but I was never interested in that. I always wanted to do something in recycling!”

2. After completing her graduation in psychology from Lady Shriram College in Delhi, Mahima decided to pursue her passion. She joined an organization called Jan Seva Ashram, hoping to work in vermin-composting. Instead, she was assigned to the handmade paper division.

3. “Living in Jaipur, I had been exposed to handmade paper. Often we would take our bicycle and ride out to a small town called Sanganer which is famous for the craft.”

4. At Jan Seva, Mahima enjoyed working with paper, especially the aspect of ‘recycling’ which is at the core of handmade paper..

But Mahima preferred to be in the field, working with her hands.

5. I wanted to do something with recycling but I also wanted a certain lifestyle, certain comforts in life...Actually, I never thought I would start a business, I don’t really have the temperament for it! This just kind of happened.”

6. After 7 months at Jan Seva Ashram, Mahima quit and simply started working with paper. The year was 1995. The capital investment was Rs.12, 500 – borrowed from her family.



7. In the initial few months Mahima did only job work. She bought handmade paper from her market, and created folders by hand. She would then go around her own neighbourhood and areas close by, looking for buyers.

“I’m not really a marketing person. Nor am I expert in craft – in fact I am quite clumsy! It was all very hit and miss, I simply learnt on the job!”

8. This continued for about a year and a half, which is when Mahima met her mentor, Bernd Merzenich, at the Indo-German Export Promotion Council. Impressed by the quality of work, he introduced her to a couple of his friends who wanted to work with handmade paper from India. They booked an order for stationery worth Rs.7 lakhs.

9. “The wonderful thing was, they gave me half the money in advance! And they went on to become my distributors for Germany, and very good friends.”

Mahima decided it was time to start making her own paper and headed to the tiny town of Kaalpi in Uttar Pradesh. Why Kaalpi? Because unlike Sanganer – the other hub for handmade production in India – Kaalpi had smaller producers.

10. “Apart from the recycling aspect, I had also decided to work with small, family-owned units. What’s the point of helping those who’ve won export awards earn a few bucks more?”

11. Finally, Mahima located one small unit in Kaalpi run by three brothers who were interested in taking up her work. And with the kind of spark she was looking for.

12. “For me the most important aspect when I look for a small producer is a sense of creativity..sense of adventure. Rather than just wanting to earn money out of doing the same thing again and again... Uday had that quality.”

13. Around this time, Bernd Merzenich returned to Germany and started working for a fair trade company.

“Let’s design some packaging for organic food!” he suggested.



14. And that's how 'Papeterie' – which is what Mahima had named her little company – suddenly became a much bigger business. From a modest Rs.15 lakh turnover in the first two years, by year four revenues had jumped to Rs.40 lakhs.

15. A few months later Mahima was in Jaipur and going up to Amer fort to celebrate navratras. Vijayendra, a small producer based in Sanganer, was with her.

16. "We both looked down and saw mounds of elephant dung and joked, "This has great fibre. We should make paper out of it!"

The moment passed and Mahima returned to Delhi. But the idea remained in her head.

**Before you read further, answer the following.**

- i) Do you think Mahima `s idea worked?**
- ii) What characteristics of Mahima emerge at this point of her story?**

17. It was a bizarre thought but she decided to do a bit of research on the internet. And surprisingly enough, paper was being made from elephant dung in countries like Sri Lanka, Thailand and Malaysia. Although it seemed to be more of a hobby than a business.

This got Mahima thinking – what's the harm in trying it out? She told Vijayendra to start experimenting.

18. "We took 6-8 months to figure out the process. Initially the paper was too brittle because we used only dung! Then we started mixing cotton fibre and the texture improved."

In 2003, Mahima sent some samples to her German Clients and they agreed to stock a range of products. But a year and a half later they said, " It is not working."

Mahima was not surprised.



“ I was constantly telling them that this is not a serious product; it has a very high humour quotient. If you use sober motifs of elephants and grey colour it’s not going to sell!”

19. So life went back to regular, elephant – free paper until 3 years ago. Mahima suddenly decided; let’s do something – here in India.

At the time Papeterie was doing steady business of around Rs.70 lakhs per annum.

20. “The turnover had been pretty much the same for several years – but that never bothered me. When someone asked me, it got me thinking for precisely 25 seconds and then I said, ‘Naah. That’s not my priority!’”

So selling ‘elephant poo paper’ under the quirky name Haathi Chaap was really more about challenge. The desire to see how far can we take a crazy idea...

21. Well, Haathi Chaap did take off – in more ways than one. Over the last 3 years Papeteie’s annual revenues have crossed Rs.1 crore. The Indian market was finally ready for something different.

“When I started out handmade paper meant an Anokhi bag, or a wedding card. Now people are looking for well designed products, novelty products.”

22. Papeterie sells Haathi Chaap paper in sheet form, and in the form of stationery and children’s games. These include snakes and ladders and ludo. In fact, children’s products sell the fastest. Products are retailed through eco stores or niche stores which stock humorous and funky stuff.

“There are two kinds of growth; one is that you sell more and two is PR and publicity. Suddenly the work I do has become much more visible!”

23. Haathi Chaap constitutes only 10% of Papeterie’s business but it’s the part that gets talked about and written about! Meanwhile getting into retail has certainly increased the volume of work on hand.

Mahima’s other dream is to transfer the technology – open small pilot projects in villages next to wildlife sanctuaries.

“If elephant dung can provide a source of income, there would be more respect for wildlife!”





**3.1 You have read the success story of Mahima. Answer the following briefly**

- i) What was the spark in the three brothers that appealed to Mahima?
- ii) How does the use of elephant dung change our perspective to animals?
- iii) What values does Mahima share with her colleagues?

**3.2 In section C, you read about Kiran Mazumdar. Complete the chart below bringing out the similarities and the differences between Kiran and Mahima.**

<b>Kiran Mazumdar</b>	<b>HOW ARE THEY SIMILAR?</b>	<b>Mahima</b>
<b>Kiran Mazumdar</b>	<b>HOW ARE THEY DIFFERENT?</b>	<b>Mahima</b>

**4. Mahima Mehra is invited to deliver a motivational speech in about 300 words or 4 minutes on Women`s Day at a Womens` College. As Mahima, write a speech taking guidelines from the tips given.**



## DRAFTING A GOOD SPEECH

The first step in writing any speech is collecting your facts and details. Organise them into a speech with an introduction, a body and a conclusion.

- i. A good introduction sets the direction of your speech by introducing your topic

### Stating your central idea

Making your audience eager to hear what else you have to say.

- Start-up techniques
- To get the audience's attention and focus

- ii. Use one of the following

An interesting anecdote

- A series of questions
- A powerful statement about why the topic is important
- A startling fact
- A series of questions(rhetoric)

The body of your speech is very important. Infact, the organization must be so effective that the audience understands the information at the first go.

- iii. **Given below are six ways to organize your ideas.**

- Order of importance
- Chronological order
- Give information about subjects by comparing and contrasting
- Give information about a situation by stating the cause and effect
- Order of location Arrange information about subjects according to where things are located in relation to each other.
- Describe aproblem and present a solution
- T o write aconclusion i) restate your central idea

- iii. draw your important thoughts to a meaningful focus



5. **Writing:** You read about Mahima making paper from elephant dung. Given below are the steps involved in recycling paper.

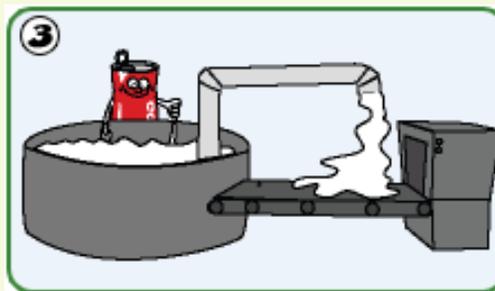
### How paper is recycled



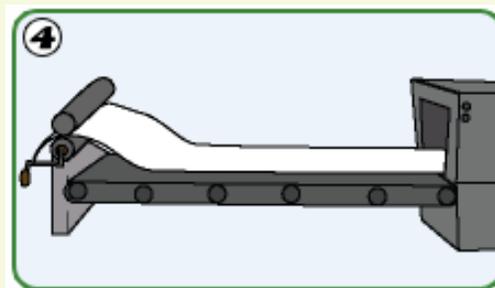
Paper is taken from the bin and deposited in a large recycling container along with paper from other recycling bins.



The paper is taken to a recycling plant where it is separated into types and grades.

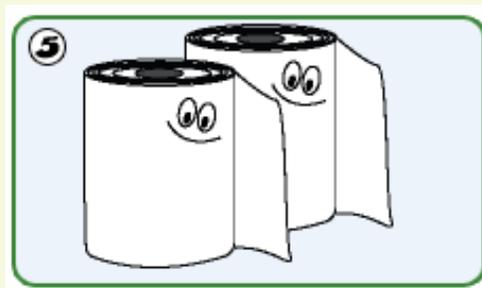


The separated paper is then washed with soapy water to remove inks, plastic film, staples and glue. The paper is put into a large holder where it is mixed with water to create 'slurry'.





By adding different materials to the slurry, different paper products can be created, such as cardboard, newsprints or office paper.



The slurry is spread using large rollers into large thin sheets.



The paper is left to dry, and then it is rolled up ready to be cut and sent back to the shops.

The underlined verbs in this process description are in the passive form. A process description involves writing the various steps in a proper sequence. While some verbs are in the passive, some may be in the active form. The passive is associated with an impersonal formal style. It is often used in notices, announcements and describing processes.

**6. Below is a description of the chocolate-making process. Fill in each blank with the passive form of the verb in parentheses.**

1. The beans \_\_\_\_\_ to the chocolate factory. (ship)
2. At the chocolate factory, the beans \_\_\_\_\_ and \_\_\_\_\_. (inspect, clean)
3. After the beans \_\_\_\_\_, they \_\_\_\_\_. (sort, roast)
4. Next, the outer shells of the beans \_\_\_\_\_. The inner parts are called *nibs*. (crack)



5. The *nibs* \_\_\_\_\_ into a thick paste. (grind)
6. Sugar and milk \_\_\_\_\_ to the chocolate paste. (add)
7. All the ingredients \_\_\_\_\_ together well. (blend)
8. The chocolate \_\_\_\_\_ and \_\_\_\_\_ several times. (heat, cool)
9. This process \_\_\_\_\_ tempering; it makes the chocolate smooth and shiny. (call)
10. The chocolate \_\_\_\_\_ into bars. (shape)

**6.1 Given below is a list of sequence markers used in process descriptions.**

<p>Firstly.....</p> <p>First of all,.....</p> <p>To begin with,.....</p> <p>Initially.....</p>	<p>The first step is.....</p> <p>The first stage is.....</p> <p>... begins with.....</p> <p>... commences with.....</p>
<p>Beforehand,.....</p> <p>Previously,.....</p> <p>Earlier,.....</p>	<p>Before this,.....</p> <p>Prior to this,.....</p>
<p>At the same time,.....</p> <p>Simultaneously,.....</p>	<p>During.....</p> <p>When this happens.....</p> <p>While.....</p>
<p>Secondly, Thirdly etc</p> <p>Next,</p> <p>Then,.....</p> <p>Subsequently,.....</p> <p>Later,.....</p>	<p>After this,.....</p> <p>The next step is.....</p> <p>In the next stage,.....</p> <p>In the following stage, .....</p> <p>Following this,.....</p> <p>As soon as _____ has finished its work,</p>



Eventually,	... until ...
Lastly	... finishes with ...
Finally,	concludes with
In the last stage,	The last step is ...

**6.2 Fill in the gaps with the appropriate sequence markers to describe the process of how olive oil is produced.**

From September to the beginning of November olive gathering starts:

....., trees are shaken..... , olives are sorted out..... , the ones for making oil are picked and they are brought to the oil-mill. There, they are poured into round baskets which are piled up into the oil-press. .... , the oil-press is sealed and a lever is inserted in its hole..... , the oil press is worked round by hand. ...., the oil is collected

**6.3 Fill in the blanks with suitable words from the box.**

**How a Photocopier Works**

are then applied; charged; emerges; enables; is given;  
is then transferred; to produce

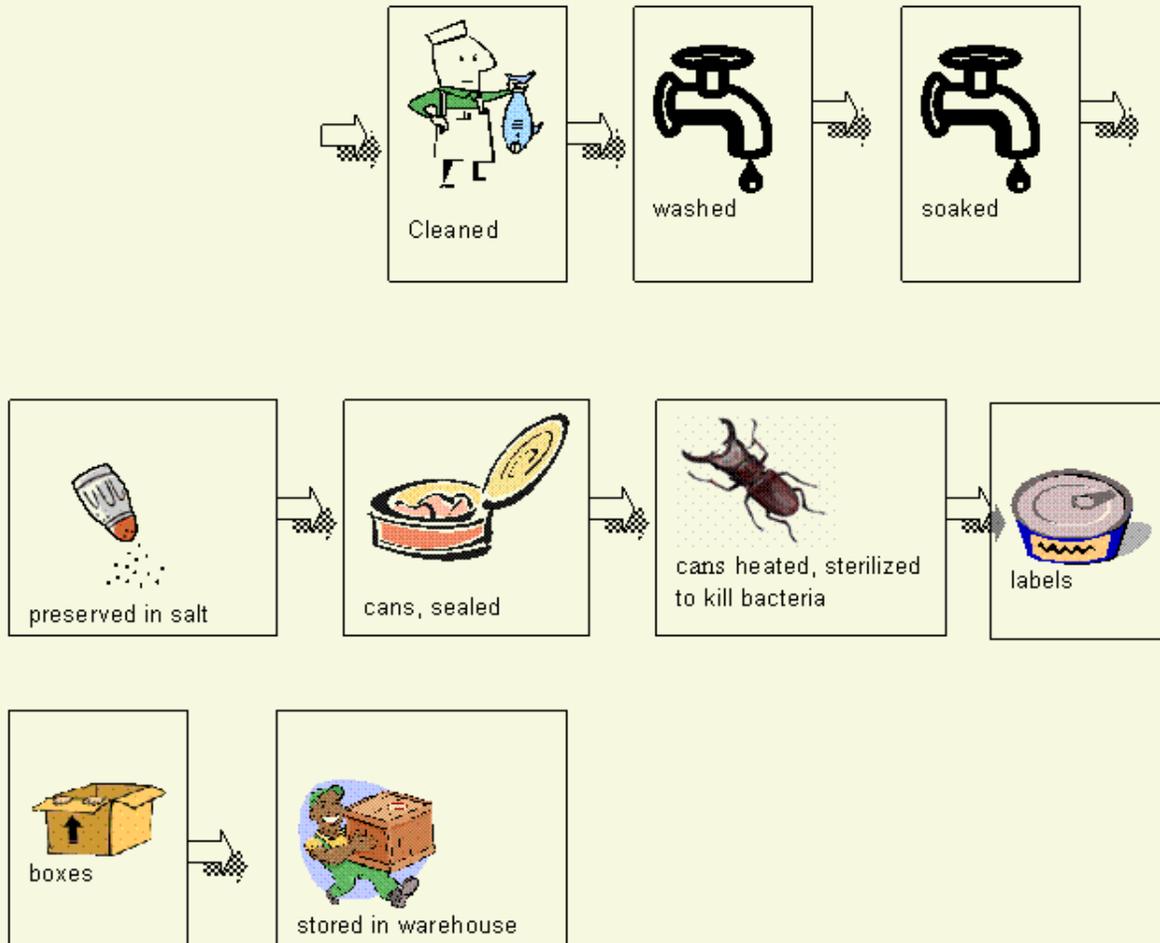
Static electricity ----- a photocopier ----- almost instant copies of documents. At the heart of the machine is a metal drum which -----  
-----a negative charge at the beginning of the copying cycle. The optical system then projects an image of the document on the drum. The electric charge disappears where light strikes the metal surface, so only dark parts of the image remain -----  
----- Positively charged particles of toner powder-----  
to the drum. The charged parts of the drum attract the dark powder, which -----  
-----to a piece of paper. A heater seals the powder to the paper, and a warm copy of the document -----from the photocopier

Source: ADMC HD Common Year English



## 6.4 Canning Fish

Below is a flow diagram showing how fish are canned, after being delivered to the canning factory. Describe this process in about 150 words.



7. Listen to what Mr. Badri Seshadri, a successful entrepreneur, has to say to Subroto Bagchi during an interview.

### Badri Seshadri's Lessons from the Outsider

1. Complete this bio -sketch of Mr. Badri Seshadri

- a) Native place \_\_\_\_\_
- b) Father`s profession \_\_\_\_\_



- c) Alumnus of \_\_\_\_\_
- d) Ph.D from \_\_\_\_\_
- e) Topic for research \_\_\_\_\_
- f) Name of his company \_\_\_\_\_
- g) It specializes in \_\_\_\_\_
- h) His message to the youth \_\_\_\_\_

**2. State true or false**

- a) Badri runs his family business ----
- b) He felt like an alien in IIT because he was from a rural background. ----
- c) A chance meeting with a researcher in England and a cricket enthusiast in Australia led to cricinfo.com. ----

**Listening Script**

**NAME :** Badri Seshadri

**PROFILE :** Managing director and promoter of regional publishing house New Horizon Media and co-founder of Cricinfo.com

**HE SAYS :** Be a voracious reader of all business papers, Internet resources, books. Build several ventures; don't be wedded to one idea.

When Forbes India editor Indrajit Gupta suggested I invite BadriSeshadri to Zen Garden, I did not know who the man was. "Badri started his entrepreneurial journey co-founding cricinfo.com", I.G. explained to me. "But this is the man who is set to revolutionise the somewhat sleepy, unglamorous regional publication scene; that is why you should meet him".

Badri's company, New Horizon Media, is the impressive proof that all is not lost when it comes to the world of regional language book publishing. It is not an amalgam of mostly old-world literature, mythology, some current prose and poetry with waning readership and worrisome financial viability. It is a world of impressive, intelligent and expanding readership that is translating works such as Ramchandra Guha's India After Gandhi, Salman Rushdie's books and the biography of Dhirubhai Ambani.



Yet, the regional publishing scene is somewhat reminiscent of family businesses steeped in respectable conservatism. This isn't where you expect to meet a first generation entrepreneur who went to the Indian Institute of Technology (IIT) and then did his Ph.D. from Cornell University where his research was on metal forming particles. Son of a school teacher in Nagappattinam, Tamil Nadu, BadriSeshadri had no idea about the IITs; nor did his father. One day, when an old student came visiting, he told Badri's father that he should go to IIT after high school. Badri's father could not afford expensive preparatory classes. So he sent a post card to IIT Madras enquiring about their admission process. In a few days, there came a reply and along with it, yesteryear's question papers. Badri got to work. Much to his amazement, Badri made it and one day he arrived at the hallowed portals of IIT Madras, only to be greeted with a deep sense of alienation.

Says Badri, "In the first year, in order to choose my humanity subject, I had to take an English test. All those who got good marks were allowed to choose German or other easy subjects and all those who 'failed' that test were forced to take English. Needless to say, I failed. I was saddled with English for two semesters. But the sad thing was I couldn't do well in those classes either.

I can remember only two friends for much of the first semester in Mechanical Engineering out of a class of 65 or so, because those two were the only ones who would speak to me in Tamil. Then it widened to about five friends. From that first floor at IIT Madras to Cornell in Ithaca, USA, wasn't that difficult a transition. At Cornell, he successfully completed his doctoral work. But towards the end, he got disenchanted with the cliques and politics of the academic world and this is when a chance encounter with a researcher in England and a cricket enthusiast in Australia led to [cricinfo.com](http://cricinfo.com).

I want to know if alienation is a recurring theme in his life.

"In IIT, I certainly felt like an outsider," he replies. "It wasn't that difficult in Cornell, but I still felt out of place. I would agree that I even now feel an outsider in the world of business. Cricinfo was too nerdy an operation and I didn't feel totally out of place. However, when there was an opportunity to build a new venture, I chose something in vernacular, simply because in addition to other things, I thought I would feel 'in place' than out of place. Yes, it (the sense of



alienation) is certainly a recurring theme in my life.”

He adds, “Money has certainly not been a motivating factor. I have the strong ‘old world’ middle class behaviour of fearing money. When my father had finished B.Com., his father had advised him not to take up a job in a bank. The reason was that my grandfather felt that dealing in money will make one greedy. My father has repeated this story to me a few million times. I honestly dread money. I keep no more than Rs. 1,000 in my purse. It is my fear of money that I think perversely drives me to choose things which are unlikely to make much money. I think I will genuinely be mortified if I were to make a lot of money tomorrow. If I [could] trade money for a higher impact, I will always choose that.”

Looking at Badri, I am thinking about what my mother used to tell me. But if you proclaim allegiance to God, the almighty usually follows you at a distance. That is pretty much what is happening to Badri Seshadri as New Horizon is all set to become the No.1 among all regional publishers in the country. I want to know what advice he has for the would-be entrepreneurs of the hinterland of India who, one day, could become someone like him. What are the lessons from the outsider?

He replies, “Learn English. Embrace the Internet immediately. Be a voracious reader of all business papers, Internet resources, books. Take huge risks, as you have nothing to lose. If possible, do so, well before your marriage when you are free from encumbrances. Build several ventures; don’t be wedded to one idea. If you reach a level from where your current venture cannot grow much, sell or quit and build the next one.”

*source: [FEATURES/Zen Garden](#) | Jun 18, 2011 | 11183 views*



## UNIT- 5

### Section - A

#### Ethics and Values

##### Warm Up

- **In pairs discuss the following:**
  - Have you ever been told stories by your grandmother?
  - Do you think it was a good leisure time activity?
  - What do you think children learnt from these stories?
- **In many families grandmothers do not live with their grandchildren in the same house. Nuclear families are the norm today. Do you think its advantages outweigh the disadvantages?**
- 1. **Read the passage below silently and underline the words that you find difficult.**

Once upon a time, there used to be grandmothers- we called them 'nani' or 'dadi'- to enrich the children on the house with their warm story-telling sessions. These grand old matriarchs were not just a part of family consisting of aunts, uncles and cousins of all denominations rather they were the sources of all panacea for all kinds of ailments of body and mind; for the grandchildren they were a refuge from the 'tyrannical parents', the ultimate authority to check the fury, mostly justified of disciplinarian parents. Every time you had been through a rough patch or wanted something which the wise parents felt should be denied to you or at least need not be granted immediately, you ran to the grand old lady and cried your heart out on her comforting cuddly lap.

- **How is the role of grandparents different from that of parents?**
- **What would children do when their parents got angry with them? Did you also do the same thing as kids?**



**Now continue.....**

1. These grand old dames had on then not only the onus of keeping traditions, rituals, conventions alive but also of ensuring that values were instilled in the little ones and they learnt and imbibed life skills as they grew up. These matriarchs were the best-storytellers, a fact universally acclaimed; closer home don't we remember from our childhood. Bedtime became story-telling time. Stories from the epics, fables, parables et al, many a times ending with very overt morals and many a times with covert ones but one thing they all did was not just fascinate the young impressionable minds but also made them think, assess and judge-a process essential for internalization of values.
2. These wonderful story-tellers had inborn theatrical skills-they would while telling stories of the jungle create the right ambience by their intonation and mimic the sounds of the creatures of the wild. Their ability to fantasize, transported their spell bound audience to the world of their stories. The little ones had the best play school that one could ever imagine which not only inculcated values in them but also honed their language skills.
3. These story telling times were the most important part of the day- a delicious dessert to the delectable daytime activities full of games, squabble, mischief and so much more none of which escaped the observant old lad, after all she had experience to back her having brought up the entire household. She would then find from her rich repertoire a theme apt for that occasion and without indulging in moral lecture teach what she wanted us to learn.
4. But today in small unit families there is no place for grandmas. In such families where both parents are committed to their high profile corporate jobs they meet the child's emotional needs with monetary aids, little realizing that it is the beginning of loss of sensitivity; it is the beginning of mercenary and commercial tendencies; it is the beginning of loss of human quotient. We have forgotten that nothing can be more enriching than these storytelling sessions. We have the outcome of the present day trends before us- primarily the loss of childhood,



replaced by violent tendencies, lack of courtesy and respect, pride in outdoing each other in rudeness and ruthlessness, a total disregard for age and values. In short, we face the risk of having an emotionally challenged generation.

Can we do something about it? Can we bring back those storytelling times?

**1.1 Vocabulary:** Look at the different words used for grandmother using the same adjective '**grand**'

grandma; grand old matriarch; grand dames; grand old lady; grandmothers

These words are also called **compound** words:

Grand + mother; Grand + lady; Grand + dames; Grand + ma

**'Grand' here is the adjective and second part of the compound words are nouns.**

**1.2 Using the dictionary find some more words that have grand as the adjective. Make sentences using these words.**

**1.3 Now let us look at the time phrases used in this story**

Once upon a time; Every time; Day time; many a time; A time

**Working in pairs find the meaning of each of these time phrases and use them in sentences of your own.**

**1.4 Idioms**

- Through a rough patch
- Crying your heart out

These are called as **idioms**. Do you think using idioms in our writing makes the writing better? Should we use such expressions when we write? Share your ideas with the class.

**1.4.1 Choose the correct option and complete the idioms.**

- 1. Deepak's doctor advised him to steer .....of alcohol.**
  - left
  - clear
  - right
  - in front



2. Since returning from her holiday, she's had a new lease of .....
- a. energy                      b. ability  
c. work                         d. life
3. It ..... my heart to see the blind, three-legged kitten.
- a. broke                        b. cracked  
c. shattered                  d. crushed
4. Dilip left home because he didn't see ..... to eye with his father.
- a. ear                            b. nose  
c. eye                            d. lips
5. The bank does not issue loans to companies it considers lame .....
- a. birds                         b. ducks  
c. hens                         d. pigeons

**1.5 Guess the meaning of these words as clues from the passage using your ideas:**

1. Enrich : \_\_\_\_\_
2. Panacea : \_\_\_\_\_
3. Tyrannical : \_\_\_\_\_
4. Onus : \_\_\_\_\_
5. Refrain : \_\_\_\_\_
6. Overt : \_\_\_\_\_
7. Covert : \_\_\_\_\_
8. Delectable : \_\_\_\_\_
9. Repertoire : \_\_\_\_\_
10. Mercenary : \_\_\_\_\_



1.6. **Speaking: Working in pairs**, each one of you say these words aloud. Your teacher will now write the correct pronunciation on the board and say it aloud as well. Check whether you have pronounced them right. Practise the pronunciation of those words where you went wrong. Ask your partner to listen to as you speak out the words.

## 2. **Writing: Reminiscences**

We all reminiscence about people in our lives, people who have had a strong influence on us, such as mothers, fathers, teachers and grandparents. In the passage above the writer reminiscences about a time when story telling was a leisure activity enjoyed by children. It was one of the ways in which they connected with their grandparents.

### **What does writing a reminiscence involve?**

All **memory writing** no matter if you are recalling one specific incident or a series of related incidents shares the following characteristics.

- **Starting point-** Reminiscence writing begins when you identify a memorable experience- something that happened a over a short period of time that you would like to explore.
- **Purpose-** Writing about past experience satisfies your desire or need to share part of your past.
- **Form-** Think of reminiscence as a story with the details unfolding one after the other. There should be little need for introduction or explanations.
- **Audience-** In most cases you will be addressing your immediate audience- your classmates, teachers, peers and family members.
- **Voice:** To make it come alive include dialogue, description and action words. Take your readers back in time and help them see, hear and feel the experience as you remember it.



- **Point of view-** First person point of view is used as you are writing about personal experiences.

**2.1** The real story tellers in the past like the grandmothers added emotions and feelings to their stories. Today we have the electronic media where there are stories and stories but something is missing. Think of the time when you were fortunate to listen to a story from somebody in the family. Brainstorm your ideas with your partner and write your first draft of the task. **Use the points given above and write a reminiscence in about 300 words, like a story.**

#### **Once you have finished**

- Exchange your writing with your partner
- Ask him/her to edit your writing
- Once edited go through it again and write the final draft

### **3. Speaking**

In groups of four, think of ways can we bring back those story telling times? What kind of values does story telling inculcate?

(It is not necessary that you have to come to a Yes/No conclusion. The idea is to discuss)

- Each one of you puts forth your views in front of others
- As one person is speaking the others should take notes

#### **The following expressions may be useful**

- I think so ...
- What do you think ...
- We have moved ahead ...
- It may not be possible but ...



- It will be a good idea to ...
- In my opinion ...

4. In your friends circle or among your classmates find out how many grew up in a joint family system.

Name of the friend	Nuclear family/ joint family	Pluses/minuses
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

5. Today, we have professional story-tellers who fill in the gap created due to the break up of the joint family system. What other values do you think the joint family system gave us? Using the inputs from the table above and your ideas, write an article for a magazine in about 300 words, expressing your thoughts.



## Section - B



Check your attitude!

1. Your most priceless possession can be your \_\_\_\_\_
  - a) Attitude
  - b) Demeanor
  - c) Environment
  - d) None of the above
  
2. \_\_\_\_\_ is a way of looking at your whole environment
  - a) Vision
  - b) An Expression
  - c) Attitude
  - d) All of the above
  
3. The forms of communication between people are \_\_\_\_\_
  - a) Written
  - b) Verbal
  - c) Transmission of Attitude
  - d) All of the above



4. Positive people discipline their minds to concentrate primarily upon \_\_\_\_\_
- a) Negative factors
  - b) Careers
  - c) Positive factors
  - d) None of the above
5. In most companies management is seeking the following types of people
- a) Passive
  - b) Spiritual
  - c) Positive
  - d) Answers B & C

Compare your answers with your neighbours.

### 1. An Attitude Equation

Ever wonder about those people who say they are giving more than 100%? We have all been to those meetings where someone wants over 100%. How about achieving 103%? Here's a little math that might prove helpful.

If:  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
is represented as:  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26  
Then:  
H A R D W O R K  
8 1 18 4 23 15 18 11 = 98%  
K N O W L E D G E  
11 14 15 23 12 5 4 7 5 = 96%  
But,  
A T T I T U D E  
1 20 20 9 20 21 4 5 = 100%



Now read the story

## The Star Fish Story

*It made a difference for that one*

Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work.

One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out 'Good morning! May I ask what it is that you are doing?'

The young man paused, looked up, and replied 'Throwing starfish into the ocean.'

'I must ask, then, why are you throwing starfish into the ocean?' asked the somewhat startled wise man.

To this, the young man replied, 'The sun is up and the tide is going out. If I don't throw them in, they'll die.'

Upon hearing this, the wise man commented, 'But, young man, do you not realize that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!'

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, 'It made a difference for that one.'

So, can I encourage you to take the time to do something that will make difference to someone else's life ... and it doesn't have to be much and they don't need to know. Just take a moment, do something special ... the universe will know and that's enough.

*Adapted from The Star Thrower by Loren Eiseley (1907-1977)*



**1.1 Choose the most appropriate option for the questions given below:**

- 1. The old man used to ..... before writing**
  - a. sit
  - b. walk
  - c. talk
  - d. eat
  
- 2. The narrator wanted to meet the dancer because**
  - a. he was amused seeing someone dance
  - b. he had never seen a dancer
  - c. he wanted to know who he was
  - d. he liked to see someone dance
  
- 3. The young man was picking up**
  - a. stones
  - b. pieces of rock
  - c. starfish
  - d. turtle eggs

**1.2 Answer the following questions briefly:**

- a. What happens to the starfish once the day begins?
- b. What was the wise man's reaction to the young man's action?
- c. What does this story tell us about the young man?
- d. What kind of a person was the old man?

**2. Types of Sentences**

1. There was a wise man who used to go to the ocean to do his writing.
2. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.



The underlined parts of the sentences are called **clauses**. They are part of a sentence. The effective of clauses makes the writing effective. Sentences can be classified according to the number of **independent** and **subordinate** clauses they contain. There are three types of sentences simple, compound and complex.

**A Simple Sentence contains one independent clause and no subordinate clauses.**

**Examples are:**

1. I bought myself a new dress.
2. All of the rice was eaten by the girl.

**A Compound sentence is made up of two or more independent clauses but no subordinate clauses.**

**Examples are:**

1. I had to work but people kept interrupting me
2. A slight dew was on the field, and a gentle breeze stirred the grasses.

**Complex sentence is composed of one independent clause and one or more subordinate clauses.**

**In the given sentences from the passage:**

1. **There was a wise man who used to go to the ocean to do his writing.**
  - There was a wise man. (**Independent clause**)
  - Who used to go to the ocean to do his writing. (**subordinate clause**)
2. **He smiled to himself at the thought of someone who would dance to the day**  
**He smiled to himself at the thought of someone. (an independent clause)**  
**Who would dance to the day. (subordinate clause)**

**Examples are:**

1. The woman who came to the door was Mrs. Sharma.
2. The Toda tribe who live in the Nilgiris are known for their exquisite silverwork.



**2.3 In the sentences given below choose the correct word from the pair in the brackets.**

1. Mr. Goel is the teacher (who, whom) the students most respect.
2. The housekeeper (who, whom) the agency recommended so highly was ill-tempered.
3. The player (who, whom) was identified by the committee fell sick.
4. (Who/whom) shall I say is calling?
5. Nobody knows (who, whom) will be selected for the post of the president.

**3. Writing**

An essay is a literary composition that expresses a certain idea, claim, or concept and backs it up with supporting statements. It will follow a logical pattern, to include an introductory paragraph (make the claim), a body (support), and a conclusion (summary of statements and support).

Of course, essays play a big role in the college application process, as well. We can craft a great essay if you can follow the standard pattern and write in a clear and organized manner.

**Introduction:** The first paragraph in your essay, and it should accomplish a few specific goals.

- **Capture the reader's interest**

It's a good idea to start your essay with a really interesting statement, in order to pique the reader's interest.

Avoid starting out with a boring line like

*"In this essay I will explain why ....."*

- **Introduce the topic**

The next few sentences should explain your first statement, and prepare the reader for your thesis statement.

- **Make a claim or express your opinion in a thesis sentence.**

Your thesis sentence should provide your specific assertion and convey



clearly your point of view.

- **Body**

The body of the essay will include three paragraphs, each limited to one main idea that supports your thesis. You should state your idea, then back it up with two or three sentences of evidence or examples. Include a few more supporting statements with further evidence, then use transition words to lead to the following paragraph.

- **Sample transition words:**

Moreover	similarly
in fact	likewise
on the whole	it follows that
furthermore	naturally
as a result	by comparison
simply put	surely
for this reason	yet

- **Conclusion**

The final paragraph will summarize your main points and re-assert your main claim. It should point out your main points, but should not repeat specific examples.

Once you complete the first draft of your essay, it's a good idea to re-visit the thesis statement in your first paragraph. Read your essay to see if it flows well. You might find that the supporting paragraphs are strong, but they don't address the exact focus of your thesis. Simply re-write your thesis sentence to fit your body and summary more exactly. By doing this, you will ensure that every sentence in your essay supports, proves, or reflects your thesis.

**3.1 With a partner, discuss one of the topic sentences given below and write an essay about 300 words using the 5-paragraph strategy given above.**

1. We need to cultivate the right attitude to live a fulfilling life.
2. Values and ethics are the bedrock of any society



**4. Speaking:** Given below are some topics. Prepare well and then talk about them for 2 minutes.

- You see one of your friends abusing an animal. What would you like to tell her/him?
- You see a popular student bullying a junior in the school. How would you respond to this situation?
- Should doctors stop medication for terminally ill people? Give your views.

**Language functions:**

Expressing abstract ideas

Expressing regrets and hopes

Evaluating options

**Expressions that will assist you-**

- In my opinion ...
- I wish it was not ...
- I hope ...
- In future it could ...
- I don't know what will happen ...
- I think I will present my thoughts ...
- I would talk to a senior ...
- Will tell politely ...

**4.1 Discuss in groups of four. Share your ideas with the class.**

1. We increasingly come to hear of conflicts at workplaces. Today achieving deadlines, outdoing others, projecting one as better than others has become the norm rather than exception.



2. Recently a car manufacturing major had to shut down its factory because the workers killed a senior manager. They were demonstrating their angst against the management which was not fulfilling their demands.
3. In both the situations given, **professional ethics** comes into play. Do you think as people we are somewhere losing this focus and increasingly looking only for material gratification? Should there be a code of conduct that people should sign before they take up any job? Will this be curbing their freedom? Discuss these points and also keep the situations given above in focus and **come out with a five-point suggestion** on how we can reduce conflict at workplaces and instil professional ethics in the work place.

## **Section – C**

### **Are More People Cheating?**

#### **Warm up**

- **When was the last time you said 'Sorry'? What was the situation?**
  - **Study the situations given below and decide how you would respond to these situations.**
1. **You have upset a classmate and your teacher tells you to apologise to him/her. Do you .....**
    - a. agree because you regret what you said?
    - b. agree even though you don't regret what you said?
    - c. refuse because you will only apologise when you're ready?
  2. **You borrow a T-shirt from your friend and spill coffee on it. Do you .....**
    - a. apologise but blame the person who bumped into you in the cafe
    - b. apologise and buy him/her a new one
    - c. say nothing and hope he/she didn't notice the stain



- **A friend overhears you criticising them to another friend. What do you do?**  
.....
- **You have an argument with a friend. You are upset by their remarks, and you know that they are upset by yours. What do you do?**  
.....  
.....

**1. Listen to the introduction to a talk on the importance of apologising. Listen carefully and answer the following questions:**

**1.1 Answer these questions suitably:**

1. Why do people find it difficult to apologise in their personal lives?  
.....
2. What specific examples of apologies are mentioned by the speaker?  
.....
3. Countries have made apologies for their .....
4. Britain was involved in .....

**2. Reading: Read this informative report.**

1. High profile company executives are on trial, accused of defrauding their businesses and their investors of millions of dollars. School children are pirating music and films online; and renowned historians are increasingly plagiarising their colleagues' work.
2. 'You have almost an acceptance that humankind cannot resist the pressure to cheat,' says Michael Josephson, of the Josephson Institute of Ethics, an organization that works with schools and businesses to promote ethical behaviour.
3. At the beginning of the 21<sup>st</sup> century, it is nearly impossible to turn on the television or pick up a magazine without hearing someone complain about the



current decline in morals. But is there any hard evidence that more people are more dishonest now than in the past?

4. For the most part, the answer to this question is 'No'. Many experts say there is not enough data on cheating to draw conclusions; nor is there any way to make objective comparisons about cheating over time. Rules, laws and morals constantly change in areas such as finance, professional sports and politics.

5. Even David Callahan, a political scientist and the author of a book entitled *The Cheating Culture*: concedes that 'by its nature cheating is intended to go undetected, and trends in unethical behaviour can be hard to document'.

If there is one place where the moralists have a case, however, it is student cheating, because studies have documented its rise in recent years. And there is broad agreement that the Internet has made it much easier to steal other people's work. Yet even in this area, lawmakers warn that the Internet has created a murky territory of outdated laws and shifting standards.

Ann Fabian, a professor of American studies says: 'The Web has changed notions of intellectual property, and we don't have the norms to deal with it'.

6. As for most others areas, previous ethical lapses can certainly compete with today's. Sports? Even the very first game of baseball's first modern World Series, in 1903, was tainted with rumours of match fixing. To some historians the current outcry about increased cheating is not surprising. What is known as the 'declension view of history' always has one generation complaining about the morals of its successor, according to Louis P. Masur a cultural historian. 'It's a debate that goes way back,' he says. Now what's changed is the amount of coverage that follows changes our perception of it, the pervasiveness of it.'

7. Some experts argue that the alarm about more cheating is tied to wider anxiety about social changes like the new global economy. Transitional periods- a war, a recession, an economic boom- have historically caused people to pay more attention to their souls.



8. Those who say that cheating is more common argue that now there are more practitioners and less guilt. Donald L. McCabe, a Professor of Management, has become known as a 'cheating guru' for his widely reported surveys of how and why students cheat. He has also looked at data going back to the 1960s.

9. Not only is cheating significantly up since then, Mr. McCabe has found, but many students do not consider it a big deal, saying it was just a modern fact of life. His study this year of undergraduates at 23 colleges and universities found that 38 percent had taken material from the Internet and passed it off as their own. Forty four percent of all the students surveyed said it was no big deal. In a survey only ten percent of students admitted to Internet cheating.

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**2.1 Read the article again and complete each sentence 1-8 with by choosing the correct ending a-h**

- |   |  |
|---|--|
| 1. Almost everywhere we go these days                                   | a. their cheating is not important   |
| 2. In general, there are not enough facts about cheating                | b. students are cheating more now than they used to                        |
| 3. Because of changing laws and morality, it is almost impossible       | c. to say for certain whether it is on the increase or not                 |
| 4. There is concrete evidence that gets makes us think it is increasing | d. the greater publicity cheating now                                      |
| 5. Some historians believe that declining standards of morality         | e. we hear complaints about  |
| 6. Louis P. Masur believes that cheating in the past                    | f. to compare cheating now with  |
| 7. A survey carried out in 2000 showed that                             | g. a tenth of students confessed that they had used the internet to cheat. |



8. Many of today's students believe that h. the world of politics is less dishonest now than it used to be

**2.2 Working with words: Complete this table with words which relate to words from the article.**

Noun	Verb	Adjective
1. .... (crime) .....(person)	defraud	.....
2. ....(offense) .....( person)	plagiarise	×
3. morals	.....	..... .....(opposite) .....
4. ....	×	cultural
5. perception	.....	.....

**2.3 In groups of four discuss the following questions. Share your ideas with the class.**

- Under what circumstances would you agree to match-fixing in a sport you were involved in?
- Do you think downloading music from the internet without paying for it is unethical? Give reasons.
- How would you feel if someone used your assignment to pass an exam?



### 3. Writing

- 3.1** Board examinations are approaching and your school is going to be one of the centres where class-12 students from other schools would be taking the examinations. Your teachers have asked you to prepare slogans on strips of chart papers requesting students not to cheat. These would be pasted in rooms where students take the examination. **Working in pairs create at least 5 messages discouraging cheating.**
- 3.2** You are the Sports Secretary of your school Student's Council. You had placed order for sports equipment for the school. It has been more than a month since you placed the order and the M/S Full Sport Equipment Ltd. promised to deliver the goods within 10 days. Repeated reminders have yielded no result. Write a complaint letter to the Manager of the company using the format given below.

#### Layout of the letter

Your school address

Date

Receiver's name and address

Dear Sir.....

Subject:

Content (as per the format given above)

Yours sincerely

Signature

Name

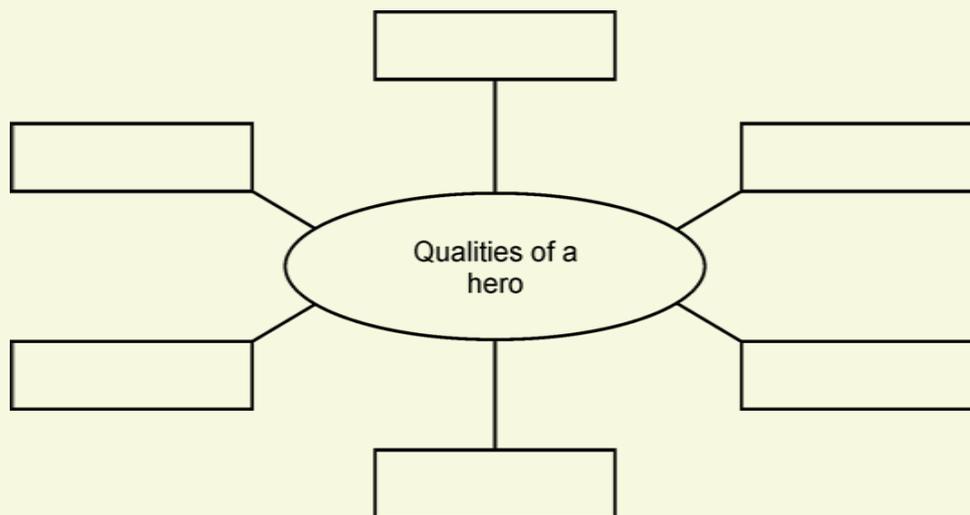
Designation



## Section - D

1. Do all the current stars from the world of music, sports and politics as well as more traditional heroes such as Martin Luther King Jr., Gandhi, Mother Teresa, and Muhmmad Ali possess same qualities?

In pairs complete the web chart.



In my opinion a hero is someone who .....

.....

.....

What do you think is the difference between a hero and a martyr?

2. Read the poem below which commemorates an incident that occurred in 1798 during the Battle of the Nile aboard the French ship, *Orient*. The young ten year old son, *Giocante*, of Commander *Louis de Casabianca* remained at his post and perished when the flames caused the magazine to explode.

Your teacher will either read it for you or play the recording of the poem.

1. The boy stood on the burning deck  
Whence all but he had fled;  
The flame that lit the battle's wreck



Shone round him over the dead.  
Yet beautiful and bright he stood  
As born to rule the storm;  
A creature of heroic blood,  
A proud, though childlike form.

The flames rolled on ..... he would not go  
10. Without his father's word;  
That father, faint in death below,  
His voice no longer heard.

He called aloud ..... 'Say, father, say  
If yet my task is done!  
He knew not that the chieftain lay  
Unconscious of his son.

'Speak, father!' once again he cried  
'If I may yet be gone!  
And but the booming shots replied,  
20. And fast the flames rolled on.

Upon his brow he felt their breath,  
And in his waving hair,  
And looked from that lone post of death,  
In still yet brave despair  
And shouted but once more aloud,  
'My father, must I stay?'

While over him fast, through sail and shroud  
The wreathing fires made way,



30. They wrapt the ship in splendour wild,  
They caught the flag on high,  
And streamed above the gallant child,  
Like banners in the sky.

There came a burst of thunder sound .....  
That well had borne their part;  
But the noblest thing which perished there  
Was that young faithful heart.

**4.1 Based on your understanding, share your ideas.**

- a. The poem conveys the message of bravery, sacrifice, responsibility, patriotism and discipline. Justify each of these.
- b. With a partner, discuss - "A man of courage is full of faith." or "Patriotism is a great virtue that makes people selfless". Share your ideas.

**4.2 Appreciation**

The poem is full of imagery. 'Imagery' includes the "mental pictures" that get formed as we read the poem. It is not restricted to 'visual' imagery, it also includes 'auditory', tactile, olfactory, and gustatory (related to taste). The poet also uses similes and metaphors.

**Some of the imagery used by the poet includes:**

- *flame that lit the battle's wreck* (visual)
- *there came a burst of thunder sound*(sound)

Working in pairs, identify the other images used in the poem. Also pick out similes, metaphors and other figures of speech used by the poet.

**4.3 Your school is planning to start a vocational course on 'Values and Ethics' in the modern world for classes 11 and 12. This would be a short course to be done in the first term of class-11. There will be an examination at the end of term I and**



the grades will be reflected in the report card. As students of class-11 you have been asked to give suggestions on what you think should be the content for this course. Discuss in groups of 4-5 students and draw out the details of the topics you think can be covered under this course including the activities. Create an Excel sheet for the same and present it to the class.

5. Read the following excerpt from Stephen Leacock's essay.

**Are the Rich Happy?**

1. Let me admit at the outset that I write this essay without adequate material. I have never known, I have never seen, any rich people. Very often I have thought that I had found them. But it turned out that it was not so. They were not rich at all. They were quite poor. They were hard up. They were pushed for money. They didn't know where to turn for ten thousand dollars.

2. In all the cases that I have examined this same error has crept in. I had often imagined, from the fact of people keeping fifteen servants, that they were rich. I had supposed that because a woman rode down town in a limousine to buy a fifty-dollar hat, she must be well-to-do. Not at all. All these people turn out on examination to be not rich. They are cramped. They say it themselves. Pinched, I think is the word they use. When I see a glittering group of eight people in a stage box at the opera, I know that they are all pinched. The fact that they ride home in a limousine has nothing to do with it.

3. A friend of mine who has ten thousand dollars a year told me the other day with a sigh that he found it quite impossible to keep up with the rich. On his income he couldn't do it. A family that I know who have twenty thousand a year have told me the same thing. They can't keep up with the rich. There is no use in trying. A man that I respect very much who has an income of fifty thousand dollars a year from his law practice has told me with the greatest frankness that he finds it absolutely impossible to keep up with the rich. He says it is better to face the brutal fact of being poor. He says he can only give me a plain meal, what he



calls a home dinner--it takes three men and two women to serve it--and he begs me to put up with it.

4. As far as I remember, I have never met Mr. Carnegie. But I know that if I did he would tell me that he found it quite impossible to keep up with Mr. Rockefeller. No doubt Mr. Rockefeller has the same feeling. On the other hand there are, and there must be, rich people somewhere. I run across traces of them all the time. The janitor in the building where I work has told me that he has a rich cousin in England who is in the South Western Railway and gets ten pounds a week. He says the railway wouldn't know what to do without him. In the same way the lady who washes at my house has a rich uncle. He lives in Winnipeg and owns his own house, clear, and has two girls at the high school.

5. But these are only reported cases of richness. I cannot vouch for them myself. When I speak therefore of rich people and discuss whether they are happy, it is understood that I am merely drawing my conclusions from the people that I see and know.

6. My judgment is that the rich undergo cruel trials and bitter tragedies of which the poor know nothing.

7. In the first place I find that the rich suffer perpetually from money troubles. The poor sit snugly at home while sterling exchange falls ten points in a day. Do they care? Not a bit. An adverse balance of trade washes over the nation like a flood. Who have to mop it up? The rich. Call money rushes up to a hundred per cent, and the poor can still sit and laugh at a ten cent moving picture show and forget it.

But the rich are troubled by money all the time.

8. I have often talked of the problem of wealth to Mr. Spugg.. He is a self-made man and he has told me again and again that the wealth he has accumulated is a mere burden to him. He says that he was much happier when he had only the plain, simple things of life



9. I know well that my friend Spugg would be glad to be rid of his wealth altogether, if such a thing were possible. Till I understood about these things, I always imagined that wealth could be given away. It appears that it can not. It is a burden that one must carry. Wealth, if one has enough of it, becomes a form of social service. One regards it as a means of doing good to the world, of helping to brighten the lives of others, in a word, a solemn trust.

1. **Make notes using a suitable format and recognisable abbreviations. Supply a suitable title.**
2. **Summarise in about one third the length of the passage.**

## 6. Grammar: Sequence of tenses and timing of events

6.1 **Study the underlined words in these sentences from the story. Why are the tense forms different in the same sentence? Share your ideas with the class.**

[eg] At tomorrow's meeting, Dr. Aradhana **will** officially **announce** that she **was chosen** yesterday to lead the government research project.

[eg] The Engineer **informed** the Supervisor that he **is not able** to field-test the device yesterday because it **is raining**.

6.2 **Study the highlighted words in these sentences from the story. Why are the tense forms different in the same sentence? Share your ideas with the class.**

[eg] Let me **admit** at the outset that I **write** this essay without adequate material. I **have never known**, I **have never seen**, any rich people.

[eg] A friend of mine who **has** ten thousand dollars a year **told** me the other day with a sigh that he **found** it quite impossible to keep up with the rich.

Choose the tenses of your verbs accurately to express the timing or sequence of events that you are describing. Often, the particular sequence of events that you are describing will require you to use several different verb tenses within a single sentence or paragraph. Although it is



appropriate to vary your verb tenses in accordance with the actual timing of the events, you should avoid shifting tenses unnecessarily.

**6.3 Fill in the spaces choosing the most suitable options from those given in parenthesis:**

1. The 2013 film is a spin on the fairy tale, Hansel and Gretel are now bounty- hunters who \_\_\_\_\_ [have tracked/track] and kill witches all over the world. As the fabled *Blood Moon* \_\_\_\_\_ [approached/approaches], the siblings encounter a new form of evil that might hold a secret to their past.
2. Most abandoned animals in shelters come from people who, for one reason or another, [have had/have] to give up their pet. Some come to the shelter from people relocating overseas, an elderly person moving in with a family member or into assisted living, a family that \_\_\_\_\_ [lost/has lost] their home and job, people who \_\_\_\_\_ [were/ are] terminally ill, to name just a few. Other pets come to us from abusive situations where the animal \_\_\_\_\_ [is kept/being kept] under terrible conditions, \_\_\_\_\_ [saved/being saved] only by a good Samaritan and yet others \_\_\_\_\_ [were found/are found] abandoned when their owners have moved on.
3. The term smog [had been/was] first used to describe the conditions of fog that \_\_\_\_ [had /has] soot or smoke in it. Smog is a combination of various gases with water vapour and dust. A large part of the gases that \_\_\_\_\_ [have formed/form] smog is produced when fuels \_\_\_\_\_ [are burning/are burnt]. Smog forms when heat and sunlight react with these gases. Smog can \_\_\_\_\_ [affects/affect] outlying suburbs and rural areas as well as big cities. Its occurrences are often linked to heavy traffic, high temperatures, and calm winds.



6.4 Complete the report using suitable sequence of tenses. Compare with your partner's answers and discuss why he/she may have chosen to use different tense forms [different, but suitable words are allowed!]

### How to Handle Difficult Behaviour in the Workplace

Conflicts invariably \_\_\_\_\_ between individuals in an organization, between organizational components, or between institutions. It \_\_\_\_\_ part of our job. A manager's inability to effectively deal with anger and conflict in the workplace may \_\_\_\_\_ in a large loss of productivity and adversely impact others who work there. In the workplace there \_\_\_\_\_ either real or perceived unfair treatment, emotional abuse, discrimination, sexual harassment, disparate treatment, cultural diversity, anger, hostility, or potential violence. Difficult behaviour can \_\_\_\_\_ performance in others and \_\_\_[only]\_\_\_\_\_ if left alone, \_\_\_\_\_ more people and incurring hidden costs for the organization.

Reconciling interests rather than positions \_\_\_\_\_ toward resolution. For every interest there usually \_\_\_\_\_ several possible solutions that could satisfy it, but all too often people simply adopt the most obvious position. When you \_\_\_\_\_ behind opposed positions for the motivating interests, you can often find an alternative position which \_\_\_\_\_ not only your interests but theirs as well. Reconciling interests rather than compromising between positions also works because under opposed positions \_\_\_\_\_ many more interests than conflicting ones. We tend to assume that because the other person's positions are opposed to ours, their interests must also be opposed. In many workplace conflicts a close examination of underlying interests will \_\_\_\_\_ the existence of many more interests that are shared or compatible than ones that are opposite.



### Quiz Answers

**1a, 2c, 3c, 4c, 5c,**

*If you've got them all correct, you've got a positive outlook to life. The key is to keep it as close to 100 % most of the time. Congratulations. Keep up the good work!*

### Listening Text

*Someone giving advice to a young man starting work in business once said, 'If you want to succeed in this business, just remember: No matter what the circumstances, never explain and never apologise.'*

*In our personal lives, too, it's sometimes very difficult to say sorry without losing face. How many marriages and other relationships have gone wrong because someone was too proud to say 'Sorry'?*

*And increasingly these days, it seems, we expect our politicians and other public figures to apologise. Recently, a politician has felt the need to apologise for using private health care instead of the National Health Service; a government minister was forced to apologise for a mistake which occurred in his department, but for which he personally was not responsible. Even entire countries have made apologies for their historical mistakes. For example Fiji apologised for its cannibal past, and Britain formally said 'Sorry' for its part in the slave trade. What real meaning do these apologies have*



## **UNIT - 6**

### **Section - A**

### **Speaking and Listening**

#### **Warm up**

#### **A Quiz on Conversation**

**1. Here's a quiz for you. Work with a partner and then discuss your responses with other pairs in your class.**

**1. A good conversationalist is someone who**

- (a) always has plenty to say
- (b) asks a lot of questions
- (c) listens carefully to what you have to say

**2. If someone looks you straight in the eye when you are speaking, they are probably**

- (a) being rude
- (b) trying to frighten you
- (c) being friendly

**3. If someone keeps looking out of the window while you are talking, they**

- (a) are thinking
- (b) are not concentrating
- (c) want to be outdoors

**4. If someone sighs while you are explaining something, they are probably**

- (a) impatient
- (b) unhappy
- (c) suffering from indigestion



5. **If a man wearing Bermuda shorts and a sleeveless vest comes into your office, he**
- (a) can't be important
  - (b) isn't correctly dressed
  - (c) is quite normal
6. **If someone shakes your hand very hard and long, they are**
- (a) pleased to see you
  - (b) waiting for you to say something
  - (c) trying to show you how strong they are

## 2. **Let's Speak in English**

**Discuss the questions below (in pairs or in groups of four).**

- Why do you need to speak in English?
- When do you speak in English (outside the classroom)?
- Who do you speak to in English?
- Do you speak to your friends in English?
- Do you use a number of English words when you speak in your mother tongue? Make a list of these words.
- Do you think it is important to speak English correctly?

Speaking in English is a matter of practice and the more you use it in everyday situations, the better it is for improving your speaking skills. When you speak you have to consider various factors that make you sound interesting and intelligible.

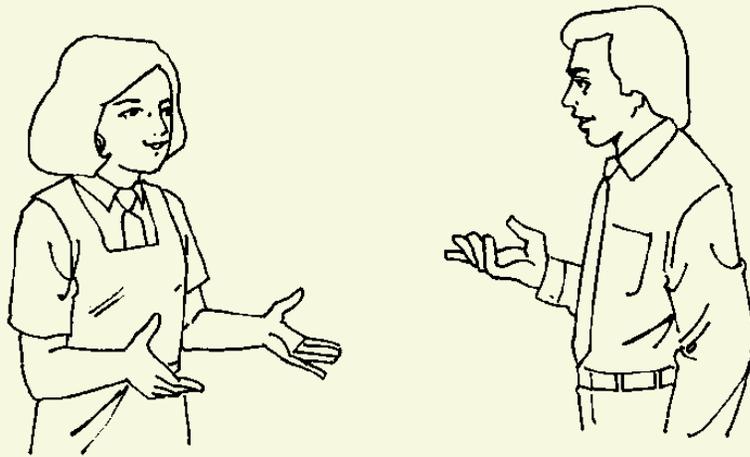
Pay attention to tone, pitch, volume, speed, stress, rhythm, intonation. All these are part of pronunciation and contribute significantly to intelligibility.



## Let's Begin at the Beginning...

### 3. Greetings

- Opening a conversation and bringing it to a close are essential parts of our everyday communication.



- Greetings in any language have one purpose: to establish contact with another person, to respect his/her existence and to show "friendliness".

We usually follow a specific formula and usually do not mean it to be taken literally, for example, when we say, "Good Morning", it need not necessarily be a fine morning.

Similarly, to a greeting, "How are you ?" you may reply "Fine, thanks", even if you aren't feeling well.

Greetings are always returned in the same form but with different stress.

*Indira : How are you ?  
Tabu : Fine, thanks. How are you ?*

**Discuss some ways in which people all over the world greet one another.**

**Working in pairs, role play some of them.**

Here are some greetings and responses to start you off:



#### 4. Introductions

Read the following conversation:

[Anu and Manju are meeting each other after a gap of six months]

**Anu** : Hello, Manju. Good to see you again. How are things?

**Manju** : Just fine! And you?

**Anu** : Oh, not too bad Manju. Do you know Anoushka?

Anoushka, this is Manju. She's a good friend of mine. We met at the culturals of Lalbagh school.

**Anoushka** : Hello, Manju, glad to meet you.

**Manju** : Hi, Anoushka! Are you enjoying your stay here?

**Anoushka** : Oh, yes.

**Anuraj** : How about some ice-cream?

Think of other ways of introducing people.



Here are some phrases that can be used as well:

- I'd like you to meet...
- It's my privilege to meet you!
- Have you met...?
- Hello, Dr. Rakesh, I've heard so much about you!

#### 4.1 In groups of three, practise introducing your friends to others.

##### Ending conversation:

- While conversing you do not suddenly stop talking, say 'bye', and leave abruptly.
- Ending a conversation includes (a) the use of phrases which signal the end of a conversation and, (b) phrases that explicitly end the conversation.
- Like greetings, while ending a conversation we exchange phrases which have no literal meaning, for example: 'Bye', 'have a nice day!' or, 'Have a nice weekend!'
- When taking leave of someone or at a party, you always find the host / hostess, say 'Thank you' or, 'It was nice to have met you' (as appropriate) and, then, bid good bye.
- In a formal situation, the senior person usually signals the end of a conversation.
- On the telephone, the caller usually ends the conversation.
- In an informal conversation, however, either speaker may end it.

Here are some phrases which signal the end of a conversation.

- |                          |                                 |
|--------------------------|---------------------------------|
| • Thank you for coming.  | • See you later.                |
| • Until the next time... | • I've really got to leave now. |
| • See you again.         | • It was good to see you.       |
| • Good bye!              |                                 |



## 4.2 Where would you use them?

**Practice Tasks: Working in pairs, follow the given cues and talk to each other.**

Phatic Communion: B. Malinowski, an anthropologist defined phatic communion in 1920 as a type of speech in which ties of union are created by a mere exchange of words

2.1 Suresh and Sujatha are old friends. They are meeting after four years. Sujatha has an important meeting and can't talk long.

### Sujatha

1. greets Suresh, expresses surprise

*Hi, Suresh ! Where have you been all these years ?*

2. asks about Suresh's family

*How's.....*

.....

3. replies to Suresh's question

*I'm .....*

.....

*In fact, I have to .....*

4. Bye !

### Suresh

1. returns greetings

*Oh, Hi !*

*It's been a long time, hasn't it !*

2. answers questions, asks about Sujatha's jobs.

*Mom is fine .....*

.....

3. replies to Sujatha and concludes the conversation

*It was great seeing you.....*

.....





Ms. Sarala is Vijay's teacher. Vijay needs to leave early to see the doctor at 2:30 p.m. He approaches Ms. Sarala who is busy at her table marking books.

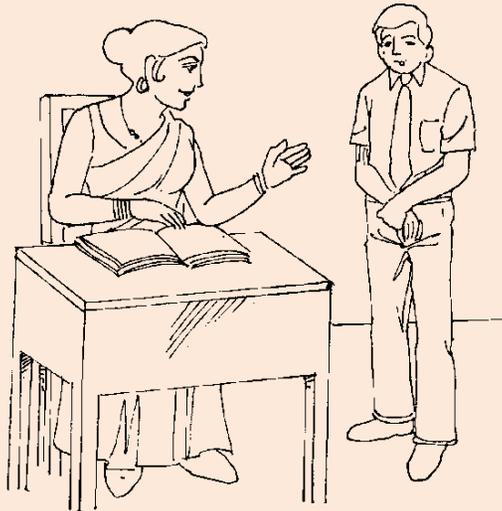
**Vijay:**

1. greets to get her attention.
2. explains situation, requests permission to leave early
3. gives reason
4. thanks Ms. Sarala, concludes

**Ms. Sarala:**

1. returns his greeting, offers help.
2. asks for reason
3. gives permission
4. responds likewise.

Conversation



**4.3 Here are some phrases we use when asking for permission. Which of these do you use most often?**

- May I
- I wonder if I could
- Please permit / allow me
- I'd like permission to
- Do you think I could



## Section - B

### Exchanging Information

#### 1. Socially Speaking

Work in pairs to exchange information about the following:

I am ..... (name)

I am a ..... (occupation)

My responsibilities are .....

.....

I enjoy.....

.....

.....

I don't enjoy .....

.....

.....

I think in five years' time I could .....

.....

.....

#### 2. Work in groups of four and discuss:

(i) How important is the *IMPRESSION* you make on others, especially on strangers or people from another country, is?

(ii) Can the impression you make be affected by the following?

- the noises you make
- yawning
- tapping your fingers
- talking in a loud voice
- talking in a soft voice
- your appearance and body language



**(iii) Now tell the class what your group thinks.**

Here are a few topics for social conversation or “small talk”.

- |                    |            |               |          |
|--------------------|------------|---------------|----------|
| • sports and games | • politics | • your family | • travel |
| • hobbies          | • films    | • the weather | • music  |
| • your education   | • religion | • T.V         |          |

**(iv) Which of these topics would you talk about with**

- a stranger
- someone older than you
- someone younger than you
- someone senior to you
- someone junior to you.

**3. Work in pairs. Then, join another pair and compare your ideas.**

**How would you respond to the following comments?**

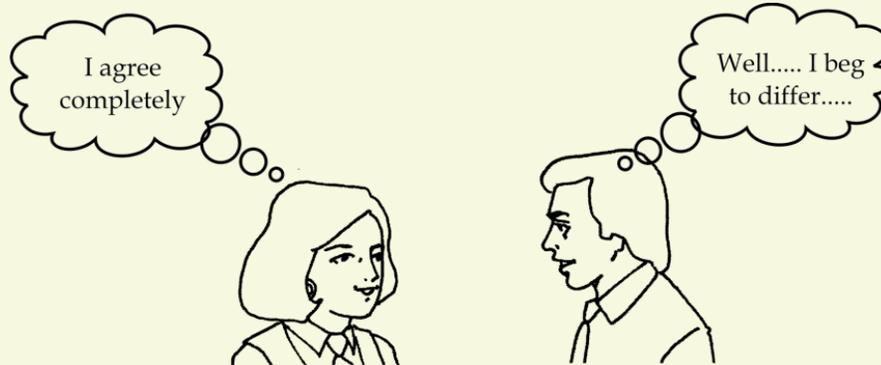
1. I can't find my keys.
2. You should have been in the field yesterday.
3. Thanks for inviting me, but I'm afraid I won't be able to come.
4. I'm giving a speech at the 'farewell' party.
5. I'm going to Mussoorie on holiday next month.
6. I've just heard we've won the best school award.
7. I've got a terrible headache.
8. The Vice Principal has had to go into hospital for a few days.
9. Be careful when you switch it on.
10. Congratulations! All the Best!



**4. Here are some replies to help you. Match them with the statements given in the previous activity. Think of other alternatives.**

1. Why? What's wrong with it?
2. Thanks.
3. Nothing serious, I hope.
4. I hope it goes well.
5. You poor thing. Can I get you anything?
6. Lucky you! How long are you going for?
7. Why? What happened then?
8. What a pity. Some other time perhaps.
9. O dear! When did you last see them?
10. That's great news! Congratulations!

**5. Work in groups of four and discuss.**



**(i) In how many different ways can you say "Yes"?**

Add to this list:

I agree.
Certainly!
.....
.....



(ii) And now, in how many ways can you say “No”?

Add to the list:

I don't agree.

Negative.

I'm sorry.

.....

(iii) Quite often, when speaking, we use expressions which sound abrupt or rude. This happens when we use negative adjectives. So, instead of using negative adjectives, we could use 'not + adjective.'

eg. Instead of "Their canteen was dirty," we could say, "Their canteen was not very clean."

6. Now change the given sentences in a similar way:

- 1. That's unsuitable. ....
- 2. That is inconvenient. ....
- 3. That's a negative way of looking at the problem. ....
- 4. The food was cold. ....
- 5. That's a stupid suggestion. ....
- 6. I hate that idea. ....

7. Using 'would' also makes statements more tentative and polite.

Instead of saying 'That's unacceptable', it sounds more polite to say, 'That 'would' be unacceptable'.

Re-write by adding *would* to the following sentences

- 1. That is too late.  
\_\_\_\_\_



2. I want to meet the Principal.

\_\_\_\_\_

3. I'm afraid I don't accept that.

\_\_\_\_\_

4. Driving has definite advantages.

\_\_\_\_\_

5. Money is no problem.

\_\_\_\_\_

6. I don't agree.

\_\_\_\_\_

**8. Offers, Acceptances and Refusals**

- Complete the following dialogues with suitable words.

**Read them aloud in pairs**

1. Would you like one?

.....

.....

.....

2. ....

Thank you, that's very nice of you'

.....

3. ....

That suits me fine.

.....

4. ....

I am very much obliged.

.....

5. This is a small token of our appreciation.

.....

.....

6. ....

I'm afraid I have made



- ..... other arrangements.
7. I was wondering if you'd like tickets .....  
for a trip to Europe. ....
- .....
8. .... That is very kind of you, but I must  
..... refuse this time.

**9. Read the dialogue given below between a receptionist and a customer.**

**The scene** : **The Office of Jet Speed Couriers**

**Angry customer:** I must see the manager at once.

**Receptionist** : He's not here. What do you want?

**Customer** : The parcel I sent last Friday has'nt reached Delhi yet. What are you guys doing?

**Rita** : When did you book the parcel ?

**Chetan** : I told you, last week.

**Rita** : Where is the receipt?

**Chetan** : Here it is. *Have you got any answers?*

**Rita** : I'll find out. *Sit down* ... Yes, the plane carrying your parcel was grounded in Hyderabad.

**Chetan** : Oh, what has happened to my parcel?

**Rita** : All the parcels are safe. The delay is because the insurance company is assessing the damage to the plane.

**Chetan** : What has that got to do with my parcel?

**Rita** : Without clearance from the insurance no piece can be removed from the plane.



**Chetan** : *And how long must I wait.* The parcel is very important. I paid you so much.

**Rita** : Here, look at this. A fax has just arrived. The plane has been cleared and has landed at Delhi.

**Chetan** : *You better make sure my parcel reaches the head office today itself!*

**Rita** : It will. I will get you the proof of delivery.

- What is wrong with this dialogue?
- Can you replace the words and expressions in italics with more polite and acceptable variations?
- Now read the dialogue again and note the difference suitable and appropriate language can make in a situation.

## 10. Short responses

**Read the following conversation between a teacher and a student, Sanjay.**

**Teacher** : Good morning. Have you done your home work?

**Sanjay** : No.

**Teacher** : Why haven't you done it?

**Sanjay** : I don't know.

**Teacher** : What's the matter Sanjay? Aren't you feeling well?

**Sanjay** : Yes.

**Teacher** : Would you like to rest in the sick room?

**Sanjay** : No.

**Now read another version of the conversation.**

**Teacher** : Good morning. Have you done your home work?

**Sanjay** : Good morning. Sir, I'm sorry I haven't done my homework.



**Teacher :** Why haven't you done it?

**Sanjay :** I wasn't sure of the answer.

Moreover ...

**Teacher :** What's the matter? Aren't you feeling well?

**Sanjay :** Yes, I think I've got a bad cold.

**Teacher :** Would you like to rest in the sick room?

**Sanjay :** Thank you sir, I'd like to be down for a while.

**What's the difference between the two conversations?**

We use short forms in spoken English because *Yes* or *No* on its own can sound impolite.

**11. Answer the following questions with a short response**

1. Is it hot today?
2. Do you usually come to school by bus?
3. Did you watch the World Cup finals?
4. Do you like learning English?
5. Have you got a dictionary?
6. Can you swim?

---

According to Grice (1975) the speaker and the hearer need to cooperate for a communication to take place. The speakers are expected to observe certain restraints while conversing which have been formulated as the following:

Maxims by Grice

1. Maxim of quality: a speaker should say only the things he believes to be true and for which he has adequate evidence.
2. Maxim of quantity: a speaker should not give less or more information than required.
3. Maxim of relation: a speaker should say only relevant things.
4. Maxim of manner: speakers are expected to be brief, orderly, and to avoid obscurity.



7. Do you have to wear a suit to school?
8. Are you going out this evening?
9. Have you got any pets?
10. Have you been to the cinema recently?

**12. Social Expression:**

When we are talking and chatting, we use a lot of idiomatic expressions, eg., "Hurry up, we're late." "Hang on a sec. I'm just going to get a book."

**Eg.**

A: How long did it take you to do the homework ?

B: Ages. What about you ?

A: I spent *a good two hours* on Maths. The tenth problem was rather tricky, wasn't it ?

B: Was it ? I found that easy but spent *a good deal of time* on History.

A: I wish teachers wouldn't give us *such heaps of work*.

**13. Given below are pieces of dialogue in two boxes. Match a line in A with a line in B.**

<b>A</b>	<b>B</b>
a. Sorry I'm late. I got held up in the traffic.	1. No, it's my turn. What would you like?
b. How long did it take you to do the home work?	2. That's a good idea. The break will do you good.
c. Bye, Mom! I'm off to school now.	3. Sorry, I can't make it then. What about a bit later?
d. I don't know about you, but I'm fed up with this rainy weather.	4. Take care my child. Have a nice day!
	5. Never mind, you're here now.



e. I'm tired. I'm taking two days off.	Come and sit down.
f. Let me buy you a cola.	6. Ages, what about you?
g. Shall we meet this afternoon at 3:00?	7. Me, too. I'm just longing for some sunshine.
h. What a beautiful dress! Was it expensive?	8. It cost an absolute fortune.

14. The words given below are not used in the literal sense but convey meaning when used informally with the right stress and intonation.

held up, off to, fed up with, taking two days off, my turn, do you good, make it, take care, never mind, ages, longing for

- Now using above phrases build a short conversation

15. Asking for information and giving information

There are a number of situations where we need to find out information or supply information. Here are some examples of real life situations where we ask for and give information

- At the school office- parents / students ask for information about fees / books, etc.
- At a shop- customers require information about various products.

16. Now think of two or three more situations where we ask for and give information. In pairs, read the following dialogue and fill in the card given below.

Ravi : Ravi speaking.

Aruna : Hello, Ravi. This is Aruna.



- Ravi** : Oh, hi, Aruna. How can I help you?
- Aruna** : Can you give me some information about Vani? You know, the new accountant at SBI, Gandhi Nagar.
- Ravi** : Sure, what do you want to know?
- Aruna** : What's her surname?
- Ravi** : Its Rebello.
- Aruna** : Sorry, Can you spell that?
- Ravi** : R-E-B-E-L-L-O
- Aruna** : Thanks, by the way, what's her fax number?
- Ravi** : 45 34 294 5612.
- Aruna** : I'm sorry. Can you repeat that?
- Ravi** : Of course, 45 34 294 5612.
- Aruna** : Thanks, Ravi, you've been a great help.
- Ravi** : Bye.

S B I  
Vani ----- (1)  
Accountant  
5, Gandhi Nagar  
N. Delhi - 69  
Tel: 26265616 Fax ..... (2)

**17. In pairs, discuss the expressions that make this a polite exchange of information.**

- Now read the following dialogue. Continue to work in pairs.



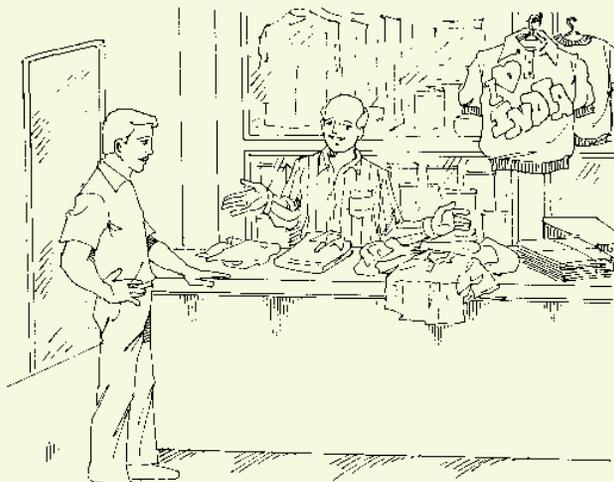
- Caller** : Hello, I'm Sharma of G.K Industries. Could I speak to the manager?
- Manager** : Speaking. How may I help you, Mr. Sharma?
- Mr. Sharma** : I want to open an account in your bank. Could you explain the procedure?
- Manager** : That's fairly simple. You have to fill in an application form with personal details like name, age, address, occupation, telephone number...
- Mr. Sharma** : Do I need to bring photographs?
- Manager** : Yes, that's right. Two passport-size photos will do. And, yes, you need to bring proof of your identity.
- Mr. Sharma** : Could you explain that, please?
- Manager** : Your ration card or passport is proof of identity. So, please bring that along. Also, if you know someone who is an account holder in our bank, you could ask them to introduce you. But that is optional.
- Mr. Sharma** : When can I come over
- Manager** : Anytime, between 10 a.m. and 2 p.m. Our bank works seven days a week. I shall give you a pamphlet with other details regarding services available in our bank.
- Mr. Sharma** : Thanks, is there a minimum amount that I have to deposit to open an account?
- Manager** : Yes, it's Rs. 500 for a current account.
- Mr. Sharma** : Thank you, I'll be there tomorrow morning at half past ten.



Do you think Mr. Sharma has got the information he requires? Was the Manager helpful / polite?

17.1 Now, working in pairs (A and B) take on the roles of a sales clerk and a customer. Prepare a dialogue using the following hints.

(A) Sales Clerk	(B) Customer
i) Politely ask the customer if s/he needs help	i) Say you are looking for a sports T-shirt
ii) Ask for the size	ii) Specify the size
iii) Ask for other preferences like colour, collar, etc.	iii) Specify the colour, collar, etc.
iv) Identify a T-shirt and ask if it meets the customer's requirements	iv) Thank the sales clerk for helping you choose the right T-shirt

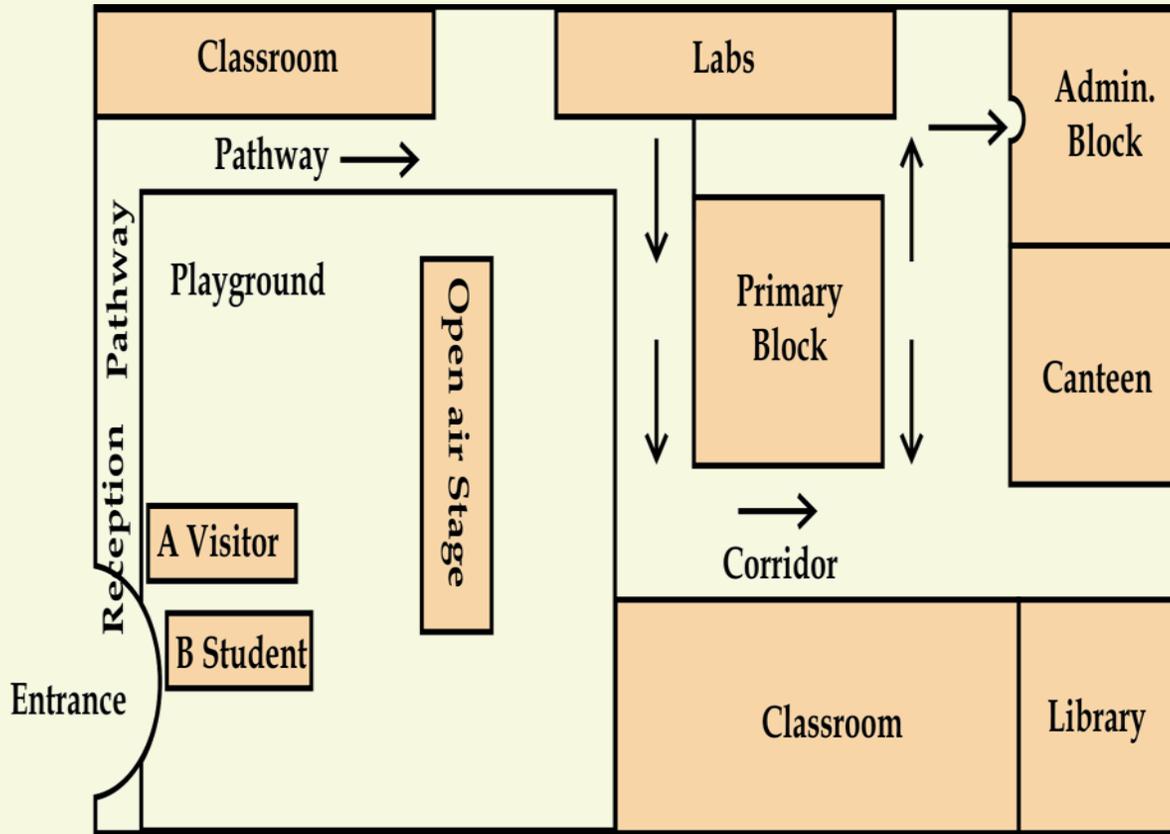


Use the following expressions to make the conversation polite -

Could you..... ? I wonder if.....? May be..... ? I'd like to.....  
? Would you.....?



18. In pairs (A&B) take on the roles of a visitor to your school/college and a student. The visitor wants to know how to get to the administrative block. Here is a diagram of the campus. Give directions that are clear and simple.



Here are some hints for developing the dialogue.

Visitor	Student
<ul style="list-style-type: none"> <li>Excuse me...ask for directions</li> </ul>	<ul style="list-style-type: none"> <li>Offer to help</li> </ul>
<ul style="list-style-type: none"> <li>Seek clarification</li> </ul>	<ul style="list-style-type: none"> <li>Give directions, walk along the pathway, then, turn.</li> </ul>



### Board Game - Play this game with a partner

<p>You are at an Inter-School Cultural meet.</p> <p>Play with a coin</p>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p>Heads: Move one Square</p>	<p>You arrive at the meet introduce yourself to the person at reception</p>	<p>The receptionist asks you to spell your name</p>	<p>The receptionist asks you the name of your school/college</p>	<p>Move to 7</p>	<p>You see a friend. Exchange greetings</p>
<p>Tails: Move two Squares</p>					<b>6</b>
<p>Make conversation with your partner on each square according to the instructions given in the square.</p>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
	<p>Another friend invites you for lunch.</p>	<p>Your partner for the quiz team is missing. Ask someone if they have seen the person</p>	<p>A friend wants you to help write a slogan</p>	<p>Ask an organizer about the next day's events</p>	<p>It's time to collect your coupons for the ask the snacks person in charge.</p>
					<b>20</b>
	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>
	<p>A friend wants some information about a book</p>	<p>Go back to 8</p>	<p>You don't have the coins for the phone call. Ask your friend to lend you a coin</p>	<p>You want to make a phone call. Ask where the phone is</p>	<p>A friend asks you the way to the food stall</p>
					<b>9</b>
					<p>Miss a turn</p>



## 19. Formal and Informal Speech.

- Working in pairs take the role of Puneet and Dhruv and read out dialogue A.

Dialogue A

*Puneet and Dhruv are students. They meet between classes.*

**Puneet** : Hi, Dhruv.

**Dhruv** : Hi, Puneet, what was the weekend like?

**Puneet** : Great, we went off to MGM and freaked out.

**Dhruv** : Lucky you. Mine was a bore. Just stayed home all day.

**Puneet** : Ok, gotta go...

**Dhruv** : See you!

### 19.1 Now read out Dialogue B. One of you will be the Headmaster and the other Ramesh (a student).

Dialogue B

Ramesh is whistling in the corridor. Suddenly, the Headmaster appears. Read the following dialogue:

**Headmaster** : Ramesh! Why aren't you in class?

**Ramesh** : Sir... Sir, Good afternoon, Sir.

**Headmaster** : I asked you a question.

**Ramesh** : I'm sorry, Sir. I won't whistle hear after.

**Headmaster** : I asked... you... why... you weren't ... in ...your...class?

**Ramesh** : Sorry, Sir, I was sent out of class because I hadn't completed my map work.

**Headmaster** : Come and see me in the office.



### 19.2 Compare dialogue B with dialogue A. What are the differences?

- Dialogue B has polite expressions such as, 'I'm sorry, Sir'.
- The responses are in complete sentences.

#### Can you find other differences?

Think about tone, stress...

Dialogue B is an example of *formal speech*.

Dialogue A is an example of *informal speech*.

### 19.3 In the following, can you say which statements are formal (F) and which are informal (IF):

1. Can I offer you a chair?
2. Gotta go.
3. Hi there!
4. It has been an exhausting day.
5. I'm afraid I've got to leave now.
6. Whatever you say.

Discuss the differences.

### 19.4 Formal and informal speech

When speaking, we use forms in formal speech which are different from the ones we use informally.

We, generally, use formal speech with strangers and people of higher status, and informal speech with our friends, family or colleagues. We should be aware of the differences in speaking styles and the reasons for selecting the most appropriate style in a particular situation.

Informal speech is characterized by omissions, reductions and, sometimes, a faster speaking rate.

Formal speech is characterized by building information into sentences and a tendency towards more complete sentences as opposed to fragments.



## 20. Appropriacy of Style and Register

It is necessary to be aware of the appropriacy of certain words to avoid committing errors. Here are a few amusing examples for you.'

a. Teacher : Are you going out this evening, Romy?  
Romy : No, Ma'am I have to wash my shoes.  
.....

b. Tenant : Excuse me, can you tell me where the post office is located?  
Helpful neighbour : The post office is yonder, I think.

**Can you spot the inappropriate words in the above sets of dialogues?**

Registers are varieties of language defined by their topic and context of use, eg., language of medicine, education, law, computers, business, etc. *Argot* is a variety of language used by criminals which is meant to be unintelligible to others.

E.g.

*"minor"* is the legal term for *"child"*  
*"insolvent"* is a banking term for *"penniless"*  
*"cardiac arrest"* is the medical term for *"heart attack"*  
*"turnover"* is the business term for sales *"figures"*.

You can enrich your vocabulary by becoming familiar with such terms as well. Reading a wide variety of books and magazines will help you extend your range of vocabulary and register.

### 20.1 Speaking before an Audience

- **Introduction:** Speaking before an audience requires practice, plenty of confidence and belief in one's ability to put forth idea(s).



**20.2 Try the following exercise before actually giving a speech on the topics given to you at the bottom of this page.**

### **The Speech**

First of all, I'd like to say how pleased I am to be here, today. What I am going to say concerns us all, every single one of us, no matter what our position. There are millions of men, women and children on our little planet. All of us are struggling from day to day. Some for their food, others for their freedom. Here, in this country, we are struggling to preserve a way of life that is very dear to us all. I'd like to say what we should do. It's not theories that count, it's practice.

**Work on the speech as follows:**

- Read silently. Decide on full stops and commas.
- Read it out with pauses for punctuation.
- Work on intonation. Start with a flat intonation, then with exaggeration, finally find a natural intonation.
- Work on changes in volume - soft, loud, then, a comfortable level.
- Work on speed - slow to fast, find the correct speed.
- Work on body language - confident, assured.

**20.3 Form groups of four and discuss any one of the topics given below. Then prepare a speech and practise it before the class.**

or

**Organise a class debate on the following motions.**

- Co-educational schools provide the best environment for healthy competition.
- Sports must be given more importance in the school curriculum.
- T.V programmes must be censored.
- Advertisements create false needs. They should be banned.
- Capital punishment has no place in a civilised society.



## Section - C

### Pronunciation

As is the case with other languages, English spelling is not logical. Words which are spelled in a similar way may not be pronounced similarly.

e.g. *seat and great*

*home and some*

*know and now*

1. In the following lists of words, three words rhyme, but one is different. Work with a partner. Say the words aloud and underline the one that's different

eg: boot, foot, shoot, root

1.	bread	head	read (past tense)	read (present tense)
2.	work	fork	pork	stork
3.	done	phone	son	won
4.	paid	said	maid	raid
5.	good	food	wood	stood
6.	case	praise	maze	daze
7.	phone	bone	lone	lawn
8.	rise	guise	tries	nice
9.	weak	break	teak	leak
10.	dear	hear	pear	near

#### Silent letters

There are many silent letters in English words

eg. listen    talk    write    knife



### 1.1 Cross out the silent letter in the following words

1. sign	2. honest	3. half	4. comb
5. receipt	6. knee	7. iron	8. lamb
9. cupboard	10. answer	11. whistle	12. Wednesday
13. almond	14. plumber		

### 1.2 Read the list of words given below. Cross out the silent letter in each word. Add twenty more words to the list (you may consult a dictionary)

walk; talk; honour; honest; psychology; knight; lack; black; sack; scent; pneumonia; fact; balm; tomb, who.

### 1.3 Read the group of words given below and cross out the one which has a silent letter in it.

- i) hotel, honour, honest
- ii) lack, candy, curd
- iii) eyes, yes, yellow
- iv) pillar, pink, psychology
- v) mnemonic, timid, minimum

### Homonyms and Homophones.

- In English we often have words with the same spelling but different pronunciation. For example:

I like to **read** adventure stories [ri:d]

I have **read** that book [red]

- There are also words which have different spellings but the same pronunciation.

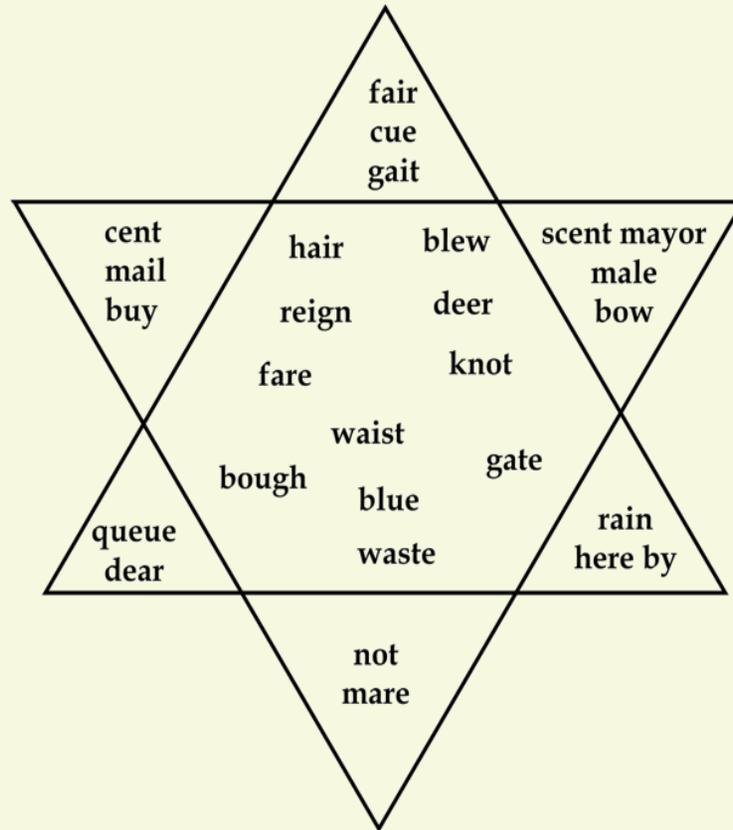
**eg.** My favourite colour is *red*

I read Mahatma Gandhi's '*Experiments with Truth*' when I was twelve.



- How many words can you think of for (a) and for (b) Make a list. Share your lists with your class.
- Here is a word *star*. Read each word aloud, then find pairs of words that are pronounced similarly.

e.g. 'Knows' and 'nose'



- 
1. Homophone: Is a word which is pronounced in the same way as another word but differs from it in origin, meaning and spelling.  
eg. - *read* (past of read)  
*red* (colour)
  2. Homonym: It is a word which has the same spelling and pronunciation as another word.  
eg. - '*bank*' of a river and  
'*bank*' associated with financial transactions.



## Sounds and Symbols

**2.1 In the following lists of words, one word in each list is pronounced differently.**

**Circle the word and say why it is different.**

You will need to read the words aloud.

eg. *pool* *stool* *food* *good*

**2.2 In the first three words the vowels oo have a long sound (u:) whereas in 'good' it is a short sound (u). Now work in pairs and similarly identify the 'different' words in the list below:**

1. clean, reach, near, scream
2. kind, big, fit, rich
3. rough, though, trough, bluff

To make ourselves intelligible when we speak, it is necessary to pay attention to pronunciation. The lack of consistency between spelling and pronunciation makes it difficult to base pronunciation on the written form.

**What can help the students then, to have some knowledge of pronunciation?**

- a) To some extent a basic knowledge of phonemic symbols and a dictionary
- b) An awareness of stress patterns and intonation in sentences

**With the help of your teacher practise the vowel phonemes and consonant phonemes.**

When a symbol appears between oblique lines / /, this shows that it is a *significant sound* in English. If one of the significant sounds of English is substituted for another, we get a completely different word. For example, two of the significant sounds in English are /n/ as in 'no' and /m/ as in 'me': if we take the word 'met' and substitute /n/ for /m/ we get a completely different word with different meaning 'net'. The technical term for a significant sound is '*phoneme*'. Most of the symbols that appear between oblique lines are similar to English letter symbols, such as /n/.



There are 24 distinctive consonant sounds and 20 distinctive vowel sounds in the English language.

### Consonants in English

3 Consonants in English are shown by the parts bold in the words given below. Speak these words, aloud with special attention to the consonants. Note the bold parts.

bend \_\_\_\_\_ key \_\_\_\_\_ rope \_\_\_\_\_ yes \_\_\_\_\_ **thin**

day \_\_\_\_\_ lamp \_\_\_\_\_ song \_\_\_\_\_ zen \_\_\_\_\_ **this**

far \_\_\_\_\_ **men** \_\_\_\_\_ **tame** \_\_\_\_\_ **chair**

go \_\_\_\_\_ night \_\_\_\_\_ very \_\_\_\_\_ **shore**

help \_\_\_\_\_ **pan** \_\_\_\_\_ **water** \_\_\_\_\_ **thing**

joy \_\_\_\_\_ **measure**

3.1 Refer to your dictionary to find out the symbols used to show the sounds of the parts underlined in the above list of words and write the phonemic transcription and complete the table.

List the letters of the English alphabet that are used to show consonant sounds:	How many words have the new symbols used in their phonemic transcription?	The sound letter 'y' denotes 3 more words which beginning with that sound





(viii) pull, book, woman, put

(ix) blue, blew, food, shoe, do

(x) hut, monk, blood, young, does.

(xi) bird, curd, herd, turkey, word

(xii) ago, above, healer, father, rotor.

### 3.5 Here are the diphthongs used in English.

(i) hay, eight, great, waist

(ii) toad, bowl, grope,

(iii) wife, eye, height

(iv) dough, bow, bound, gown

(v) toy, boy, joy, toil

(vi) bear, hen, museum, weird

(vii) ware, hair, bare, wary

(viii) during, pune, curious, tour

### 3.6 Now refer to the transcription chart given. Write the symbols used for each of the 20 vowels and diphthongs given above:

(i) \_\_\_\_\_ (ii) \_\_\_\_\_ (iii) \_\_\_\_\_ (iv) \_\_\_\_\_

(v) \_\_\_\_\_ (vi) \_\_\_\_\_ (vii) \_\_\_\_\_ (viii) \_\_\_\_\_

(ix) \_\_\_\_\_ (x) \_\_\_\_\_ (xi) \_\_\_\_\_ (xii) \_\_\_\_\_

(xiii) \_\_\_\_\_ (xvi) \_\_\_\_\_ (xv) \_\_\_\_\_ (xvi) \_\_\_\_\_

(xvii) \_\_\_\_\_ (xviii) \_\_\_\_\_ (xix) \_\_\_\_\_ (xx) \_\_\_\_\_

There are 20 distinctive vowel sounds of these 12 are pure vowels and eight are diphthongs.



#### 4. Pronunciation Table

Based on the International Phonetic Alphabet (IPA)

Symbol	example	Symbol	example
p	paint	e	help
b	bag	æ	act
t	town	i:	feet
d	down	ɪ	hit
k	come	a:	calm
g	good	ʊ	hot
f	file	ɔ:	form
v	van	ʊ	would
θ	theft	u:	whose
ð	than	ʌ	but
s	sand	ɜ:	third
z	zoo	ə	letter
ʃ	shelf		
ʒ	treasure	ei	make
m	rim	əʊ	boat
n	run	aɪ	fly
ŋ	ring	aʊ	now
h	hat	ɔɪ	boy
l	late	ɪə	here
r	right	eə	hair
j	yawn	ʊə	poor
w	warm		
tʃ	chalk		
dʒ	ledge, jam		

Pure Vowels

Diphthongs



**4.1 Speak out the words. See the parts bold.**

**bat**    **sat**

**ban**    **bat**

**chat**    **cheat**

**lead**    **load**

**4.2 Now answer these using a (3) mark:**

Are the initial sounds of **bat** and **sat** similar? Yes/No

Are the final sounds of **ban** and **sat** similar? Yes/No

Are the medial sounds of **chat**, **cheat**, **lead** and **load** similar? Yes/No

**4.3 Now, speak out all the eight words again and note the medial sounds.**

Are the medial sounds of **sat**, **ban** and **bat** similar? Yes/No

Are the medial sounds of **cheat** and **lead** similar? Yes/No

Are the medial sounds of **lead** and **load** similar? Yes/No

We can conclude that different sounds are denoted differently.

**4.4 Speak out these words below. Note the bold parts.**

**bee** **beat** **deceive** **he** **priest** **people** **police**

Are the sounds denoted by the bold part(s) bold the same? Yes/No

You must have noted that the long **e** sound as in '**he**' is variously denoted by **ee**, **ea**, **ei**, **e** and **i**.

Now say this word aloud and note how you pronounce the two **c**'s, in it: **cynical**

How do they sound? Don't they sound distinctly different?

Here are two more words for you. Note how you pronounce the two **th**'s in these:

**third** **there**

They also sound different, don't they?



**THINK:** Why is there this apparent mismatch in pronunciation and spelling? All standard dictionaries will tell you how to pronounce a word. The English Pronouncing Dictionary, however, gives only the pronunciation (not meanings) and its added advantage is that it lists many foreign words which are not normally included in other dictionaries.

**4.5 Look at the groups of words below. In each group, one word has a different pronunciation. Write it in the space provided. An example is done for you:**

- head, laid, brayed, braid. head
- tear, here, fear, tier .....
- some, suite, sure, sun .....
- permission, assess, pressure, profession .....
- instruction**, **question**, **induction**, **attention** .....
- lice, lies, tries, pries .....

**4.6 Given below are some pairs of words. You will notice a difference in the sound quality between the bold parts. Say them aloud twice.**

- |                |       |        |              |
|----------------|-------|--------|--------------|
| pull           | full  | belief | believe      |
| pace           | plays | dare   | <b>there</b> |
| face           | faith | stick  | <b>think</b> |
| leap           | leave | dose   | <b>those</b> |
| lace           | lays  | tank   | <b>thank</b> |
| curb           | curve | zinc   | <b>zing</b>  |
| <b>through</b> | true  | par    | far          |
| knife          | naïve | bread  | breath       |
| half           | halve | bin    | win          |
| say            | stay  | sink   | <b>think</b> |



when	then	sea	she
piece	peas	said	shade
jew	zoo	ledge	measure
word	worth	cage	caves
hurt	hearth	sea	she

4.7 Here are two more words for you. Say them aloud, noting the position/movement of your lower jaw while you say the bold part(s) in each

par ; pine

bee ; bow

- (i) Was your lower jaw stationary or moving when you were saying the **ar** around in *par*? \_\_\_\_\_
- (ii) Was it stationary or moving when you were producing the **i** sound in *pine*? \_\_\_\_\_
- (iii) Was it stationary or moving when you were producing the **ee** sound in *bee*? \_\_\_\_\_
- (iv) Was it stationary or moving when you were producing the **ow** sound in *bow*? \_\_\_\_\_

**Note:** the symbols used for denoting sounds may vary from one dictionary to another.

4.8 Refer to the Transcription chart given earlier. Transcribe the following words using IPA

**A. Short Vowels**

pit	pIt	front	_____
potato	_____	village	_____
fox	_____	bet	_____
book	_____		



### B. Long Vowels

key                    ki:                    story \_\_\_\_\_  
girl                    \_\_\_\_\_                    hard \_\_\_\_\_  
who                    \_\_\_\_\_

**4.9 Refer to the Transcription chart given earlier and phonemic transcription for the following words, paying attention to the transcription of the bold letters. The first one has been done for you as an example.**

### A. Short Vowels

pit                    pIt                    front \_\_\_\_\_  
potato                    \_\_\_\_\_                    village \_\_\_\_\_  
fox                    \_\_\_\_\_                    bet \_\_\_\_\_  
book                    \_\_\_\_\_

### B. Long Vowels

key                    ki:                    story \_\_\_\_\_  
girl                    \_\_\_\_\_                    hard \_\_\_\_\_  
who                    \_\_\_\_\_

### 4.10 Diphthongs

play \_\_\_\_\_                    close \_\_\_\_\_                    where \_\_\_\_\_  
hind \_\_\_\_\_                    now \_\_\_\_\_                    tour \_\_\_\_\_  
boy \_\_\_\_\_                    gear \_\_\_\_\_

### 4.11 Consonants

pear    peə                    who    \_\_\_\_\_                    got    \_\_\_\_\_  
tear    \_\_\_\_\_                    me    \_\_\_\_\_                    live    \_\_\_\_\_



car	_____	no	_____	the	_____
fast	_____	sing	_____	zoo	_____
theatre	_____	chin	_____	pleasure	_____
so	_____	bee	_____	leg	_____
shoe	_____	dog	_____	read	_____
yes	_____	watch	_____	joke	_____

**4.12 Read and mark whether the phonemic transcription is correct / incorrect by ticking yes/no.**

<b>Read Me</b>		
a)	kid	kid      yes/no
	pen	pen      yes/no
	damp	demp    yes/no
	bun	bʌn     yes/no
	cot	cot      yes/no
	hut	hæt     yes/no
	stood	std      yes/no
	above	æbv     yes/no
<b>Read Me</b>		
b)	beep	beip    yes/no
	pass	pa:s    yes/no
	glory	glory    yes/no
	soon	su:n    yes/no
	pearl	pill     yes/no
<b>Try Me Out</b>		
c)	clay	klei    yes/no



right	rit	yes/no
toy	toi	yes/no
tow	tan	yes/no
fearful	fi:fl	yes/no
warehouse	wehs	yes/no
tourist	tu:rist	yes/no
<b>Check it Out</b>		
d) barb	ba:v	yes/no
cheap	ti:p	yes/no
dig	dig	yes/no
fool	pu:l	yes/no

## 5. Word Stress in English



**5.1 Sometimes, people we are talking to, may not understand what we are saying because our word-stress is not correct. Therefore, we need to pay attention to this area of speech.**

Stress patterns can be a challenging area because many polysyllabic words have more than one possible stress pattern. Also the stress of many changes in different contexts.





Speech sounds are combined into syllables and syllables into words which are put together to make sentences. A syllable may consist of one speech sound or more. But it does not have more than one vowel sound.

**5.3 Here is an interesting exercise for you. Some words are given below. Speak each aloud and note the number of vowel sounds (not letters) you are required to break them into. See the example.**

- |                  |             |                 |       |
|------------------|-------------|-----------------|-------|
| (i) pretend      | .....2..... | (vi) magician   | ..... |
| (ii) competition | .....       | (vii) under     | ..... |
| (iii) writer     | .....       | (viii) function | ..... |
| (iv) impossible  | .....       | (ix) government | ..... |
| (v) monarchy     | .....       | (x) honorarium  | ..... |

**5.4 Now, refer to your dictionary and find out how the following words are divided into syllables. Write them in the space provided. See the example. The division between syllables is shown by a dot (.)**

- |                    |                |                 |       |
|--------------------|----------------|-----------------|-------|
| (i) implication    | im.pli.ca.tion | (vi) company    | ..... |
| (ii) inappropriate | .....          | (vii) eradicate | ..... |
| (iii) prosperous   | .....          | (viii) syllable | ..... |
| (iv) December      | .....          | (ix) remember   | ..... |
| (v) classmate      | .....          | (x) participate | ..... |

eg. Tor-ment (noun - first SYLLABLE is STRESSED)

Tor-ment (verb - second SYLLABLE is STRESSED)

**5.5 Stress can change the meaning of a word**

- a) Do you remember 'syllables'? Each word is made of syllables-one, two, three or more. Most syllables contain at least one vowel.



eg. cat : 1 syllable  
employ : 2 syllables (em-ploy)  
expensive : 3 (ex-pen-sive) and so on.

- b) With your partner make a list of words with two and more syllables. Compare your lists with another pair.
- c) Speak the words: '**economy**' and '**economics**'. Do they sound the same when spoken? No. This is because we *Stress one syllable* in each word, *And it is not the same syllable*.

### 5.6 Speak out these words

*begin*                      *away*

Now answer these:

- (i) Did you divide them into syllables like this ?

\_\_\_be.gin\_\_\_      \_\_\_a.way\_\_\_

- (ii) Close your eyes and Say *begin* again. Note which syllable sounds louder. Write in the space.

\_\_\_\_\_

- (iii) Now say *away* and note which syllable sounds louder. Write in the space.

\_\_\_\_\_

In words with more than one syllable, one syllable is said with more force and has greater stress than the others. This is the **stressed syllable**.

### 5.7 A stressed syllable is indicated with a stress mark (') place before it. e.g.

'element                      \_\_\_\_\_ a'ttend

mal'treat                      \_\_\_\_\_ 'caramel

ne'gotiate                      \_\_\_\_\_ di'sclose

'palmist                      \_\_\_\_\_ so'phisticated



5.8 Now, refer to your dictionary again and find out how the following words are broken into syllables. Mark stress as shown in the dictionary. Write your answer in the space provided.

- |                  |       |                      |       |
|------------------|-------|----------------------|-------|
| (i) combustion   | _____ | (vii) simultaneously | _____ |
| (ii) degrade     | _____ | (viii) manuscript    | _____ |
| (iii) elementary | _____ | (ix) negligible      | _____ |
| (iv) pivot       | _____ | (x) sanitation       | _____ |
| (v) station      | _____ | (xi) peculiar        | _____ |
| (vi) accompany   | _____ | (xii) engineer       | _____ |

We say      Economy - e-**co**-nomy  
and          Economics - E-co-no-mics.

5.9 Write the phonemic transcription of the following words and break it into separate syllables by putting a dot after each syllable.

- |              |       |             |       |              |       |
|--------------|-------|-------------|-------|--------------|-------|
| table        | _____ | interesting | _____ | photographer | _____ |
| teacher      | _____ | important   | _____ | business     | _____ |
| conversation | _____ | above       | _____ | magic        | _____ |
| export       | _____ | penultimate | _____ | consonants   | _____ |

If you use Word-Stress in your speech, you will instantly and automatically improve your pronunciation and your comprehension. *LISTEN* to the *STRESS* in individual words when you listen to the radio or watch a play or film in English.

5.10 Mark the stress on the following words, try and apply the rules discussed:

- |             |       |                |       |
|-------------|-------|----------------|-------|
| 1. disclose | _____ | 11. victorious | _____ |
| 2. disguise | _____ | 12. courageous | _____ |



3. pulsate \_\_\_\_\_

4. locate \_\_\_\_\_

5. examination \_\_\_\_\_

6. suggestion \_\_\_\_\_

7. question \_\_\_\_\_

8. electric \_\_\_\_\_

9. memorial \_\_\_\_\_

10. librarian \_\_\_\_\_

13. cultivate \_\_\_\_\_

14. generosity \_\_\_\_\_

15. aristocracy \_\_\_\_\_

16. Biography \_\_\_\_\_

17. volunteer \_\_\_\_\_

18. employee \_\_\_\_\_

19. Burmese \_\_\_\_\_

**Now look up the dictionary and make corrections wherever necessary. Transcribe these words in the space provided. Try and pronounce them correctly.**

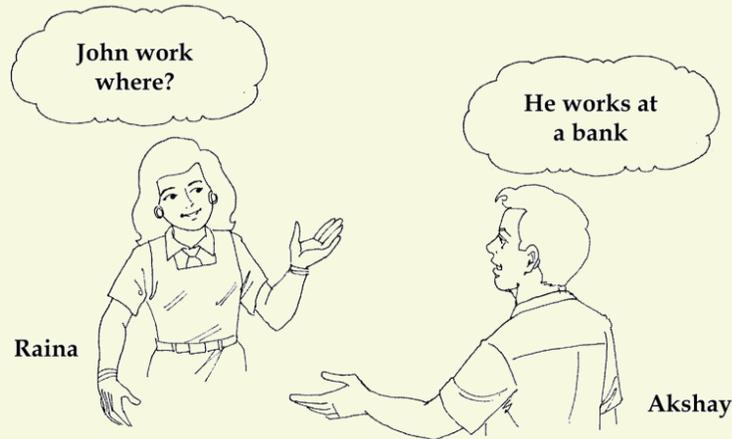


## Rules of Word Stress

Words of 2 Syllables		Words of more than 2 Syllables			
Verbs of 2 syllables with prefix (dis-stressed on the last syllable)	Verbs of 2 syllables ending in: -ate, -ise/-ize, -ct (stressed on the last syllable)	Words ending in: -ion, -ic, -ical, -ian, -ious, -eous (stressed on the last but one syllable)	Words ending in: -ate, -ise, -ize, -fy, -ity, (stressed on the 3 <sup>rd</sup> syllable from the end)	Words ending in: -cracy, -crat; -graph, -graphy, -meter, -logy (stressed on the 3 <sup>rd</sup> syllable from the end)	Sound stressed on the suffix -ain, -aire, -ee, -ental, -ese, -ique
dis'arm	mi'grate	compo'sition	'complicate	de'mocracy	main'tain
dis'solve	cap'size	scien'tific	'colonise	'autocrat	question'naire
dis'turb	at'tract	of'ficial	'realize	'photograph	engi'neer
dis'tress	vib'rate	elec'trician	'beautify	pho'tography	acci'dental
dis'grace	de'bate	in'jurious	eq'uality	ther'mometer	chi'nese
		'gorgeous		bi'ology	phy'sique
				when suffixes do not affect stress: when they end in: -ance, -mentful, -ess	
				inflectional suffixes do not normally affect stress: -es, -ing, -ed. be'gin    be'ginning ap'pear    ap'pearance 'goel    'goddess 'care    'careful	



## 6. Sentence Stress



The question Raina asks is not complete. It is not a '*grammatically correct*' sentence. But like Akshay, we can understand it and respond to it. The two words communicate well in that context.

We can add a few words to them:

"Where *does* John work?"

The new words do not really add any new information. But they make the question grammatically correct.

Most sentences have two types of words:

- (a) *content words* [eg. nouns, principal, verbs, adjectives, adverbs]
- (b) *function words* [eg. prepositions and conjunctions, articles, pronouns, words]

*Content words* are the key words of a sentence. They carry the meaning. \_\_\_\_\_ *Function words* are the small, simple words that make the sentence correct grammatically. If you remove the function words from a sentence, you will probably still understand the sentence (as in telegrams).

*BUT*, if you remove the content words from a sentence, you will not understand the sentence.

- The sentence, 'Where does *John work*?' has two key words '*John*' and '*work*'. They are *stressed* in the sentence.



This stress on certain words in a sentence is important for pronunciation. It is this that gives the *rhythm* to the English language.

- The meaning also varies according to the emphasis/stress we put on the particular words. (We often use gestures to further emphasise certain points in our speech.)

This happens even in telephone conversations!

Stress in English words is fixed i.e., the stress always falls on a particular syllable in a given word. In fact pronunciation variations amongst Tamilians, Punjabis, Bengalis occur due to variations in stress.

Once you start pronouncing words based on their word stress as specified in a dictionary, you will, automatically pronounce them in an internationally intelligible fashion.

### 6.1 Look at the picture below:

Navneet told his friends, Birju, Doody and Rana, "My sister wants to buy two red ties."

On each occasion he used stress on a different word.

Look at the pictures again. Can you say which words he stressed on each occasion?

What happened as a result?

My sister wants to buy two red ties

(a) Birju ..... Sister?!!!  
.....

(b) Dody .....red.....?!!!  
.....

(c) Rana .....ties?!!!  
.....



In English, Stressed syllables are pronounced with greater force than the other syllables, form a succession of beats coming at regular intervals of time. The other 233 syllables which are unstressed, are fitted into the intervals of time available between the stressed syllable. If there are several unstressed syllables in succession, they must be said quickly to fit into the time available

## 6.2 Let us try to understand this better:

1. 'Rajat neglected his studies
2. 'Rajat has neglected his studies
3. 'Rajat has been neglecting his studies

In 1) There is one unstressed syllable between Rajat and 'glect - ne

In 2) There are two unstressed syllables between Rajat and 'glect - ne and he

In 3) There are three unstressed syllables in succession between Rajat and 'glect - has, been have.

Now all these unstressed syllables must be said in the same interval of time as the time that is taken for the single unstressed syllable. They must therefore be said quickly, try giving equal prominence to all the syllables and see how odd it sounds. Therefore to acquire the characteristic rhythm of English speech the relevant syllables should be stressed.

## 6.3 Repetition Practice:

Use *tum* for stressed syllables and *ti* for unstressed syllables and a rhythmic pattern will emerge

Pattern = ti 'tum ti 'tum

1. He's 'found his 'cap.
2. I 'turned it 'off.
3. She's 'gone to 'school.



4. It's 'made of 'glass.

5. There's 'no re'ply.

**6.4 Now try to say the following sentences aloud with proper word stress and sentence stress. Work with a partner.**

(i) A: I wanted only four oranges.

B: In that case, give two to your brother.

(ii) A: I am surprised at your behaviour!

B: Why? What's wrong with it?

(iii) A: I'd love to learn to fly.

B: I'd like that, too.

(iv) A: Only children are allowed in that playground.

B: I'm only ten, you know.

(v) A: If you need any help, let me know.

B: Yes, please. Thanks a lot.

(vi) A: Who is responsible for breaking this window?

B: I'm sorry. I've no idea.

(vii) A: Hello Indu, you're looking gorgeous!

B: Thank you, Roopa. You're looking lovely, too.

In some two-syllable words a change in grammatical function results in a change in stress pattern. When they are used as nouns or adjectives they are stressed on the first syllable. When they are used as verbs they are stressed on the second syllable.

**6.5 Here are some of the more common words of this type. Refer to a dictionary and mark the stress pattern after rewriting the phonemic transcription and syllable division.**



Noun/Adjective	Verb	Noun/Adjective	Verb
absent _____	absent _____	present _____	present _____
accent _____	accent _____	produce _____	produce _____
compound _____	compound _____	progress _____	progress _____
conduct _____	conduct _____	project _____	project _____
contact _____	contact _____	protest _____	protest _____
contract _____	contract _____	rebel _____	rebel _____
contrast _____	contrast _____	record _____	record _____
desert _____	desert _____	refuse _____	refuse _____
digest _____	digest _____	subject _____	subject _____
discount _____	discount _____	suspect _____	suspect _____
extract _____	extract _____		

**6.6 You will notice that in verbs the second syllable is stressed while in nouns and adjectives the first syllable is stressed.**

Repeat taking special care to put the stress on the correct syllable. The stress mark (') is placed on the syllable for your convenience.

**I. present:**

- i) (v) Please pre'sent your case.
- ii) (adj) Who is the 'present Principal?
- iii) (n) I sent her a birthday 'present.

**II. decrease:**

- i) (v) Make sure your marks don't de'crease
- ii) (n) Your marks have shown a 'decrease of late.



### III. desert:

- i) (v) Why did you decide to de'sert her?
- ii) (n) The Sahara is the world's largest 'desert.

### IV. insult:

- i) (v) Why did you in'sult him?
- ii) (n) I take that as an 'insult.

### V. Progress:

- i) (v) The patient didn't pro'gress at the rate at which we expected.
- ii) (n) The 'progress made by this student is very slow.

Now as part of your production test use the words in task (page 9.6) in different sentences as noun/adjective and verb. You must decide which syllable to stress during usage.

But remember these words in which there is no change of stress to indicate a difference of function. These words are also listed in A.C. Gimson's 'An Introduction to the Pronunciation of English.

cement, display, dispute, disgust, prejudice, purchase, report.

## 6.7 Sentence Stress

In normal speech, the content words (comprising nouns, main verbs, adjectives and adverbs) are stressed. Look at the sentence below. Note where the stress is placed.

*The 'children have' gone to the 'garden for a 'walk.*

As you must have noted in the sentence above, *the, a, have, to, and, for* are not made prominent. These belong to the class of determiner, auxiliary verb, preposition and connectors. Apart from these, words belonging to the class of pronouns and conjunctions are not normally stressed.



Now repeat this sentence aloud:

*The 'children have 'gone to the 'garden for a 'walk.*

It is advisable that instead of stressing the content words, you soften the voicing of the non-content words, *the, a, have, to, and, for*. This is so because laying special stress on one/more of the content words can have an effect on the meaning intended. e.g. in the same sentence, if you stress '*children*' more than the other content words, it may be interpreted that you wish to clarify that the children (and not the elders) have gone for a walk.

**6.8 Your teacher will read each of these sentences placing stress on different syllables each time. See how the variation in stress changes the meaning being conveyed.**

1. The *children* have gone to the garden for a walk.  
(Stress on *children* indicates that only the children have gone for a walk)
2. The *Children* have *gone* to the garden for a walk.  
(Stress on *gone* indicates that they've already left.)
3. The children have gone to the *garden* for a walk.  
(Stress on *Garden* indicates that the garden is the place they've gone to.)
4. The *Children* have gone to the garden for a *walk*.  
(Stress on *walk* indicates that they've not gone there to play cricket, they've gone for a walk.)

Content words are nouns, main verbs, adjectives, and adverbs. Function words are articles, auxiliary verbs, personal pronouns, prepositions and conjunctions.

Long sentences are naturally divided into smaller units when we say them aloud. Read the sentence below.

*The children have gone to the garden for a walk / though the elders have stayed indoors.*

Here, in speaking, the sentence will be divided into two parts with a pause after walk. Each of these two parts is known as a tone group. A suitable change in the pitch of the voice can be observed as tone groups are uttered.



The unstressed syllables, because they are less important from the point of view of meaning are made much shorter in order to give more time to the stressed syllable.

**6.9 Based on your reading of content and functional words read the following sentences.**

- The coach is trying to hide it from the players.
- I've called for a taxi.
- Rina will buy it.
- He's gone to the market.
- Colour the picture green.

**Production Test**

**6.10 Use the words given below in different sentences as Noun/Adjective and Verb. You must decide which syllable to stress during usage.**

- subject
- record
- object
- progress
- desert

**7. Tones in English**

People talk in varying tones depending upon the effect they wish to have on the listener.

- rising (/)
- falling (\)
- falling rising (✓)

Some commonly used tones are:

**7.1 Rising Tone**

We use a rising tone:

**a) When our statement is incomplete e.g.:**

- a. When I went to see/ him (he wasn't there).
- b. I'll buy you a/ chocolate (if you come with me).



- b) When the question has a yes/no answer. e.g.:**
- a. Is that/ your daughter?
  - b. Shall I bring/ cakes for you?
- c) 'Wh' questions asked in a warm and friendly manner e.g.:**
- a. How are/ you?
  - b. What's/ up?
- d) In Question tags: when the listener has to agree or disagree with the speaker e.g.:**
- a. You are a \student, /aren't you?
  - b. It was a good play, /wasn't it?
- e) In greetings, partings, encouragement, apology e.g.:**
- a. /Hey!
  - b. Good/ bye!
  - c. I'm, really/ sorry.

**7.2 Listen to your teacher say these sentences in the rising tone.**

- a. Its a film for adults only (so your kids can't come)
- b. You're coming to school tomorrow, aren't you?
- c. What your name?
- d. Good morning.
- e. You've done well (better than last time)
- f. Can we meet tomorrow?
- g. Good day.



### 7.3 Falling Tone

We use a falling tone when we make:

- a) **Ordinary statements which do not imply anything in particular**  
e.g.:
  - a. It was \nice.
  - b. I wanted you to \know.
- b) **Wh - question where the answer provides information not just a yes/no e.g.:**
  - a. Why can't \you do it?
  - b. How much does it \cost?
- c) **Commands e.g.:**
  - a. Go a\way.
  - b. Shut the \door.
- d) **Question tags where the speaker expects the listener to agree**  
e.g.
  - a. Be careful, \won't you?
  - b. Do it again, \will you?
- e) **Exclamations**
  - a. \Wonderful!
  - b. How very \unusual!

### 7.4 Listen to your teacher say these sentences in falling tone:

- a. It's a pleasant day.
- b. Where are you going?
- c. Do it now.



- d. It's 4 o'clock, isn't it?
- e. Splendid!

**7.5 Say these sentences in falling tone:**

- a. Tell him the story.
- b. What a nice car!
- c. That's impossible!
- d. She is pretty, isn't she?
- e. Sit down.

**7.6 Falling rising tone (✓)**

- A falling rising tone is very often used to convey special implications.
- a. She is  beautiful (But not intelligent)
  - b. I have'nt much  money (so I cannot go out)
  - c. The school building is  nice (possibly the teachers are not so good)

**7.7 Listen to your teacher say these sentences in falling rising tone**

- a. She is always well - dressed (but .....)
- b. I am waiting (so please hurry up)
- c. You can send me e-mails (but don't call me up)

**7.8 Say these sentences using falling rising tone**

- a. You've done well (but .....)
- b. I am not hungry (but I feel like munching something)
- c. It's nice (but not to my taste)



**7.9 Read the following sentences and indicate what tone you will use while saying them**

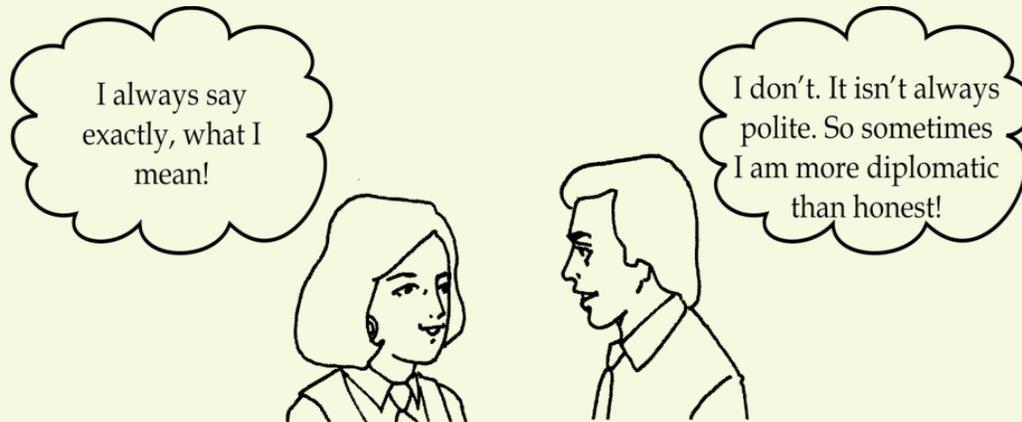
1. I liked it very much. -----
2. How extraordinary! -----
3. What's the time? -----
4. Will you do it? -----
5. It was a great movie, wasn't it? -----
6. How are you feeling? -----
7. You are a science student,  
aren't you? -----
8. He looks smart  
(but .....)
9. You've written well (but you  
could have done better) -----
10. You can talk to me  
(but please don't send me a letter) -----



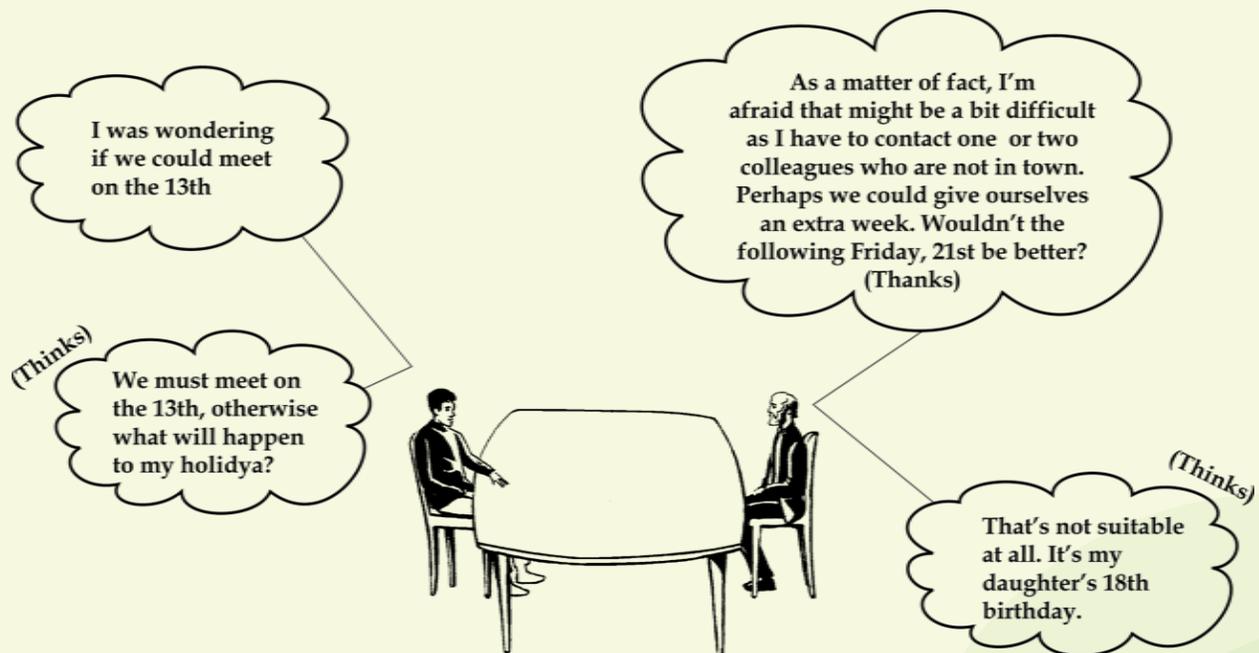
## Section - D

### At a Meeting

1. (a) Look at the cartoon below. The two people sitting across the table want to say something but when they actually say it, it is something different.



(b)





### 1.1 Work in pairs

- In what way have the speakers changed the way they express themselves?
- This language might appear to be a little ridiculous when you read it, but in a diplomatic or business discussion this language is quite normal.
- Can you think of examples from your own language, of how a basic message is presented in a different language to make it more effective.

### 1.2 An Effective Meeting would

1. have an agenda  
(the points for discussion) which is circulated to all those attending the meeting so that they can come prepared.
2. be absolutely necessary and short
3. allows for free expression of suggestions and ideas and decisions
4. have a written record of the proceedings (also called the Minutes)

## 2. Language of Meetings

At all times the language at meetings should be polite. Turn taking is also necessary. The chair person of the meeting usually ensure this.

### 2.1 Making suggestions

Suggestions can often be presented as questions, for example, "That is too late," could be expressed as, "Isn't that too late?"

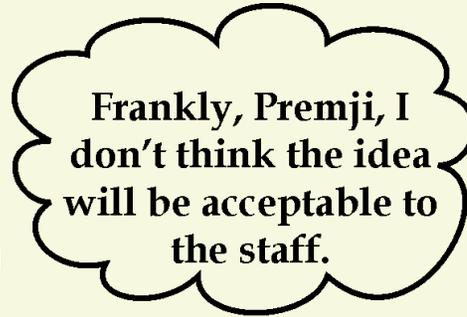
**Try to express the following suggestions as questions:**

1. Monday would be convenient.-----
2. We would need another computer fairly soon.-----
3. We could ask 'TUFT' to sponsor the show.-----
4. We could cancel the outing.-----



5. We've got to modify our offer. -----
6. It would be a good idea to involve Std XII. -----

## 2.2 Responding/Commenting



We often begin our response/comment with a word or phrase, which tells the listener what kind of comment we are going to make. A few common introductory phrases are:

Well	Actually	In those circumstances
Frankly	With respect to	In fact, To put it bluntly
	To be honest, As a matter of fact,	

## 2.3 Discuss with your partner. Which of these do you use most often. Which of these do you use to warn the listener that you do not agree with what has been said?

Another common phrase used to express that the reaction is unhelpful is the phrase, "I'm afraid". For example, for the suggestion, "Could we go out on Saturday?", you could respond with, "I'm afraid, I'll be busy all day on Saturday."



**2.4 Work with a partner and reply to the following using, "I'm afraid." Give appropriate answers.**

1. Can we continue the work on Thursday?
2. Could't we ask the Principal to help us?
3. Will you guarantee delivery of the furniture by May 2003?
4. Do you know the Chairman of the Society?
5. Where's the report you promised?

### **2.5 'Slight' Delay**



One of the secrets of a successful meeting is avoiding direct disagreement. Good negotiators often restrict general statements by using qualifiers.

a 'slight' misunderstanding	'some' reservations
a 'little bit too' early	a 'short' delay
'a bit of a' problem	a 'little more' time

**2.6 Add qualifiers given in the box above to the following:**

1. We need more time for the shipment.
2. That would create problems for the manufacturer.



3. I have doubts about the success of the scheme.
4. We had a disagreement with our seniors.
5. If you do that, you'll get me into trouble with my House Teacher.

### 3. Let's Have a Meeting

Work in groups of five. Your school is thinking of doing away with the school uniform and allowing you to wear clothes of your choice.

Some students like this idea. They feel

- (1) it shows respect for their individuality
- (2) they can wear clothes that suit them

Other students do not agree. They feel that

- (1) this will show up the differences between students
- (2) they will need many more clothes
- (3) students' priority would shift
- (4) this will distract other students

In your group, one person will be the chairperson who will conduct the meeting, and write down the agenda and circulate it to the group.

Two students will speak for doing away with uniforms while the other two will speak against this. Use the ideas given as well as ideas of your own for your discussion.

#### 3.1 Here are some expressions that you can use at your meeting.

I suggest that... I agree with the suggestion because... I propose that... I don't agree with that point... Is there anything else?... Could I make a suggestion?... Do you agree?... I'm sorry—could you say that again, please?... Let's put this to vote...

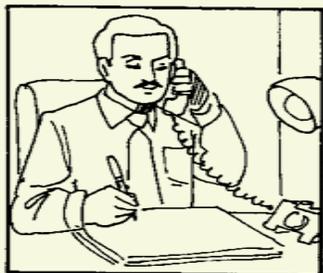
What does everyone think about this?



### 3.2. Making Telephone Calls

Look at the pictures given below:

- (i) What are the people doing?
- (ii) What do you think they are saying?



- (iii) When you answer the phone, what do you say?

\_\_\_\_\_

- (iv) What do you like the most about the telephone?

\_\_\_\_\_

- (v) What do you like the least about the telephone?

\_\_\_\_\_

- (a) Match the sentences with the speakers.



Mr. Singh



Ms. Sujata Rao



Bharath Raj  
Asst. Manager



Ms. Anju Nair  
Receptionist



Mohan Mehta  
Manager

- How's the weather in Mumbai? \_\_\_\_\_
- How can I help you? \_\_\_\_\_



- ALN Technologies, good afternoon. \_\_\_\_\_
- Just a moment, please. \_\_\_\_\_
- Hello, Accounts Department. \_\_\_\_\_

### 3.3 Discuss in pairs and fill in the missing words.

- Mr. Singh** : Accounts Department.
- Ms. Sujata. Rao** : Good afternoon \_\_\_\_\_, Sujata Rao \_\_\_\_\_ Mr. Singh?
- Mr. Singh** : Yes \_\_\_\_\_ How are you, Sujatha?
- Ms. S. Rao** : Fine, thanks. How's the weather in Mumbai?
- Mr. Singh** : It's pleasant but wet. The monsoon is in. So \_\_\_\_\_ you, Sujatha?
- Ms. S. Rao** : Well, \_\_\_\_\_ your visit to Delhi next week.

### 3.4 Take roles, complete the conversation and practice.

- Ms Anju,**
- Receptionist** : HLT Technologies, good afternoon.
- Bharath Raj** : Good afternoon, \_\_\_\_\_ Mr. Mohan Mehta, please.
- Ms Anju** : Just a moment, please.
- Mr. Singh** : Hello, Accounts Department.
- Bharath Raj** : Hello, \_\_\_\_\_ Bharath Raj \_\_\_\_\_  
\_\_\_\_\_ Dynamic, Delhi. I'd like to \_\_\_\_\_  
Mr. Mohan Mehta, please.
- Mr. Singh** : Oh, hello Bharath. I'm sorry but Mr. Mehta isn't here at the moment. What can I do for you?
- Bharath Raj** : \_\_\_\_\_ some information about \_\_\_\_\_



**Mr. Singh** : Alright, Bharath. I'll give him your message. Bye!

**Bharath Raj** : Bye!

**3.5 Look at the phrases given below: Can you say which phrases are used by the person who answers the phone (A) and which ones are used by the caller (C)?**

Hello, I'd like to speak to ...	Could you give him a message, please?
Hello, this is Ms ... calling from...	Thanks very much for your help.
Is Mr. ... available, please?	Could you ask her to call me back, please? My number is...
How can I help you	I'll just find out if he's back yet.
I'm calling about...	I'm afraid she's at a meeting.
Hold on a moment, please.	

**3.6 Make that call:**

**Work in pairs. Sit back to back and have the following conversation on the phone:**

Student A	Student B
Ask to speak to Mr. Goli.	He's in a meeting.
Ask when he'll be free.	You don't know. Say you'll find out.
Say you'll wait.	He won't be free till 3 pm.
You want him to call you in the evening by 5 pm.	Find caller's name and number.
Give your name and number.	Note down the information and say you'll have the message on his table.
Say thanks and good bye.	



**3.7 Now role-play the following telephone conversation with a partner.**

- A. You are studying for an important exam and are trying to understand a difficult chapter. Just when you think you have understood most of it, the phone rings. It is your friend Anil, who has just returned from a fantastic holiday. He has been trekking in the Himalayas. On the trip he stayed in log cabins, cooked his own food and had a lot of fun.
- B. It is Saturday and you are at home, reading. Your elderly neighbour, Mrs. Nair, calls you on the phone. She has sprained her ankle and cannot walk. She wants you to do some shopping for her. She also wants to tell you all about her fall.



## Section - E

### LISTENING EXERCISES

#### 1.1 Vowels and Consonants.

- (i) Listen\* to the vowels and repeat.
- (ii) Listen\* to the consonants and repeat.

Pay special attention to sounds which seem similar.

eg. **b** and **d** and **p**

**l**, **m** and **n**

**v** and **w**

**s** and **z** and **j**

- (iii) Listen\* to the diphthongs\* and repeat.

eg. /au/ in 'now'

you can hear **a** diphthong in words like

about, play,

excite, enjoy

going, now

#### 1.2 Listen\* to the numbers and repeat.

1 to 20

Then 30 - 40 - 50 - 60 - 70 - 80 - 90 - 100

Pay attention to the sounds which are similar.

eg. 13 - 30

14 - 40

15 - 50

16 - 60



17 - 70

18 - 80

19 - 90

(What is the difference?)

### 1.3 Listening to an announcement.

**Fill in the blank spaces with the missing words:**

'From Monday, 16th September, Special English Classes will be held in the Training Rooms No. \_\_\_\_\_ and \_\_\_\_\_. There will be \_\_\_\_\_ groups. \_\_\_\_\_ for classes \_\_\_\_\_ to \_\_\_\_\_ ; and another for classes \_\_\_\_\_ to \_\_\_\_\_.

Please encourage students to attend. All teaching \_\_\_\_\_ will be provided. Classes will be held between \_\_\_\_\_ and \_\_\_\_\_. Students will be \_\_\_\_\_ to do homework after the \_\_\_\_\_ hours, that is, after \_\_\_\_\_.

Please send me the names of students by \_\_\_\_\_ on \_\_\_\_\_ August.

They will be given an informal \_\_\_\_\_ test between 9 am and \_\_\_\_\_ on the \_\_\_\_\_.

The size of each class will be limited to \_\_\_\_\_ students.

### 1.4 Listening a conversation

#### **An Appointment with the Doctor**

**Listen to the conversation between Mr. Jena and the doctor's receptionist, Ms Priya. Mr. Jena wishes to make an appointment with the doctor.**

Listen and fill in the blanks spaces by selecting the correct word. (word used by the speaker)

Ms. Priya : Dr. Sidhu's clinic \_\_\_\_\_ Good morning!

Mr. Jena : Good Morning! I'd like to make an appointment with Dr. Sidhu, please.

Priya : Is this your first \_\_\_\_\_ (*visit/trip*)?



- Jena : Yes, it is.
- Priya : Okay, your name, please?
- Jena : My name is Arun Jena\*.
- Priya : May I \_\_\_\_\_ (*know/ask*) who referred you to us?
- Jena : Uhhh... I drove past your office yesterday.
- Priya : Okay. How about the day after tomorrow at 4 O'clock?
- Jena : Uhhh... Do you happen to have a/an \_\_\_\_\_ (*opening/slot*) in the morning? I usually pick up my children from school around that time.
- Priya : Okay... Mmmm... how about tomorrow, Tuesday at 8 am or Thursday at 8.15 am?
- Jena : Uh...do you have any time \_\_\_\_\_ (*sooner/earlier*), like 7.30 am?
- Priya : No, I'm sorry.
- Jena : Well, in that case Thursday would be fine.
- Priya : Okay, could I have your phone number, please?
- Jena : It's 8-2-2-1-6-2-0.
- Priya : All right. And what's the \_\_\_\_\_ (*type/nature*) of your visit?
- Jena : Uhhhh ...
- Priya : Yes, sir?
- Jena : Well, to tell the truth, I fell from a \_\_\_\_\_ (*ladder/steps*) two days ago while painting my house and I sprained my ankle when my foot landed in a paint can. I \_\_\_\_\_ (*suffered/obtain*) a few scratches on my hands and knees, but I'm most concerned that the swelling in my ankle hasn't gone down yet.
- Priya : Well, did you put ice on it immediately after this happened?



Jena : Well, yes. I just \_\_\_\_\_ (*filled/poured*) the paint can with ice and .....

Priya : And so after you removed the paint can... Sir, Sir... Mr. Jena ... are you still there?

Jena : Well, that's part of the \_\_\_\_\_ (*trouble/problem*). Uhhh... the paint can is still on my foot.

Priya : Look Mr. Jena. Please come in today. I don't think your \_\_\_\_\_ (*cases/case*) can wait.

### 1.5 Listening during an interview.

#### **An Interview with a Company Head**

Listen to an interview between Jeevan, a magazine reporter and Mr. Sarathy, Head of Winco - a company that is different.

- Then mark whether the statements given below are true or false.
- You may listen to the recording a second time, if necessary.

1. All staff are treated equally. \_\_\_\_\_
2. When workers come to work, they must sign a register \_\_\_\_\_
3. The industrial assembly line will function for many more years. \_\_\_\_\_
4. Employees have developed a strong sense of responsibility. \_\_\_\_\_
5. The workers use the profits for their own benefit. \_\_\_\_\_
6. The company functions with the assistance of a Master Computer. \_\_\_\_\_
7. All bosses have secretaries who make their tea for them. \_\_\_\_\_
8. Winco's profits have risen by five times. \_\_\_\_\_



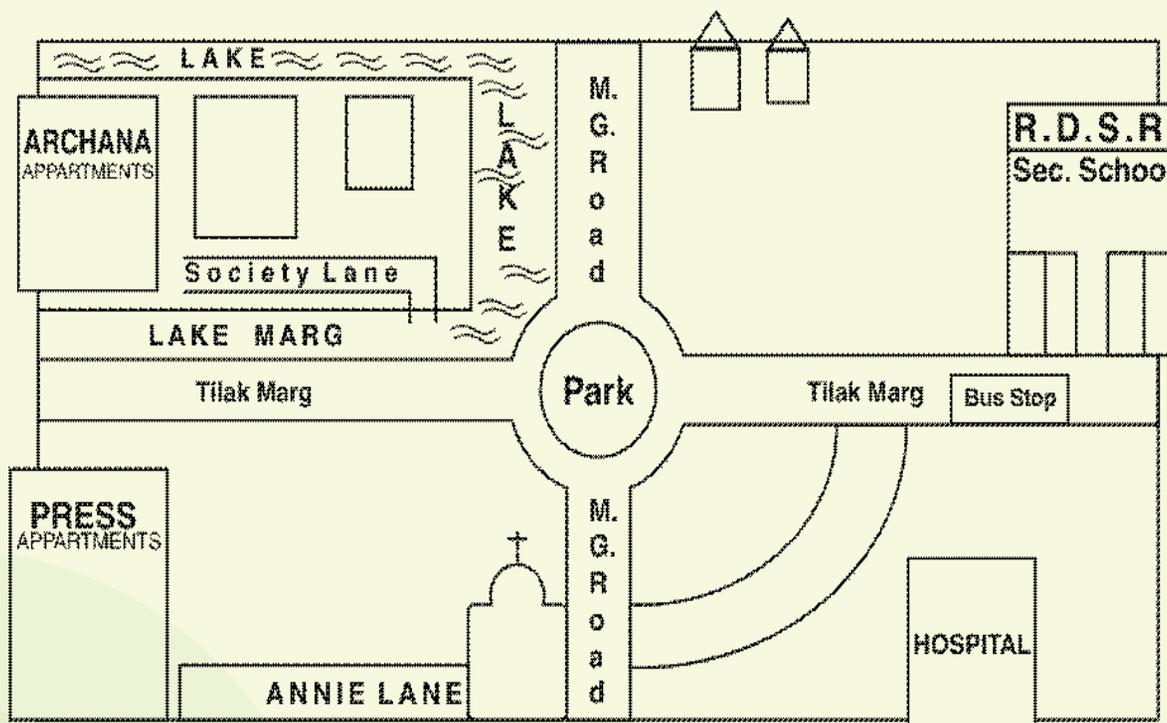
### 1.6 Listening to an announcement

Listen to the announcement at the railway station and match the words in column A with those in column B

A	B
Platform No.10	Platform No. 1
Rajdhani Express	5 hrs. late
46 down	Platform No. 6
Reception	Amritsar Shatabdi
126 U.P.	Mr. Gopal Kumar

### 1.7 Listening to directions.

V, Raj and Naina are talking about their travel route to school. On the map draw Raj's route with a line (—) and draw Nina's route with dotted .....





## 2. Listening to instructions.

Listen to Listening Text-VI and draw the thing being described in the space below. Write its name too.

Name of the Object: \_\_\_\_\_

## 3. Listening to a cricket commentary

Listen to Listening Text and complete the Score Board.

S.No.	Batsman	Caught	Ball	Runs
1.	Saeed Anwar	C.Ganguly	b.Kumble	_____
2.	Taufiq Umar	C.Dravid	b.Srinath	_____
3.	Yusuf Youhana	C.Tendulkar	b. Zaheer	_____
4.	Inzamam-Ul-Haq	run out		21
5.	Younis Khan		b. Harbajan	0
6.	Shoaib Malik	c. Sehwag	b. Harbajan	15
7.	Rashid Latif		b. Zaheer	0
8.	Wasim Akram	not out		_____
9.	Saqlain Mustaque		LBW	0



10.	Waqar Younis	c.Laxman	b. Kumble	0
11.	Shoaib Akhtar		_____	_____
<b>Extras</b>				<b>17</b>

### BOWLING ANALYSIS

S.No.	Bowler	Overs	Maidens	Runs	Wickets
1.	Javagal Srinath	11	3	35	1
2.	Zaheer Khan	13.4	2	48	2
3.	Harbajan Singh	20	11	33	2
4.	Ashish Nehra	9	1	20	1
5.	Anil Kumble	_____	_____	_____	_____



## Appendix

### Listening Tape Scripts

- 1.1. (i) Listen and Report the vowel-sounds with examples.  
(ii) Listen to the consonants and repeat. Then repeat with examples.  
(iii) Listen to the diphthongs and repeat with examples.

1.2 Listen to the numbers and repeat 1 to 20.

30, 40, 50, 60, 70, 80, 90, 100

Note the way we say

13 and 30

14 and 40

15 and 50

16 and 60

17 and 70

18 and 80

19 and 90

What is the difference?

1.3 Listening Task - I

**Listen to the following announcement from your Vice-Principal and fill in the blank spaces as you listen.**

'From Monday, 16th September, special English Classes will be held in the Training Rooms No. 13 and 15. There will be two groups: One for classes 4 to 8; and another classes 9 to 12.

Please encourage students to attend. All teaching materials will be provided. Classes will be held between 2 pm and 3.30 pm. Students will be expected to do homework after the working hours, that is after 4 pm.



Please send me the names of students by noon on Wednesday, 30 August. They will be given an informal oral test between 9 am and 11 am on the 6th of September.

The size of each class will be limited to 16 students.

#### 1.4 Listening Task - II

##### **An Appointment with the Doctor**

Do you like going to the Doctor's.

What are some of the common problems that people go to a doctor for?

Now listen to a conversation between a person, Mr. Jena, and the doctor's receptionist, Ms. Priya. Mr. Jena wishes to make an appointment with the doctor.

Listen carefully and fill in the spaces by selecting the correct response. (word used by the speaker)

Ms. Priya : Dr. Sidhu's clinic - good morning!

Jena : Good morning. I'd like to make an appointment with Dr. Sidhu, please.

Priya : Just a moment. Let me fill in the details please. Is this your first visit?

Jena : Yes, it is.

Priya : Okay. Your name, please?

Jena : My name is Arun Jena.

Priya : May I ask who referred you to us?

Jena : Uhh. I drove past your office yesterday.

Priya : Okay. How about the day after tomorrow at 4.00 o'clock.

Jena : Do you happen to have an opening in the morning? I usually pick up my children from school around that time.



- Ms. Priya : Okay... Mmmm. How about tomorrow, Tuesday, at 8.00 am or Thursday at 8.15 am?
- Jena : Uhhh... do you have anytime earlier, like 7.30 am?
- Priya : No, I'm sorry.
- Jena : Well, in that case Thursday would be fine.
- Priya : Okay, Could I have your phone number please?
- Jena : It's 8.2.2-1.6-20
- Priya : Allright. And what's the nature of your visit?
- Jena : Uhhhh.....
- Priya : Yes sir?
- Jena : Well, to tell the truth, I fell from a ladder two days ago while painting my house, and I sprained my ankle when my foot landed in a paint can. I suffered a few scratches on my hands and knees, but I'm most concerned that the swelling in my ankle hasn't gone down yet.
- Priya : Well, did you put ice on it immediately after this happened?
- Jena : Well, yes. I just filled the paint can with ice and .....
- Priya : And so after you removed the paint can... sir, sir... Mr. Jena... are you still there?
- Jena : Well, that's part of the problem... the paint can is still on my foot.
- Priya : Look Mr. Jena. Please come in today. I don't think your case can wait.

### 1.5 Listening Task - III

#### **An interview with a company Head.**

**You will hear a magazine reporter, Jeevan, interviewing Mr. Sarathy, the Head of Winco - a company that is different,**



- Jeevan : Good Morning, Sir. It's kind of you to spare time for me.
- Sarathy : I can give you 30 minutes, young man. What would you like to know about Winco?
- Jeevan : I would like you to tell me, first of all, what makes this company so different.
- Sarathy : There are many features which make this company different. We work only on trust. For example, workers come and go as they please. And they make the vital decisions that were previously made by bosses.
- Jeevan : What things have been given up?
- Sarathy : The assembly line has been abandoned, as has the practice of buying components in bulk.
- Jeevan : How are the salaries decided?
- Sarathy : A quarter of the employees fix their own salaries, and soon, everyone will. The workers decide how much of the profits should be shared and how much invested.
- Jeevan : Who reorganizes the factories?
- Sarathy : Our employees reorganize their factories and choose new sites for development.
- Jeevan : Do computers have a role to play?
- Sarathy : As the employees are encouraged to work from home and set up their own companies, central computers have been given up. Memos must be confined to one page.
- Jeevan : Who controls the business-travel and other expenses?



Sarathy : There is absolutely no control over expenses or business-travel. Everyone is responsible for his role in the company. Even I don't have a desk of my own and I make my own tea!

Jeevan : What are the products the company is making now?

Sarathy : We have added the manufacture of cooling units to the pumps and dishwashers we were making. We export about 23% of our output.

Jeevan : You have overtaken several of the reputed companies in such a short time!

Sarathy : Yes, profits have increased five fold with the implementation of our new system.

Jeevan : Thank you very much, Mr. Sarathy. I wish you the very best in the future.

Sarathy : Thank you.

### 1.6 Listening Task - IV

Listens to the announcement at the Railway Station and Match the words in column A with the words related to it in Column B

#### **Announcer 1**

May I have your kind attention please. The Rajdhani Express will leave platform no. 1 in a few minutes. The Jammu Tavi Express - Train no. 46 down scheduled to arrive at 6 am will be arriving 5 hours late. The inconvenience caused is regretted.

#### **Announcer 2**

Ding Dong (Sound to denote end of one announcement)

The 26 UP Tamil Nadu Express scheduled to leave New Delhi at 10.00 p.m. from platform no. 10 will now leave from platform no.6. This is for the information of passengers boarding the 26 UP T.N. Express going from New Delhi to Chennai.



The train will now leave from platform no. 6 at its scheduled departure hour 10.00 p.m. The passengers are requested to now board the train from platform 10.

**Announcer 1.**

Your attention please. Mr. Gopal Kumar who has arrived by Andhra Pradesh Express from Secunduabad. You are requested to contact the reception please.

**Announcer 2.**

126 UP Amritsar Shatabdi arriving from Chennai and proceeding to Amritsar will be leaving platform no.4 in a few minutes.

**1.7 Listening Task - V**

Listen to Raj and Nina. They are talking about their travel route to school. On the map draw Raj's route with a line and draw Nina's route with a dotted line.

**Raj** : I go to school on my bicycle. I live in Archana Apartment. There is a fence on the left hand side of my Apartment. So to take the Tilak Marg I have to take the society by-lane and take a U-turn to come to Lake Marg. From Lake Marg I have to take a left-turn to join the Tilak Marg. I can now cycle straight down till the park crossing. I then take a right turn go round the circle in M.G. Road and follow the circle to turn into Tilak Marg. It is a straight drive from there to school.

**Nina** : I am Raj from Lucknow. I live in Press Apartments. I can walk it down to school through a short-cut. Usually I walk straight down Annie lane and take a left turn into M.G. Road, after the church. From there I take a short cut again into Tilak Marg. This is not a paved road and has a lot of wild-growth all around. Pedestrians use it frequently though. At the Bus stop I take a left-turn again I walk straight down this road to reach my school.



### 1.8 Listening Task - VI

**Listen to Listening Text. As you listen draw the thing that is being described and write its name.**

This object is an aid for the ones with poor vision. It has two circles joined together at the center with a thin piece of glass or metal. On the other sides of these circles there is a thin rod which arches towards the end. Lenses need to be fitted into these circles to help the ones with poor vision see with greater clarity. Now-a-days the two circles have various other shapes too. They may be rectangular or square sometimes.

### 1.9 Listening Task - VII

Listen to Listening Text and complete the scoring card and bowling analysis.

It is the last day of the India-Pakistan Series. India beat Pakistan by 35 runs to clinch the series 2-1.

Pakistan needed 204 runs to win. Taufiq Umar and Yousuf Youhana were out cheaply for 7 and 3 runs respectively. Saeed Anwar played a classy 57 runs knock but Anil Kumble who ended with figures of 21-9-47-3 got him out and down came crashing Pakistan's hopes of winning. Rashid Latif and Wasim Akram put up a tough fight but even his creditable persistence failed to pull Pakistan out of their impending doom. Rashid Latif was bowled out at 35, it was a beauty from Ashish Nehra that sent him packing off into the pavillion. Wasim Akram remained unbeaten for a well fought and committed 27. When young Zahir Khan clean bowled Shoaib Akhtar for a duck, the Indian's ran up to each other with the joy of beating rival Pakistan.



## Unit - 7

### Typology of Questions

#### Sample Questions

#### SECTION - 01

#### Reading:

1. Read the following passage carefully and answer the questions that follow:

By the time our delayed train reached and I disembarked with my father and baby Lavanya, it was well past midnight. It was cold, dark and foggy. My husband, Manas, who was to receive us, was nowhere in sight. Soon the platform became deserted.

Then, a man approached us and offered to carry our bags. He wasn't wearing the usual porter's red shirt and tag, and though I was wary, my father decided to hire him. Leaving Lavanya and me with the man, my father went to look for Manas. I took a closer look at the man and felt apprehensive. He was big and hairy, his face was pock-marked and his eyes looked bloodshot.

Just then Lavanya, who had been sleeping in my arms, awoke, and turned to look at the porter. He gave her playful smile and held out his arms. I thought she'd start crying and held her closer. But she smiled back and twisted herself out of my arms into his.

Now I was really scared. What if he ran away with my baby? He must have sensed my fear and, even before I reached out to take Lavanya back, he handed her to me. Turning around, he mumbled that though everyone was scared of him, yet my innocent baby had accepted him. His eyes had tears in them. I didn't know what to say. At that moment my father returned with Manas. The man picked up our bags and walked towards the car park. As we followed him, I asked Manas to pay him a little extra. But, having put our luggage in the car, the man refused to take payment from us. Coming up to me, he placed his hand on my baby's head for a moment as if to say, 'God bless you!' and walked away.



1. **The author was apprehensive when the man approached her because -----**
  - a. it was dark and foggy
  - b. her husband was nowhere to be seen
  - c. she was scared of the stranger's approach
  - d. she was alone with her daughter
  
2. **When the child saw the stranger it-----**
  - a. started crying
  - b. started sleeping
  - c. looked at the poster
  - d. went to the stranger
  
3. **The man handed over the baby because -----**
  - a. the baby started crying
  - b. he started crying
  - c. the baby wanted to go back to the mother
  - d. he sensed the mother's fear
  
4. **From this incident the author learnt -----**
  - a. not to judge people by their appearance
  - b. to be careful with her baby
  - c. not to pay ports
  - d. not to trust anybody
  
5. **He refused payment because -----**
  - a. everybody was scared of him
  - b. the baby accepted his love
  - c. he was very rich
  - d. he wanted to bless the baby



6. **The woman along with the baby was left with the man as her father -----**
- a. went to get a cab
  - b. went to call a porter
  - c. went to look for Manas
  - d. put the luggage in the car
7. **The word 'disembark' means -----**
- a. to get down
  - b. to get in
  - c. to get off
  - d. to climb up
8. **The opposite of apprehensive is -----**
- a. inafraid
  - b. uneasy
  - c. fearful
  - d. nervous
9. **Find the words / phrases from the passage that mean the same as -----**
- a. not to be seen      (insight)
  - b. empty                (deserted)
  - c. cautions             (wary )
  - d. intuition             (sensed)

**2. Read the following passage carefully and answer the questions given below:**

1. This is a powerful message in our modern society. We seemed to have lost our bearing and our sense of direction.

One young academically excellent person went to apply for a managerial position in a big company. He passed the first interview, the director did the last interview, made the last decision. The director discovered from the CV



that the youth's academic achievements were excellent all the way, from the secondary school until the postgraduate research, never had a year when he did not score. The director asked, "Did you obtain any scholarship in school?" The youth answered "None"

2. The director asked, "Was it your father who paid for your school fees?" The youth answered. "Father passed away when I was one year old, it was my mother who paid for school fees. The director asked, "where did your mother work? The youth answered, "My mother worked as clothes cleaner.' The director requested the youth to show his hands. The youth showed a pair of hands that were smooth and perfect.

The director asked, " Have you ever helped your mother wash clothes?" The youth answered.' Never. My mother always wanted me to study and read more books. Furthermore my mother can wash clothes faster than me'. The director said, ' I have a request. When you go back today, go and clean your mother's hands and then see me tomorrow morning.' The youth felt that his chance of landing the job was high.

3. When he went back, he happily requested his mother to let him clean her hands. His mother felt strange, happy but with mixed feelings, she showed her hands to the kid. The youth cleaned his mother's hands slowly. His tear fell as he did that. It was the first time he noticed that his mother's hands were so wrinkled, and there were so many bruises in her hands. Some bruises were so painful that his mother shivered when they were cleaned with water.
4. This was the first time the youth realized that it was this pair of hands that washed the clothes everyday to enable him to pay the school fee. The bruises in the mother's hands were the price that the mother had to pay for his graduation, academic excellence and his future. After finishing the cleaning of his mother's hands, the youth quietly washed all the remaining clothes for his mother. That night, mother and son talked for a very long time. Next morning, the youth went to the director's office. The director noticed the tears in the youth's eyes and asked, 'Can you tell me what have you done and learned yesterday in your house?' The youth answered, 'I cleaned my



mother's hand, and also finished cleaning all the remaining clothes". The director asked, 'Please tell me your feelings.'

5. The youth said, 'Number 1, I know now what is appreciation. Without my mother, there would not be the successful me today. Number 2, by working together and helping my mother, only I now realize how difficult and tough it is to get something done. Number 3, I have come to appreciate the importance and value of family relationship.' The director said, " this is what I am looking for in my manager, I want to recruit a person who can appreciate the help of others, a person who knows the sufferings of others to get things done and a person who would not put money as his only goal in life. You are hired.'
6. Later on this young person worked very hard, and received the respect of his subordinates. Every employee worked diligently and as a team. The company's performance improved tremendously.
7. A child, who has been protected and habitually given whatever he wanted, would develop entitlement mentality and would always put himself first. He would be ignorant of his parent's efforts. When he starts work, he assumes that every person must listen to him and when he becomes a manager, he would never know the sufferings of his employees and would always blame others. For this kind of people who maybe good academically and may be successful for a while, but eventually would not feel a sense of achievement. He will grumble and be full of hatred and fight for more.

**1. What is lacking in modern society?**

- a. sense of direction
- b. powerful message
- c. academic excellence
- d. managerial positions

**2. From the youth's CV we know that**

- a. he was a drop out
- b. he was a mediocre student



- c. did not perform well always
  - d. he had high academic achievement
3. **The Director told the youth to \_\_\_\_\_**
- a. read more books
  - b. look at his mother's hands
  - c. wash the clothes
  - d. clean his mother's hands.
4. **The youth was moved when \_\_\_\_\_**
- a. the mother washed the clothes
  - b. the mother paid the fees.
  - c. he looked at the bruises on his mothers hands
  - d. he and his mother talked for a long time.
5. **The next morning the director saw the youth \_\_\_\_\_**
- a. in tears
  - b. unchanged
  - c. happy
  - d. dejected
6. **The next morning the youth realized the value of \_\_\_\_\_**
- a. appreciation
  - b. working together
  - c. family relationship
  - d. all of the above
7. How did the incident give the youth an insight into his mother's sacrifice?
8. How can the elimination of entitlement mentality help a person's performance in his work place?



## NOTE MAKING

### 3. Read the given passage carefully and answer the questions that follow:-

Cranberry capsule, green tea extract, effervescent vitamin C, pomegranate concentrate, betacarotene etc. you name it, if it's an antioxidant, we'll swallow it by the bucketload, in the belief that it'll promote good health and stave off disease. But is this the case? Well, evidence gathered over the past few years shows that, at best, antioxidant supplements do little or nothing to benefit our health. At worst large doses could have the opposite effect, promoting the very problems they are supposed to stamp out. It's little surprise that antioxidants have acquired a reputation as miracle health supplements. Decades ago, scientists found that highly destructive chemicals called free radicals were linked to many conditions, including heart diseases, stroke, cancer and arthritis.

Free radicals are compounds with unpaired electrons that stabilize themselves by oxidizing other molecules - including proteins, carbohydrates lipids and DNA. In the process, they often create more free radicals, sparking of a chain of destruction.

Free radicals and other reactive oxygen species (ROS) are by-products of respiration and therefore are an unavoidable hazard of being alive. One percent or more of the oxygen consumed turns into oxygen. Hence over a year a human body makes 1.7 kilos of ROS. Free - radical production is also triggered off by exposure to ozone, X-Rays, air pollutions, industrial chemicals and even intensive exercises. However, scientists believe that people who have diets rich in fruits and vegetables have lower rates of heart disease, diabetes, stroke etc. They are the very diseases associated with free radical damage. Now it could be explained that fruits and vegetables are a rich source of antioxidants that can neutralize free radicals. Thus was the idea that free radicals are bad, antioxidants are good.

This concept however, helped generate a huge industry. According to the US National Institutes of Health (NIH), at least half of US adults take some form of supplement, spending billions a year for antioxidants. Reach estimates that the antioxidants market had grown by 18% in 2005 alone. The best known antioxidants are vitamin E, Vitamin C, and two broad classes of plant chemicals called polyphenols and carotenoids. Most supplements touted as antioxidants contain at least one of these, often as a pure chemical and sometimes as a



concentrated plant extract. Scientists have been putting these compounds through several tests since the early 1980s but time and again, however, these tests have failed the test. True, they knock the wind out of free radicals in a test tube. But once inside the human body, they seem strangely powerless.

- a. Make notes on the passage given above using recognizable abbreviations. Give a suitable title to the passage.
- b. Write a summary based on the notes you have made in about 80 – 100 words.

**4. Read the following passage carefully and answer the questions given below:**

Doctors and nutritionists say the secret to lasting good health is not a quick weight-loss plan, fad – diet, or gorging on ‘super-foods’ but building Good Eating Habits. This means consistently watching what you eat – planning each meal and its timing following simple, golden rules.

A balanced meal sounds simple but most times we slip up eating more of one food over the other because it’s our favourite or easier to source and/or cook. Result: nutritional imbalances. Ensure- your meal incorporates the five food groups: cereals and grains; pulses and legumes; fruits and vegetables; milk and meat products; nuts and oilseeds/oil.

Drink two litres of water daily to maintain the body’s water balance, flush out toxins, prevent dehydration and build-up of kidney stones, etc.

Go organic, Avoid foods bred on artificial pesticides and fertilizers. Organic products are difficult to source, but make that effort. Or grow a kitchen garden.

Limit portions even of healthy foods. Olive oil is healthy but an olive- oil drenched vegetable isn’t.

Vitamin tablets are beneficial but overdosing on certain varieties is counterproductive, causing health problems. Salad is great but not one smothered with sauce. Eat plenty of greens. They provide iron, fibre, calcium and prevents indigestions, constipation.



You can't do away with oil, ghee and butter, some of it's actually healthy. Only, minimize their use. Steaming, broiling, roasting and poaching are healthy alternatives to deep - frying, shallow - frying in lots of oil/ghee.

Avoid recycled oil or ghee. It's rich in cancer- causing carcinogens. Sadly, many Indian homes, restaurants and street-food vendors repeatedly recycle cooking oil/ghee.

Go Natural. Fresh fruits and vegetables (including garlic, onion) are weapons against cancer, digestive ailments, heart disease. And wherever possible, eat them with their fibre-rich peels on. Fruits and veggies prevent clotting tendency and protect arterial walls.

The high - flying professional traveling 20 days a month often complains of lack of control over diet. Actually, she / he's not that helpless. For example. From bread-baskets in planes choose multigrain or brown bread. At restaurants, order salad and fruits with each meal. Check menus for low - calorie options/ health foods.

Adhere to regular meal-timings. Else, your body is thrown off-balance attempting to compensate. Also, eat a good breakfast, followed by a moderate lunch and light dinner, advises Dr. Polasa. " High - fatty meals are particularly to avoided at dinner as there is little physical activity after consumption, so unused excessive calories are converted into fat stored in the body."

Finally, when it comes to the overall good- health menu, eating right is a major but not the only item. For best results, include: regular exercise; regular check-ups; no smoking; a package of positive thinking; yoga; and meditation.

- a. Make notes on the passage given above using recognizable abbreviations. Give a suitable title to the passage.
- b. Write a summary on the notes you have made in about 80-100 words.

## Writing:

### Notice:

5. Pleasanton High School, Nagpur is the venue for the Finals of the Heritage India Quiz. As Satish Verma, Teacher-in-charge of the Scouts and Guides of the school, draft a notice **in about 80-100 words**, calling for a meeting of the Scouts and



Guides for detailed instructions about the smooth conduct of the quiz and maintenance of discipline during the programme.

6. Your school is celebrating 'Book Week' in October. Write a notice **in about 80-100 words**, inviting students to participate in it by making posters, purchase of good books for the exhibition cum sale, and design book covers. Write as Ravi, the Head boy of the school.

### **Factual Description:**

7. Write a factual description of the process of writing an essay **in about 80-100 words**.
8. Write a factual **description in about 80-100 words**, about the inauguration of a new shopping mall by a famous actor.

### **Memo:**

9. As the manager of a departmental store, it has come to your attention that during peak hours, customers have difficulty locating employees to assist them because workers wear everyday clothes and hence look no different from customers. To solve the problem you have decided that employees will have to adhere to a dress code / uniform. Write a memo **of about 50-60 words**, defining the dress code, names of suppliers and units that have been entrusted with tailoring the uniforms.

### **Message:**

10. Speedy Courier Service had a packet to be delivered to Mr. Sharma. On arrival, the deliveryman found Mr. Sharma's door locked. He left a message **of about 50-60 words**, for Mr. Sharma giving details of the package, contact number and time for collecting the package from the courier office.

### **Letter of Complaint:**

11. You were booked on Vayudoot Airlines from Mumbai to Delhi. Due to unforeseen circumstances you arrived only 10 mins. before take off and were denied boarding. Since you couldn't reach your destination on time, the loss to your business was extensive. Write a letter of complaint **in about 120-150 words**, to the Managing



Director of Vayudoot Airlines asking for an investigation into the matter and insisting on adequate compensation.

12. As Secretary of English Dramatics Society you had booked an auditorium in the neighbourhood for staging a play. You were disappointed at the arrangements at the auditorium. After the event you write a letter of complaint to the manager of the auditorium listing your complaints. As the Secretary of the Dramatics Society, write the letter **in about 120-150 words**.

**Letter to the Editor:**

13. Marathon, cyclathon and walkathon like 'Go Green' 'Save the girl child' - 'Run for a non competitive charity event for the underprivileged' has now become a yearly event to spread awareness on social and health issues. Response to such events is huge with celebrities adding a touch of glamour to the events resulting in large unmanageable crowds. Media also plays a role by hyping the event, thus diluting the actual cause.

As a concerned youth discuss the issue in a letter to the Editor of "Times", **in about 150-200 words**, voicing your opinion on whether the events are successful in spreading awareness. Give suggestions.

**Letter of enquiry:**

14. You are Aditi/Adit. You have seen an advertisement by "Secure Travels" - Ahmedabad. You wish to go for a vacation to South India with a few friends. Write a letter **in about 120-150 words** ,to the advertiser asking for all the details that you require
15. You are Ramesh / Rama. You have come across an advertisement regarding a course for training and preparing for the medical entrance examination. Write a letter **in about 120-150 words** to the advertiser, asking for information that you need.

**Letter of Acceptance:**

16. You have received a job offer for a position you have wanted for a long time. You are expected to start on July 1<sup>st</sup>. However you can only start a week later due to personal reasons. **Write a letter in about 120-150 words, to Mr. Jackson, your new**



**boss. Mention your enthusiasm for the job offer.** Explain your problem and suggest what you can do.

### **Letter of application:**

17.

Maharaja Airlines wishes to recruit flight attendants – male / female; Age – 21 to 26 yrs; Education – graduate in any stream; Candidates must have the willingness to travel and work long hours; should possess a friendly disposition and attractive personality; should be multi – lingual. Knowledge of English is a must. Salary and perks as per Airlines rules. Interested candidates can send in their resumé to: The Personnel Manager, Maharaja Airlines, Paschim Vihar, New Delhi.

**As Jency / Jacob write a letter of application in about 150-200 words, in response to the above advertisement.**

### **Placing an order:**

18. St. Anne’s International School is celebrating its Silver Jubilee. On this occasion Jacob, the Correspondent of the school wishes to gift the staff members with handicrafts and places an order with Kashmir Handicrafts Emporium giving details about the handicraft items, the number of pieces, cost, date of delivery etc., **As Mr. Jacob write the letter in about 120-150 words.**

19. You are the Secretary of the Sports Club. **Write a letter in about 120-150 words ,to Messrs. Sports Way Pvt. Ltd. placing an order for sports equipment for cricket and tennis.**

20. You are the Art In-Charge of your school. **Write a letter in about 120-150 words to the Art and Craft Store,** to supply some paints (oil and water colours), chart papers, brushes and crayon. Give the specifications.

### **Article for Magazines / Newspapers**

21. Internet downloading is a cause for great concern today. From school essays to artistic words anything can be downloaded. Apart from the ethical issues arising from such practices, the greater issue is the impact on educational processes. As Varun, a Senior Professor in a college **write an article for an educational magazine discussing the issue from an academic point of view in about 250-300 words.**



22. Research studies by students of University of Colorado have revealed the following information:

- 78% of Americans feel learning a musical instrument is directly related to better performance in other subjects.
- 39% believe that music brings the family together.
- 71% believe that teenagers who play an instrument are less likely to have disciplinary problems.
- 95% believe that music is a key to a child's harmonious development.
- 54% believe that students with high levels of involvement in instrumental music have high levels of proficiency in maths in grade 12.
- They also have less performance anxiety, emotional concerns and alcoholism related problems,
- As Jason using the above **inputs write an article about the positive benefits of music on a child's life in its formative years, in about 300 words.**

### Debate:

23. "Free and compulsory education will enhance the growth and quality of the people". **Write a debate speech for or against the motion in 300 words.**
24. Has technology robbed libraries of readers? Have e-books replaced real books? Is this a healthy trend? **Discuss the above in a debate speech arguing for or against the motion in about 300 words.**

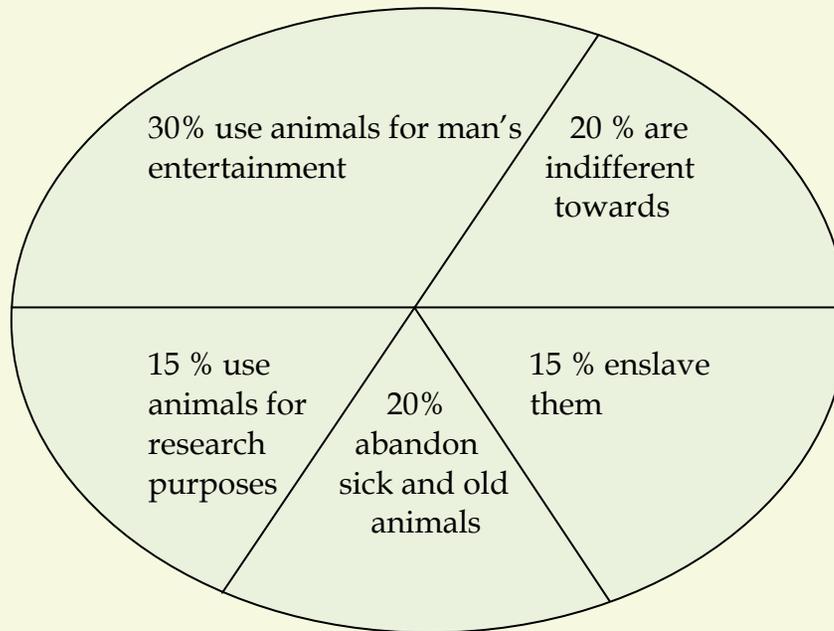
### Speech:

25. Children are the future citizens of the country. They are like flowers in a garden yet the hazards the children face today are beyond imagination. Everyday newspapers flash news of the pathetic condition of children.
- a. Damaging physical and mental abuse
  - b. Hopeless condition of children living in the charitable homes.
  - c. Children deprived of parental care and love.



Isn't it the duty of the society and the government to look after these children so that the country also ensures political, social and economic growth? As Malini / Mohan, a concerned citizen, **prepare a speech to be delivered at the youth conference to be held in your city.**

26. You have a member of the Blue Cross. On Animal Welfare Day you have been invited to Greybells Public School to deliver a speech on the attitude of people towards animals. **With the help of the pie-chart given below, draft your speech.**



### Grammar:

#### Sequential Order:-

27. **Arrange the following sentences in sequential order:**

1. They reflect those cultures and in turn affect them.
2. This is possible because the visual basis of film gives it a universal power of communication.
3. Films are cultural artifacts created by specific cultures.
4. Some films have become popular worldwide.



5. Dubbing, subtitles to translate the dialogue into the language of the viewers have made this possible.
6. They are also powerful medium of educating or indoctrinating citizens.

**28. Arrange the following sentences in sequential order**

1. It is also referred to as Indian Anglian Literature.
2. One of the most popular writers of IEL is R.K.Narayan
3. Graham Greene and R.K.Narayan remained close friends till the end.
4. He was discovered by Graham Greene who helped him to find a publisher in England.
5. Indian English literature (IEL) refers to the body of work by writers in India who write in the English language.
6. IEL has a relatively recent history – it is only one and a half centuries old.

**Identify the Error:**

- 29.** Every line has an error. **Identify the error and write it along with the correct answer.** The first one has been done for you.

	Error	correction
One might not long after my 29 <sup>th</sup> birthday, I woke up at the	at	in
a. early hours with a feeling of absolute dread. I have woken		
b. up with such a feeling many times early, but this time it was		
c. much intense than it had ever been. Everything including the distance		
d. noise of a passing train felt so alien, so hostile but so meaningless.		
e. that it created a deep loathing of the world. The most loathsome whatever		
f. was my own existence. I can feel that a deep longing for		
g. non-existence was becoming strong than before. It kept		
h. repeating itself in my mind continually.		



30. Every line has an error. **Identify the error and write it along with the correct answer.** The first one has been done for you.

**Error correction**

**I was awakened by the chirping of a bird outside. I have never** have had

- a. heard such a sound before. My eyes was still closed and I
- b. saw the image of a precious diamond. Yes if a diamond can make
- c. a sound, that is what it would be like. I opened my eyes.
- d. The first light of dawn was filtering by the curtains.
- e. Without any thought, I felt there was much to light than
- f. we realise. Tears came into my eyes. I walked round the room.
- g. Everything was fresh and pristine as if it had just come in existence
- h. I picked up things marveling at the beauty of that all.

**Reported Speech:**

31. **Rewrite the following conversation in reported speech:**

Alex : Hope you enjoyed your trip to the U.S. Did you go sight seeing?

Anil : No! I had better things to do than watch buildings and museums.

Alex : But I thought you were there on a holiday.

Anil : So did I until I opened my email and saw instructions for my work.

32. **Rewrite the following conversation in reported speech:**

Vice Captain : What do you think of young Smith's play?

Captain : Very good. I think we have a worthy recruit for the side. He's lucky, for Graham has given him a lot of useful hints.

Vice Captain : It will boost young Smith's morale and improve his performance.



### Interview:

33. Mr. Shivraj runs a popular tourist agency in Delhi. You have been asked to interview him for the school magazine. **Frame a set of 8 questions that you would ask him.** You may use the hints given below:

period of existence; types of tourists;  
popular destinations; arrangements for  
tourists; package deals; discounts offered;  
guide facilities; employees

34. Mrs. Sheila, librarian of your school has been awarded the Best Librarian award by the school's management committee. As the Editor of the school magazine you plan to interview her. **Prepare a list of 8/10 questions that you would ask her.**
35. **Fill in the blanks with appropriate modals:**

**Tourist** : Is there a short route that I (i) \_\_\_\_\_-take to reach the temple?

**Oldman** : There is one. But you (ii) \_\_\_\_\_get confused.

**Tourist** : Not at all. I (iii) \_\_\_\_\_find it. You (iv) \_\_\_\_\_trust my instincts.

**Oldman** : All right then. You (v) \_\_\_\_\_ to take this narrow lane which is quite slushy. I still believe that you \_\_\_\_\_try the main road.

36. **Fill in the blanks with the appropriate tense of the verbs given in the brackets;**

Not long ago, I \_\_\_\_\_ (attend) a memorial service for a leading business man. In a subdued atmosphere of mourning, various friends \_\_\_\_\_ (pay) him tribute. Finally a young man got up, with tears \_\_\_\_\_ (stream) down his face, he \_\_\_\_\_ (tell) the gathering that when he was an office boy, the industrialist \_\_\_\_\_ (notice) him and paid for his education. While speaking, his voice \_\_\_\_\_ (falter) to a halt, and people everywhere \_\_\_\_\_ (weep) not only for the leader who \_\_\_\_\_ - (go) but for the unashamed sorrow of the follower.



## SECTION - 02

### Speaking and Listening Skills

The Revised Functional English Course for the Senior Secondary classes in all CBSE affiliated schools has a weightage of 20% in class XI for the development and assessment of Speaking and Listening skills apart from the reading and writing. It is imperative to teach English language which will enable students to speak on complex topics involving discussions, debates and formal presentations. A student is able to develop the ability to use pictures, photos, graphs maps and other objects to stimulate healthy discussion or give a presentation which should lead to conclusive actions.

At this stage students are also expected to appear in interviews and competitive examinations for admissions in higher education. Since students have to speak accurately and fluently they need to be trained in appropriate language register formal or informal. Proper and intelligible pronunciation with training in intonation and modulation is also required at this stage so that students can express themselves effectively. The advanced functions of language like expressing assumptions, paraphrasing for clarity, evaluating, hypothesizing, expressing beliefs and opinions summarizing into ideas and arguments are some of the skills – the students need to develop.

The speaking ability goes hand in hand with the development of the Listening skill. It is contrary to the myth that listening skills are naturally acquired without any practice. In fact, a concerted effort is required. The ability to get information from various sources, getting the gist of a lecture, purpose of a talk and understanding the opinion of speakers, are some of the skills of effective listening.

The situations given below are some of the areas students will find themselves in frequently where they need to have effective communications skills:

- Introducing self
- Exchanging information
- Expressing about themselves
- Expressing opinions
- Participating in group discussions



- Appearing for job interviews
- Presentations using ICT
- Taking part in a debates
- Preparing and giving speeches
- Presenting reports

## ASL

In today's global society, the world has become small. There are a number of students who go out of the country for higher education and an equally large number of students who come and join various institutions for study in India. It is this internationalization that compels students to acquire language skills at par with international levels especially in English so that they can face the challenges in his future course of study as well as life.

### Common European framework of Reference for Language (CEFR):

CEFR is a guideline of assessment used to describe achievements of learners of foreign languages across Europe and other countries. It was documented by the council of Europe. Its main aim is to provide a method of learning teaching and assessing which applies to all language in Europe. The six reference levels are accepted as the European standard for grading an individual's language proficiency.

These are follows:

#### **A Basic user**

A 1 breakthrough or beginner

A2 Waystage as elementary

#### **B Independent User**

B1 Threshold or intermediate

B2 Vantage as upper intermediate

#### **C Proficient user**

C1 Effective operational proficiency or advanced

C2 Mastery or proficiency



The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level. The CBSE has prepared a set of its own performance descriptors based on the “can do” statements. It is proposed that during the course of time, the levels for each descriptor are raised to achieve the highest level i.e. C2 level of the proficiency. Both students and teachers should be familiar with these descriptors so that they acknowledge and understand the level of proficiency. Acquiring these levels will prepare students for international standardization. Given below are the performance descriptors which are mapped with the learning objectives given in the CBSE syllabus.

Interactive Competence	5	4	3	2	1
<b>Task Management</b>	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
<b>Initiation and Turn-taking</b>	Is prompt to initiate discussions on the themes/functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turns appropriately.	Is easily able to initiate discussions on the themes/functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/functions at the given level. Makes an effort to keep the interaction going; takes turns.	Struggles to initiate discussions on the themes/functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions.  Makes no effort to keep the interaction going.



<b>Appropriacy and Relevance</b>	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/ situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/ situation.	Has unclear sense of purpose and may be unable to adapt register. Contributions may be unconnected to the context/ situation.	Has hardly any sense of purpose and cannot adapt to register.
<b>Fluency</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Cohesion and Coherence Speed of Delivery</b>	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speak fluently with minimal hesitation. Intelligible speed of delivery.	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices but some over/ under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.



<b>PRONUNCIATION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Pronunciation, stress and intonation</b>	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content and meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time Flat intonation and/or inappropriate stress for the task, content or meaning	Is not intelligible...
<b>Language</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Accuracy</b>	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
<b>Range</b>	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.



## ASL listening tasks for practice

### 1. Class XI Task 1

**Genre - Vox pop**

**Topic - environment**

#### **Listening Text 1:**

##### **Speaker 1**

Oh, I love these long, hot summers we have nowadays. It used to be cold by September and now it's still warm and you can walk outside in your T-shirt. And the garden looks great. You can even plant things twice in one year and they'll grow. So now you can have your own vegetables for nearly half the year. I really could get used to this global warming if it means I get to enjoy the sunshine for this length of time in the year!

##### **Speaker 2**

I remember when all this was fields with cows and goats. Sadly, now there are houses everywhere and people drive to work. Instead of having farms and growing enough food for ourselves, we import all our food from other countries. No one seems to do the old kinds of jobs. No one can be bothered to make anything, in fact to do any physical work at all. They call this progress?

##### **Speaker 3**

The centre of our city looks terrible nowadays. The people living here have let it become dirty and ugly. There's graffiti on the walls and there are film posters just about everywhere. As for the growing heaps of garbage, the less said the better. Our city could really do with a massive campaign. It makes me depressed to think that this was the city which used to be called the Garden City, a haven for old and young alike.

##### **Speaker 4**

It's amazing what science can do, isn't it? Take food, for example. We can produce lots more different types of food and more of it because of modern technology. And housing. How quickly we can build homes for masses of people moving into



our cities. In education children's lives are enriched with all the wonders of technology. And then industry. Factories now often use robots to do the boring tasks so humans can use their skills more productively.

### Speaker 5

I saw a programme on TV recently about water and the fact that there is a shortage of water in many countries because of Global Warming. If scientists could find an economic way to get clean water from the sea, surely that would solve the problem? I know I make it sound too simple but there are countries and governments that share the oceans and they need to do more to work together. By the end of the programme, I was a bit depressed, to be honest.

(401 words)

**You will hear five short extracts of people talking about the environment. Read the statements below then listen to the extracts and match each statement A - G to each speaker 1 - 5. You will hear the recordings twice.**

audience.

Mithun : He had so many facts at his finger-tips, didn't he? And he made sure to back up his points with statistics.

Harish : Yes, not to forget the way he mixed real-life stories with statistics! It really made the presentation stand out from the rest.

Mithun : True. Did you notice the way he got us involved in the presentation?

Harish : How do you think he did that?

Mithun : He asked us so many questions and made us really think. It felt as though we were part of the presentation!

Harish : Ah, I see your point. If I'm not mistaken, only one other presenter at the conference did that.

Mithun : You're right. I seem to recall it was someone on the very first day.



- Harish : Yeah, give me a minute... if I remember right, the other presenter was from the Newton Group.
- Harish : Yes! That one was impressive. And he opened with that balloon trick to get everybody in a good mood.
- Mithun : Mmm...I liked the way he encouraged us to ask him questions, but kept them all for the very end, so the flow of the presentation was not interrupted. And he was really patient while answering all of the questions.
- Mithun : But some experienced presenters allow people to jump in with questions at any time.
- Harish : I suppose there are different styles. Inexperienced presenters are better off handling questions at the end of their presentation. Besides, if there's a specific time set aside for questioning, the audience can really explore issues fully.
- Mithun : You're right, it does allow for a deeper exchange of ideas. And some heated arguments as well.
- Harish : Oh, you're referring to that incident earlier today! Yes, what a pity the conversation turned into a disagreement. It ruined the mood for quite a while.
- Mithun : I think that in a discussion, people should present their points of view but also respect others' opinions.
- Harish : Absolutely. Just because one doesn't entirely agree with another person's viewpoint, there is no excuse to be rude or dismissive.
- Mithun : And personal attacks are the worst. We're all here to discuss broader issues. Rude comments do not serve any purpose.
- Harish : Absolutely. Another thing I wish people would learn to do is *listen!* It's very frustrating when everyone talks at the same time. If a person is making a point, I say, let him finish before you respond.



Mithun : I agree with you on that. But today's discussions have been interesting and in a good spirit most of the time.

Harish : Let's hope it continues that way! Oh, look, the next presentation's about to start.

Mithun : Let's take our seats.

**You will hear a man and a woman talking about presentation skills. Read the sentences below then listen to the conversation and complete the sentences with one, two or three words only. You will hear the recording twice.**

**Tips for good presentation skills:**

1. A \_\_\_\_\_ \_\_\_\_\_ to a presentation is a good way to catch everybody's attention.
2. To make sure a presentation is successful, you should \_\_\_\_\_ \_\_\_\_\_ your ideas with facts.
3. Numbers and statistics are important, but try to use \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ to make your presentation really interesting.
4. Your presentation will really \_\_\_\_\_ \_\_\_\_\_ if you use different presentation styles.
5. Get the audience in a \_\_\_\_\_ \_\_\_\_\_ by opening your presentation with something funny or entertaining.
6. If you are experienced at giving presentations, it can be a good idea to let the audience \_\_\_\_\_ with their questions during the presentation.
7. Having time for questions can lead to discussion, but be careful it doesn't lead to \_\_\_\_\_.
8. If a speaker is \_\_\_\_\_, listen and let them finish.



## 2. Class XI Task 3

**Genre - speech/lecture**

**Topic - festivals**

### **Listening Text 3:**

There is nothing like a festival to stir the heart and the mind. The bells, the lamps, the sweets, the packed malls, the rush of people everywhere. What an atmosphere Indian festivals possess!

But, although the same traditions remain, some aspects are so different from my childhood. My young grandchildren, aged seven, eight, ten and eleven, all have their own mobile phones, electronic toys, DVD's, video games and new clothes. I never had so much in my childhood. I wonder to myself – they have more things than I can keep up with, but can they appreciate them? The boys do not care about the things boys should be doing. They do not build tree houses; they do not long for a pair of binoculars, a compass, or a pocketknife; they do not search for birds' nests, or play at pirates; they do not climb trees or pretend to be explorers or warriors. They hunch over little beeping video game boxes or stare at the television.

Children can no longer take donkey rides at the beach. Animal lovers will protest at the 'cruelty'. The best of outdoor adventures has been banned for various reasons. Even kite flying is not allowed because kites are dangerous and people might risk injuring themselves. Since my childhood, people seem to have forgotten how to live, what to do with themselves and how to order their lives.

In the words of a wise monarch who spoke about festivals, "The truth behind the festival is still there, under the toys, decorations and presents. We must try to find out what the truth is, who it is, and follow it. It is not a commodity – it cannot be bought. This is the time to share not only material gifts but also love, happiness, and the spirit of oneness. This can live in our actions if we choose. We must preserve and revive the great truths."

**You will hear someone giving a talk on festivals. Read the question below then listen to the extracts and choose FOUR of the options A - G which are correct. You will hear the recording twice.**



Which FOUR of the following statements does the speaker believe to be true?

- A Festivals in the past had a different atmosphere.
- B Traditions are lost when we worry too much about hurting ourselves.
- C Childhood isn't what it used to be.
- D Festivals are best when they are celebrated outside.
- E Festivals should be about what we do, not what we receive.
- F Festivals are a feast for the senses.
- G Giving presents has a special meaning.

3. Class XI Task 4

Genre - speech/lecture

Topic - competition

**Listening Text 4:**

**Man:** Is competition helpful or harmful to children? Most people feel that competition can cause more harm than good. But good, healthy competition is the best way for us to improve our education. Most people would think this is a harmful way of looking at life. But without competition, we would never strive to do our best in all things we do. Competition drives us to do better – sometimes it can make us accomplish things that we never would have thought possible. Also, competition is all around us – it is inescapable. Whether it is sports, studies or just everyday life, there is competition and we have to be equipped to deal with such competition.

**Woman:** I agree. If there were no competitions, sports activities would be very boring. No one would want to buy tickets to watch a game – cricket, basketball or football. When we watch a sport or play a game, it is to see who will win the game. Everyone plays to win – even if we lose the match or the game. No one starts a game in the hopes of losing. And in the end, we should feel that we tried our best, even if we lost.

**Man:** In academics, we are motivated to do better when we hear of another person's achievements. It makes us want to do better too. So we begin to work



hard. Such competition encourages us to do our best. Spelling bees are a popular way to learn how to spell. We will try our best to beat our classmates to get the right answer. Competing with friends helps us work harder at improving ourselves. It also teaches us to compete fairly and to accept defeat gracefully.

**Woman:** There is competition in every aspect of our lives. So it is best if we are exposed to it while we are young. If we learn about competition from childhood, we will know what it's going to be like when we grow up and go out into this competitive world. But it is equally important to know the proper way to compete. Healthy competition is achieved through education and hard work. Sometimes, we use wrong methods to get what we want. We cheat, lie, fight and hurt others just so that we can win. This is unhealthy and unfair and should be avoided at all costs.

**Man:** I think teachers and coaches should encourage a winning attitude in young people. They may not win every time, but they will see themselves as winners. We *must* teach them to strive to achieve and to desire to be the absolute best at whatever they are involved in. Not so that they might think more highly of themselves than others, but rather that they may know that they can succeed at whatever they do! The positive affect that this thinking could have upon the lives of children, in their lives, and in their future could be overwhelming.

Healthy competition will make us better individuals. We will be inspired to do better all the time. In doing so, we compete with ourselves and that is the right way to compete.

**You will hear a seminar discussion about competition. Read the questions below then listen to the seminar and choose A or B or C for each question. You will hear the recording twice.**

**1. According to the boy, most people think that competition**

- A is effective at making children succeed in life.
- B is necessary for educational purposes.
- C is damaging despite some good results.



2. **The boy believes competition is all around us because**
  - A it is a necessary part of life.
  - B it is essential to winning.
  - C it is part of doing well at school.
  
3. **The girl believes we watch sport**
  - A to see who will win.
  - B to enjoy a good competition.
  - C to support our favourite team.
  
4. **The boy thinks that competing against our friends**
  - A makes us envied by them.
  - B encourages us to try harder.
  - C teaches us to help others.
  
5. **The boy says that while we are young we should**
  - A learn to compete at school.
  - B learn to avoid competition.
  - C learn to compete fairly.
  
6. **The girl believes that cheating**
  - A should be reported.
  - B is completely unacceptable.
  - C might make people ill.
  
7. **According to the boy it is important that young people**
  - A win every competition they enter.
  - B want to win at everything.
  - C do better than all their friends.
  
8. **The boy says that the best way to compete is**
  - A to improve on our own best performance.



B to defeat everyone else.

C to win as an individual.

### Class XI - Key

Task 1	Task 2	Task 3	Task 4
1 D	1 strong introduction	1 F	1 C
2 A	2 back up	2 C	2 A
3 C	3 real life stories	3 B	3 A
4 G	4 stand out	4 E	4 B
5 E	5 good mood		5 C
	6 jump in		6 B
	7 heated arguments		7 B
	8 making a point		8 A







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