

**GOVERNMENT OF KERALA
DEPARTMENT OF TECHNICAL EDUCATION**

Words to Deeds

A Coursebook in English for Polytechnic College Students

Semester-1

**STATE INSTITUTE OF TECHNICAL TEACHERS
TRAINING & RESEARCH, KALAMASSERY**

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Published by:

**STATE INSTITUTE OF TECHNICAL TEACHERS
TRAINING & RESEARCH, KALAMASSERY,
2015**

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Foreword

English has come to play an increasingly important role in empowering young job aspirants, making them more employable.

SITTTR has developed a Coursebook in English for the Polytechnic students of Kerala entitled *Words to Deeds*, which is intended to enable the learners to use English accurately, appropriately and fluently.

The design and content of the Coursebook provide rich language learning opportunities for the learners and equip them to communicate well in their workplace. It also enables the learners to involve themselves in issues of current relevance. I hope that both the teacher and the student community benefit immensely from this Coursebook.

I wish to express my thanks to Sri. N Santhakumar, Joint Director, SITTTR and Sri. V A Shamsudeen, Deputy Director & Academic Co-ordinator, SITTTR, for their fruitful involvement in bringing out this Coursebook. My gratitude is specially due to Prof. P C James, Former Head of the Department of English, St. Berchman's College, Changanassery, Dr. C A Lal, Associate Professor of English, School of Distance Education, Thiruvananthapuram and Prof. Brinda Balasree, Assistant Professor of English, Department of Language Studies, CUSAT who gave necessary guidance and directions in this venture. I appreciate the members of the course material preparation team for their hardwork and sincere dedication.

I wish all learners a joyful learning experience.

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Preface

Words to Deeds, the English Coursebook for Polytechnic students of Kerala is intended to activate and enrich the English Language competency of the diploma students and thereby help them use English with ease at the workplace.

As I understand, the Coursebook aims at developing the four basic skills in English, the primary focus being on the speaking skills. The book provides ample opportunities for learners to use English in day-to-day activities.

It is disheartening to see that there exists a wide gap between the level of competence in English required of a polytechnic student and that the learners actually possess. This issue has been addressed to a great extent in the Coursebook. I request the learners to make optimum use of this resource to enrich themselves with English, the language of opportunities.

This Coursebook has been developed by SITTTR. Language teachers from various Polytechnic Colleges and Universities were involved in the development of this Coursebook. I place on record their whole-hearted support and creative contribution to the cause of English Language.

N SanthaKumar
Joint Director
SITTTR

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Frame work of the Coursebook

Module	Get Set, Go	I Love Reading	I Learn Words	I Use Language	I Do It Well	I Speak Well	I Write Well
1 Nurturing Nature	Cross Word puzzle	<i>Words to Deeds</i> Severn Suzuki, (Speech) <i>Jeremy's First Hunt</i> Arthur Gordon (Short story)	Finding the meanings of words from the context	Nouns, Pronouns, Adjectives, Articles and Determiners	Structures for accepting and denying requests	Self introduction	Rubrics of writing
2 Towards Tomorrow	Picture Reading	<i>The Watery place</i> Issac Asimov (Science fiction)	Antonyms, Synonyms	Verb forms Primary and Modal auxiliaries	Structures for making commands, expressing possibility, giving suggestions	Power point presentation	Paragraph writing
3 SportSMiles	Matching scenes	<i>My Greatest Olympic Prize -</i> Jesse Owens (Autobiography) Ants at the Olympics- Richard Digence (Poem)	Collocations Idioms and phrases, Spelling	Tenses	Structures for agreeing and disagreeing	Talking on the phone	Cover Letter and Resume
4 Media Matters	logo identification	<i>The newspaper story- O Henry</i> (Short Story)	Words related to media	Prepositions Conjunctions	Structures for stating opinions, giving directions, congratulating others	Group discussion	Technical writing- Preparing memos



To the Teacher

As English is getting prominence as the language of international communication, it is widely perceived as the language of career opportunity. In order to grab these opportunities our learners should have a good command of this language. Here comes the importance of developing materials which enable the learners to use English with ease in their day-to-day activities.

Words to Deeds, a Coursebook in English for the Polytechnic students of Kerala is designed for developing their communicative skills. The features of the coursebook are:

1. Activity-Oriented and Process Based

The tasks in the Coursebook are organized in such a way that the learners can work individually, in pairs, in groups or as a full class and interact with the peer groups, teachers and the Coursebook. This provides scope for using the language in all possible ways. Again, the tasks are process-based. It is the act of doing the tasks, not the product that is given importance.

2. Learner-Centered

Teachers are no longer perceived as the sole givers of knowledge. Their role has been redefined as co-learners and facilitators. This Coursebook has been developed to cater to the needs of the learner. At no point in the construction of the book has the learner factor been ignored or side-tracked.

3. Integrated Skill Approach

The Coursebook intends to develop the basic skills in English. This is done through integrating skills. It involves using the different skills to practise Vocabulary, Grammar or Language Function.

4. Feedback Oriented

This Book has immense scope for getting the feedback of the learners. At the end of every lesson remember to give feedback on the strengths and weaknesses that you notice among learners and suggest ways to improve their communication. Self check questions are added so that students can find out their own mistakes and correct them

The organization of each module follows a common pattern;

1. Get Set, Go (Warmer/Lead-in)
2. I Love Reading (Core text)
3. I Learn Words (Vocabulary building activities)
4. I Use Language (Grammar tasks)
5. I Do It Well (Language function familiarizing)
6. I Write Well (Writing Practice)
7. I Speak Well (Speaking tasks)

Get Set, Go

They are lead-in-activities which would lead on to the core text. It is a starter/warmer which prepares the learners for the core text.

I Love Reading

Each module has a core text which deals with a topic of relevance. With a view to ensuring easy comprehension and getting feedback on how much the learners have understood, **While Reading Questions** are introduced. Encourage them to answer the **While Reading Questions**. Help them only when they ask for it.

I Learn Words

When ever learners come across a new lexical item, they have to learn its spelling, meaning, pronunciation and use. Vocabulary building activities are not mere word learning activities. Provide opportunities for the learners to use these words in real life situations. Ask the learners to write down the new words in **My Word List Page** given at the end of the each module.

I Use Language

In the first semester, students are introduced mainly to the basic concepts of grammar. But this has been done without taxing the students with the grammatical terminology. The approach used is implicit learning of grammar. The ultimate aim is to make the learners apply what they have learned in day-to-day life.

I Do It Well

This section familiarises the learners with the everyday expressions in English. Learners can practise these expressions through role plays. There are different role-play activities in the Coursebook. Here learners have to pair up with a partner and play the roles of different persons. Allow them to study the dialogue carefully. Set a time limit. While learners are engaged in the role-play activity, walk around the classroom and monitor them. Avoid interrupting their conversation. Observe common errors and deal with them in general sessions later.

I Write Well

The best way to promote the students' writing ability is through the Process-Writing Cycle. The experience of writing a first draft, getting feedbacks and rewriting the draft help learners improve their writing. While transacting writing skills.

- Provide key vocabulary that you think learners have to use in writing tasks.
- Some discussion of the content will help learners to get ideas on what they are going to write.
- Give some models so as to motivate the learners to write. Self check questions are appended so that students find out the mistakes they have made and correct themselves.

I Speak Well.

Of the four skills speaking is the most important. Classroom activities that develop learners' ability to express themselves through speech is an important component of a language course. The Coursebook provides a lot of opportunities for the learners to speak. Please don't skip any speaking activity or rush through it. Never interrupt the learners while they speak. Note down the glaring mistakes and deal with them later in general discussion.

Let us together make this book fruitful to the learners

Creative suggestions to improve this book are always welcome.

To the Students

'Words to Deeds' is an interactive course book in English designed to cater to your academic and professional needs. English is going to play a vital role whether you wish to pursue higher studies or take up a new career.

This book is prepared as a Coursebook cum Workbook providing sufficient space for the activities. However there are tasks you have to write down in your note book also. Follow the instructions carefully. Seek the help of your teacher when required.

Please keep in mind that the process of language learning is not confined to the study materials alone. They are mere tools to identify areas where emphasis is to be given.

The Coursebook provide enough opportunities for you to speak. Practical sessions are meant for improving your communicative skills in English. Please do not skip or rush through these tasks.

Wish you a fruitful learning experience.

Module - I
Nurturing Nature...



Nurturing Nature.....

“One impulse from a vernal wood,
May teach you more of man,
Of moral evil and of good,
Than all the sages can”

- William Wordsworth

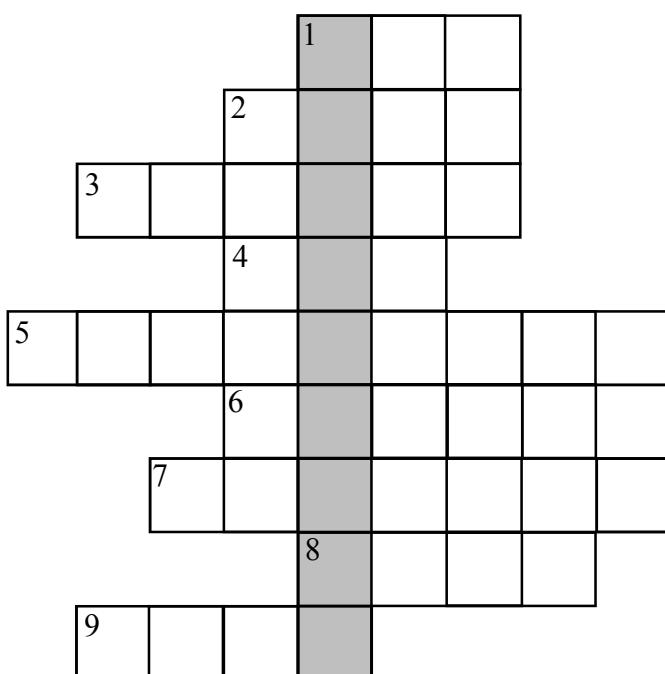


Get Set, Go.

Can you name two things in Nature?

Are you a part of Nature?

Try to fill up the Cross Word Puzzle using the hints given to find a secret message flashing right at you... (Write only horizontally)



1. I am the biggest and the brightest star close to your planet.
2. I am the tears of nature.
3. We are the food factory of a plant.
4. You don't like my sting but you love what I collect from flowers.
5. I am beautiful and colourful and you see me amidst the flowers.
6. I am the ship of the desert.
7. I have a long neck and I am the tallest living terrestrial animal.
8. I have a bark but I do not bite.
9. We breathe through gills.



I Love Reading

**Can children play an important role in protecting Nature?
What do you think?**

From Words to Deeds

(Core Text I)

- *Severn Suzuki*



Severn Cullis - Suzuki is a Canadian environmental activist, speaker, television host and author. She made this inspiring speech in the Earth Summit at Rio de Janeiro in 1992 when she was only twelve years old.

Hello, I'm Severn Suzuki speaking for E.C.O. - The Environmental Children's Organisation.

We are a group of twelve and thirteen-year-olds from Canada trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg and me. We raised all the money ourselves to come six thousand miles to tell you adults you must change your ways.

Coming here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election or a few points in the stock market. I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go.

1 What is Severn Suzuki fighting for?

.....
.....

2 How does Severn Suzuki prove that losing one's future is to be viewed seriously?

.....
.....

3 Who does she speak for?

.....
.....

4 Mention some techniques the speaker has used to make her speech effective

.....
.....



We cannot afford to be not heard. I am afraid to go out in the sun now because of the holes in the ozone. I am afraid to breathe the air because I don't know what chemicals are in it.

I used to go fishing in Vancouver with my dad until just a few years ago when we found the fish full of cancers. And now we hear about animals and plants going extinct every day - vanishing forever. In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these little things when you were my age?

All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions.

I'm only a child and I don't have all the solutions, but I want you to realise, neither do you!

- You don't know how to fix the holes in our ozone layer
- You don't know how to bring salmon back up a dead stream
- You don't know how to bring back an animal now extinct
- And you can't bring back forests that once grew where there is now desert

If you don't know how to fix it, please stop breaking it!

5. Why are children afraid to go out in the sun or breathe the air?

.....
.....
.....

6. What has happened to the fish in the sea?

.....
.....
.....

7. What are the little things that she speaks about? Are they really little things?

.....
.....
.....

Vanish - Disappear

Rainforest - Dense forest found in tropical areas of heavy rainfall.

Salmon - A large edible fish



Words to Deeds

Here, you may be delegates of your governments, business people, organisers, reporters or politicians - but really you are mothers and fathers, brothers and sisters, aunts and uncles - and all of you are somebody's child.

I'm only a child yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil - borders and governments will never change that. I'm only a child yet I know we are all in this together and should act as one single world towards one single goal. I'm only a child yet I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this earth would be!

In my anger, I am not blind, and in my fear, I am not afraid to tell the world how I feel.

Well, what you do makes me cry at night. You grownups say you love us. I challenge you, please make your actions reflect your words. Thank you for listening.

(Slightly abridged)

(To listen to the speech of Severn Suzuki log on to
<https://www.youtube.com/watch?v=1FmSxmpitBA>)

Let us share

Can you find three things in the speech that are of current relevance?

8. Why does Severn Suzuki remind the gathering that they are somebody's child?

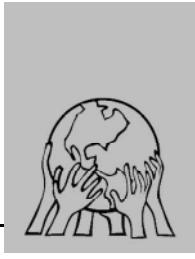
.....
.....
.....

9. How can we make our earth a wonderful place?

.....
.....
.....

10. The speech was made several years ago. Have we been able to make a change? If so, how? If not, why?

.....
.....
.....



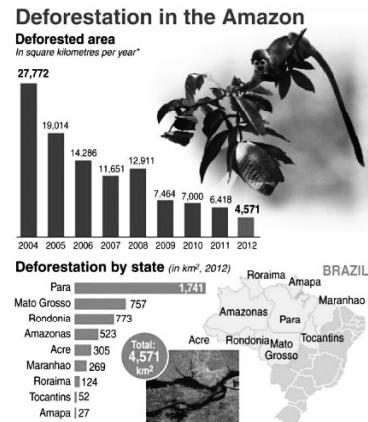
I Learn Words

Activity 1

Pair the following sentences from Suzuki's speech with the corresponding newspaper headlines. Underline the word that refers to the particular environmental issue.



1. You don't know how to fix the holes in our ozone layer
 2. You don't know how to bring the salmon back from the dead stream .
 3. You don't know how to bring back an animal now extinct. .
 4. You can't bring back forests that once grew where there is now desert .





Words to Deeds

Activity 2

Hidden in the word grid are 10 words, all associated with environment. Try to find them using the hints given. Complete the sentences using the words that you find out. The first letter of each word has been made bold to help you. Write down the words in the boxes given.

A	C	D	O	P	K	T	C	A	T	A	S	T	R	O	P	H	E
P	O	V	S	T	G	V	O	S	M	B	L	Y	B	V	T	S	A
S	T	V	K	L	M	H	N	S	T	O	R	Z	V	K	P	T	H
H	I	K	L	S	O	U	T	S	H	R	S	R	M	N	O	P	Q
B	I	O	D	E	G	R	A	D	A	B	L	E	P	S	V	R	K
S	M	K	P	W	S	R	M	Z	Z	N	C	C	K	K	L	M	O
P	P	S	T	A	M	I	I	O	A	M	G	Y	I	T	U	E	Q
T	A	B	L	G	O	C	N	P	R	K	U	C	S	Y	Z	X	B
V	C	L	O	E	S	A	A	U	D	L	O	L	K	I	M	B	V
P	T	O	X	I	C	N	T	P	O	S	A	E	P	B	C	X	A
M	N	O	T	N	U	E	E	L	U	K	L	K	O	J	F	S	G
N	I	M	S	E	S	J	E	Y	S	T	P	L	J	G	D	U	Y

Hints:

1. This is a 9 letter word which means severe tropical storm.

☞ A hurricane often causes severe damage and destruction.



2. This 11 letter word means “to make impure by exposure to or addition of a poisonous or polluting substance”

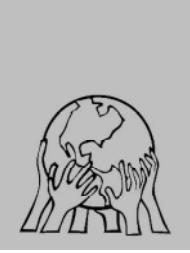
☞ Poisonous gases emitted by vehicles the air that we breathe.



3. Instead of saying the flowers blossom you can also say the flowers..... (5 letter word)

☞ Our rose plant will next week.





4. This six letter word means ‘effect’
 ↗ Looking at nature always has a positive on me.
5. This 13 letter word refers to something that decomposes through the action of micro organisms like bacteria.
 ↗ Plastic is not
6. This 7 letter word refers to the process of changing waste materials into new products .
 ↗ Newspaper is into paper crafts.
7. This 6 letter word is water carried waste.
 ↗ Cities should have more effective systems.
8. Beware of this 5 letter word because it is poisonous.
 ↗ Chemicals from factories make the water
9. This word indicates total disaster (11 letters)
 ↗ The Nepal earthquake was a major
10. This 9 letter word means ‘risky’
 ↗ Contaminated water is to aquatic life.



Write down the words that you find out from the grid in the boxes given below

Hurricane				



Words to Deeds

Activity 3

Try to fill in the passage below using the words you wrote down in the boxes.



Environmental pollution is one of the major threats that we face today. Air pollution, water pollution and sound pollution have adverse on the life of all living beings. gases like carbon monoxide and sulphur dioxide emitted by vehicles and factories cause severe health issues. The chemicals and fertilizers that the industries discharge into the rivers, seas and canals water. Deforestation, desertification, ozone layer depletion and so on are serious issues to consider. Awareness on the need to protect our environment should be given to everyone. The use of substances and can reduce environmental pollution to a great extent. We must act rather than think, for if not, we are fast heading to a final

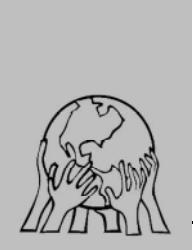
Activity 4

Let us talk

Pick out any one environmental issue mentioned above and talk to your friend focusing on the following points.

- Is this particular issue prevalent in your area?
- What are the major causes for it?
- Can you make two suggestions to control it effectively?





Activity5

Look at the following sentences.

The tiger is an endangered species. We need to take steps to protect it.

Here the word endangered means: (Tick the right option)

- a) Cruel b) lovable c) under the threat of extinction

Which clue word in the sentence helped you to find the meaning of the word endangered?

.....



Read the following sentences and try to guess the meaning of the words in bold from the context. Write the clue words in the space provided. One has been done for you.

1. Open your umbrella or else you will get wet. It is **drizzling**.
(a. Sunlight b. slight rain c. wind)

2. The couple got married under a **canopy** of flowers.
(a. overhead covering b. a carpet c. painting)

3. He loved her so much for being so kind to him. But, he **abhorred** her mother.
(a. Like b. hate c. admire)

4. Prolonged lack of rain causes severe **drought**.
(a. Flood b. mountain c. dry weather)

5. My sister is extremely neat in appearance while she is **slovenly** in her housekeeping.
(a. Messy b. clean c. careful)



Words to Deeds

6. Birds are **oviparous**; similarly, fish and reptiles lay eggs that hatch outside of the body.
 - (a. Producing seeds
 - b. laying eggs that hatch outside the body
 - c. giving birth to babies)
7. Jamal didn't want to tell Tina the entire plot of the movie, so he just gave her the **gist** of the story.
 - (a. The central idea
 - b. complete idea
 - c. nothing)

SL.NO	WORD	MEANING	CLUE WORD (S)
1.	Drizzle	Slight Rain	Wet, Umbrella

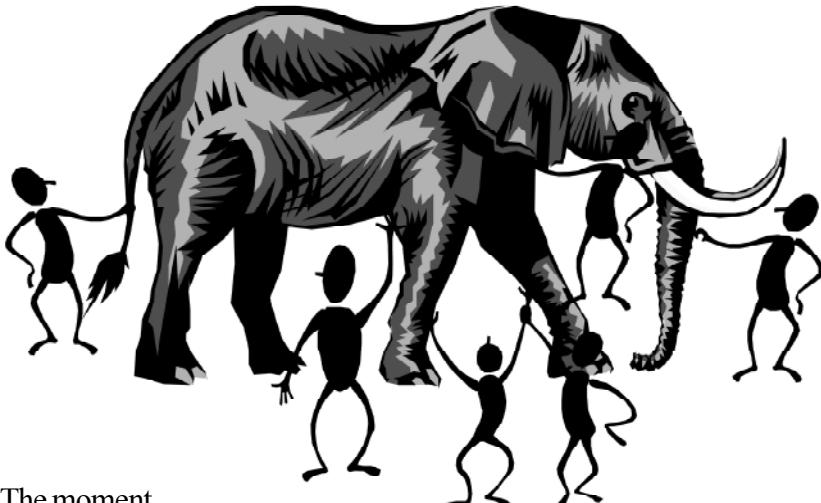


I Use Language

Do you like elephants? How will you describe an elephant? How would a blind man describe an elephant? Will he be able to describe it as you can? Let us read the following passage.

Six Blind Men and the Elephant

One day six blind men set upon a journey to the neighbouring village. They heard that an elephant had descended into the neighbouring village. They wanted to feel and understand what an elephant was like.



After a long and hard journey, they reached the village named Vijayanagar. The moment they felt the presence of the elephant, all of them went to the elephant and caught hold of each part. The first blind man, Ramu, who touched its trunk asserted, "Look here, gentlemen, I have found what an elephant is like. It's like a snake and it is pretty long and rubbery."

"No, Who told you so? it is like a knife, sharp and smooth." Raju was firmly holding the elephant's tusks.

The elephant stood calmly amused by the blind men's pranks. The third blind man hung on the huge leaf like ears of the elephant and declared, "You are all wrong. The elephant is like a leaf, big and flat."



Words to Deeds

The fourth blind man laughed at the third and said that he was a fool. His observation was “An elephant is like a tree, round and hard.” The fifth man said, “You are all wrong. It’s like a wall, high and wide.” He was leaning against the huge body of the elephant.

“Have you all finished?” The sixth man said holding the tail of the elephant in his hand. He said firmly that it’s like a long and thin rope.

A quarrel followed and the elephant grew impatient. He trumpeted, “You are all carried away by your first impression. You are all right and at the same time wrong. My trunk is like a snake, my tusks are like sharp knives. My sides are like walls and my tail is like a rope. My ears are like big leaves and my legs are like trees”.

Then the elephant walked away proudly. They realized their foolishness and promised to listen to each other hereafter. Among the spectators there was a European lady named Sarah. She went and told the story to all her friends.

Activity 1

Pick out the naming words, reference words and describing words from the passage.

Naming words	Reference words	Describing words
Elephant	It	large
	He	blind
Tusk		
		Rubbery
	She	
		flat
men		

Activity 2

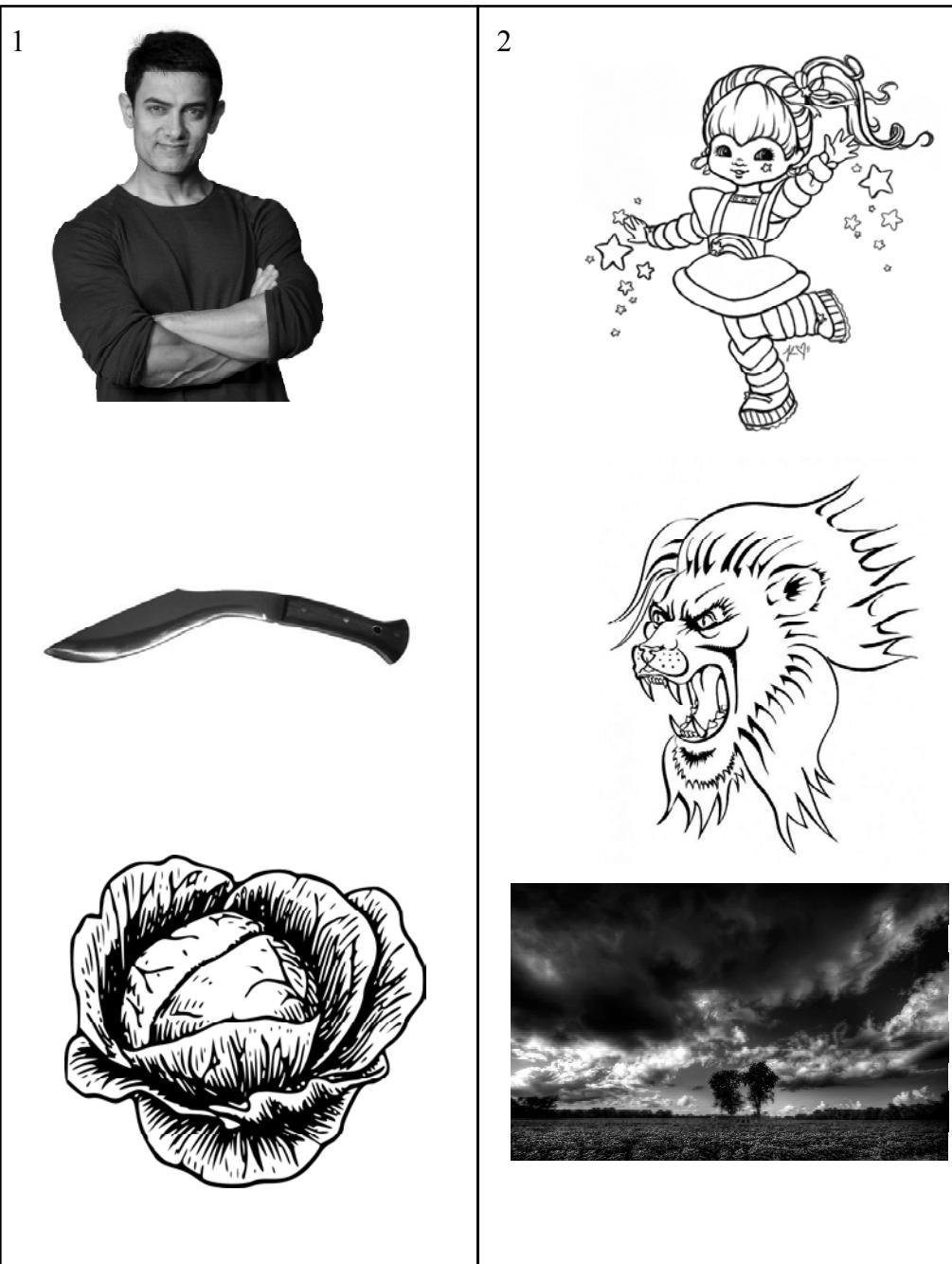
Sit in pairs, discuss with your friend and frame sentences using any three of the above terms.

Eg This is an elephant. It is a large animal
 This is a tusk. It is sharp and smooth.



Activity 3

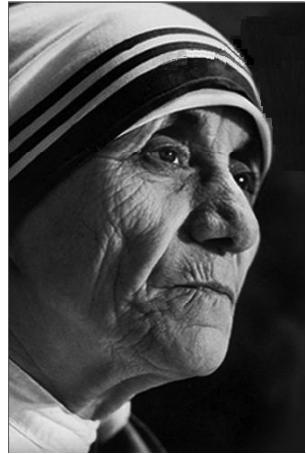
Students are divided into groups. Each group is given one set of pictures. Describe each picture using the describing words given in the word mirror.



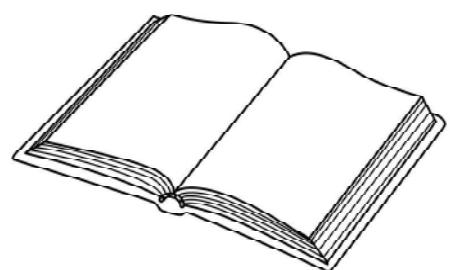
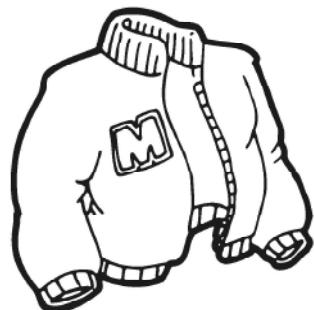
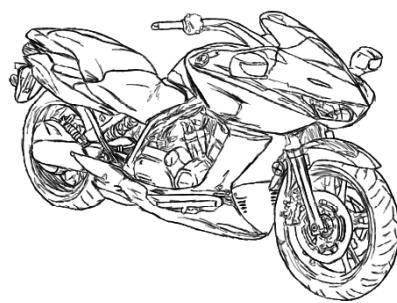


Words to Deeds

3



4





sharp	delicious	dark
popular	elegant	jovial
full sleeved	handsome	curved
exuberant	ferocious	leafy
nutritious	expensive	compassionate
wrinkled	sporty	majestic
informative	creamy	cloudy
graceful	interesting	woollen



Words to Deeds

Activity 4

Read the sentences from the passage carefully and say whether the explanations given are true or false. Tick the right box.

1. What's **an** elephant?

- An is used before elephant because the word elephant starts with a vowel sound.

True	False
------	-------

2. An elephant is like a snake.

- A is used before snake because the word snake starts with the consonant sound 's'

True	False
------	-------

3. Among the spectators there was a European lady named Sarah.

- It is wrong to use 'a' before European because the word European starts with a vowel letter.

True	False
------	-------

It is not the letter but the sound that matters. 'European' starts with the consonant sound 'y' /j/. Now tell me is it 'a' or 'an' European?

Can you give me 3 words which start with a vowel letter but has a consonant sound and three which start with a consonant letter but has a vowel sound? Eg : an hour (A word bank is provided to help you)

Honest man, university, heir, one way street, year, honour,

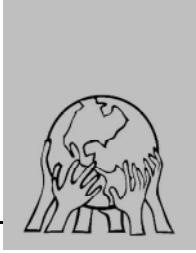


4. The second man touched the elephant.

- 'The' is used before elephant because it has already been referred to once.

True	False
------	-------

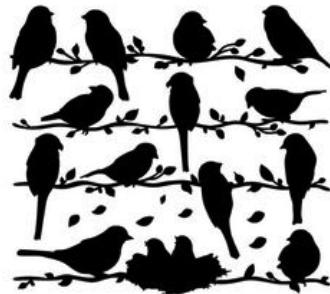
Give me some more instances where 'the' is used
• before superlatives
Eg. the best, the tallest
• •



Activity 5

Frame questions based on the hints given and ask them to your friends. Write down their answers in the space provided. Use the words in the box.

any, many, several, some,
much, a little, a few, anyone,
no one, someone, enough, more



1. (Number of birds?)

Q. How.....?

A.

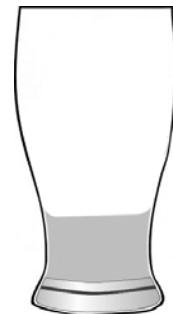
2. (amount of water)

Q. How.....?

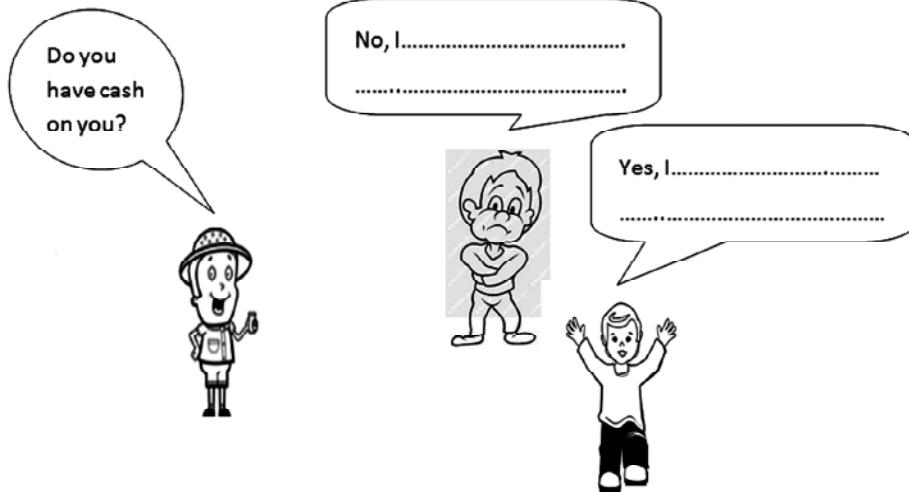
A. There is only.....

Q. Is this?

A. No. I want



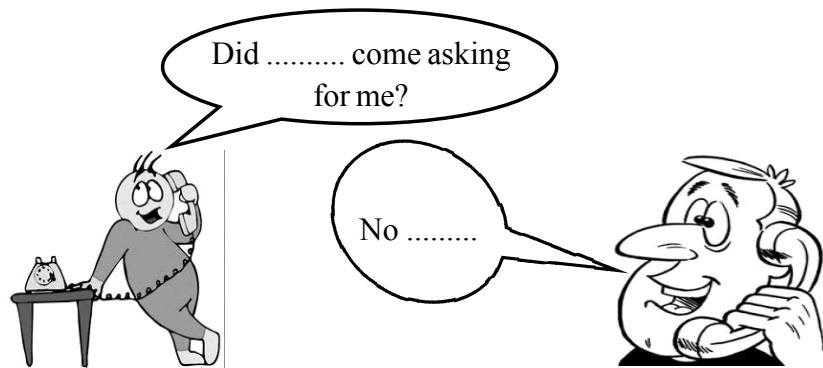
- 3.



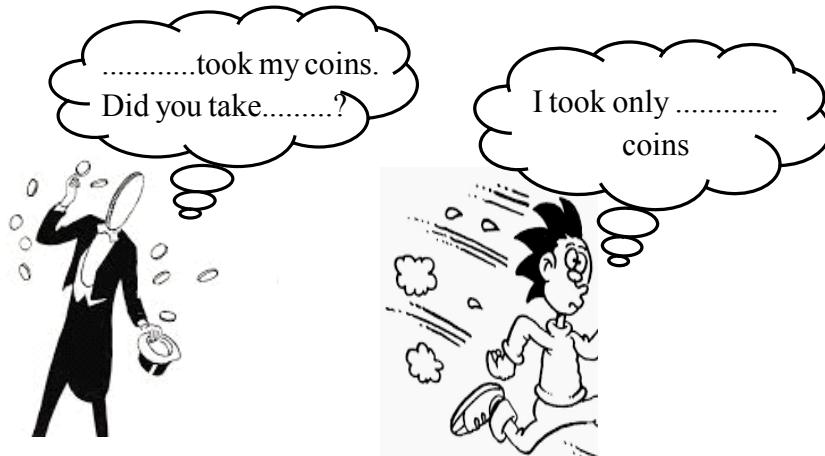


Words to Deeds

4.



5.



Activity 6

Read the story about Gopi given below. There are some mistakes in it (given in bold letters)
Replace them with the correct ones from the box.

A, an, the, no one, a lot of,
someone, everyone, his

Old Gopi, a beggar, had **an** crooked leg, and had been sitting on **a** footpath for years, begging for alms. In **an** evening, **anyone** would come and take him home on his shoulders. **Nothing** had ever seen him walk. But now, on learning that a bank was robbed, Gopi shocked **someone** by jumping to **her** feet and actually running at **an** good speed in **a** direction of **a** bank. It soon became known that he had **many** money in **a** bank.

Activity 7

20

Sit in pairs and tell your partner what you think of old Gopi. Then write two sentences to describe him.



I Write Well

Activity 1

Read the following passage.

sometimes it gets really baffling when i have to decide whether to capitalize a letter i know i don't always have to capitalize the word doctor. do i have to capitalize dr johnson. there is also the question of comma question mark exclamation mark or just a full stop at the end of each sentence. There is also the issue of simplicity. Can I state a sentence in such a way that no one comprehends anything. The only thing I am sure now is that it will be a lot easier if I pay more attention to my English class

Rewrite the passage correcting the errors you noticed. (Individual activity)

.....
.....
.....

Use the self check questions given below to improve your writing.

1. Did you begin each sentence with a capital letter?
2. Did you capitalize 'I' and names of persons?

We also use capital letters before

- Names of places/mountains/rivers- E.g.: Ernakulam, The Alps,
- Days and Months - E.g.: Monday, August,
- Names of Nations and Nationality word - E.g.: India, American,,

Can you add more instances where capitalization is used?

-
-



Words to Deeds

3. Did you punctuate the sentences properly? (full stop, comma, question mark etc.)

Punctuation marks help to communicate the meaning of a sentence clearly.

Two commonly used punctuation marks are given below.

Apostrophe (')-

- To show contractions - E.g.: I'm = I am
- To show possession - E.g.: Riya's book

What is the difference between

Its It's

**Let's eat grandpa.
Let's eat, grandpa.**

**correct punctuation can
save a person's life.**

Question mark (?) -

- Used with questions - E.g. : What is your name?

Find out the commonly used punctuation marks and their uses.

4. Did you use proper linkers (but, then etc.)?

Given below are certain words (linkers) that make your writing more effective.

Classify them into the following heads.

As well as, in addition to, therefore, consequently, that is why, because, as a result of, since, first, firstly, second, after that, next, subsequently, but, however, nevertheless, whereas, for example, for instance

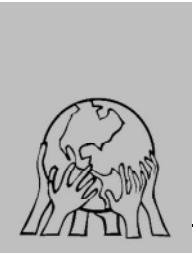
1. Adding information - as well as,
2. Telling about the result -,
3. Giving reason,
4. Telling sequence,
5. Giving examples,
6. Making comparisons and contrasts,

Linkers are words that connect ideas and sentences in a paragraph

5. Are the spellings correct?

6. Did you use simple words instead of difficult ones? Eg: confusing instead of baffling.

Why don't we try editing the paragraph once again taking into consideration all the above mentioned tips to writing better English? (Group Activity)



I Do It Well

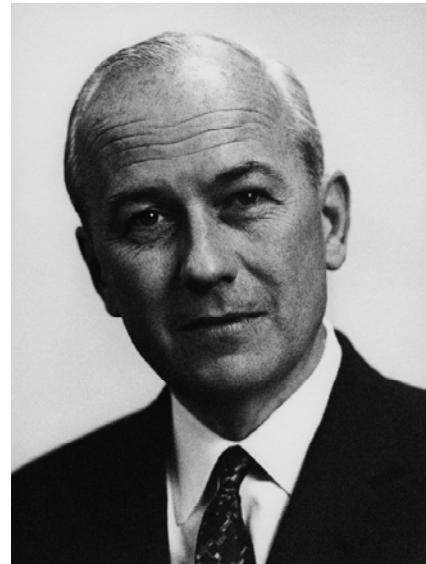
Jeremy's First Hunt

(Core Text II)

- Arthur Gordon

Arthur Gordon (1912-2002) is an American writer whose career as an author and editor spanned more than half a century. He is the author of 14 books including *A Touch of Wonder*, *Return to Wonder* and *A Song Called Hope*. He was also the former editor of Good Housekeeping, Cosmopolitan and Guidepost magazines. He has also contributed to such publications as Reader's Digest, Esquire, Collier's, Saturday Evening Post, McCall's and Redbook. Gordon was perhaps best known locally for *A Touch of Wonder*, a collection of descriptive essays on family and life along the Georgia coast.

'Jeremy's First Hunt' is taken from his 1983 collection of stories entitled *Through Many Windows*.



Arthur Gordon

Let us listen to the story of Jeremy and his father

His father said, "All set, boy?" and Jeremy nodded quickly, picking up his gun with awkward mittened-hands. His father pushed open the door and they went out into the freezing dawn together, leaving the snug security of the shack, the warmth of the kerosene stove, the companionable smell of bacon and coffee.

They stood for a moment in front of the shack, their breaths white in the icy air. Ahead of them was only the vast expanse of marsh and water and sky. Ordinarily Jeremy would have asked his father to wait while he fussed around with his camera, trying to record the bleak arrangements of black and gray and silver. But not this morning. This was the morning, solemn and sacred, when 14-year-old Jeremy was to be initiated into the mystic rites of duck shooting.

Mitten – A type of glove that covers the four fingers together and the thumb separately



Words to Deeds

And he hated it, had hated the whole idea ever since his father had bought him a gun, had taught him to shoot clay pigeons, had promised him a trip to this island in the bay. But he was determined to go through with it. He loved his father, wanted more than anything in the world his approval. If only he could conduct himself properly this morning, he knew that he would get it.

Why did Jeremy decide to go through with shooting even though he hated the whole idea?

.....
.....
.....

They came to the blind, a narrow, camouflaged pit facing the bay. In it was a bench, a shelf for shotgun shells, nothing else. Jeremy sat down tensely, waited while his father waded out with an armful of decoys. Light was pouring into the sky now. Far down the bay a string of ducks went by, etched against the sunrise. Watching them, Jeremy felt his stomach contract.

To ease the sense of dread, he took a picture of his father silhouetted against the quicksilver water. Then he put the camera hastily on the shelf and picked up his gun.

His father came back and crouched beside him, boots dripping, hands blue with cold. "Better load up. Sometimes they're on top of you before you know it." He watched Jeremy break his gun, insert the shells, close it again. "I'll let you shoot first," he said. He loaded his own gun with a metallic snap. "You know," he said happily, "I've been waiting a long time for this day. Just the two of us . . ."

He broke off, leaning forward, eyes narrowed. "There's a small flight now, headed this way. Keep your head down; I'll give you the word."

Behind them the sun had cleared the horizon, flooding the marshes with tawny light. Jeremy could see everything with an almost unbearable clarity: his father's face, tense and eager, the faint white frost on the gun barrels. His heart was thudding wildly. *No, he prayed, don't let them come. Make them stay away, please!*

Why did Jeremy pray to God to make the birds stay away?

.....
.....
.....

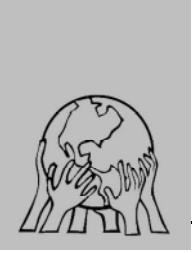
But they kept coming. "Four blacks," his father said. "One mallard."

Camouflage – way of hiding something with paints, leaves etc

Wade- walk with an effort through water or mud

Decoy- a bird or animal, or a model of one, used by hunters to attract other birds or animals.

Mallard – a common wild duck.



High above, Jeremy heard the pulsing whistle of wings as the flight went over, swung wide, began to circle. "Get set," his father whispered.

In they came, gliding down the sunlit aisles of space, heads raised alertly, wings set in a proud curve. The mallard was leading; light flashed from the iridescent feathers around his neck and glinted on his ruddy breast. Down dropped his bright orange feet, reaching for the steel colored water. Closer, closer . . .

"Now!" cried Jeremy's father in an explosive roar. He was on his feet, gun ready. "Take him!"

Jeremy felt his body obey. He stood up, leaned into the gun the way his father had taught him. He felt the stock cold against his cheek, saw the twin muzzles rise. Under his finger the trigger curved, smooth and final and deadly.

In the same instant, the ducks saw the gunners and flared wildly. Up went the mallard as if jerked by an invisible string. For a second he hung there, poised against the wind and sun, balanced between life and death. *Shoot*, said something sharply in Jeremy's brain. And he waited for the slam of the explosion.

But it didn't come. Up went the mallard higher still, until suddenly he tipped a wing, caught the full force of the wind and whirled away, out of range.

There was no sound except the faint rustle of the grasses. Jeremy stood there, gripping his gun.

"Well," his father said at last, "what happened?"

The boy did not answer. His lips were trembling.

His father asked, in the same controlled voice,
"Why didn't you shoot?"

Jeremy thumbed back the safety catch. He stood the gun carefully in the corner of the blind. "Because they were so alive," he said, and burst into tears.

Jeremy burst into tears. What do you think the reason is?

.....
.....
.....

Iridescent – showing many bright colours that seem to change in different lights
Muzzle - The forward, discharging end of the barrel of a gun.



Words to Deeds

He sat on the rough bench, face buried in his hands, and wept. All hope of pleasing his father was gone. He had had his chance and he had failed.

For a long moment his father was silent. Then Jeremy felt him drop down beside him. “Here comes a single. Let’s try again.”

Jeremy did not lower his hands. “It’s no use, Dad. I can’t.”

“Hurry,” his father said roughly, “You’ll miss him. Here! ”

Cold metal touched Jeremy. He looked up, unbelieving. His father was handing the camera to him. “Quick,” he said softly. “He won’t hang around all day!”

In swept a big pintail drake driving low across the water, skidding right into the decoys. Jeremy’s father clapped his hands, a sound like a pistol shot. The splendid bird soared, feet retracted, head raised, wings flailing, white breast gleaming. Then he was gone.

Jeremy lowered the camera. “I got him!” His face was radiant.

“Did you?” His father’s hand touched the boy’s shoulder briefly. “That’s good.” He looked at his son, and Jeremy saw that there was no disappointment in his eyes, only pride and sympathy and love. “It’s okay, son. I’ll always love shooting. But that doesn’t mean *you* have to. Sometimes it takes as much courage not to do a thing as to do it.”

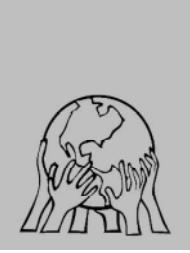
He paused. “Think you could teach me how to work that camera?”

Comment on the relationship between Jeremy and his father.

.....

.....

.....



Activity 1

Imagine that Jeremy goes and requests the man standing near the bench to take a photograph of his father and himself. The conversation between them is given below. Some sentences are missing. Complete them.

Jeremy : Hello sir. Can you do me a favour?

First man :
(positive response)

Jeremy : Could you please.....
(requests to take their photo)

First man :
(he doesn't know how to use the camera
properly)

Why don't you ask the man standing over there?

Jeremy : No problem. I will ask him.

Jeremy meets the second man

Jeremy : Sir, Would you mind.....

Second man :
(positive response)

You had better sit on that bench.

Jeremy : Thats fine.

Second man : Ok. Now say cheese.

Request Structures

Would you mind.....

Can/could you

Will/would you.....?

Would it be possible for you to....

Please....

Accepting Requests

Sure I'd be happy to

Of course/certainly.....

No, not at all

No problem

Yes , with pleasure

Denying Request

I'd love to, but.....

I'm sorry but.....

I am afraid

Sorry.....



Activity 2

Tick the right answers.

I. The positive response to Would you mind ? is

1. Yes, I would.
2. No, not at all

II. Would you mind me with the home work?

1. help
2. helping
3. to help

III. How can we deny a request ?

1. No, I will not
2. I am afraid I can't..
3. I am sorry I don't think I can...

It is not considered polite to deny a request with a 'No'. Give some reason whenever you answer in the negative.

IV. Which among the following is not used for making requests.

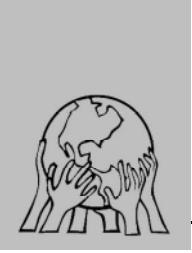
1. Do you mind coming with me tomorrow?
2. Could you come with me tomorrow, please?
3. Come with me tomorrow.

V. Which among the following is not a positive response to a request?

1. Yes, of course.
2. Yes, sure
3. Certainly
4. Let me think.

VI. Which among the following is a more formal request.

1. Can you please tell me the right answer?
2. Would you mind telling me the right answer?



Activity 3

Now write down in the table the request structures you have used and their responses.

Sl.No	Request Structures	Responses	
		Positive	Negative
1			
2			
3			

Activity 4

Pair work

Sit in pairs, discuss with your partner and fill in the dialogue below.

1. Manu has lost his mobile phone. He requests you to lend your phone to him to make an urgent call.

Manu : Hello Ram,(Request)

Ram : (Positive response)

2. You want some help with your home work. Request your friend Hari to come to your home in the evening to help you.

You :(Request)

Hari : (Refusing request)

3. Ganesh requests his boss to sanction him a day's leave.

Ganesh :(Request)

Boss :(Refusing request)

4. You have given your original certificates in the office. Request the clerk to give them back so that you can get the copies attested.

You :(Request)

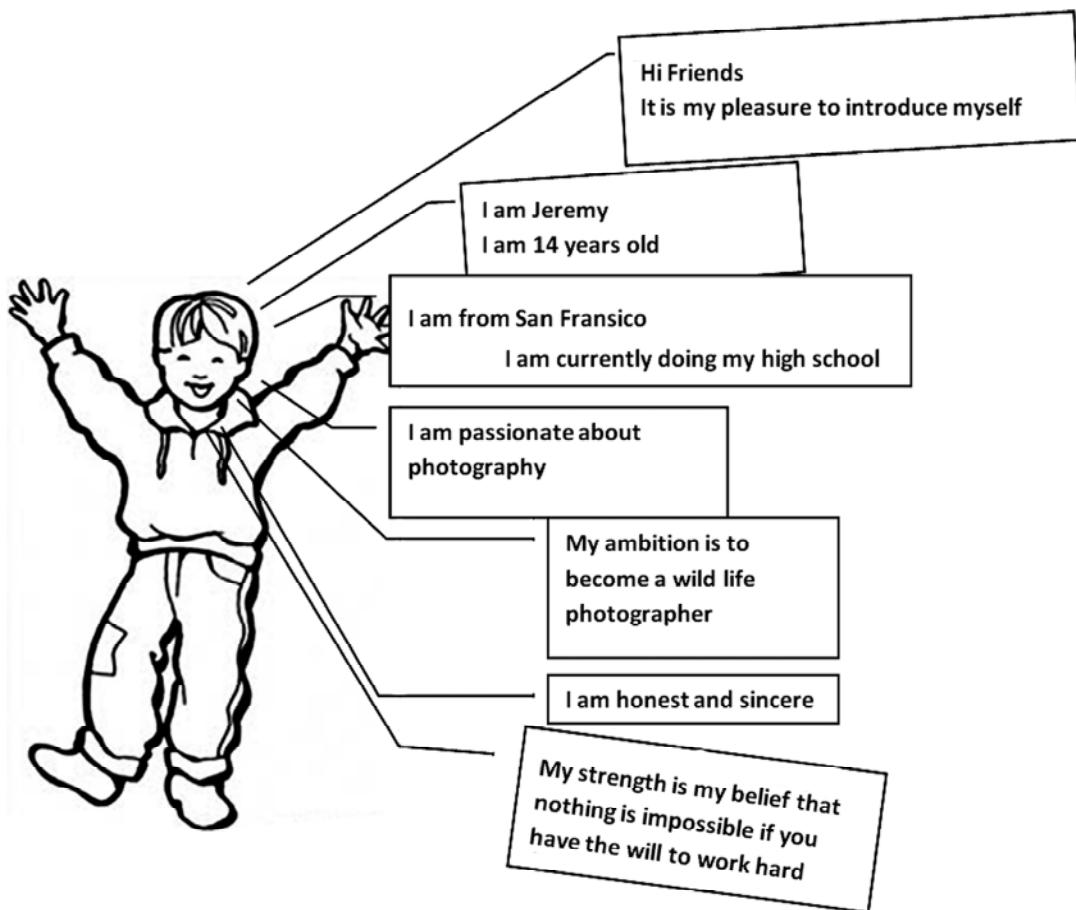
Clerk:(Positive response)



Words to Deeds

I Speak Well

Hello friends. Jeremy would love to be your friend. Listen to Jeremy introducing himself.





Activity 1

Introduce yourself to your class.

(You can make use of structures given in the box)

Beginners	Where you are from	Education	Hobbies	Ambition
Let me introduce myself	I am from.....	I completed my schooling in	My hobbies are.....	I would like to become..
My name is....	I come from.....	I finished my tenth from.....	I love to	My goal is to become..
I am.... from....	My native place is.....	At present I am studying in	My passion is...	I want to be.....
	I am a native of.....	I am doing my Diploma in.....	I am interested in..	
	I belong to....			
	I reside at.....			
Qualities	Family			
I am.....	I have members in my family My family consists of My father is Mr. He is My mother is Mrs. She is a home maker			
[hardworking, an optimist, reliable, efficient, dependable, truthful, sincere, friendly, earnest, good humoured, amiable, resourceful, diligent, punctual, frank, adventurous, easy going]				



Words to Deeds

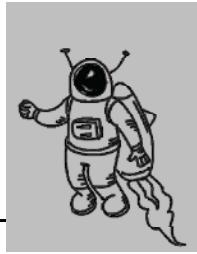
My Word List

Module - II

Towards Tomorrow







Towards Tomorrow

“For I dipped into the future, far as human eye could see,
Saw the vision of the world, and all the wonder that would be.”

- Alfred Lord Tennyson

Get Set, Go.



Let us Share

Name a few modern apps you are familiar with.

List a few uses of these apps.

Do you think they are really useful? Why?

Imagine an app which will help us to communicate with people from other planets! What will be its features?



I Love Reading

(Core Text I)

The Watery Place

Isaac Asimov (1920-1992) is a Russian-born American writer, scientist and biochemist. He is the author of many works of science fiction, books on science for non-scientists and essays on a wide variety of subjects. Asimov's most famous work is the Foundation Series. "The Watery Place" is a short story first published in the October 1956 issue of Satellite Science Fiction.



Isaac Asimov

We're never going to have space travel. What's more, no extraterrestrials will ever land on Earth - at least, not any more.

I'm not just being a pessimist. As a matter of fact, space travel is possible; extraterrestrials have landed. I know that. Spaceships are crossing space among a million worlds. But we'll never join them. This is because of a silly mistake.

I'll explain.

It was actually Bart Cameron's mistake. He's the sheriff at Twin Gulch, USA, and I'm his deputy. Bart is an impatient man especially when he is working on his income tax forms. You see, besides being sheriff, he also owns and runs the general store, he's got some shares in a sheep ranch, he does a bit of assay work, he has got a kind of pension for being a disabled veteran (bad knee) and a few other things like that. Naturally, it makes his tax figures complicated.

So it's too bad the flying saucer landed on April 14, 1956, when he was in the middle of filling his tax forms.

extraterrestrials : of or from outside the earth or its atmosphere; aliens

sheriff : the chief executive officer in a county, having various powers.

assay : the testing of a metal or ore to determine its ingredients and quality.

flying saucer : a disc-shaped flying craft supposedly piloted by foreign creatures; a UFO.



Words to Deeds

I saw it land. It looked like a shooting star at first.

Then the line of light looked like a rocket.

It came down sweet, steady and without a sound. Two men got out.

I couldn't say anything or do anything. I just sat there. Cameron? He never looked up.

How did the saucer land?

.....
.....
.....
.....

There was a knock on the door which wasn't locked. It opened and the two men from the flying saucer stepped in. I would have thought they were city fellows if I hadn't seen the flying saucer land. They wore dark suits and black shoes. They had dark complexions, black wavy hair and brown eyes. They had very serious looks on their faces and were about five foot ten apiece. They looked very much alike.

God, I was scared.

But Cameron just looked up when the door opened and frowned.

He said impatiently, "What can I do for you, folks?"

One of the two stepped forward. He said, "We have watched your people for a long time." He pronounced each word carefully. "We have chosen this locality for our first meeting because it is isolated and peaceful. We know that you are the leader here."

"I'm the sheriff, if that's what you mean, so spit it out. What's your trouble?"

"We have learnt your language and way of dressing. We even changed our appearances."

You could see that Cameron was beginning to understand. He said, "You guys foreigners?" Cameron didn't much like foreigners.

Contrast the reaction of the narrator with that of Cameron's when they meet the aliens.

.....
.....
.....

Why did they choose Twin Gulch to make contact with the earth?

.....
.....
.....
.....

complexion : the natural colour, texture and appearance of a person's skin.

isolated : far away from other places, buildings, or people; remote.

apiece : each

spit out :to utter



Words to Deeds

The man from the saucer said, "Foreigners?
Indeed we are.

We come from the watery place your people
call Venus."

(I had seen the flying saucer. I had seen it land.
I had to believe this! These men — or these
somethings — came from Venus.)

What does the watery place refer to?

.....
.....
.....

But Cameron never blinked an eye. He said, "All right. We all have equal rights regardless of race, creed, colour, or nationality. I'm at your service. What can I do for you?"

"We would like you to bring the important men of your country here for discussions. We want you to join our great organisation."

Slowly, Cameron got red. "Our people join your organisation! We're already part of the UN and God knows what else. And I suppose I'm to get the President here, eh? Right now? Send a hurry-up message?" He looked at me with amazement.

And Cameron really went to pieces. He banged his income tax form and yelled, "I have no time for foreigners who act too clever. If you don't get out of here right now, I'll lock you up and I'll never let you out."

"You wish us to leave?" said the man from Venus.

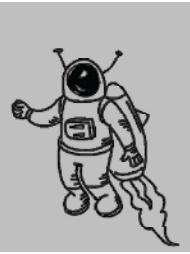
"Right now! Get the hell out of here and back to wherever you came from. I don't want to see you." The two men looked at each other, making little twitches with their faces.

Then the one who had done all the talking said,
"I can see you wish to be left alone. It is not our
way to force ourselves on people who do not
want us. We will respect your privacy and leave.
We will not return. We will girdle your world in
warning and none will enter and your people
will never have to leave."

They turned and left, and I just knew that
everything they said was true. I was listening to

Why, do you think, the sheriff spoke
in a rude manner?

.....
.....
.....



them, you see, which Cameron wasn't, because he was busy thinking of his income tax. And when they left, I got my voice back—too late. I screamed, "Cameron, for God's sake, they're from space. Why did you send them away?"

"From space!" He stared at me.

I yelled, "Look!" and pulled him to the window. When he saw what was going on outside the window, the breath went out of him.

Those two men were getting into the flying saucer and the saucer sat there, large, round, shiny and powerful. Then it took off like a shooting star, slowly fading out.

And I said, "Sheriff, why did you send them away? They had to see the President. Now they'll never come back."

Cameron said, "I thought they were foreigners. And they talked funny and looked Italian. I thought they were Italian."

"How could they be Italian? They said they were from the planet Venus. I heard them. They called it the watery place or something. You know Venus has a lot of water on it."

But you see, it was just an error, a stupid error, the kind anyone could make. Only now Earth is never going to have space travel and or have another Venusian visit us. That fool Cameron and his income tax!

Because he whispered, "Venus! When they talked about the watery place, I thought they meant Venice!"

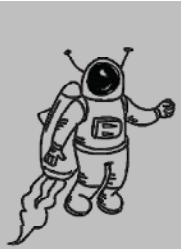
What is the climax of the story?

Why did the Sheriff mistake Venus for Venice?

How credible is the story in your opinion?

Venusian : a person from Venus

Venice : a town in Italy where people use canals instead of roads for travelling.



Words to Deeds

I Learn Words

Activity 1

Fill in the blanks using the correct form of the words/phrases you learnt in the glossary

1. Many space missions sent from the Earth were in search of
2. Jewellers gold to test its purity.
3. Aliens are said to be travelling in
4. The princess Snow White had a fair
5. Karun lives in an village away from the city.
6. Immature people when they face challenges.
7. A leather belt was around the dog's neck.

Activity 2

Read the sentences below and fill in the blanks using the antonyms (opposites) of the words in bold letters. The first one has been done for you. You may get the answers from the help box.

native	violent	rickety	doubt
novice	optimist	simple	

1. The narrator says that he is not a **pessimist**. That means that he is actually an
2. Yesudas is a **veteran** singer. However, he also encourages artists.
3. The Sheriff's many sources of income made his tax figures **complicated**. Otherwise, the figures would be
4. Saints lead a **peaceful** life. They don't desire a one.



5. For Cameron, the aliens are **foreigners**, whereas his deputy is a
6. We must **believe** in our ability, and never it.
7. Writing requires a table which is **steady**, not a one.

Activity 3

Each word in the list below has two synonyms (words with similar meaning). Find out the synonyms of the following words from the box below. One has been done for you.

Impatient, scared, apiece, amazement, clever, twitch, privacy, error

E.g. impatient: annoyed, irritated

each, intelligent, astonishment, jerk, blunder, solitude, annoyed, terrified,
wonder, smart, tremble, respectively, seclusion, fault, irritated, frightened

scared: ,

apiece: ,

amazement: ,

clever: ,

twitch: ,

privacy: ,

error: ,

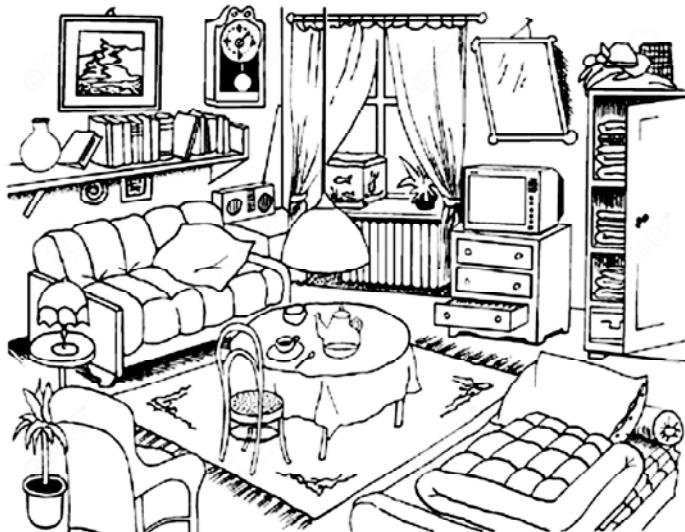


Words to Deeds

I Use Language

Activity 1

Study the following picture and describe it in your own words. Use the hints given in the box.



There is/are.....

..... has got/have got

..... is placed near

hung, on, beside

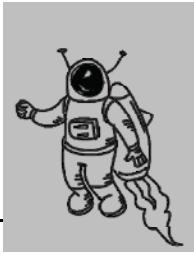
above, below, at, in

Activity 2

Read the following paragraph and observe the highlighted words.

Science Exhibition

Our college **conducted** a science exhibition on 28 February 2015. This time the topic was “Science and Technology for a Better Tomorrow”. The budding scientists of our polytechnic **presented** many creative ideas as exhibits. There were young Faradays, Newtons and Edisons among them. The exhibits were creative and attractive. Our Principal **inaugurated** the exhibition. She **spoke** about how Edison had **worked** hard to make the filament of the bulb. The exhibits **included** eco-friendly houses,



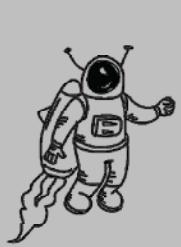
electromagnetic cranes, anti-gravity devices, intelligent street lights that **turned** on when sunlight faded, traffic control sensors etc. One interesting model was that of a door which **shut** and **opened** automatically. There was an electronic knife which neatly **cut** fruits or vegetables when **put** under it and a calling bell which **rang** when it detected a visitor. Every model was **built** with care and **appeared** wonderful. These **provided** a feast for our eyes. Students from various polytechnics **visited** and **saw** the exhibits.

Now try to complete the following tables with the past tense and past participle forms of the highlighted words. An example is given in each table. Collect as many words as you can.

Different	Same	Same
Conduct	Conducted	Conducted

Different	Different	Different
Speak	Spoke	Spoken

Same	Same	Same
Cut	Cut	Cut



Words to Deeds

Activity 3

Complete the story given below using the words you have learnt. One group will begin the story, the second group shall continue it and the next adds a third sentence and so on.

E.g. We **went** for a movie yesterday. The movie that we **saw** was.....

Activity 4

Have you ever organized a science exhibition?

How do students and teachers prepare for a science exhibition?

Think of different tasks connected with a science exhibition and complete the table below.

Hints

models projects inform staff and students media

food seminars light and sound transportation

TEACHERS	They have to guide the students to prepare models. They need to..... They should.....
STUDENTS	They can..... They may.....
OFFICE STAFF	They will..... They ought to.....



Activity 5

Read the following conversation and understand the words used to show functions like request, command, ability, probability, obligation etc.

Supervisor: Good morning Sir, I would like to have a word with you regarding our new policy. **Should** we work on Saturdays?

Boss: Of course, we **can** increase our production with this new policy.

Supervisor: But, some of the workers might not agree with the new policy because they **may** have other plans for Saturday.

Boss: I am the boss. You **ought to** agree with me!

Supervisor: Yes, I know that you are the boss. But, I hope you **would** consider our opinion.

Boss: Hmm... I **may** increase the salary for that day.

Supervisor: If that is the case, I **need** to agree with you.

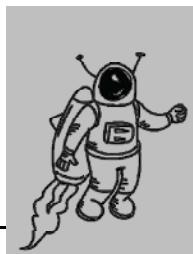
Boss: So, I **will** announce this matter at the meeting tomorrow. **Shall** we go for breakfast now?

Supervisor: Yes, we **could** go to that new restaurant you mentioned before.

Boss: That is a good idea. Let's go.

Study the words in bold letters in the above conversation and complete the table below.

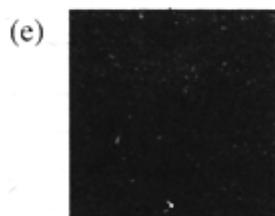
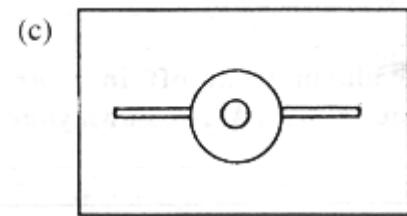
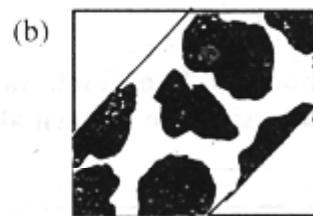
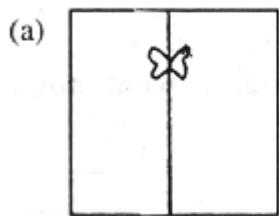
Function	Word/words used
Obligation	Should
Request	
Possibility	
Suggestion	
Command	
Promise	



Words to Deeds

Activity 6

Look at these pictures. Guess what they could represent and tell them to your partner. Use the following words in your sentences:



+	-
could be	won't be
will be	couldn't be
may be	can't be
must be	
might be	

E.g. (a) It **could be** a butterfly on a rope or it **might be** the tail of a kite.



I'm All Ears

Activity 7

Your teacher will read to you the instructions given by the Principal of A B College on the reopening day. Listen to her carefully and then answer the questions that follow:

Good morning everybody. On the beginning of the new academic year, I would like to inform you certain rules of the college.

Everyone must come to college on time. Latecomers should get written permission from the Principal to enter their classes. Students must come in full uniform every day. They may play games in the ground after college hours. Students should not bring mobile phones to the campus. The college building, classrooms, corridors and the premises need to be kept clean and tidy. Any damage caused to the college property ought to be made good. Parents should meet the class teacher at least once a month. They may contribute books to the college library whenever they celebrate occasions.

I wish you all a fruitful and enriching academic year!

1. Can students wear casual dress to college?
 - a. No, they **must** wear their uniform every day.
2. What should the latecomers do?
3. When can the students play games?
4. How about mobile phones in the campus?
5. What is the policy regarding damage to college property?
6. How often can parents meet the class teacher?
7. What is the request to students?



Words to Deeds

Activity 8

Here are some signboards that you come across in daily life. Try to find out (i) where they are seen and (ii) what they mean. An example has been done for you.

Don't walk on Grass

Seen at : Parks

Meaning : You must not walk on the grass.

No Parking

Tender Exact Change

No Smoking

Footwear not allowed

No Admission

Switch off Mobile Phones



STOP



GIVE WAY



RIGHT TURN
PROHIBITED



SPEED
LIMIT



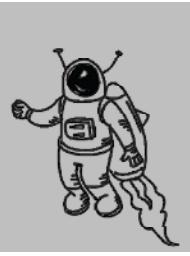
ONE WAY



COMPULSORY
TURN LEFT



COMPULSORY AHEAD
OR TURN LEFT



I Speak Well

Presentation Skills

One of the most important skills required in today's professional world is the ability to make effective presentations.

Activity 1

Consider the following words. Discuss with your partner and select five elements which you think are the most important in a presentation. Also discuss why you think they are important.

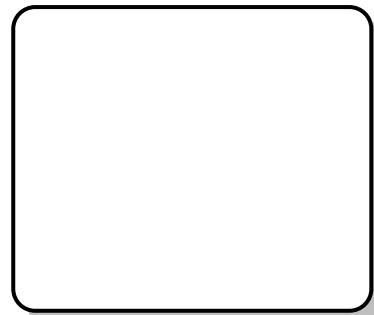
company's reputation	names of listeners	proper accent
planning	preparation	choice of vocabulary
eye contact	pronunciation	use of jargon
		special effects

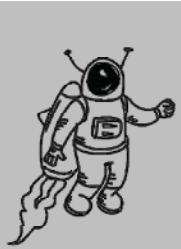
Activity 2

Imagine that you are assigned the task of making a presentation before a group of foreigners who have come to visit your college as part of the Cultural Exchange Programme. What would be your first slide? What are the points you would include in it?

Let us prepare the first slide.

What have you included in your first slide?





Words to Deeds

Have you included the following? :

(The title of the presentation, the name of your college, name of the presenter and class)

What details about your college will you highlight through your presentation?

Prepare 5-6 slides.

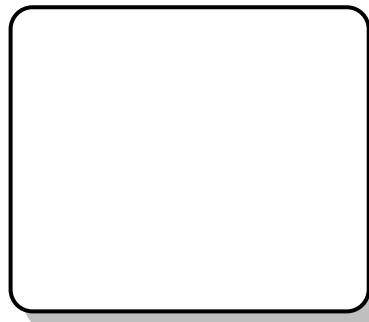
Best Practices

Clubs

Departments

(Clues: Different departments, various clubs, special achievements, results etc.)

How will you prepare your concluding slide? What are the points you would include in it?



(Don't forget to include a note of thanks to your audience.)

Examine your slides with the following checklist:

I have used simple and clear language in my slides. Yes No

Are my sentences very long? Yes No

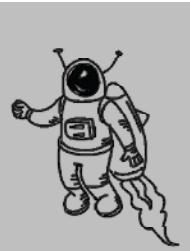
Have I used too many technical terms in my slides? Yes No

Are my fonts clearly visible and readable? Yes No

I have included a lot of information in a slide. Yes No

I have included only appropriate pictures. Yes No

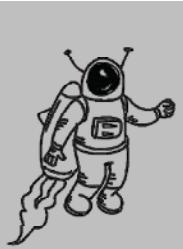
My bars and graphs can be easily understood. Yes No



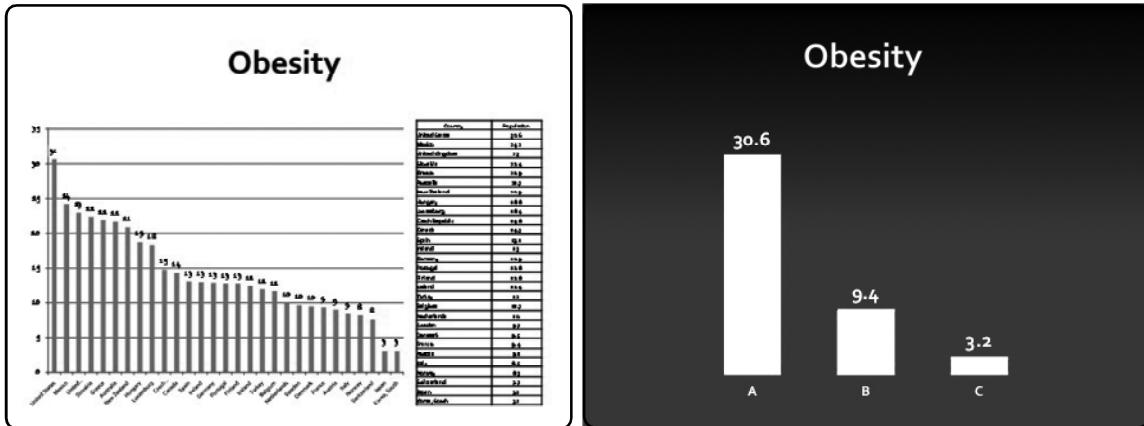
Activity 3

Now examine the following slides. Which of them will be more effective in a presentation? Why?

<p>Science and Technology</p> <ul style="list-style-type: none"> • Science and Technology have always been an integral part of Indian culture. Natural philosophy, as it was termed in those ancient times, was pursued vigorously at institutions of higher learning. The Government of India has spared no effort to establish a modern S&T infrastructure in the country. The Department of Science and Technology plays a pivotal role in promotion of science and technology in the country. 	<p>Science and Technology</p> <ul style="list-style-type: none"> • An integral part of Indian culture • Called Natural Philosophy in ancient times • Govt. of India promotes it through Dept. of Science and Technology
<p>Nano Mission</p> <ul style="list-style-type: none"> • The Govt. of India launched a Mission on Nano Science and Technology in 2007. • Dept. of Science and Technology is the nodal agency for implementation. • It has the goal of linking students and teachers with the scientific research community. 	<p><i>Nano Mission</i></p> <ul style="list-style-type: none"> • The Govt. of India launched a Mission on Nano Science and Technology in 2007. • THE DEPARTMENT OF SCIENCE AND TECHNOLOGY IS THE NODAL AGENCY FOR IMPLEMENTING THE NANOMISSION. • It has the goal of linking students and teachers with the scientific research community.
 <p>Science & Technology</p>	  <p>Science & Technology</p>
 	  



Words to Deeds



Now let us consider how you'll make a presentation before an audience.

The introduction is a very important part of your presentation. This is the first impression that you give. You should concentrate on getting your introduction right. When you do your presentation, you should be as spontaneous as possible.

You should use the introduction to:

1. Welcome your audience
2. Introduce your subject
3. Outline the structure of your presentation
4. Give instructions about questions

Activity 4

Given below are certain language functions which are used for making introductions.
Write down the possible expressions used by selecting from the box.

Do feel free to interrupt me

The purpose of my presentation is

Good morning, ladies and gentlemen

Hello everyone

I am going to talk about

I'll answer questions after the presentation



Function	Possible language
Welcoming your audience	
Introducing your subject	
Giving instructions about questions	

Activity 5

Read the following paragraph and complete it with the help of words and phrases given in the box below.

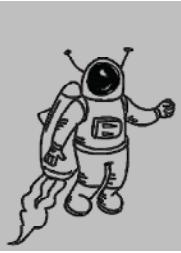
Then	let's also take a closer look	I'd like to move on
let's turn to	after that	First
finally	I'd like to focus more closely on	

....., we will have a quick look at the major scientists of India and their contributions. we can discuss the prominent technological missions, especially our forays into outer space. the Mars Orbiter Mission, also known as Mangalyaan. to the latest attempts to explore the moon, which was initiated by the Chandrayaan project., let's turn to the contributions of Shri. Vikram Sarabhai, who established the Indian Space Research Organization. at the development of the ISRO, an institution of world repute, from its humble beginnings to the present., we will have an interactive session.

Activity 6

Given below are certain language functions which are used for making conclusions. The box contains common expressions used for them. Classify them under the appropriate headings.

Are there any questions?	let me recap
to conclude	Many thanks for your attention
I'm immensely grateful to you	Queries, clarifications?



Words to Deeds

Function	Possible language
Summing up	
Thanking your audience	
Inviting questions	

Remember these key points while delivering your presentation:

- Your body is speaking to your audience even before you open your mouth. (Your clothes, the way you walk, your glasses, your haircut, your expression; everything matters.)
- Visuals should be visible.
- Don't read the presentation by looking at the slides.
- Maintain eye contact with the audience.
- Remain polite when dealing with difficult questions.
- Speed : You can speak at normal speed, or speak faster/very slowly/stop completely!/even pause. This is a very good technique for gaining your audience's attention.
- Intonation : Change the pitch of your voice. You may speak in a high pitch or in a low tone.
- Volume : You can speak at normal volume/speak loudly/speak quietly. Lowering your voice and speaking quietly can again attract your audience's interest.



I Write Well

Paragraph Writing

Activity 1

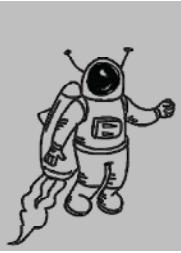
Given below are two paragraphs. Read them and answer the questions that follow.

1. **Helicopters**

Helicopters are very different from airplanes. They can do three things that airplanes cannot do. First, when air planes move upward, they must also move forward, but helicopters can move straight up without moving ahead. Second, helicopters can fly backward, which airplanes cannot do. Thirdly, helicopters can use their rotors to hover in the air, which is impossible for planes. Because helicopters can perform actions that airplanes cannot, they are used for different tasks. They are used in congested, isolated areas. In addition, they are used as air ambulances to airlift patients. To sum up the helicopters can perform many military actions because of their design and capabilities.

2.

In India there is no winter season as such. Every year in summer our whole country suffers from water shortage. The newspapers are full of pictures of women with pots balanced on their heads walking miles in search of water. Public taps are not firmly closed after use and precious water is wasted. One also sees pictures of women around a tank with empty buckets lined up, waiting patiently for their turn. There is enough rainfall every year, but we do not know how to make use of rain. Sometimes, a small quarrel breaks out, verbal as well as physical. We see simple villagers looking at the skies for a sign of clouds to save them from the impending drought. Why is this so?



Words to Deeds

Now, compare these paragraphs with the help of the following hints.

Hints	Paragraph 1	Paragraph 2
Is there a heading?		
Number of sentences		
Are connecting words used?		
Are the sentences jumbled?		
Does the first sentence state the topic of the paragraph?		
Are connecting words – linkers – used?		
Is there a logical sequencing of sentences?		
Is there a proper concluding sentence for paragraph?		

Based on the above activity, make necessary corrections in the 2nd paragraph.

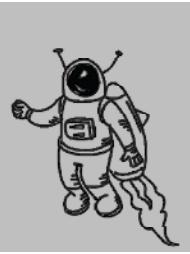
Activity 2

Find out the following elements from the given paragraph.

How to write a paragraph

Knowing how to write a paragraph is very important. It's a basic aspect of writing. Everyone should know how to do it. There is a specific structure that you have to follow when you're writing a paragraph. This structure helps make it easier for the reader to understand what is going on. By writing good paragraphs, a person can communicate better through their writing.

Title/Heading	
Topic Sentence	
Supporting Details	<ul style="list-style-type: none">•••
Conclusion	



Activity 3

Now read the following boxes:

Carelessness on the road often leads to accidents.

Every day, many accidents occur in Kerala.

It is the mad craze for speed that causes many motor car accidents.

Which one of the above sentences is the most suitable to begin a paragraph on ‘Car Accidents’?

.....

Why did you choose this sentence?

.....

- | | | |
|---|------------------------------|-----------------------------|
| a. It is interesting. | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| b. It clearly states what the topic is about. | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| c. It captures the reader’s attention. | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

A topic sentence is the first sentence of a paragraph which clearly states the subject of the paragraph. It should be interesting and it should arouse the attention of the reader.

Activity 4

In the following paragraph, the main idea or the topic sentence is missing. 3 choices are given below. Select the most suitable one.

..... Those who do not possess good health cannot enjoy any happiness in life. Life appears to be a burden to them. Although we sometimes find weak and ailing people enjoying happiness, such cases are few. In the case of most people, bad health means misery and failure. How can we keep our health? We must eat only good and nutritious food and exercise regularly.

Human beings enjoyed good health in ancient times.

Health depends on many factors.

Health is wealth.



Words to Deeds

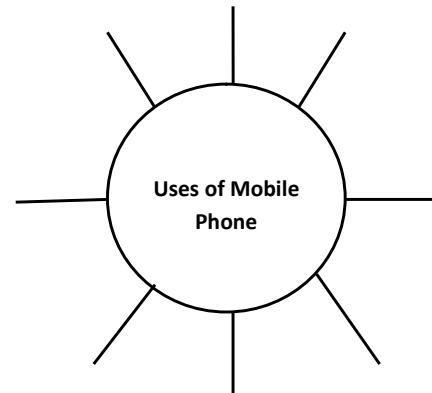
Activity 5

Mobile phones have become an integral part of our life. It has both merits and demerits. We should know how to use it properly. Let's write a paragraph on 'Uses of Mobile Phone'.

Step 1: Brain storming

We need to understand a topic before writing. You have to think of the topic and write down all the ideas that come into your mind. **Do this as an individual activity.**

Now write down your ideas about the uses of mobile phones in the word sun given below.



Step 2: Sharing ideas.

Discuss in your group and share your points with your friends. Collect more points and enrich your word sun.

Step 3: Writing topic sentence

Now try to write a beginning sentence for your paragraph – 'The Uses of Mobile Phone'.

.....
.....

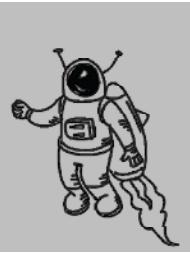
Step 4: Writing supporting details.

Write a few sentences about the 'Uses of Mobile Phone'. Remember to use words given in the box below to make the paragraph more coherent

.....
.....
.....

first of all, then, moreover,
finally, therefore, but, in
addition to, etc.

(The sentences that follow the first one should generally develop the idea in a logical order. All the sentences in the paragraph help us to know more about the main idea or the topic sentence)



Step 5: Writing a concluding sentence.

Now think of a suitable concluding sentence for your paragraph.

.....
.....
.....

In short...
To conclude...
To sum up...

Step 6: Editing using checklist.

Now evaluate your paragraph with the following checklist

- The paragraph begins with a topic sentence? Yes No
- Supporting details in the paragraph give more information about the topic sentence. Yes No
- My paragraph ends with a sentence which sums up the whole idea in the paragraph. Yes No
- Each sentence begins with a capital letter and ends with full stop. Yes No
- Each sentence has subject – verb agreement. Yes No

Step 7: Sharing

- Read your paragraph in groups.
- Modify your writing if necessary.
- Present it before the class as per the instructions of the teacher.



Words to Deeds

My Word List

Module - III

SportSMiles







SportSMiles

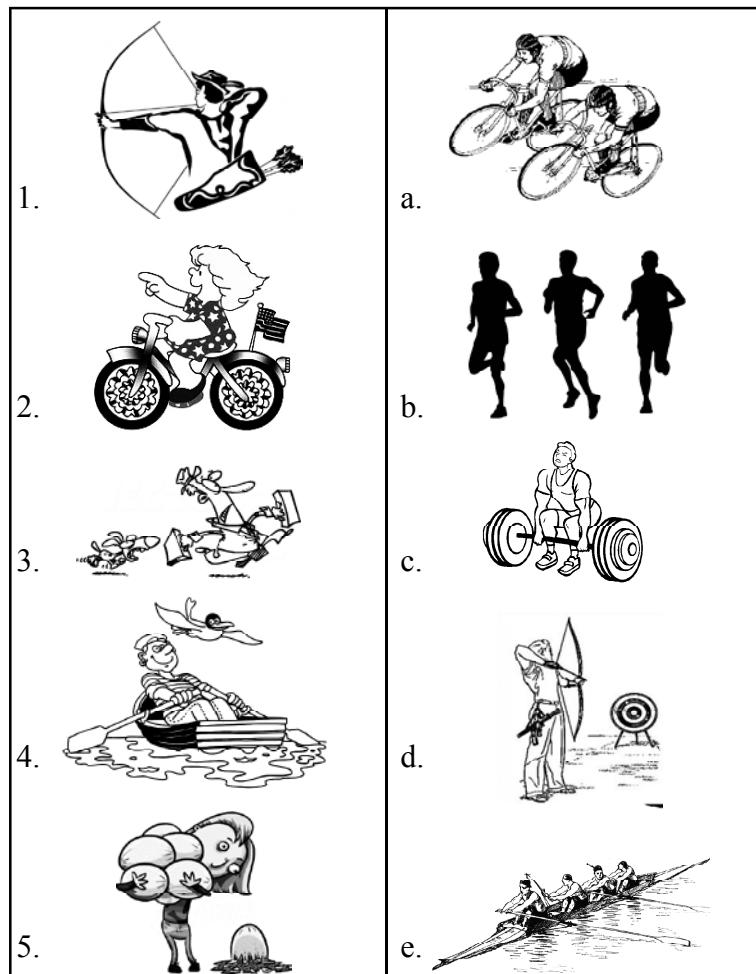


“Sports do not build character. They reveal it”

- Heywood Broun

Get Set, Go.

Often we have come across people cycling along the road, lifting heavy weights, rowing boats etc. Given below are some scenes from real life. Match the real life activity with the sporting events given here.





Words to Deeds

Discuss with your partner

1. *What is sportsmanship?*
2. *Who is a true sportsman?*
3. *Name a sportsperson who has influenced you the most. Why?*

I Love Reading

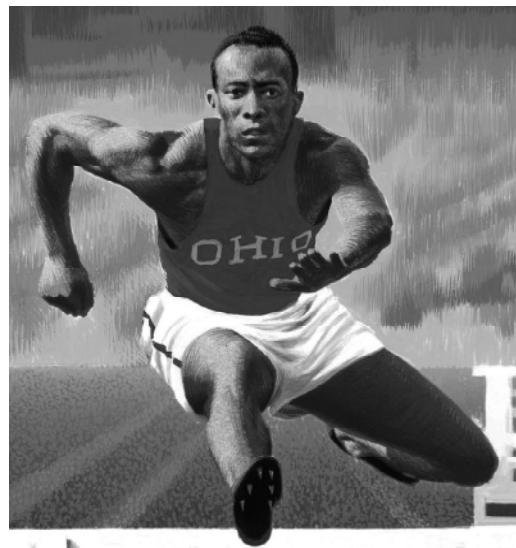
My Greatest Olympic Prize (Core Text I)

- Jesse Owens

Jesse Owens (1913 -1980) was an American track and field athlete. He won four gold medals in the Berlin Olympics in 1936. The following is an autobiographical piece which tells us about the true spirit of sports and friendship.

It was the summer of 1936. The Olympic Games were being held in Berlin. Because Adolf Hitler childishly insisted that his performers were members of a ‘master race’, nationalistic feelings were at an all-time high.

I wasn’t too worried about all this. I’d trained, sweated and disciplined myself for six years, with the Games in mind. While I was going over on the boat, all I could think about was taking home one or two of those gold medals. I had my eye especially on the running broad jump. A year before, as a sophomore at Ohio State University, I’d set the world’s record of 26 feet 8-1/4 inches. Everyone kind of expected me to win that Olympic event hands down.



Where did the Olympic games take place in 1936?

.....

.....

Did Owens believe that the performers were the members of a ‘master race’? Which words tell you so?

.....

.....

Why wasn’t the author much worried about his win?

.....

.....

.....



I was in for a surprise. When the time came for the broad-jump trials, I was startled to see a tall boy hitting the pit at almost 26 feet on his practice leaps! He turned out to be a German named Luz Long. I was told that Hitler had kept him under wraps, evidently hoping to win the jump with him.

I guessed that if Long won, it would add some new support to the Nazis' Aryan-superiority theory. After all, I am a Negro. A little hot under the collar about Hitler's ways, I determined to go out there and really show Der Führer and his master race who was superior and who wasn't.

An angry athlete is an athlete who will make mistakes, as any coach will tell you. I was no exception. On the first of my three qualifying jumps, I leaped from several inches beyond the take-off board for a foul. On the second jump, I fouled even worse. "Did I come 3000 miles for this?" I thought bitterly. "To foul out of the trials and make a fool of myself?"

Walking a few yards from the pit, I kicked disgustedly at the dirt. Suddenly I felt a hand on my shoulder. I turned to look into the friendly blue eyes of the tall German broad jumper. He had easily qualified for the finals on his first attempt. He offered me a firm handshake.

"Jesse Owens, I'm Luz Long. I don't think we've met." He spoke English well, though with a German twist to it.

"Glad to meet you," I said. Then, trying to hide my nervousness, I added, "How are you?"

Who was Luz Long?

.....
.....

Why did Hitler keep Luz Long 'under wraps'?

.....
.....

What lesson did Owens want to teach Der Führer?

.....
.....
.....

Why was Owens angry?

.....
.....
.....

Why did Owens say an angry athlete makes mistakes?

.....
.....
.....
.....



Words to Deeds

"I'm fine. The question is, How are you?"

"What do you mean?" I asked.

"Something must be eating you," he said - proud the way foreigners are when they've mastered a bit of American slang. "You should be able to qualify with your eyes closed."

"Believe me, I know it," I told him - and it felt good to say that to someone.

For the next few minutes we talked together. I didn't tell Long what was "eating" me, but he seemed to understand my anger, and he took pains to reassure me. Although he'd been schooled in the Nazi youth movement, he didn't believe in the Aryan-supremacy business any more than I did. We laughed over the fact that he really looked the part, though. An inch taller than I, he had a lean, muscular frame, clear blue eyes, blond hair and a strikingly handsome, chiseled face. Finally, seeing that I had calmed down somewhat, he pointed to the take-off board.

"Look," he said. "Why don't you draw a line a few inches to the back of the board and aim at making your take-off from there? You'll be sure not to foul, and you certainly ought to jump far enough to qualify. What does it matter if you're not first in the trials? Tomorrow is what counts."

Suddenly all the tension seemed to ebb out of my body as the truth of what he said hit me. Confidently, I drew a line a full foot to the back of the board and proceeded to jump from there. I qualified with almost a foot to spare.

Why did Luz Long repeat the question 'How are you?'
.....
.....

What does "eating" mean here?
.....
.....

What are the describing words used here to refer to Luz Long?
.....
.....
.....
.....

What made all the tension ebb out of Owens' body?
.....
.....
.....
.....



That night I walked over to Luz Long's room in the Olympic village to thank him. I knew that if it hadn't been for him I probably wouldn't be jumping in the finals the following day. We sat in his quarters and talked for two hours - about track and field, ourselves, the world situation, a dozen other things.

When I finally got up to leave, we both knew that a real friendship had been formed. Luz would go out to the field the next day trying to beat me if he could. But I knew that he wanted me to do my best - even if that meant my winning.

As it turned out, Luz broke his own past record. In doing so, he pushed me on to a peak performance. I remember that at the instant I landed from my final jump - the one which set the Olympic record of 26 feet 5-5/16 inches - he was at my side, congratulating me. Despite the fact that Hitler glared at us from the stands not a hundred yards away, Luz shook my hand hard and it wasn't a fake "smile with a broken heart" sort of grip, either.

You can melt down all the gold medals and cups I have, and they couldn't be plating on the 24-carat friendship I felt for Luz Long at that moment. I realised then, too, that Luz was the epitome of what Pierre de Coubertin, founder of the modern Olympic Games, must have had in mind when he said, "The important thing in the Olympic Games is not winning but taking part. The essential thing in life is not conquering but fighting well."

What would Long and Owens have talked about?

Why do you think Hitler glared at Jesse Owens from the stands?

Who was Pierre de Coubertin?

What do you think this passage is all about?

Let us share

Is true friendship more valuable than 24-carat gold medals? Why?

"The important thing in the Olympic games is not winning but taking part". How far is this statement relevant in modern times? Do people take part in sports with this attitude?

Peak performance : one's best performance

Epitome : perfect example of a quality or type

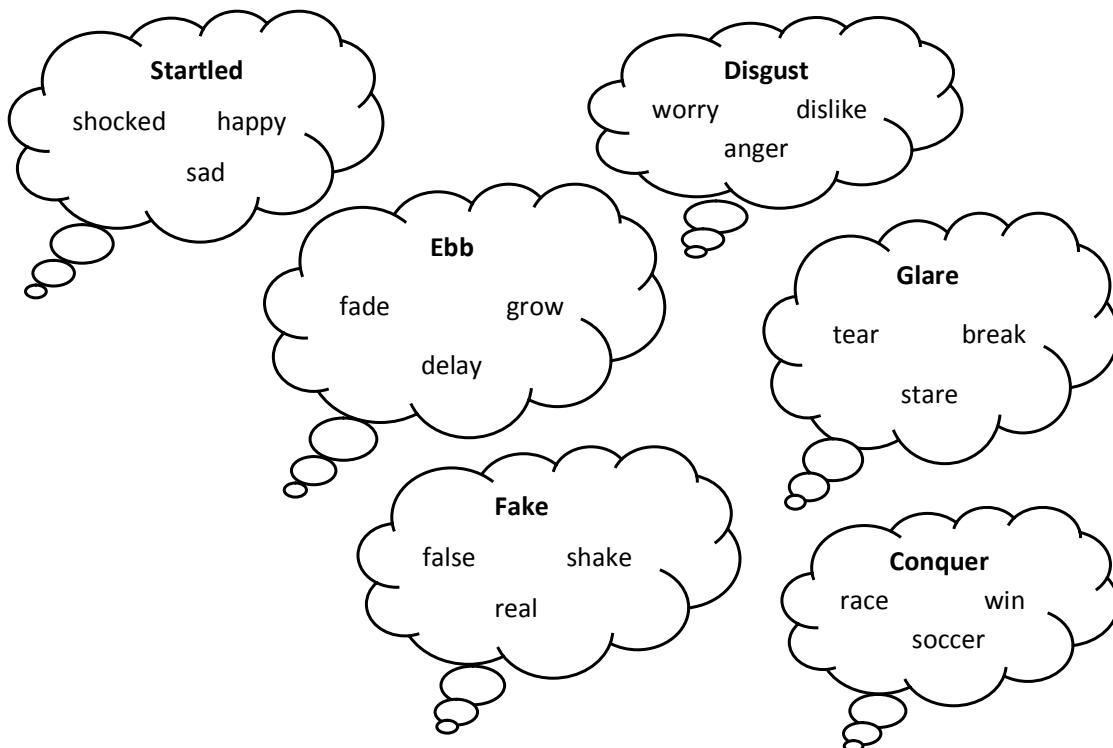


Words to Deeds

I Learn Words

Activity 1

Read the sentences in the text where the bold lettered word in the word clouds occurs. Circle the right meaning of the word and fill in the table given below as directed.



Word	Meaning



Activity 2

IDIOMS are groups of words with a meaning that is different from the individual words. Sometimes the meaning is easy to understand and sometimes difficult.

E.g. Nationalistic feelings were at an ‘all time high’ during the war. Here all time high means intense.

Now pick out the idiomatic expressions from the text which have the same meaning as those given in the boxes below.

EASILY

BOTHER

HIDDEN

VERY ANGRY

Collect ten common idioms used in English and use them in sentences of your own.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....



Words to Deeds

Activity 3

Spelling quiz.

Here are certain sentences about some of the popular sporting events of the world. There are four options for the right spelling, pick the correct one and write it in the space provided. Once you are done choose a particular sport and talk to the class about it.

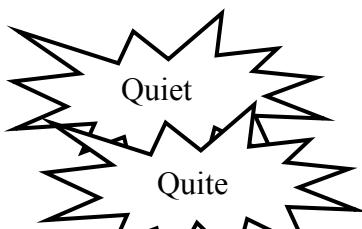
- 1) "athletes compete by shooting an arrow with a bow"
A. archerie B. archerry C. arkhery D. archery
- 2) "athletes compete by riding bicycles"
A. cycling B. cicling C. cyclinng D. cykling
- 3) "a beautiful sport where athletes dive into water in style."
A. diving B. divinng C. diing D. divixg
- 4) "athletes compete by running and jumping over several frames"
A. hurdless B. hurdles C. hurdlls D. hurdls
- 5) "a pitcher throws the ball and a batter hits the ball with a bat"
A. baceball B. basseball C. basebal D. baseball
- 6) "athletes serve, jump and spike the ball"
A. voliball B. volleyboll C. voleyball D. volleyball
- 7) "athletes compete by riding a horse over a frame"
A. equestrian B. equestrain C. equestriann D. equstrian
- 8) "athletes use a blunt sword to hit an opponent"
A. fencing B. phencing C. fenncing D. fenking
- 9) "athletes wear special gloves and punch each other"
A. buxing B. boxinng C. boxing D. bocksing
- 10) "athletes do several acrobatic stunts and are judged by a panel of judges"
A. gimnastics B. gymnastics C. gymnnastics D. gymnastiks
- 11) "a field sport where athletes throw a long spear"
A. javelin B. javellin C. javelin D. javalin
- 12) "a field sport where athletes throw a heavy metal ball"
A. shut-put B. short-put C. shot-put D. shont-put



Activity 4

Look at the following pairs of words in section A and the words given in section B. Pick the right word from section A that means the same as that in B and write it in C.

A



B



C

Quiet

Quite

Peaceful

Affect

Effect

Influence

Accept

Except

Agree

Break

Brake

Stop

Meet

Meat

Join

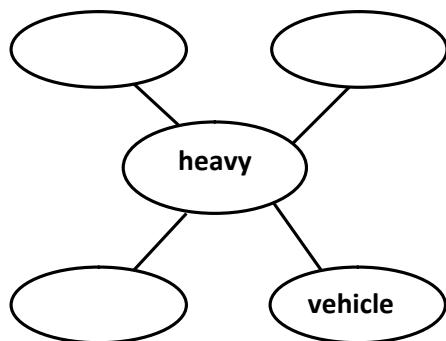
Find the meaning of the other words from the dictionary.



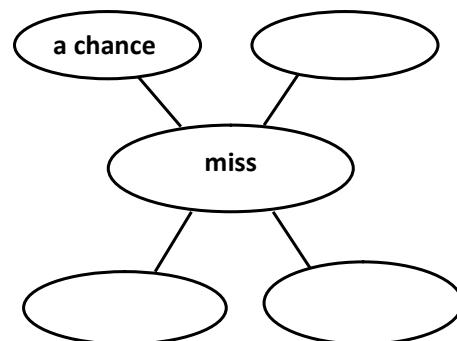
Words to Deeds

Activity 5

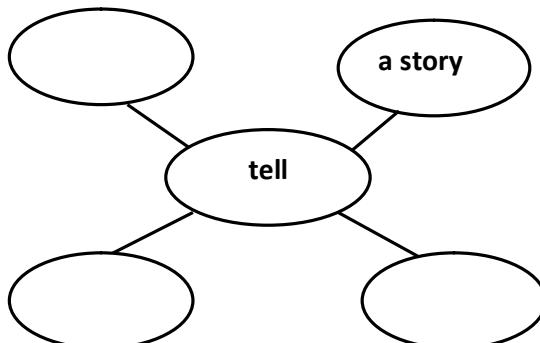
Find the words that go along with the words given in the middle and write them down in the spaces provided.



Heavy vehicle



Miss a chance



Collocation is the arrangement of words that occur together commonly.



Activity 6

Look at the word carpet below. Discuss with your partner and make as many word combinations as you can and use them in sentences of your own. Think of words other than the ones given in the centre.

E.g. Make changes.

The secretary made changes in the draft before publishing.





Words to Deeds

Read the following sentences and say whether the words have the right collocations. If not, correct them.

1. Raju laid a visit to his uncle
2. Both teams have precautions against injury.
3. Arun had a remark on the dress code.
4. I paid the table.
5. We passed changes to our vacation plans.

I Use Language

Activity 1

Match the words in column A with those in column B and frame sentences

Water	friends
Milk	games everyday
Manu	100°C
They	white
I	songs
Kids	car

e.g. water boils at 100°C

Milk.....

Manu.....

They.....

I.....

Kids.....



Activity 2

Study the pictures given below and complete the sentences by filling up the blanks. You may make use of the help box.



E.g. The Sun rises in the east. It gives heat and light.

1. This a boy. He football everyday.
2. They students. They usually to school.
3. Mr. Madhu a doctor. He his patients.
4. Flowers sweet. They vibrant.
5. Bears honey. Honey sweet.
6. He an architect. An Architect buildings.
7. The teacher math. He tall.
8. The kids in front of the T V. When free they cartoons.
9. The earth about its own axis. It round the sun.
10. The school after Summer holidays on the first of June.

Rise/give, are/walk, smell/look, love/taste, is/play, is/examine, is/design, teach/look, sit/watch, rotate/revolve, reopen



Words to Deeds

Activity 3

Here's an interesting questionnaire you can put to your partner. Get them to talk. Listen to them. Some of you can tell the class about your friend's likes and dislikes.

1. Who do you like the most?
2. What makes you happy?
3. Name three things you love to eat.
4. What are your strengths?
5. Which is your favourite sport?
6. Which aspect of your personality do you dislike the most?



.....

.....

.....

Now talk to your class about your partner's likes and dislikes. Take hints from the help box.

Good Morning everyone. I am happy to share with you the likes and dislikes of my friend, Arjun. He likes

.....

.....

.....

He/she likes, doesn't like, he hates, he loves, his strengths are.....,
....is his favourite sport, The quality that he likes.....



Activtiy 4

Rani writes to her father about her routine in the hostel. Help her write it. Now write your routine with the words given in the help box.

Dear Dad,

Hope you are doing well. I have settled in comfortably in my new college hostel. But my schedule is hectic. Would you like to hear my routine? Here it is.

Every day I wake up at 6 o'clock.

.....
.....
.....
.....
.....
.....

Usually we have

.....
.....
.....
.....
.....
.....
.....
.....

I think I have said enough for now. Do reply as soon as you read this.

Love you dad.

Rani

Wake 6 o'clock, regularly, usually, then, after that, make, brush teeth, take, get, come, go, have, do, play, freshen, eat.

My Routine

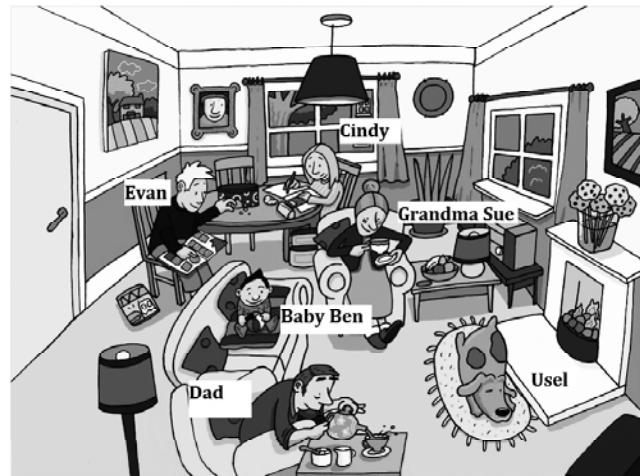


Words to Deeds

Activity 5

Study the picture carefully and answer the questions given below in full sentences.

1. What is Evan doing?
2. Who is pouring tea?
3. How many people are sitting in the room?
4. What is grandma doing?
5. Who is using the table?
6. What is the baby doing?
7. Is anything hanging from the ceiling?
8. What is burning in the furnace?
9. What is the dog doing?
10. What is Cindy doing?



Now describe the picture the same way.





Activity 6

It's the day of the Tomatina in Spain and you are on a visit to your cousins in Bunol, a town in Spain. Think carefully and try filling in the blanks.



(The Grammar Lab, Bourke K, Oxford University Press.)

I usually (stay) with my friend Aparna during my visits to Bunol but since she is away on vacation I (stay) at another friend Aju's. My kids and Aju's (play) games on their tabs. Gauri, my younger one, usually (wear) cute dresses but today she (wear) old worn out shorts and an old top.

The number of tourists to Bunol has doubled. So the streets (be) very crowded. Everywhere everyone (throw) tomatoes. My elder daughter Gayatri (hate) tomatoes but today she (collect) as many tomatoes as she can find. It's a bright and sunny day in Bunol and all (enjoy) Tomatina.

Activity 7

Given below is a paragraph about Sachin Tendulkar, the master blaster. Some of the sentences are true and some are not. Read the passage aloud and find the sentences that are not true. Talk about those sentences using the expressions given below the passage.

India has correctly called Sachin Tendulkar, the Master Blaster, the God of Cricket. He has scored one hundred international centuries. He has also scored a double century in a



Words to Deeds

One Day International. Mathew Hayden, the former Australian cricketer, said, “I have seen god, he bats at number 4 for India”. Sachin and his family have settled abroad. Allen Donald, former South African cricketer says, “ Sachin has often reminded me of a veteran army colonel who has many medals on his chest”. Sachin has starred in a number of movies. Though Sachin has retired from cricket in 2013 the Indian fans haven’t moved on. He also has the honour of being awarded the honorary rank of group Captain by the Indian Air Force. Sachin has brought out his autobiography titled ‘Playing It My Way’.

(Use phrases like In my opinion, I think/ believe that, It’s wrong to say, As far as I know.....)

Activity 8

Write 3 sentences on the things that you have never done in life.

E.g., I have never sung a song.

Now write 3 sentences that you have not done but hope to do in the future.

E.g. I haven’t been to the USA yet.

Write 3 sentences about the things in your life you don’t want to do because you have done them once.

E.g. I have already been to Kumarakom.



Activity 9

Rearrange the words to form proper sentences.

- Sanya** : have / you / your / why / knee / bandaged?
- Jaison** : knee / i / injured / have / my / playing / while / football.
- Sanya** : Oh dear ! / you / seen / a / Have / doctor?
- Jaison** : not yet / doctor / appointment / i / asked / for / an / have / with / the.
- Sanya** : Do you need any help?
- Jaison** : I am fine. Thank you. at / school / the/nurse / i / already / received / have / first aid / from.

Activity 10

Look at the dates given below. They are important events in our history. Talk about the importance of these dates to your partner.

29.03.1857

02.10.1869

14.11.1889

15.08.1947

26.01.1950

E.g. The first war of independence began on 29 March 1857.

1.
2.
3.
4.



Words to Deeds

Activity 11

Read what Amal and Anand did yesterday evening and then answer the questions .

7.15	Amal leaves home	8.00	Goes into restaurant
7.25	Reaches the Bus stop	8.15	Comes out of the restaurant
7.30	Bus comes	8.25	Arrives at the cinema
7.45	Arrives at City Centre	10.20	Gets home.
7.55	Meets Anand		

1. What did Amal do at 7.15?

.....

2. What did Amal do at 7.30?

.....

3. Where did Amal meet Anand?

.....

4. How did Amal get there?

.....

5. What time did Amal and Anand go into the restaurant?

.....

6. When did Amal go home?

.....

Now discuss with your partner what you did yesterday.

Share with your friend

1. Where was the first Olympics held?
2. What do you know about Olympics?



Now let's read a poem by Richard Digance.

Ants At The Olympics

(Core Text II)

At last year's Jungle Olympics,
The Ants were completely outclassed.
In fact, from an entry of sixty-two teams, the
Ants came their usual last.

They didn't win one single medal. Not
that that's a surprise.
The reason was not lack of trying, But
more their unfortunate size.

While the cheetahs won most of the sprinting
And the hippos won putting the shot, The
Ants tried sprinting but couldn't, And tried
to put but could not.

It was sad for the Ants 'cause they're sloggers. They
turn out for every event.
With their shorts and their bright orange tee-shirts,
Their athletes are proud they are sent.

They came last at the high jump and hurdles,
Which they say they'd have won, but they fell.
They came last in the four hundred meters and
last in the swimming as well.

They came last in the long-distance running,
Though they say they might have come first. And they
might if the other sixty-one teams Hadn't put
in a finishing burst.

But each year they turn up regardless.
They're popular in the parade.
The other teams whistle and cheer them,
Aware of the journey they've made.

Look at the title of the poem.

1. What do you think the poem is about?
 2. Ants came their usual last, What could be the reasons?
-
.....

Will it be a surprise if ants won medals?

Do you think that it's 'their unfortunate size' that really matters?

.....
.....

What does turn out mean?

.....

Can you think of a game that ants could win in spite of 'their unfortunate size'?

.....
.....

What does turn up mean?

.....

Do competitors cheer and whistle for their opponents these days?

.....



Words to Deeds

For the Jungle Olympics in August,
They have to set off New Year's Day. They
didn't arrive the year before last. They set off
but went the wrong way.

So long as they try there's a reason. After
all, it's only a sport.
They'll be back next year to bring up the rear, And
that's an encouraging thought.

Why couldn't ants participate in
the last Olympics?

What does 'set off' mean?

What are the sporting events
mentioned in the poem?

Discuss in groups.

1. 'The essential thing in life is not conquering but fighting well'.
2. 'Attitude counts a lot'

Let us share

Answer the following questions in full sentences.

1. What does the author of this poem suggest about the ants?
Ans. (persistant, hardworking)
2. When do the ants have to set off for the Jungle Olympics in August?
Ans. (New year)
3. How many teams participated in the Jungle Olympics?
Ans.
4. In what position did the ants finish in the long-distance running?
Ans.
5. What is the reason that the ants do not win a single medal?
Ans.
6. What is the encouraging note on which the poet ends the poem?
Ans.



I Do It Well

Read the conversation between Sachu, an ardent cricket lover and his best friend Rayaan who is an avid football fan on the different aspects of the game.

Sachu : Rayaan, don't you think it's great that cricket is the most popular game in the world.

Rayaan : I think you might be wrong there, Sachu. Football holds the first position when it comes to popularity. It's the global sport.

Sachu : I can't agree with you.

Rayaan : In my opinion cricket is a very complicated sport while football is very simple.

Sachu : I agree that cricket is difficult to understand, but it requires so much of concentration and patience.

Rayaan : You are only partly right, but football is a game that requires equal skills and, more than everything, coordination.

Sachu : Maybe.

Rayaan : However, cricket takes almost a day to finish while football is an intense game of 90 minutes packed with sheer thrill.

Sachu : I think our perspectives differ there. Though the time element is there, those who love cricket feel the same thrill and excitement.

Rayaan : You got a good point there but you have to agree that there are pauses in cricket where there is no action while in football there are hardly any stoppages and it involves more stamina and speed.

Sachu : Hmm, I think every sport brings the best out of the individual and is to be respected equally. There's no point comparing different sports events or sportsmen.

Rayaan : Absolutely, Sachu. There you are.





Words to Deeds

Activity 1

Look at the conversation and write down the expressions used by Sachu and Rayaan to agree and disagree.

To agree	To disagree
1. I agree	1. I think you might be wrong.

Activity 2

Work in pairs. Take turns and begin a conversation using the conversation starters given below. You may choose expressions from the table to begin your conversation.

1. We must have an hour of sports every day.
2. Healthy eating and healthy living.

Agreeing	Disagreeing
1. Yes, I agree with that.	1. I'm not so sure about that because...
2. That's what I think	2. Yes, but...
3. I entirely/ completely agree.	3. Maybe, but don't you think...
4. Definitely!	4. I'm sorry, but I don't agree.
5. Absolutely!	5. I don't think that's right.



I Write Well

When applying for a job, a cover letter should be sent with your resume. A Cover letter provides information on why you are qualified for the job you are applying for. It explains the reasons for your interest in the specific organisation and identifies your most relevant skills or experiences.

Activity 1

This is the cover letter that Rahul wrote to The Manager of Global Consultants Pvt. Ltd. Look at the different parts of the letter and identify what is contained in each box. Take hints from the help box given at the end.

Rahul Varma,
Star apartments,
Ernakulam,
Kerala - 682019
Mobile 999 888 6464
rahul@gmail.com

Phone Number
Email Address

23 August 2014

The Manager,
Global Consultants Pvt. Ltd.
Kakkanadu
Ernakulam.



Words to Deeds

Dear Sir

Sub : Application to the post of Technical Assistant.

I happened to come across your advertisement for the post of Technical Assistant in *The Hindu* of 22.08.2014. I am very much interested in applying for the same.

As you will note from my enclosed CV, I have passed Diploma in Chemical Engineering with a first class from the Govt. Polytechnic College, Thrissur and am a certificate holder in D.T.P from the College of Applied Sciences, Edappal. I worked as trade instructor in SNB College of Engineering for one year. My experience and communicative skills make me a strong candidate for the post.

I am confident I can make a substantial contribution to your company. I work well under pressure and carry out assignments with precision.

I look forward to an opportunity to work with your company and contribute to its continued success.

Thank you.

Yours faithfully

(Signature)

Rahul

Enclosures

1. Copies of certificates
2. Resume
3. Photographs

Help Box

date	salutation
body of the letter	conclusion
introduction	
name and address of the sender	
enclosures	complementary close
name and address of the employer	

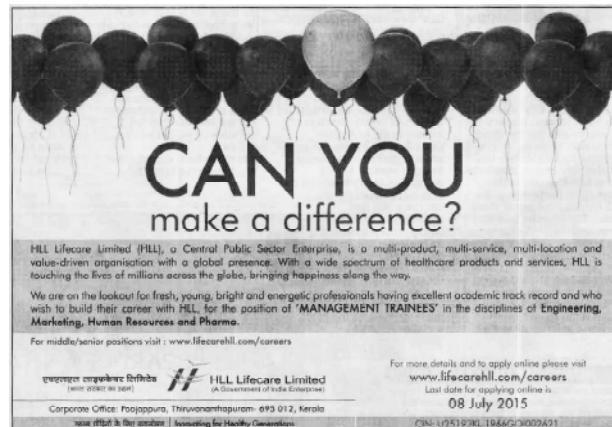


Activity 2

This is an advertisement that HLL has published in a daily. You are Ajay Sharma and you are responding to the advertisement to the post of Management Trainee. Prepare a Cover Letter for the post. Put in the right details in the right boxes. You may make use of the hints given.

Enclosures

- 1.
- 2.
- 3.



Dear Sir/ Dear Mr Shekhar/ Dear Ms...../ Madam

I came across, I happened to see, I write this to, I am happy to, I wish to apply for, This is in response to, I was pleased to learn, I understand

As you will notice from my CV/I did my Diploma/ I completed my/

If appointed I ll try my level best to/I am positive that/I assure you

Look forward to hearing from you/ I await a favourable reply/ Thank you very much....

Yours faithfully/ yours truly



Words to Deeds

Activity 3

You are Bejoy Mathew and you are responding to an advertisement in a daily for the post of Executive Trainee. Prepare a Cover Letter for the post. Remember to avoid the boxes while writing.

KMRL **KOCHI METRO RAIL LTD.**
(A Joint Venture Company of Govt. of India and Govt. of Kerala)
Revenue Tower, 8th Floor, Park Avenue, Kochi-11, Kerala

PUT YOUR CAREER ON THE RIGHT TRACK

Kochi Metro Rail Limited (KMRL) invites qualified personnel to apply for the following positions (one vacancy each).

- General Manager (Business Development)
- General Manager (Contracts / Procurement)
- Executive Trainee

Online applications can be submitted at www.kochimetro.org
Last date of application: 17/07/2015

Activity 4

Take a look at the resume that Rija prepared while on the look out for a job after college. Note the things that make a resume effective and then circle the right options from those given in the box below.

REENA SUSAN GEORGE

Villa No.42, Blueline Villas
Kadavanthra, Ernakulam
Kerala - 682001
E-mail: rijasusanmary@gmail.com
Mobile: 999 888 6464

OBJECTIVE

1. To function effectively in an organization and contribute to its growth
2. To deliver quality electronic expertise for every need.
3. To constantly upgrade my knowledge and skills and make a difference in whatever I do.



PROFESSIONAL EXPERIENCE

January 2010 to Present : Project Director
Universal Technologies
Technopark, Thiruvananthapuram

October 2008 to January 2010 : Technical Assistant
Technopolis Solutions
Infopark, Ernakulam

EDUCATIONAL BACKGROUND

2014 **Diploma in Electronics Engineering**
From Govt. Polytechnic College, Kalamassery,
affiliated to the Department of Technical Education, Kerala, and
secured an aggregate of 84 %.

2011 **XII** from Govt: Higher Secondary School Trissur,
(State Board) and secured an aggregate of 89.4%

2009 **X** from Kendriya Vidyalaya, Kochi
(CBSE) and secured an aggregate of 75.80%

AREAS OF EXPERTISE

- Languages : C, C++, Java
- Expertise in troubleshooting [issues]
- Strong presentation skills
- Process improvement
- Creative problem solving
- Quality control
- MS SQL Server 2008
- Software/hardware QA
- Area of interest : Robotics, Signal Engineering.



Words to Deeds

ACHIEVEMENTS

- Have participated in various sports and athletic events and won prizes in school and college.
- Member of Technology Club
- Recipient of Visweswaraiyya Memorial Scholarship
- Have won in “Technology for Life” event in a State level symposium.3

PERSONAL INFORMATION

- Date of Birth : 13th March 1993
- Gender : Female
- Father's name : Sijo Joseph Mathew
- Mother tongue : Malayalam
- Nationality : Indian
- Marital Status : Single
- Languages : Malayalam and English.

REFERENCES

1. Shri. Dhanumoorthi Rao
Head (Operations)
Technopolis Solutions India (Pvt) Ltd.
Bandra, Mumbai - 32

Mob: 999 888 6565

2. Smt. Koteeswari Raghavan
Managing Director
Universal Technologies
Banashankari II Stage
Bangalore - 65
Mob: 9999 888 6666



Strike out those points in the box that make a resume ineffective

The elements that make a resume highly effective and appealing are

personal information	clearly stated objectives	colourful language
technical knowledge	false information	elaborate details
interests	missing facts	thematic
arrangement of details	effective and short phrases	spelling errors
	specific details	
grammatical mistakes	positive language	
	qualifications in reverse chronological order	

Why we need an effective resume.

A well-written résumé is a very important tool for job-seekers. A résumé (bio-data or curriculum vitae) should speak for the person laying emphasis on the most important information that attracts employers. It should contain personal details, objectives and achievements. A good résumé should be precise, focused and convincing. Your resume is one of the most important documents in your job search.

Activity 5

Prepare a resume in response to the advertisement given below that came in a popular daily, The Deccan Chronicle on the 2nd of June 2015. Pick out the objectives that you think are relevant from help box one to put in the career summary and area of expertise from help box two.

Wanted- smart, young software engineer for a reputed firm in Chennai - Age between
20-30 with Degree/Diploma in Electronics Engineering - should be creative and innovative - Apply within 15 days to: The H R Manager, Master Creative World, Anna Salai, Chennai - 6.



Words to Deeds

Name

Address

CAREER SUMMARY (select objectives related to an engineering job)

-
-
-

EDUCATIONAL BACKGROUND

AREAS OF EXPERTISE

ACHIEVEMENTS

PERSONAL INFORMATION

REFERENCES

1.
-
2.
-



Help Box one

- To maximize multilayer of engineering skills
- To share my skills and to grow with the company
- To work in a challenging & stimulating environment building the success of the company
- To excel in this field with hard work, perseverance & dedication.
- To be part of the company's success in an environment of growth and excellence.

Help Box two

Languages	: C++, Java, C#, .Net, JavaScript
Applications	: MS Visual Studio, Eclipse
Operating Systems	: Windows, Unix, linux
Database Systems	: SQL Server, MySQL, Ingres

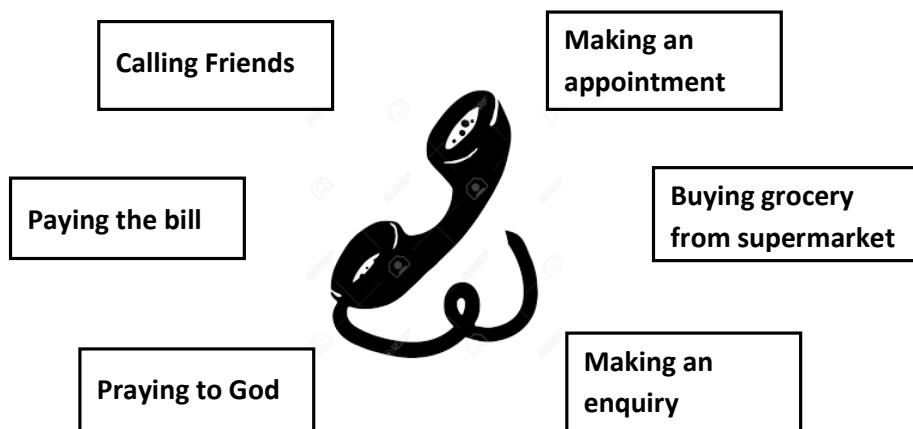


Words to Deeds

I Speak Well

Activity 1

Connect the telephone wire to the tasks for which you usually make a call.



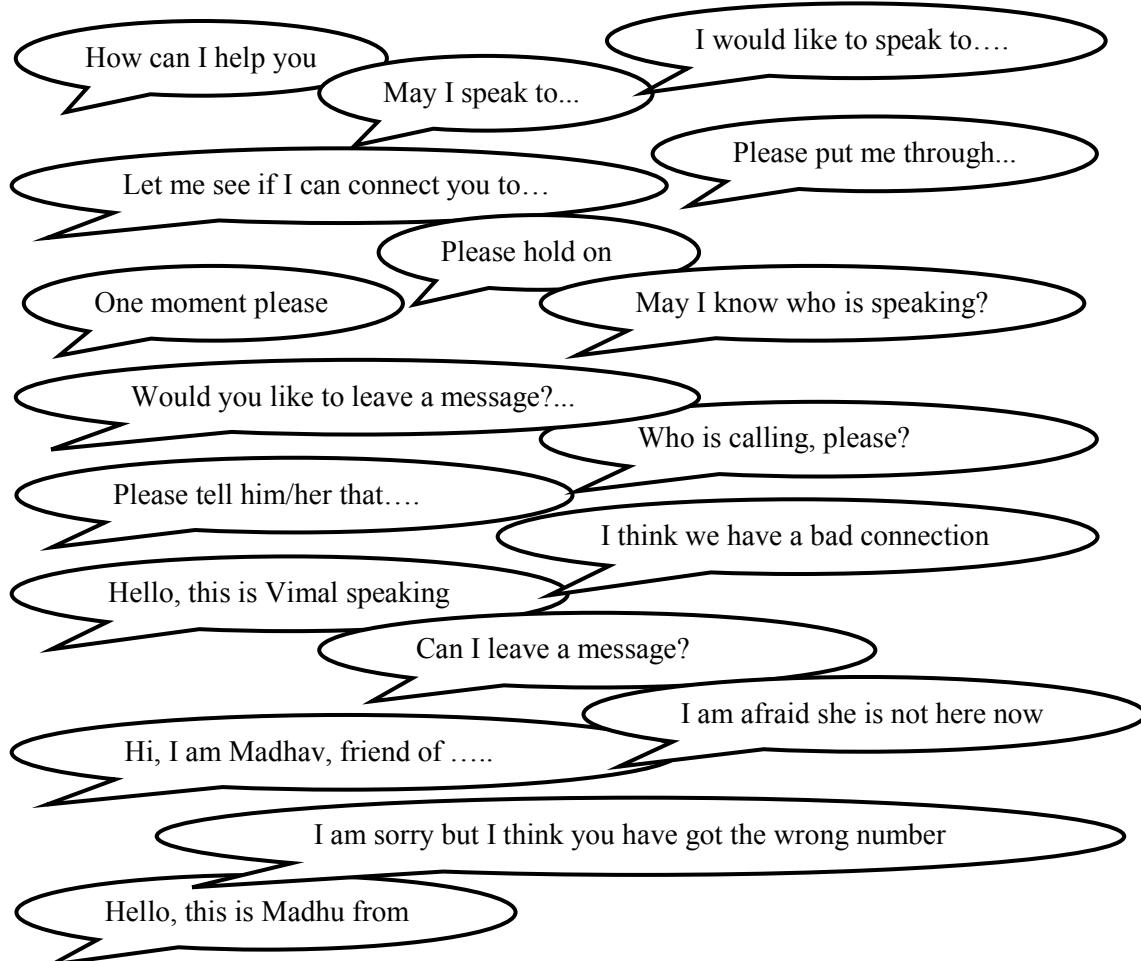
Activity 2

Look at the following dialogues. Tick the most appropriate ones to begin a conversation.





Sort the following dialogues into the right columns in the table below



Answering the call	Identifying oneself	Asking for someone
How can I help you	Hello, this is Vimal speaking	May I speak to...

Conveying message	Asking to wait	Problems
Can I leave a message?	Please hold on	I think we have a bad connection



Words to Deeds

Activity 3

Nisha, the student coordinator of NCC calls Smitha Ma'm, the staff coordinator to inform that one of the cadets has fallen ill and is being taken to the hospital. Complete the following telephone conversation.

Warden: Hello,

Nisha:(Identifying oneself)

Warden: Hi Nisha. How can.....(Enquiring the reason for the call)

Nisha: Could you please(want to speak to Smitha Ma'm).

Warden: Please Let me see if(asking to wait)

Nisha: Yes please

Warden: I am afraid(Miss Smitha is not there)
.....(message?)

Nisha: Yes.(conveys the message)

Warden:I will definitely convey the message.

Nisha: Thank you ma'm. . Bye

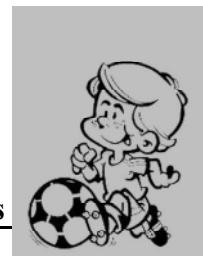
Warden:

Practise in pairs and role play the telephone conversation in your class. You may add more dialogues.

Activity 4

Put a tick mark against the telephone manners you follow while making a call.

1. I never identify myself at the beginning of calls.
2. I speak clearly and slowly over the phone.
3. I never ask If I can put the caller on hold
4. I am courteous to those I am with; I turn off my phone if it will be interrupting a conversation or activity.



5. I never bother about my language, even when others can overhear me.
6. I avoid talking about personal problems in a public place.
7. I never bother to give a polite reply over the phone.
8. I make calls in a library, theatre, or church.
9. I am always patient and helpful over the phone
10. I don't text during class or a meeting at my job.
11. I talk on the phone while doing my home work.
12. I never drive and use phone at the same time.



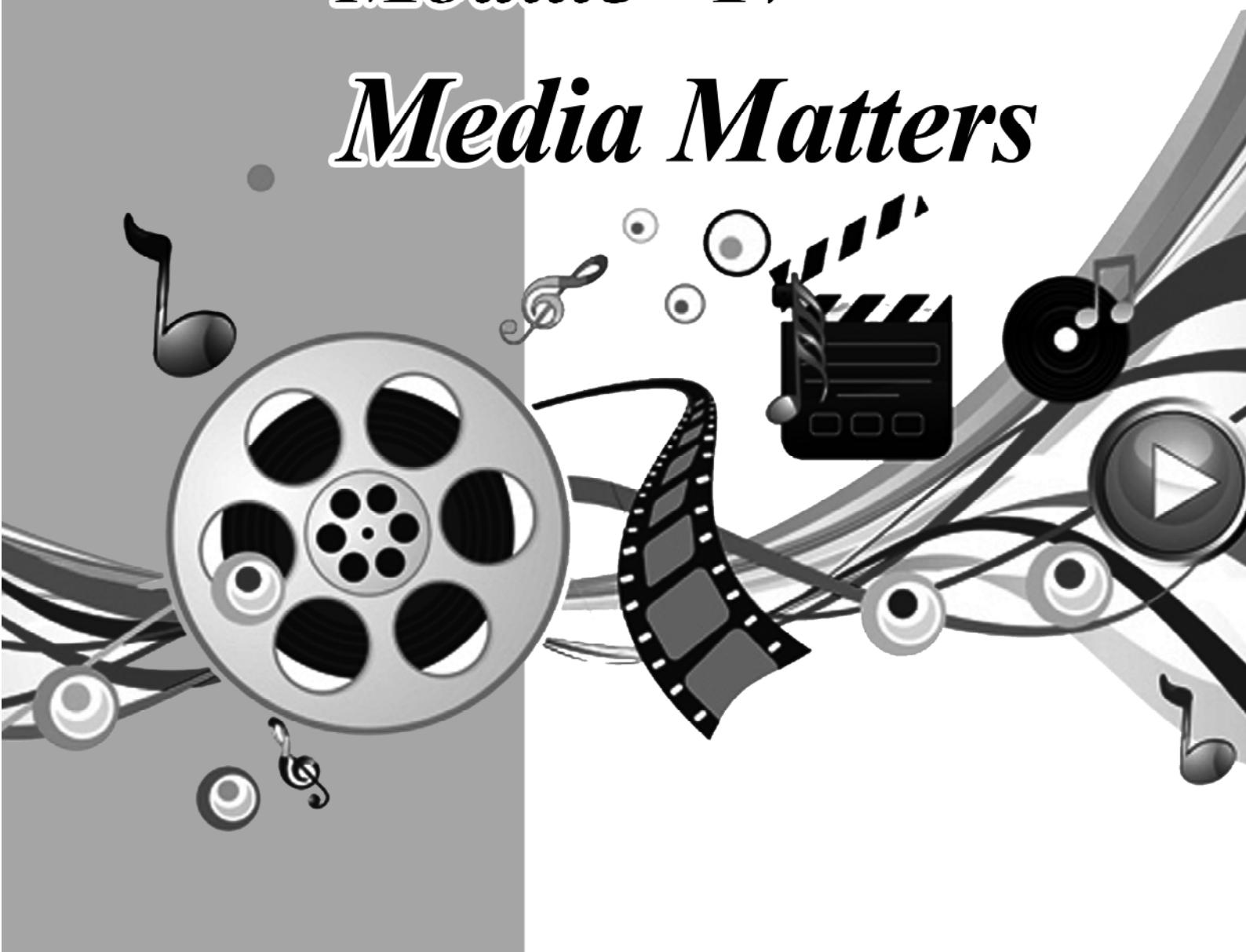


Words to Deeds

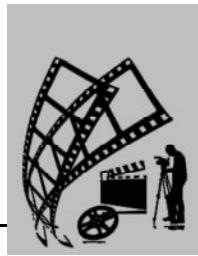
My Word List

Module - IV

Media Matters







Media Matters

"The Medium is the Message"

- Marshall McLuhan

Get Set, Go.

Given here are logos from the wonderful world of media.

How many of them are familiar to you?
Write them down in the space provided.

.....
.....
.....
.....



Try classifying them under common headings

I Love Reading

Usually we read newspapers to get information. How else are newspapers useful to us?



.....
.....
.....
.....





Words to Deeds

A Newspaper Story (Core Text)

-O Henry

William Sydney Porter (September 11, 1862 – June 5, 1910), known by his pen name **O. Henry**, is an American writer. His short stories are known for their wit, wordplay, warm characterisation, and surprise endings. In this story O Henry narrates the journey of a newspaper that meets different people.

At 8 a m lay on Giuseppi's news-stand, the top newspaper still damp from the press. It contained three editorials.

One was directed to parents and teachers, against corporal punishment for children.

Another was addressed to a notorious labour leader who was about to organise a troublesome strike.

The third was an eloquent demand that the police force be assisted to increase its efficiency.

Some other interesting columns included the heart- to-heart column which dealt with queries from a young man. He wanted ideas that would help him win his lady love.

The beauty page gave some tips to a young lady to enhance her beauty.

Besides these, another item was a brief "personal," running thus:

The newspaper is damp because

.....
.....
.....

	Addressed to	content
Editorial 1		
Editorial 2		
Editorial 3		

	Character	content
Heart -to-heart column		
Beauty page		
Personal Note		

corporal - physical
notorious - infamous
enhance - add to



*DEAR JACK:—Forgive me. You were right.
Meet me at Madison corner at 8.30 this
morning. We leave at noon. PENITENT.*



At 8 o'clock **a young man** with a haggard look dropped a penny and picked up the top paper as he passed Giuseppi's stand. At the next corner it fell from his pocket, carrying with it his pair of new gloves. Three blocks he walked, missed the gloves and turned back fuming.

After half-hour he reached the corner where lay the gloves and paper. But he strangely ignored that which he had come to seek. He was holding two little hands and looking into two penitent brown eyes, while his heart raced with joy.

"Dear Jack," she said, "I knew you would be here on time." "I wonder what she means by that," he was saying to himself; "but it's all right, it's all right."

A big wind, picked up the paper from the sidewalk, opened it out and sent it flying down a side street. Up that street was driving on a spider-wheel buggy pulled by a brown horse, **another young man** who had written to the heart-to-heart editor for a recipe to win his lady love.

'To fume' is to become angry or mad. Why did the man fume?

.....
.....
.....

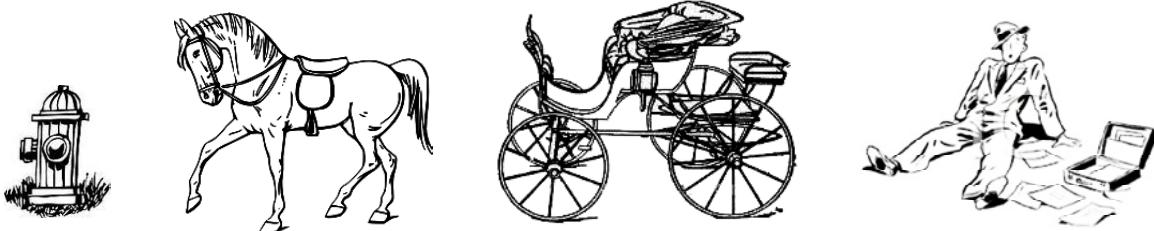
Why did his girl friend's words confuse Jack?

.....
.....
.....

*penitent - person showing regret
haggard - exhausted and unwell
buggy - carriage*



Words to Deeds



The wind flapped the flying newspaper against the face of the horse. Then a water-hydrant played its part and the buggy upturned. The driver was flung on the road in front of a certain brownstone mansion.

They came out and had him inside very promptly. And there was one who made herself a pillow for his head, and saying, "Oh, it was you; it was you all the time, Bobby! Couldn't you see it? And if you die, why, so must I..."

Policeman O'Brine arrested the paper as a character dangerous to traffic. Straightening its dishevelled leaves with his big, slow fingers, he stood a few feet from the family entrance of the Shandon Bells Cafe. One headline he read aloud: "The Papers to the Front in a Move to Help the Police." He walked away, stalwart, refreshed, fortified, to his duties.

Policeman O'Brine folded the paper and poked it playfully under the arm of a small boy that was passing. That boy was named Johnny, and he took the paper home with him. His sister was named **Gladys**, and she had written to the beauty editor of the paper asking for some beauty tips. That was weeks ago, and she had ceased to look for an answer.

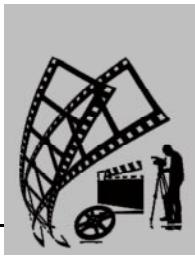
Water hydrant played its part....
This means

Share with your friend the role played by newspaper in uniting Bobby and his lover.

The police man wanted to arrest the newspaper because



What made the policeman feel proud of himself?



Gladys was a pale girl, with dull eyes and a discontented expression. She was dressing to go up to the hairdresser. Beneath her skirt she pinned two leaves of the paper Johnny had brought. When she walked, the rustling sound was an exact imitation of real silk.

On the street she met the Brown girl from the flat below and stopped to talk. The Brown girl turned green. Only silk at \$5 a yard could make the sound that she heard when Gladys moved. The Brown girl, consumed by jealousy, said something spiteful and went her way.

Gladys' eyes now sparkled like diamonds. A rosy bloom visited her cheeks; a triumphant, subtle smile transfigured her face. She was beautiful.

The **Labour leader** against whom the paper's editorial was written was the father of Gladys and Johnny. He picked up the remains of the journal which Gladys had left. The editorial did not come under his eye, but instead it was greeted by one of those ingenious and specious puzzle problems. The labour leader tore off half of the page, provided himself with table, pencil and paper and glued himself to his puzzle.

Three hours later, after waiting vainly for him at the appointed place, other more conservative leaders declared and ruled in favour of arbitration. The strike was averted. Subsequent editions of the paper referred to its successful campaign against the labour leader's intended designs.

ingenious - brilliant

specious - appealing (deceptively)

arbitration - mediation to solve difference

subtle - difficult to describe

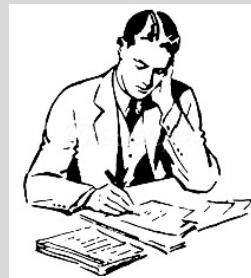
How did Gladys make use of the newspaper?

.....
.....
.....



How did Gladys become beautiful?

.....
.....
.....



What were the intended designs of the Labour leader?

.....
.....
.....
.....



Words to Deeds



When **Johnny** returned from school he sought a secluded spot and removed the missing columns from the inside of his clothing, where they had been artfully placed. His purpose was to defend such areas as are generally attacked during scholastic punishments. Johnny attended a private school and had trouble with his teacher. As has been said, there was an excellent editorial against corporal punishment in that morning's issue, and no doubt it had its effect.

After this can anyone doubt the **power of the press?**

(abridged and adapted)

How did Johnny find the newspaper useful?

.....
.....
.....
.....

What is the tone of the author? Is he talking about the real power of the press?

.....
.....
.....
.....

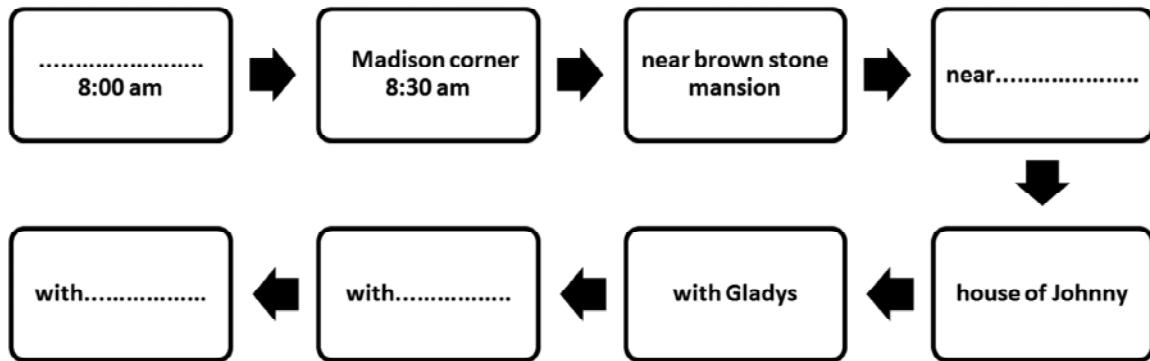
I. Based on your reading of the text complete the following table as directed.

Column in the newspaper	Person associated with	Use/Influence of the Newspaper
Editorial one	Johnny	Defended himself during corporal punishment at school
Editorial two		
Editorial three		
Beauty tips		
Heart –to– heart column	Bobby	Was able to win the love of his lady love after the buggy upturned.
Personal notes		

Share your answers with your friend.



- II. Imagine that the newspaper narrates the story of its long journey. How would that be? Complete the boxes to know the journey of the newspaper.



I Learn Words

Activity 1

Given below are words that describe some characters or objects in the story. Fill in with appropriate words.

Jealous	haggard	dishevelled	notorious
stalwart	fortified	ingenious	specious

1. O' Braine,
2. Labour leader
3. Brown girl
4. Crossword puzzle,
5. Newspaper
6. Jack

Which character in the text attracted you the most?

.....



Words to Deeds

Two things you like about the character	Anything you dislike about the character

Now describe your favourite character to your friend.

Activity 2

We get newspapers when carrier boys deliver them. Have you ever thought of the people who are involved in the process of bringing out newspapers?

Can you identify the order in which each person is involved in the process?

sub editors, proof readers, reporters, correspondents,
chief editors, photographers, sales directors, local agents,
page setters, newspaper boys



1. reporter
- 2.
3. correspondent
- 4.
- 5.

6. page setter

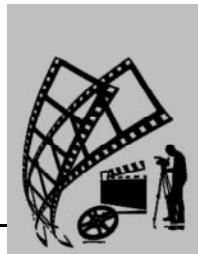
7.

8.

9.

10.





Activity 3

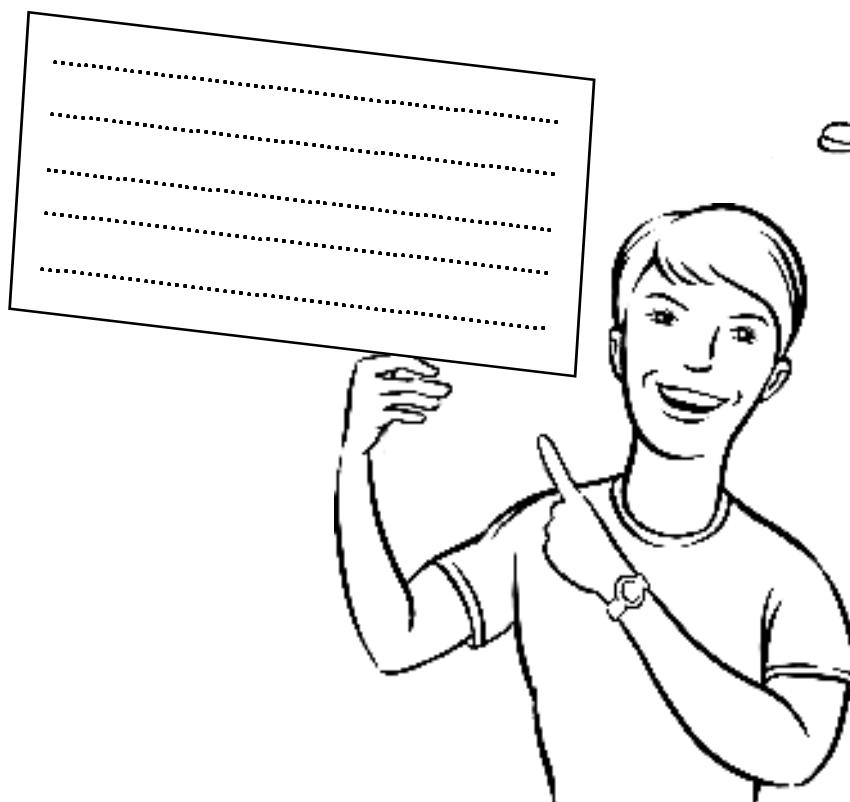
Imagine that each one of the above mentioned persons introduces herself/himself so that others get to know more about them. How would they introduce themselves?

Mr Sankar is a page setter. Read how he has introduced himself.

Hai, my name is Sankar. I work at Kerala Maithri Newspaper. I am a native of Kollam. My duty is to set the news in different columns and fix the layout of the newspaper. It is a difficult job but I enjoy my work and find great satisfaction when I see the morning newspaper.



Assume the role of any one character and introduce him to the class.

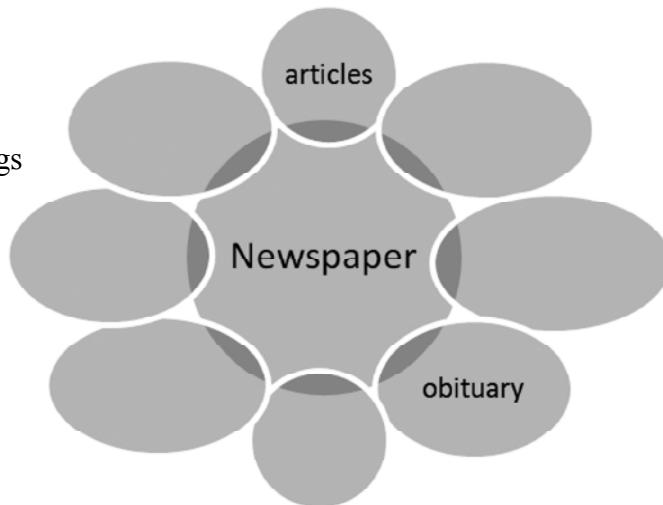




Words to Deeds

Activity 4

We all read newspapers every day. What are the different types of writings that appear in a newspaper? Write them down in the space provided.



Bring different newspapers to your class and in groups make a newspaper of your own by choosing writings from different newspapers. Give a logo and a name for your newspaper. Display the newspaper on the class notice board.

Activity 5

Analyse the given word list and use those words to complete the table below.

viewership,	tabloid,	trailer,	media coverage,
cover story,	brochure,	critics,	broadcast,
climax,	censor board,	media hype,	catalogue,
bimonthly,	subtitles,	biannually	

WORDS	MEANINGS
1	a list of products
2	The most exciting /important part of the film
3 Brochure	A small piece of paper with information about a product or event.
4	Extend of information reported by a media.
5	Published once in two months.
6	Journalist who review films and documentaries.



7	The translation of dialogues of a film across the bottom of the screen.
8	A newspaper half the size of standard newspaper, containing popular fashions and sensational news.
9	Committee which approves films for public viewing.
10 Media hype	Unrealistic sensitising of a news by media.

Activity 6

Commonly misspelt words related to media are given below. Put a tick mark against the correctly spelt words

anchor	anker	ancher	
odience	audians	audience	
dubbing	dubing	dabbing	
celebrity	seliberty	celebriti	
comitte	committee	commite	
onterprenner	entrepreneur	entrepreter	
catalogue	katalogue	katalog	
reciept	receept	receipt	
schedule	sedule	shedule	

Activity 7

Given below is a box containing words related to TV/Films, Social Media and Print Media. Classify them appropriately and fill in the columns below

facebook	staff correspondent	cinematography	column	lyricist	chat
breaking news	readership	blog	periodicals	telefilm	cover story
tweet	documentary	classifieds	hacking	choreography	instagram
broadcast	trailer	social forum	share	journals	tabloid



Words to Deeds

Print Media	Social Media	TV/Films

Discuss with your friend how the print media, social media and visual media differ from each other.

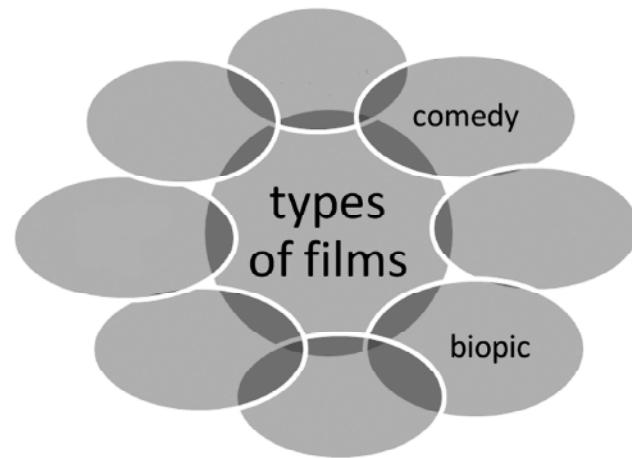
What are the different factors that make them popular?

Share your ideas with your friend.

Activity 8

Do you watch films? What type of films do you watch? What are the different kinds of films that you are familiar with? Write them down in the bubbles and find examples for each one of them?

Biopic - Mary Kom



.....

.....

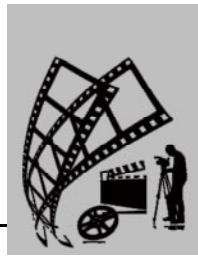
.....

.....

.....

.....

.....



Activity 9

Given below are some of the TV programmes people usually watch. Do you watch these programmes? How often?

What are your impressions about them?

Share your thoughts with your friends after filling in the blanks. You may make use of the words given in the box below.

Worthwhile, informative, sensational, entertaining, thought provoking,
exaggerating, annoying, biased, misleading, funny, creative

Game shows
Documentaries
Soaps/serials
Cartoons
News reports

I Use Language

Activity 1



Do you recognise the characters from the story?

Now fill in the blanks with suitable words.

1. Bobby has fallen
2. His papers are lying his briefcase.
3. His cap is still his head.
4. The labour leader is writing his pen.
5. He is solving the puzzle the newspaper.
6. Johnny is going school. He has to reach school 9 0' clock.

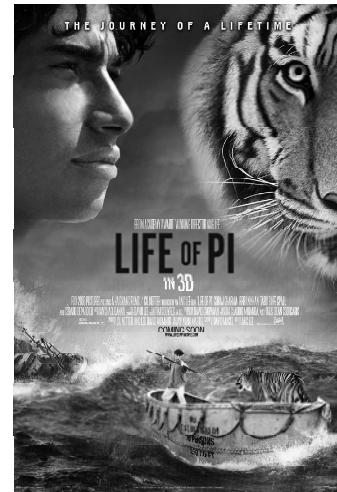


Words to Deeds

Activity 2

Given below is a passage where Alice describes her experience of watching the film, “LIFE OF PI”. Fill in the blanks with words chosen from the brackets. The first one has been done for you.

“I went to watch the film, LIFE OF PI (1) at (in, on, at) the Silver Souk, Ernakulam. I watched it last Sunday with my friends, Seema and Sandhya .The film proved to be a wonderful experience. The film revolves (2) (around, in, on) the life of a boy called Pi who gets shipwrecked while sailing (3) (across, around, over) the Pacific Ocean . Pi survives (4) (in, on, into) a lifeboat with a zebra, an orangutan, a hyena and a Bengal tiger nicknamed Richard Parker. The sun (5) (above, below, near) was their only guide. In their struggle Pi and the tiger forge a connection which inspires him to live. Directed (6) (for, by, with) Ang Lee, the film is a visual treat. The character of Pi is played (7) (by, of, in) Irfan Khan (as the older Pi) and Suraj Sharma. The versatile actress Tabu also features (8)..... (on , in , by) the film. It is a must watch movie and I loved the experience.



Activity 3

Here is a scene from the circus.
Make sentences. An example is given.

Hints :- monocycle, juggling, stool, whip, plates



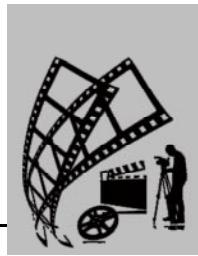
E.g. The artist **ON** the trapeze is balancing a rod.

The dog is

The juggler is

The lion is

The trainer has



The two performers are swinging high

The man is performing

Activity 4

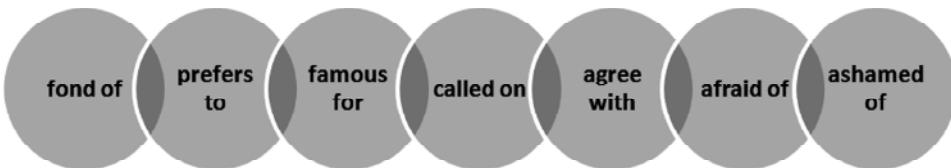
Describe the picture in a paragraph.

.....
.....
.....
.....
.....



Now read out the paragraph to the whole class

Activity 5



Are you familiar with these phrases?

Now try to use the above phrases appropriately to form meaningful sentences. Share your answers with your friend.

1. Lucy is snakes.
2. Mumbai is its textile mills.
3. The labour leader the newspaper editor.
4. Sunil walk to school whereas his brother goes by bus.
5. Bobby everything his girl friend said.
6. Women are make up.
7. Gladys was her plain looks.
8. Gandhiji was his honesty.



Words to Deeds

9. Children are usually sweets.
10. My friends gladly me in everything.
11. The minister the veteran freedom fighter.
12. Philip was his poor marks.

Activity 6

Match the following and write the answers in the columns given below

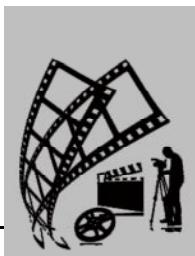
- | | |
|---|--|
| 1. The newspaper was damp | a) many were able to find solutions to their problems. |
| 2. The labour leader failed to attend the strike | b) Johnny escaped punishment. |
| 3. As a result of the editor's columns | c) that he lost his newspaper and gloves. |
| 4. Gladys appeared sad | d) as he was busy solving a puzzle. |
| 5. The reason for Jack's anger was | e) due to her dull eyes and pale colour |
| 6. Since he had stuffed himself with the newspaper | f) because it lay exposed in the morning |

1	2	3	4	5	6
f					

Activity 7

In the passage given below, one word has been omitted in each line. Find the missing word and write it in the space provided.

- Computers Internet have become an (a)
- integral part our lives. We use them (b)
- railway stations, banks and schools. (c)
- You can reserve a ticket your (d)
- PC use it to locate a destination. (e)
- they are very popular all people (f)
- can use them. no mistake



Activity 8

Make as many meaningful sentences as possible using pictures and words from the boxes below.

- E.g.
1. Both penguins and seals live in Antarctica.
 2. The boy is running because he is late.
 3. Neither the computer nor the television can be used for printing.

or	Both....and	so
because	and	Neither...nor
as	but	due to....





I Do It Well

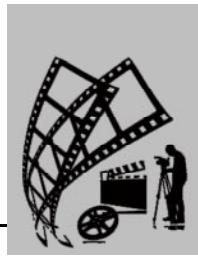
Read the conversation between a stranger and Tony.

- Stranger** : Excuse me sir. I'm looking for the Head Office of *Jeena TV*. How can I get there?
- Tony** : "Oh. Go straight till you reach the crossroads which is about 100 metres to your left. Take the second turn to your left and walk about 50 metres. You will see a three storied building. The office of Jeena TV is on the second floor."
- Stranger** : "Thanks a lot!"
- Tony** : Your face looks familiar. If I am not mistaken you are Mr. Kailash who won the second prize in the Best Dancer competition on Jeena TV.
- Stranger** : Yes that's me.
- Tony** : Aha! my warmest congratulations.
- Stranger** : Thank you very much.
- Tony** : In my opinion you deserved the first prize.
- Stranger** : Glad to hear that. But we have to go by the decision of the judges.
- Tony** : That's right. But I feel that these days judges are biased. I strongly believe that they were quite partial in your case.
Anyway congrats once again. Yours was my favourite team.
- Stranger** : Thank you. It's very kind of you.
- Tony** : Why are you going to Jeena TV office?
- Stranger** : Just to collect the prize money. Would you mind repeating the instructions?
- Tony** : Not at all.

Activity 1

Now that you have listened to the conversation fill in the table below

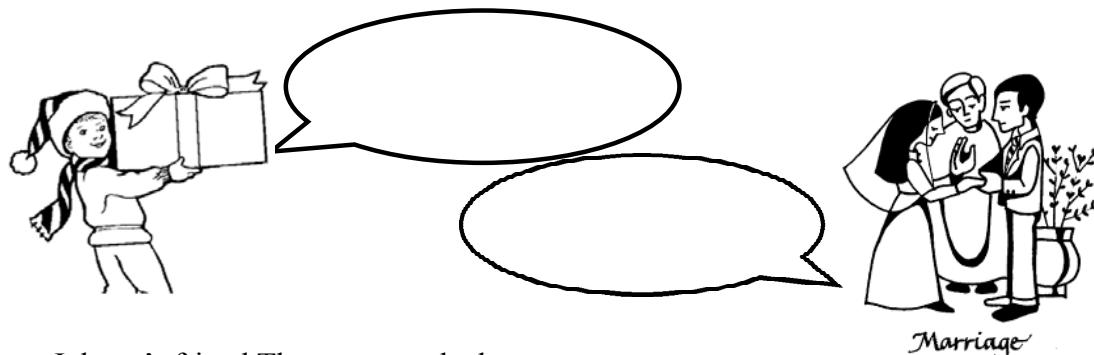
Structures for asking/giving direction	Structures for stating opinions	Structures for congratulatory statements



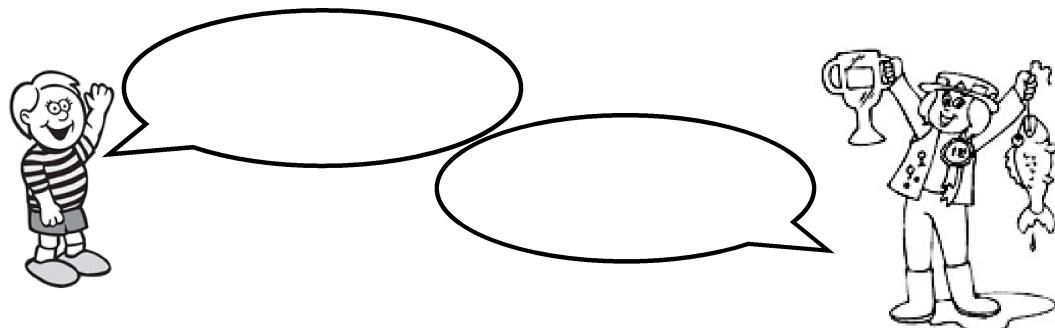
Activity 2

How would each one respond in the following situations? Use expressions already given.
Work in pairs and write possible dialogues.

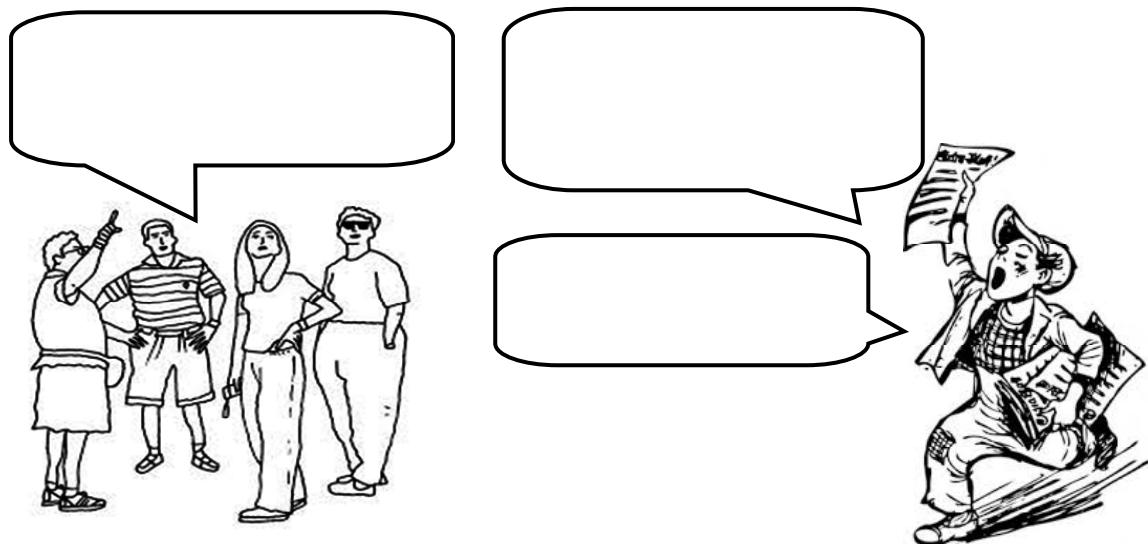
1. Sunny wants to congratulate his cousin who got married recently.



2. Johnny's friend Thomas won the boat race.



3. Ask the newspaper boy to direct you to a nearby theatre.





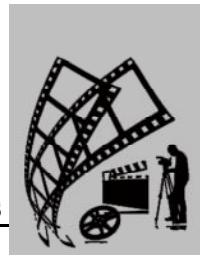
Words to Deeds

Activity 3

Which of the following expressions do you know? Give a tick mark against the ones you know.

Asking for directions	Stating Opinions	Congratulatory Expressions
<ul style="list-style-type: none">• How do I get to ...?• What's the best way to ...?• Where is ...?• Can you direct me to....	<ul style="list-style-type: none">• In my experience...• Speaking for myself...• In my opinion...• Personally, I think...• I'd say that...• I'd like to point out that...• I believe/think that...• What I mean is...	<ul style="list-style-type: none">• I'd like to offer my congratulations on..• Congratulations on...• Well done (informal)• Kudos (informal)• Congratulations• Please accept my warmest/ heartiest congratulations
Giving Directions <ul style="list-style-type: none">• Go straight on (until you come to ...).• Turn back./Go back.• Turn left/right (into ...-street).• Go along ...• Cross ...• Take the first/second road on the left/right• It's on the left/right when you reach the crossroad.	Agreeing <ul style="list-style-type: none">• Of course.• You're absolutely right.• Yes, I agree. /entirely• I think so too.• That's a good point.• Exactly!• I don't think so either.• That's true.• That's just what I was thinking.• I couldn't agree more.	Accepting <ul style="list-style-type: none">• Oh. It is nothing special• Thank you• It is nice of you to say so..• I'm glad you think so Formal <ul style="list-style-type: none">• Thank you very much for saying so• It's very kind of you to say so.
	Disagreeing <ul style="list-style-type: none">• I don't agree with you.• However..• I'm sorry to disagree with you.• That's not entirely true.	

Note : Whenever you disagree with something it is polite to give some reason. A mere “no” would not be apt



Activity 4

Construct dialogues based on the following situations. You may make use of the expressions on the previous page. Role play it in your classroom

1. You want to reach the post office/bank from your institution. Your friend helps you by giving directions on how to reach there.

You :

Ragin:

2. You heard that your friend has bagged a scholarship to study abroad. Congratulate him on his achievement.

You :

Manavi:

You :

Manavi:

You :

Manavi:



Words to Deeds

I Speak well

Group discussion



Many companies conduct group discussion after the written test so as to check the interactive and communicative skills of the candidates . The GD also checks how you behave, participate and contribute in a group.

Which among the following approaches do you think will help you perform better in a group discussion.

It is always good to be an active participant.

Good	Bad
------	-----

When I disagree with an opinion the best way is to interrupt loudly.

Good	Bad
------	-----

I have to strongly stick on to a point raised by me even if I am proved wrong.

Good	Bad
------	-----

It is a good idea to wear colourful clothes and use high sounding words.

Good	Bad
------	-----

I must not care for the feelings of others.

Good	Bad
------	-----

A good participant will accept valid opinions of others.

Good	Bad
------	-----

One has to be audible and use simple language.

Good	Bad
------	-----

It is a bad idea to accept a chance to conclude a GD.

Good	Bad
------	-----

It is a good idea to initiate a topic.

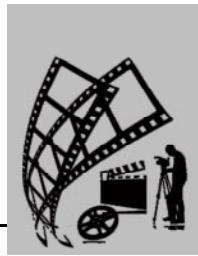
Good	Bad
------	-----

One should never allow others to speak.

Good	Bad
------	-----

I should conclude by summing up the main points raised.

Good	Bad
------	-----



To The Teacher

- Divide the class into groups of 8- 10 students.
- Give each group a topic.
- Let students write down points in the text. (5-7 minutes)
- Allot 'Speaking time' for a participant (2-3 minutes) and a minimum time for the whole group. (15 minutes)
- Students can speak for a second time within the allotted time.
- Credit can be given to students who raise substantial/relevant ideas.
- Due credit must be given to the participant who initiates and concludes the discussion.
- Credit can also be given to students who encourage, mingle and guide his co participants.
- Encourage students to use expressions learnt for stating opinions

Activity 1

Advertisements introduce us to new brands every day. Do these colourful entertaining advertisements always give the right information. Should advertisements be banned? Let the class be divided into different groups and discuss on the topic: Need and relevance of commercial on TV. Let learners write down the points first.



Students can also choose from the following topics.

1. Use of social media in public places
2. Influence of films on society
3. Strategies for protecting environment.
4. Role of sports in inculcating values



.....

.....

.....

.....

.....

.....

.....



I Write Well

Activity 1

Imagine you are going to be employed as the Technical Advisor of SRM Company. Which modes of communication/writing do you think you will need in your new profession? Put a tick mark against the ones that are needed.

memos		essays	
e-mails		technical reports	
resume		power point presentation	
diary writing		dialogue writing	
letters		brochures	

Read out your answers to your friend. Does he/she too have the same answers? Which items did you leave? Why? Share your thoughts.

Activity 2

Read the poem and technical specification below. Both of them tell us about shoes. What difference do you notice between these two writings?

Ode to a shoe

My son's tennis shoes rest temporarily in a
Heap against the kitchen door, their lace
soiled their tongue hanging out
Like exhausted terriers.
The soles, worn down on the insides from
Sliding into second,
Are green, the shades of summer.
Canvas exterior, once pristine white are the
Colour of the rainbow.....
Sun bleached, mud splattered rained on
ketchup and mustard adorned,
Each shoe shouting a child's joyous
Exuberance: "I'm alive!"

Technical specification for Manufacturing

Tennis Shoes

The D40 Slammers Tennis Shoe will be manufactured to the following specifications;

Sole: neoprene rubber #345 white enameled paint 1,589" high. Slammer waffle-textured.

Uppers: Blue Canvas

Tongue: White canvas

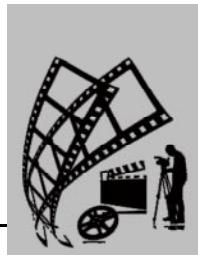
Oval slammer logo heat- pressure sealed, centred 50" from all sides

Laces: 15" long

100% cotton

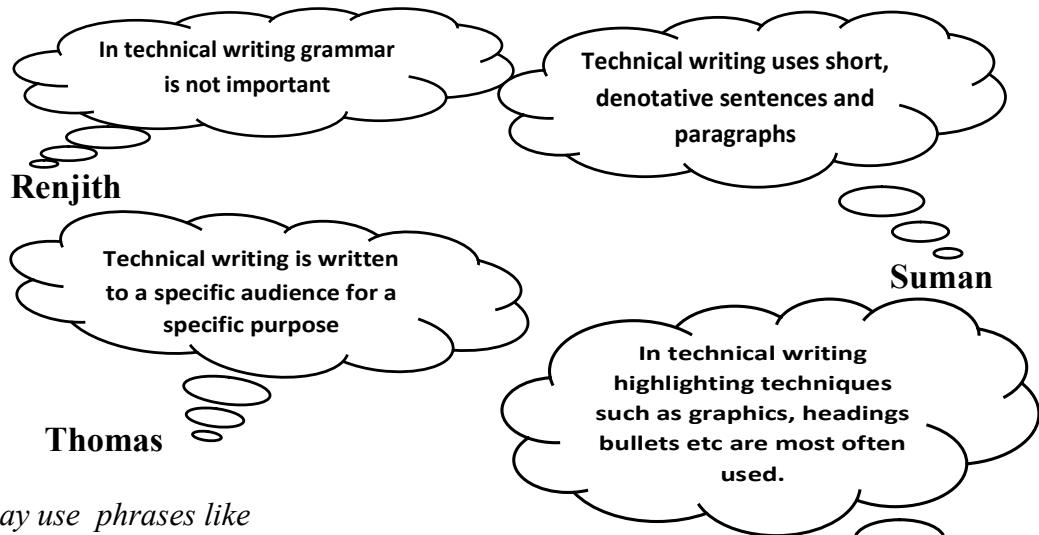
Aglets: clear polycetate plastic #290

Weight: 1lb 6 oz



Activity 3

Given below are comments made by different people on technical writings. Read them and say whether you agree/disagree with these thoughts.



You may use phrases like

- I agree with you ...
- Absolutely ...
- Exactly ...
- Yes! You are right ...
- I suppose so ...
- I'm sorry. I can't accept that ...

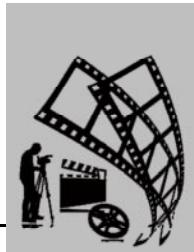
Activity 4

Simplicity is the ultimate sophistication

Plain English is an approach to writing that concentrates on brevity and clarity. It is ideal for people working in the technical field.

Can you make the following brief and clear?

- E.g. This matter will be considered by us shortly.
We will consider this matter shortly.
1. The riot was stopped by the army.



Words to Deeds

- 2. The shops had to be closed by the police.
.....
 - 3. We had a discussion about the matter.
.....
 - 4. There will be a stoppage of the supply by the farmers.
.....
 - 5. The implementation of the method has been done by a
.....
 - 6. I will see you in the near future.

Activity 5

Try using simple words for the following. You may make use of the help box.

- Additional to
 - Advise
 - Commence
 - Forward
 - Particulars
 - Per annum
 - Prior to
 - Purchase

buy, send, yearly, tell, details, before, start, extra

Activity 6

Sundrop Company is not getting enough sales now days. Their profit has come down by 47% from 85%. The Sales Executive officer writes a memo to the Senior Sales officer to motivate the staff through a power point presentation on ‘Improving Sales Techniques’. Given below is a memo prepared by the Secretary of Sales Executive Officer. Will it serve the purpose? What do you think? What are the details missing?



Date: November 5, 2014

To: T V Mani

From: Y Reddy

Subject: Meeting

Please plan for a presentation on sales improvement.

Make sure the information will motivate the staff.

Profit of the company has decreased.

Thanks

Missing Details

.....
.....
.....
.....
.....
.....
.....

Now look at a revised sample memo given below. Does it have the missing details? Examine the given memo with the help of the questions given.

Date: November 5, 2014

To: T V Mani

From: Y Reddy (initials)

Subject: Sales Staff Meeting

Please make a presentation on improved sales techniques for our sales staff. This meeting is planned for March 18, 2004, in Conference Room C, from 8:00 a.m. - 5:00 p.m. Our quarterly sales are down by 27%. So, we need to help our staff accomplish the following:

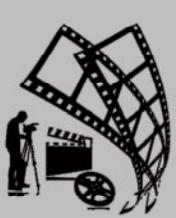
1. Make new contacts.
2. Close deals more effectively.
3. Earn a 40% profit margin on all sales.

Use our new multimedia system to make your presentation. With your help, I know our company can get back on track.

Thanks

Which of the following questions are answered by this Memo?
Under line the area in the memo.

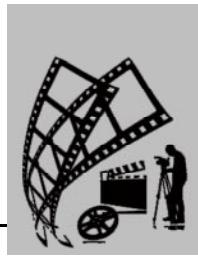
- **When** is the meeting?
- **Where** is the meeting?
- **Who** is the meeting for?
- **How** will the presentation be made?
- **Why** is this meeting being held?
- **What** does the manager want to be conveyed about sales?



Activity 7

How does a memo differ from a letter? Complete the table below.

SECTIONS	LETTER	MEMO
Date		
From	written first, full address is written	
To		
Subject		written in capitals
Salutation		
Body Para1 (beginning)		
Para 2 (middle)		
Para 3 (end)		
Signature		initials near 'From'
Complimentary Close	Thanking you, Yours...	
Common Types	Formal, Informal, covering letter etc.	Problem memo, solution memo, explanatory memo, evaluative memo etc.



Activity 8

The senior sales manager of Global Consultation has sent a memo to the Technical Assistance Section of Global Consultations requesting them to repair computers in the purchase wing. Complete the memo.

Date:

To:

From: ()

Subject:

As referred to in Memo no.16 dated 24 June 2015 three computers installed in the purchase section are not working properly. Please address the following problems as soon as possible.

1. Problems with brightness of monitor.
2. Malfunctioning of certain keys.
3. Linux not installed in the system.

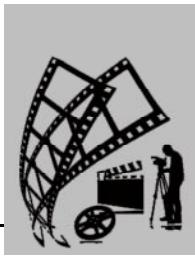
Immediate assistance is required. Urgent works are pending. Contact Ext. 345 for further clarifications.

.....



Activity 9

The manager of SRM company Pvt Ltd has decided to issue a memo to collect the progress report of all the staff working in the company. The employees have to fill in the appraisal sheet with necessary documents on or before 20 October 2015. Those who fail to produce the same will be fined. Prepare the memo.



Activity 10

How clear are we? Give a tick mark against the self-check statements and evaluate your written work.

- 1 I have provided the memo identification lines.
(date, to, from, subject)
2. My subject line is clear and in capital letters.
3. My introduction explains why I am writing the memo.
4. The problem/solution/explanation is stated clearly
5. My conclusion says what's next, specifying when there should be a follow-up action.
6. My memo is concise (has limited number of words, sentence length is short, words are used according to audience addressed)
7. My memo has initials near the 'From' address.

Yes	No
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Yes	No
-----	----

Yes	No
-----	----

Yes	No
-----	----

Yes	No
-----	----

Yes	No
-----	----

Yes	No
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Students can also prepare the following memos.

1. Prepare a memo asking employees to submit their monthly work report within the stipulated time.
2. Draft a memo stressing the need of punctuality.
3. Draft a memo to an employee asking for explanation for going on leave without prior permission.



Words to Deeds

My Word List