

Objectives

On completion of this period you will be able to

- understand the need to learn English
- find solutions to improve your English

Introduction

Answer the following questions in the space provided.

- A. What is the medium of instruction in your Polytechnic?
- B. What is your goal and is it possible to reach your goal without good knowledge of English?
- C. How do you think English helps you have a good career?

Activity 1**Individual**

- *Think of some situations in which you use English*
- *Write the order of priority in the space [] provided below*
- *Add some other situations*

- a) In the class room..... []
- b) At home..... []
- c) With friends..... []
- d) With teachers..... []
- e) In the library..... []
- f) In examinations []
- g) []
- h) []
- i) []
- j) []

Activity 2**Group**

- *Discuss the need for learning English in the group*
- *List out at least 5 important reasons for learning English*
- *Present your group views to the class*

1) _____

2) _____

3) _____

4) _____

5) _____

Activity 3

Group

- Write the problems you face in learning English
- Suggest solutions to the problems
- Present your group views to the class
- The first one has been done for you

S.No	Problems	Solutions
1	Telugu medium background	More exposure to English
2		
3		
4		
5		

Tips

- Read English newspapers, magazines and novels
- Listen to English news bulletins
- Watch English television programmes and movies
- Speak English with your friends whenever you can
- Practise speaking and writing in English on a topic everyday
- Learn new words with the help of a dictionary and use them in writing and conversation

Assignment

1. Read the problems mentioned below in learning English. Select an explanation that addresses and offers a suitable solution. A problem may have more than one suitable solution.

Problems	Solutions
1) Telugu as a medium of instruction ()	a) Never bother about mistakes. It is common for all in the early stages of learning a language. However try to avoid making the same mistake again
2) Fear of making mistakes ()	b) Many English words are not spelled as they are spoken. They have to be learnt consciously. Reading will help you a lot.
3) Difficulty in pronouncing English words ()	c) Identify a friend who is also interested in learning English and start speaking to him in English.
4) Difficulty in finding correct spelling ()	d) Improve your vocabulary by reading English newspapers, magazines and novels.
5) Difficulty in finding a right word ()	e) With a little effort, English can be mastered. It is not too late for you to learn.
6) Speaking and listening English rarely outside the classroom ()	f) Watching English television programmes, listening to English news and using digital dictionaries will help you in learning correct pronunciation.

The journey of a thousand miles begins with a single step. - Lao Tse

Objectives

On completion of this lesson you will be able to:

- identify useful classroom expressions
- use classroom expressions meaningfully

How do you greet your teacher in the Morning?

How do you ask permission to enter the class?

Activity1**Group**

Look at the following conversation between the students and the teacher in a classroom and enact it before answering the questions that follow.

Teacher: Good morning!

Students: Good morning!

Teacher: Ready?

Students: Yes!

Teacher: What were we discussing in the last session? Can anyone tell us?

Ananda: Tenses.

Teacher: Good. To be precise, which tense?

Students: Past perfect tense.

Teacher: Very good. Now let's start discussing the next tense. Look here and try to identify the verb in these sentences. (The teacher writes the following sentences on the board)

1. I had been living there for four years.
2. She had been working there for ten months.

Teacher: Ravi, can you come over here and underline the verb in the first sentence?

Ravi: Yes, I can. (Ravi underlines the verb)

Teacher: Very good.... and Vani, can you come over here and identify the verb in the second sentence?

Teacher: (Finding Vani nervous): Come on! Don't be nervous. You can do that.

Vani gets assured and underlines the verb.

Teacher: That's very good. Now open your books at page ten and complete the task at the top of the page.

A few students: Sir, please repeat the instruction. What you said was not clear.

Teacher: What I said was 'Open the books at page ten and complete the task at the top of the page.'

Q1. What does the teacher mean when he says 'Ready'?

Q2. Can you guess the meaning of 'here' in "Look here"?

Q3. What does the teacher say to help Vani overcome her nervousness?

Q4. What do the students say to request the teacher to give the instruction again?

Activity2

Individual

Look at the following expressions and say whether they are likely to be used by the teacher or the students.

1. Copy this in your books.	Teacher / Student	
2. Don't start yet. You can start now.	"	"
3. Can I talk to my partner as we do this?	"	"
4. How many letters can we use?	"	"
5. Go back to your place.	"	"
6. Please give some more examples.	"	"
7. First listen and then repeat.	"	"
8. Settle down! Let's not waste time.	"	"

Activity 3

What are some common class room expressions used by students in the class in the following situations?

1. Greetings

2. Ask for permission to leave the class

3. Ask the teacher for a clarification

4. Ask the teacher for a similar word in your mother tongue

5. Ask the teacher to extend the dead line for a submission

Activity4

Group

Form groups. Discuss the expressions given below.

<u>By the teachers</u>	<u>By the students</u>
<p>That's all for today.. How many are absent today? Were you present on that day? Let's start the lesson. Open your books at page 10. Turn to page 10. Look at the first activity on page 24. Say it again. Why don't you say it loudly? Not all at once! Read the whole sentence. Who knows the answer? Say it after me. Go on, Suresh. Copy this in your books. Can you find what is missing here? Will you complete it in five minutes? Who is your partner? Don't have a discussion. I think it your turn now. Start now without wasting time. Sit back-to-back. Stand in a circle. Raise your hands. That's much better now. Come to the front. Can you all see? Stop talking and listen to the dialogue. Please be quiet. Settle down first. Stand side by side. Work in groups of three. What did you say, Rani? Help my hang it there. Do you understand? Can you speak louder? What does it mean?</p>	<p>How do I say that? What is the Telugu word for it? I was absent on that day. May I ask a question? I'd like to answer. I haven't understood it. Can you please repeat it? I don't have the book. Which page did you say? We will form into a pair. Both of us will do that. Can we have a copy of that? How to begin it? It is not easy. Please permit me to go out. Please permit me to attend the class. I need to go to the bank. I don't find that task on page 10. I will submit the notes tomorrow. Where shall I keep this? Shall I switch on the fan? Shall I keep the door open? Please explain it again. Where should I write the address? Can we go a little early today? Why can't we have a class there? That room is not clean. That fan won't work. The lights are on. Vijay is absent today.. Do you need some more chalk? Please check my note book. Please suggest changes, if necessary. He is not in the room. All the students have left. Tomorrow is a holiday. Next session is on Tuesday.</p>

Guess the situations in which they are used in the class.

Assignment-1

Fill the blanks with suitable expressions.

Teacher: Sharif, Why are you not doing the task?

Sharif: Sir, _____.

Teacher: Why? I think you had a book with you.

Sharif: Yes sir. I had one but _____.

Teacher: Where is John?

Sharif: _____ today.

Teacher: In that case, why don't you borrow a book from them?

Jane & Jagan: Instead of that, he can sit here and do the activity with us.

Sharif: _____ and we as a group will do that task.

Teacher: Ok. _____ in ten minutes.

Assignment-2

Using the following expressions, develop a conversation between the teacher and the students. It is not necessary that they should be used in the order you find them.

Good morning. Have a nice day. Do you understand? So, how many tenses are there?
That's right. Let us discuss the present tense in detail tomorrow. Tense means a form of a verb. Doesn't it mean time? Can you answer?

Objectives

On completion of this lesson you will be able to

- express your feelings
- express what others feel

Pre - Activity

Individual

Answer the following questions.

- How do you feel when somebody slaps you on the cheek?

- How do you feel when you score a very low rank in a very important examination?

- How do you feel when your friends present you a gift on your birthday?

- How does your sister feel when she wins a prize in a chess tournament?

Activity 1

Individual

- Match the words indicating your feelings in the given situations
- Make sentences in the space provided after matching expressions

Situations	I feel...
You smell good food	thrilled
You see a hardworking person	miserable
You see jealousy in a person	hungry
You hear that you have got less marks	happy
You read an interesting book	angry
You watch a popular movie	excited

Example: when I smell good food, I feel hungry

Activity 2

Pair

- Work with your partner with one of you speaking on situations 2, 4, 6... (even numbered questions) and the other on 3, 5, 7... (odd ones)
- State how you would feel in the given situations. Write for the first three before you speak
- The first one has been done for you as an example

Examples:

1. You have watched the news of an earthquake

When I watched the news of the earthquake, I was shocked to see the death of so many people. I felt very sad.



2. India won the world cup cricket series

3. You have passed the exams with unexpectedly good marks

4. Your mother asked you to get rice and you saw various brands priced differently

5. You read an article about children working in hazardous industries

6. You watched a horror movie, that night the power went off and everything was dark.

7. Your friend slipped on a banana peel and fell down.



8. Your friend invited you on his birthday; you forgot and went the next day with a gift.

9. Instead of going to college you went to a movie and your uncle saw you.

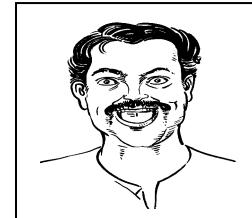
10. Your younger brother did not return home till 9 p.m.

11. You worked very hard for the exam but the exams were postponed.

12. You go to watch a movie, the story is not interesting, the songs too are not good.

13. There was a bus strike, you had to walk a long distance in the hot sun.

14. Your sister is your father's favourite; he bought a gift for her but not for you.



15. There was a debate competition in your town, you spoke well and won a prize.

16. At the theatre counter you wait patiently in a queue for your turn to buy a ticket a boy from behind jumps the queue and gets the ticket.

17. There was a sudden announcement about a bomb ticking away at the bus stop and you were waiting there.

Common Errors

Incorrect	Correct
She is angry at him.	She is angry with him.
He is angry with her behavior.	He is angry at her behavior.
She fell bad.	She felt bad.
I feel much tired.	I feel very tired.

Tips

- Speak using simple and short sentences.
- Use appropriate words to express feelings.

Assignment 1

Fill in the blanks with suitable words to express your feelings.

- I have to take medicines, I am _____.
- She saw the snake and screamed. She was _____.
- I have been working for ten hours, I am _____.
- Her aunt gave her a beautiful gift. She was _____.
- She had to give a speech. She was _____.
- They are away from home. They are _____.
- The father is shouting at his son. He is _____.
- The girl's pet parrot is dead. She is _____.
- The child is going on a picnic. She is _____.
- The fox wants to eat grapes. The fox is _____.

Assignment 2

Write a paragraph using the following hints:

No college --- no power at home ---- no tv----- nothing to eat----- bus strike---- theatre closed.

You may start with 'I was bored'.

You gain strength, experience and confidence by every experience... You must do the thing you think you cannot.

- Eleanor Roosevelt

Objectives

On completion of this lesson you will be able to

- express your likes and dislikes
- express likes and dislikes of others

Pre Activity

1. Do you like to eat junk food?
2. Do you dislike doing homework?
3. What kind of music do you enjoy?

Activity 1

Write five things you like and five things you dislike.

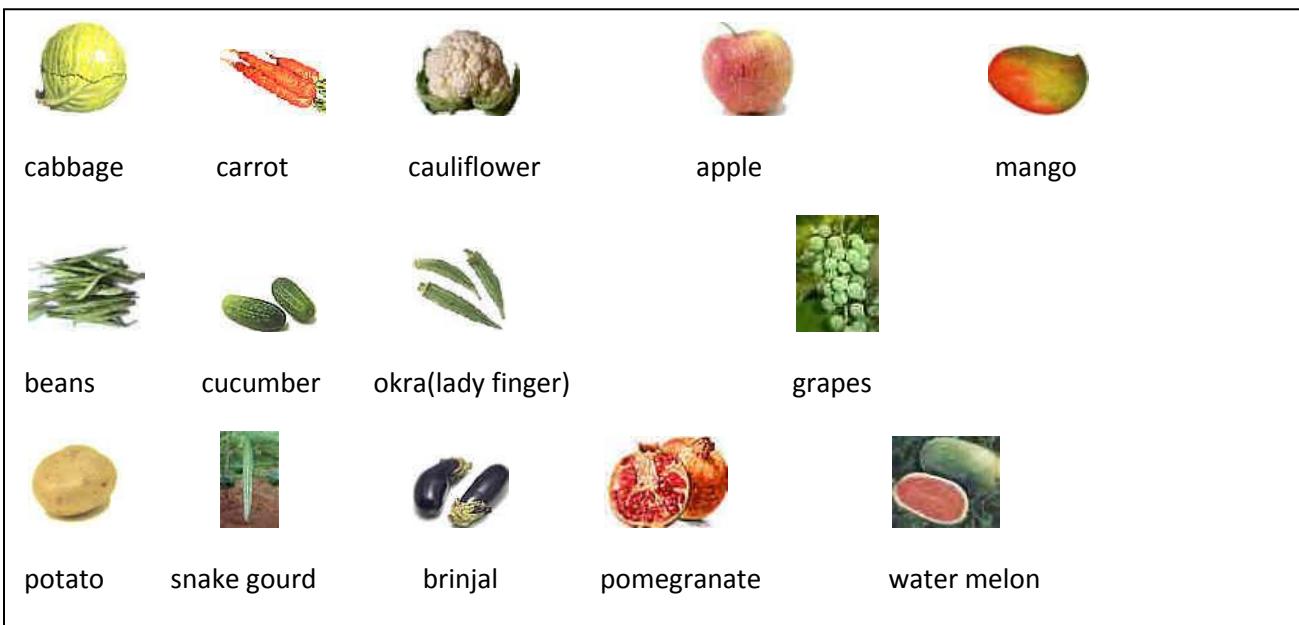
Things I like:

Things I dislike:

Activity 2

Individual

- *Work with your partner and share your likes and dislikes for the vegetables and fruits seen in the pictures*
- *State why you like or dislike something*
- *Write your sentences in the space provided to help you speak*



Example: I like potato because it tastes good when fried.

I don't like cabbage because it will not be tasty when cooked.

Activity 3

Group

- *Work in groups of five*
- *Ask the members of your group what they like and don't like to do during class hours*
- *Note the information gathered in the Table*
- *Speak when asked about your group's likes and dislikes*

<i>What they like doing during class hours</i>		
Name	What each one likes doing	What each one does not like

Activity 4

Group

- *Work in groups of five*
- *Ask the members of your group what they like about you*
- *Note that information in the Table titled 'What they like about me'*
- *Present the information to your group*
- *Use the expressions given in the box to describe your group members. You can use other expressions of your choice*

Frankness	sincerity	helpfulness	sense of humour	punctuality
sense of responsibility	honesty	carefulness	leadership qualities	reliability
hardworking nature		friendliness		

<i>What they like about me</i>	
Names	What they like about me

Common Errors

Incorrect	Correct
I likes mangoes.	I like mangoes.
She don't like watching movies.	She doesn't like watching movies.
We likes reading books.	We like reading books.
They doesn't like writing.	They don't like writing.

Tips

- Use simple and short sentences
- Concentrate on agreement between subject and verb
- Speak with your friends in English

Assignment 1

Fill in the blanks with suitable words

What would the members of your family say?

Father : I like ----- I don't like-----

Mother : I like ----- I don't like-----

Brother : I like ----- I don't like-----

Sister : I like ----- I don't like-----

Grandmother : I like ----- I don't like-----

Assignment 2

Interview any one of these people and write about two of their likes and dislikes:

- your neighbour
 - your uncle
 - your teacher
 - your aunt
 - your cousins
 - your grandfather
-
-
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-
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-
-

You are fast becoming what you are going to be.

-Anonymous

Objectives

On completion of this lesson you will be able to

- learn some ways of making requests
- learn some ways of offering help

Pre Activity

1. You want to borrow a pen from your friend. How do you ask politely?
2. You want your friend to shut the window. How do you ask in a polite manner?

Activity-1

Read the following conversation and identify the sentences containing a request.

Ravi: I am going to Hyderabad tomorrow.

Ramesh: Why?

Ravi: I have some important work at the Secretariat.

Ramesh: I have a friend of mine working there. Will you please give him this bag?

Ravi: That's not a problem. Could you please tell him about my work?

Ramesh: I will talk to him today. He will definitely help you. He is Das, Section Officer in the Department of Technical Education.

Ravi: Thank you.

Ramesh: Welcome.

Activity 2

Pair

Practice the following with your partner

Could Would Can Will	you	please	lend me some money? accompany me to hospital? switch on the television? give me the menu? speak slowly? repeat the lesson? help me to reach railway station?
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Additional Information

The following are the expressions used to request someone to take you to hospital.

Starting from 'less polite' to 'more polite'

- Take me to hospital.
- Please take me to hospital.
- Will you please take me to hospital?
- Can you please take me to hospital?
- Could you please take me to hospital?
- Do you think it would be possible for you to take me to hospital?
- Do you think you could please take me to hospital?

Please note that in addition to the words and sentences the way you request and your tone determines the degree of politeness

Activity 3 Pair 15 min.

- *Work with your partner*
- *Make requests in the following situations with one of you speaking on situations 2, 4 and 6 while the other on 3, 5, and 7.*
- *Note them later*
- *The first one has been done for you*

Example:

1. You are staying in a hostel. The tap in your bathroom is leaking. Request the plumber to repair it.

The tap in my bathroom is leaking, could you please repair it today?

2. Request the traffic constable to show you the way to the railway station.

-
3. You can't go shopping as you are busy. Request your roommate to do it for you.

4. Request the librarian to help you find the Thesaurus.

5. Request the counter clerk to cancel your railway ticket.

6. Request the teacher to repeat the previous exercise.

7. Request your classmate to lend you the Physics lab record.

Offerings

The second part of the lesson deals with ‘offering’. You will now learn the expressions used to offer help or suggest something for others. These requests and offers usually refer to near future.

Activity 4

Pair

- *Make as many meaningful sentences as possible using the words and phrases from the Table*

May Shall Let Would Could	I us me you	help you? get you glass of water? complete the task together? do it for you? like to have a cup of tea?
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Additional Information

Offering help is quite common in a conversation. It includes the meaning of suggestion. We offer help in a polite manner, when we find someone in trouble or in need. The following are some ways of offering help to others.

May I be of any assistance?

Is there anything I can do...?

I'll do it for you.

What can I do for you?

Activity 5

Pair

- *Work with your partner*
- *Write in the space provided what you will say to offer help in the following situations*
- *One of you speaks on 1 and 2 while the other on 3 and 4*

1. A woman who is travelling by a train wants to buy a water bottle at a station where the train doesn't stop for more than a couple of minutes. You observe it.

2. You are going by car. Your neighbour is waiting for an auto to go to his office.

3. You see an old man who is trying to board a bus with a lot of luggage.

4. You find that your friend has difficulty in changing the wheel of his motor cycle.

Common Errors

Incorrect	Correct
Please kindly help me.	Please help me. Or Kindly help me.
Can you be able to take me to hospital?	Could you take me to hospital? Or Are you able to take me to hospital?

Tips

- Use please and thanks while making requests
- Begin your requests with could in formal situations

Assignment 1

Match the following

A

B

<ol style="list-style-type: none">1. Can you pass the salt box, please?2. Can you give me the menu?3. Would you like to have some ice cream?4. Would you like to have tea or coffee?5. May I know the time please?	<ol style="list-style-type: none">a. No, thanks. I am suffering from cold.b. I prefer coffee.c. Yes, it is 5 minutes past 10.d. Certainly, but there is no salt in it.e. Yes, today's special is <i>Kashmiri biryani</i>.
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Assignment 2

Fill in the blanks with the appropriate words given in brackets

- a. _____ (Shall / Will) I bring vegetables?
- b. _____ (Shall / Will) you turn off the fan when you leave the hall?
- c. _____ (Shall / Will) you show me how to download a picture?
- d. _____ (Shall / Will) you get me a tablet when you go out?
- e. _____ (Shall / Will) I press the clothes for you?
- f. _____ (Shall / Will) you make a cup of tea for me?

Objectives

On completion of this lesson you will be able to

- express obligations
- express an order or a strong suggestion

Pre Activity

Read the following sentences and identify the difference in meaning.

He must take care of his health.

He should take care of his health.

He has to take care of his health.

Activity 1

Look at the following dialogue and identify which words are used to express or suggestion and which words express an order the expressions containing must, should and have to.

Patient: Is there anything serious, doctor?

Doctor: Nothing serious. But you must reduce your weight.

Patient: Am I obese?

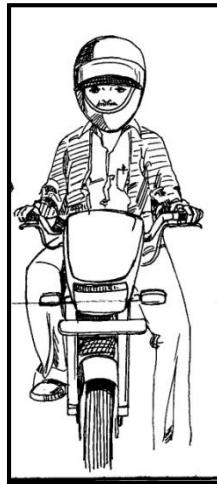
Doctor: Yes. You are slightly obese. So you should avoid oily foods.

Patient: Is there anything else I need to be careful about?

Doctor: Yes. You have to walk five km daily and you must not eat sweet fruits.

Additional Information

Words **must** and **have to** are used to speak about obligations and compulsions. Let us observe the pictures and read the matter that follows. It will help to learn the difference in meaning.



Policeman: You must wear a helmet.

You mustn't drive without helmet. (=It is

I have to wear a helmet.

(the person realises that the law demands)

In the first picture, the policeman uses the word ‘*must*’ and ‘*mustn’t*’ to mean “It is the law”. The words ‘*must*’ and ‘*mustn’t*’ are used where you have no choice. Use ‘*must*’ and ‘*mustn’t*’ to give orders where speaker has no choice but to accept the orders, or the law.

In the second picture, the speaker thinks that the law demands one to wear a helmet. He uses ‘*have to*’ to express external obligation or pressure from an external source. He may not like it but someone or something forces him to do it. In such situations “*have to*” is used.

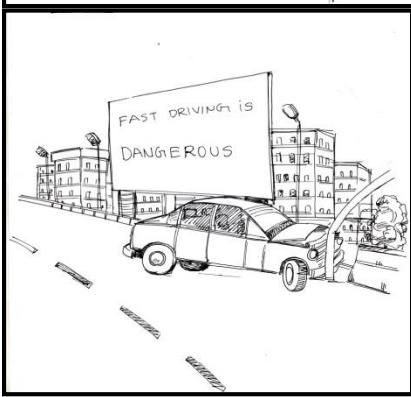
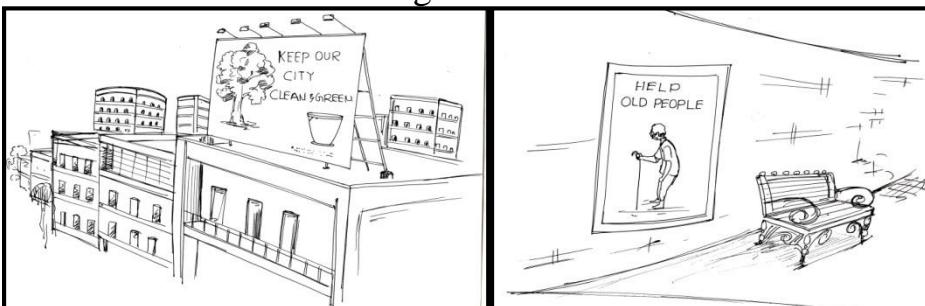
Activity 2

Pair

- Work with your partner
- Give information to a young student on how to join polytechnic starting from the moment of applying for CEEP to the first day at college
- Discuss and advise each other
- Use 'have to', 'must' and 'must not'
- Jot down the points in the blank space

Additional Information

The word *should* is used to convey an obligation but you have a choice to follow or not. Observe the pictures and read the sentences below. Learn the difference in meaning.



In the above advertisements, there are some suggestions. We are free to follow or ignore the suggestions. But the messages give us good advice. In everyday language we say the same things in the following way.

1. We *should* help old people.
2. We *should not (shouldn't)* drive fast.
3. We *should* keep our city clean and green.

So, ‘*should*’ means it ‘*is better to do*’. Always give suggestions using ‘*should*’. In other words when ‘*should*’ is used, it is an obligation but you have a choice to do something as suggested.

Activity 2

Pair

15 min.

- *Work with your partner*
- *Speak on ‘healthy living’*
- *Discuss and give each other proper advice*
- *Use ‘should’ in your advice/ suggestion*

Example: You should cut out sugar and salt from your diet.

Additional Information

have to/has to : expresses external pressure

Example: He has to work in the night shift.

had to: expresses past obligation.

Example: I had to work very hard to earn money.

shouldn't: expresses obligation.

Example: You shouldn't drink while driving.

needn't: expresses lack of compulsion or necessity.

Example: I needn't go to the office today.

must : expresses compulsion

Example: You must be health conscious.

Common Errors

Incorrect	Correct
I must and should do it.	I should do it. / I must do it.
Students are should be careful.	Students should be careful.

TIPS

- Use ‘must’ to express suggestion
- Use ‘have to’ to express external pressure.
- Use ‘should’ to express an obligation

Assignment 1

- *Read the passage about first aid for burns*
- *Express the ideas in your own sentences using “should/shouldn’t.”*

First Aid for Burns

Put the burnt part under cold water and run plenty of cold water over it. This reduces the heat in the skin. It is important to do this for at least 10 minutes. Remove anything tight like a belt. Take off all jewellery. Then cover the burnt part with a clean non-fluffy cloth like a clean cotton pillowcase or a towel. Don't put butter, oil, or ointment on the burnt part. It only has to be cleaned again before treatment can be given. Then call a doctor or an ambulance.

First you should _____

Assignment- 2

- Rewrite these sentences using “must’ or ‘should, wherever applicable.
 - a. I really need to get a haircut.
 - b. I strongly recommend you watch this movie.
 - c. Don’t work too hard.
 - d. It is important to wear a helmet when you are riding a bike.
 - e. Speak only in English every day.
 - f. Finish your work in time.
 - g. Enjoy your work.

Example: I must get a haircut.

No one saves us but ourselves. No one can and no one may. We ourselves must walk the path.

--**Buddha**

Objectives

On completion of this lesson you will be able to

- learn to fix appointments
- learn to reschedule or cancel appointments

Pre Activity

You want to take your mother to a very busy doctor. What will you do ensure that you meet the doctor on the day you want?

Activity 1

Read the following conversation pieces and identify the phrases used to fix and cancel appointments.

Receptionist: Hello! Eduworld, Hyderabad

Kiran: Good morning. I am Kiran, a student of Diploma in Mechanical Engineering.

Receptionist: Yes. How may I help you?

Kiran: I want an appointment with the M.D..

Receptionist: What for?

Kiran; I need to talk to him about the prospects of doing B.Tech. in Russia.

Receptionist: When do you want to meet him?

Kiran: Will you please fix an appointment at 5 pm tomorrow.

Receptionist: 5 pm tomorrow. You have the appointment Mr. Kiran.

Kirtan: Thank you.

Receptionist: You're welcome.

Receptionist: Hello! Eduworld, Hyderabad.

Kiran: Good Evening. I am Kiran. I have an appointment with the M.D. at 5 pm today. I am sorry to say that I cannot be there by 5 pm as I am not feeling well.

Receptionist: Do you want me to cancel the appointment?

Kiran: Yes. I want you to cancel the appointment today and will it be possible to fix an appointment next week?

Receptionist: Yes. It is possible. You can meet the MD at 10am on Monday.

Kiran: Thank you.

Receptionist: Welcome.

Additional Information

There is an increased trend of fixing appointment both in personal and business matters. Fixing appointments in advance and adherence to it both by host and visitor is a good practice. It helps to

- avoid disappointments of host being not there
- avoid delays as the host is busy with others
- take into account the convenience of both the parties

Expressions used to fix an appointment

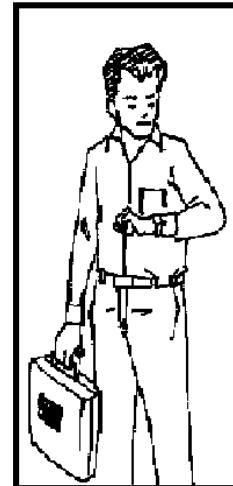
How about meeting on 30th of August?

Will you be free on 17th of this month?

How does the 3rd of June sound?

Shall we say...Monday?

Can I meet the Senior Engineer tomorrow?



Activity 2

Pair

- *Work with your partner*
- *Write the dialogues and role play them*

1. Request the receptionist to fix an appointment to meet the Municipal Commissioner at 4.00 p.m. to register a complaint about irregular supply of drinking water.

2. Request the receptionist to fix an appointment with the Neurologist for a chronic problem.

Activity 3

Pair

- *Write dialogues for the following situations*
- *Each one can be the caller in one situation*

1. Request the receptionist to reschedule the appointment with the surgeon as you are out of the town.

2. Due to the bad weather, you cannot practice cricket at Gymkhana ground.
Request the coach to reschedule the time for today's practice?

Activity 4

Pair

- *Work in pairs as you have done earlier*
- *Each one can be the caller in one situation*

1. Your boss wants you to go to Vijayawada to inspect the branch office there. Tell your friend that you cannot accept his invitation for dinner.

2. You cannot meet the teacher as you have to take your grandmother to hospital.

Common Errors

Incorrect	Correct
We will meet tomorrow. Will we?	We will meet tomorrow. Won't we?
You met the Manager yesterday. Did you?	You met the Manager yesterday. Didn't you?

Tips

- Make a note of your appointments in your diary or planner and keep it handy
- Be polite and mention the reason when you fix or reschedule or cancel an appointment
- Inform well in advance to reschedule or cancel the appointment

Assignment 1

Write a dialogue that takes place to fix an appointment with the Deputy Engineer, A.P. Transco to ask his permission to visit the substation.

“What a lot we lost when we stopped writing letters. You cannot reread a phone call.”

- ***Liz Carpenter***

Objectives

On completion of this lesson you will be able to

- learn how to extend invitations
- learn how to accept invitations

Pre Activity

1. How will you invite your teacher to a farewell party?
2. Your friend has invited you to his sister's wedding. How do you accept the invitation?
3. You have been invited to a house warming ceremony. But you have some important work that day. How will you express your inability to attend the function in a polite manner?

Activity 1

Read the following conversation between two friends and identify the phrases used to extend and accept invitation.

Mahi: Hai Gowri. How are you?

Gowri: Hai. After a long time. How are you? Anything special?

Mahi: Yes. My brother's marriage has been fixed.

Gowri: . Convey my congratulations to him. When is the marriage?

Mahi: The marriage is on the 10th of next month. Here is the invitation.

Gowri: Oh! The marriage is on Sunday.

Mahi: Please do attend the marriage. If you let me know your travel details, I will make necessary arrangements.

Gowri: Thanks for the invitation. I will definitely attend the marriage.

Activity 2

Pair

- *Work with your partner*
- *Invite your friend to do the following with you*
- *Reverse roles and use different expressions*
- *An example has been done for you*

Example: Come and jog with you in the mornings.

Why don't you come and jog with me in the mornings?

1. Go for Yoga in the evening.....
2. Play Tennis with you.....
3. Go on a tour.....
4. Join computer classes.....
5. Attend a seminar on 'Road Safety'.....

Additional Information

In accepting a formal invitation, it is important to respond appropriately. First thank the person for the invitation and then express your acceptance.

Expressions used for accepting invitations

Yes, thank you... Of course, I would like to...

Thank you, that would be great... Thank you, that sounds great...

On some occasions you may not be able to attend and therefore you will have to politely express your inability to attend giving the reason.

Expressions used for expressing inability to attend

Thank you, but I'm sorry, I may not...

Thank you, but I'm afraid I cannot...

Thank you, but I won't be able to...

Activity 3

Group

- *Work in groups of three*
- *Make as many meaningful sentences as possible using the expressions given in the Table*
- *First member would extend invitation; second member accepts and third member expresses inability to attend*
- *Exchange roles after a few minutes*

Would you like to	come	to a party on Saturday ? out with me this evening ? Why don't you with me for lunch ? and see me ? listen to my new record ? and meet my family ?	Yes, thank you. Of course. I would like to That would be great That sounds great	Thanks, I'm sorry, I may not... I'm afraid I can not... but I'm unable to
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Activity 4

Pair

- *Work with your partner*
- *One of you extends invitation. The other expresses willingness and conveys inability to attend politely*
- *Write the complete dialogue and role play them*
- *Each one of you can take one situation to invite*

1) Your friend invites you to attend his brother's marriage.

2) Your neighbour invites you to join him at a cultural programme in your locality on a festival day.

Common Errors

Incorrect	Correct
I invite you, Lakshmi, why don't you come to the party?	Lakshmi, Why don't you come to the party please?
Invite him for the function.	Invite him to the function.

Tips

- Extend invitations with a smile
- Practise using various polite expressions in your speech
- Thank the person for invitation
- Confirm your participation
- If you are not able to confirm, it is polite to inform the reason for your inability to accept

Assignment 1

Extend an invitation to a local celebrity to be the guest of honour for the annual day function in your college.

Assignment 2

Invite your seniors to attend a farewell party.

Objectives

On completion of this lesson you will be able to

- understand instructions
- give instructions

Pre Activity

1. You have bought a smartphone. You do not know how to use it. What will you do?
2. Many gadgets come with a manual. How does the manual help us?

Activity 1

Read the following conversation between an examiner and the examinees and identify the instructions given.

Examiner: Have you received the OMR sheet?

Examinees: Yes, we have.

Examiner: Write your name and PIN in the space provided at the top.

Examinees: Okay.

Examiner: After that, take a pencil and fill the appropriate circles in Box 5.

Examinees: Okay.

Examiner: Open the answer books now. Check whether it has all the questions or not.

Do not write anything on the answer book. Use the blank sheets given to you to do rough work.

Additional Information

Instructions should be given step by step. Logical sequencing as to what is to be done first and what comes later is essential. All relevant facts and do's and don'ts should be specified. Use simple and direct language. Use imperatives. When a series of instructions are given, use expressions for sequencing, starting, continuing and finishing. Use the following list to know some expressions used in instructions.

Sequencing	Starting	Continuing	Finishing
firstly	before you begin	after that	the last step is
then	the first thing is	the next step is to	in the end
next	I would start by	further	when you've finished
lastly	to begin with	then	finally

Activity 2

Individual

Observe how instructions are given to prepare a cup of tea

First, take half a cup of water in a kettle.

Then, light the stove.

After that, place the kettle on the stove.

Boil the water in the kettle.

Then, add a spoon of tea powder.

Also add half a cup of milk.

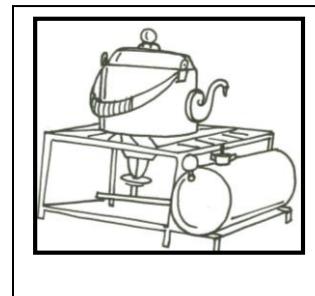
Next, add a spoon of sugar.

Let it simmer for 2 to 3 minutes.

Turn off the stove.

Finally, filter the tea.

Now serve hot tea in a cup.



- Now arrange the following jumbled sentences in correct order
- Write a paragraph with the sentences
- Use expressions of starting, continuing and finishing

How to wash one's face

Dry your face with a towel.
Take some water.
Rinse your face.
Remove the soap.
Splash water on your face.
Take some soap and apply it to your face.
To wash your face you require water and soap.

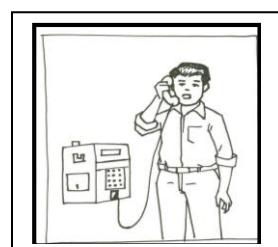
Activity 3

Pair

- *Work with your partner*
- *One of you does Task A and the other Task B*
- *Write what you want to say in the space provided*
- *Exchange your books and add or delete instructions your partner has written*

Task A

Instruct your partner on how to use a coin-operated public telephone.



Task B

Instruct your partner on the rules to be followed while crossing a road.



Task C

Instruct your partner on how to draw money from an ATM.

Common Errors

Incorrect	Correct
Water pour	Pour water
Vessel take then	Then take a vessel
The stove light now	Now light the stove

Tips

- Read manuals that come with phones, home appliances etc.
- Note that instructions usually begin with present form of the verb
- Use 'please' to make the instructions polite

Assignment

Write instructions for one of the following.

- 1) Opening a bank account.**
- 2) Taking a bus pass.**
- 3) Finding a word in a dictionary**
- 4) A recipe**

Objectives

On completion of this lesson you will be able to

- ask for directions
- give directions

Pre Activity

1. You have to go to the town hospital, but you are new to that town. How will you locate the hospital?

Activity 1

Read the following conversation between a Police man and an old man and guess what the conversation is about.

Old man: Excuse me, do you know where the Polytechnic is.

Police man: You mean Govt. Polytechnic at Masab Tank?

Old man: Yes.

Police man: Go straight till you reach the flyover. The flyover is not far away.

Old man: OK.

Police man: Take the left turn there, walk a few yards and you will see a hotel....Golconda Hotel on your left.

Old man: OK.

Police man: Facing it on the opposite side of the road is Govt. Polytechnic, Masab Tank.

Old man: Thank you very much.

Police man: Welcome!

Activity 2**Pair**

- Take turns to ask the questions given below.

Could anyone tell me			
Do you know			
Do you have any idea			
Tell me	where		
Any idea			is?
Would you mind telling me		the bus stop the library Andhra Bank the post office the market St. Ann's High School the railway station the hospital an ATM	

Activity 3**Individual**

- Ask for directions in the given situations
- Write how you ask for directions

1. You are in Hyderabad. You have to attend an interview at Hi-tech city. Ask a stranger where it is and how to get there

2. You have to visit a friend who is in hospital. Ask how to reach the hospital

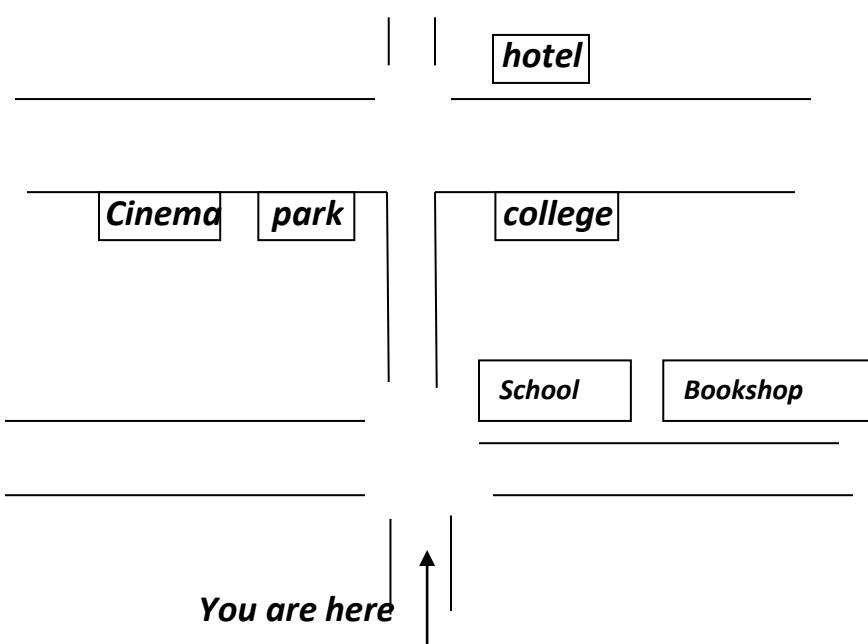
Additional Information

You can use the following words when you are giving directions	
go straight on	next to
turn left/ right	near
go along	opposite
walk across	in front of
walk past	between
you will find	behind
	on/at /around the corner
	on the left/ right

Activity 4

Pair

- *Work with your partner*
- *Give directions to reach any two places given in the map*
- *One of you ask for and the other give directions*
- *Take turns to speak*
- *The first one has been done for you*



bookshop - go straight, turn first right, walk past the school for a few minutes and you will find the bookshop on your left

school - _____

cinema - _____

park - _____

hotel - _____

college - _____

Common Errors

Incorrect	Correct
You will find it your left.	You will find it on your left.
Shall I turn to left or right?	Shall I turn left or right?

Tips

- Begin sentences with verbs while giving directions
- Use landmarks as reference when you give directions

Assignment 1

Draw a sketch of your local area with as many landmarks as possible and write instructions directing your friend to reach your house. Suggest the means of transport also.

Assignment 2

You are in Classroom 2 and your friend who has come for the first time to your college is at the entrance. Give directions as he or she asks for directions to go to different places mentioned in the box below based on the layout of the Polytechnic.

Principal's room	English lab	Classroom 2
Stores	Office	Playground

Corridor					
Principal's room	Class rooms	1	2	3	Stores
Office	Play ground				Physics Lab
English Lab					Chemistry Lab
Auditorium	Parking	Entrance	Workshop I		Workshop II

The World is a book, and those who do not travel read only a page.

~St. Augustine

Objectives

- Listen for general comprehension
- Listen for specific details
- Identify adjectives and know what an adjective is
- Use adjectives

Pre – Listening Activity

1. Answer the following questions in a word or two:

Is your friend tall or short?

How else does your friend look?

What sort of a person is he or she?

2. Read the following paragraph and state what it is about.

Lavanya is a tall, slim woman in her early twenties. She has got thick black hair and brown eyes. She usually wears traditional Indian clothes. She is very shy. For instance, she finds it very difficult to make new friends.

What is the paragraph about?

3. Read the paragraph again and note in the boxes, the describing words.

Example: tall

4. Now write words that mean the opposite for each word listed above.

5. Brainstorm for words that can be used to describe people

Words often used to describe people

e.g., tall

Activity 1

- a. Imagine that you are standing outside a bank and you see this man running out.



Who do you think the man could be? Describe him?

Note the words used to describe this man.

- b. Now listen to something related to this topic.

What do you think it is about? _____

Listen to the statement given by a woman (a witness) as read out by your teacher, understand what you are listening to i.e. the main idea. Note that in the bubble.

Main idea:

Share your answer with the class

- c. Now, listen to the statement given by the woman again for specific information and answer the following questions:

How many men were there?

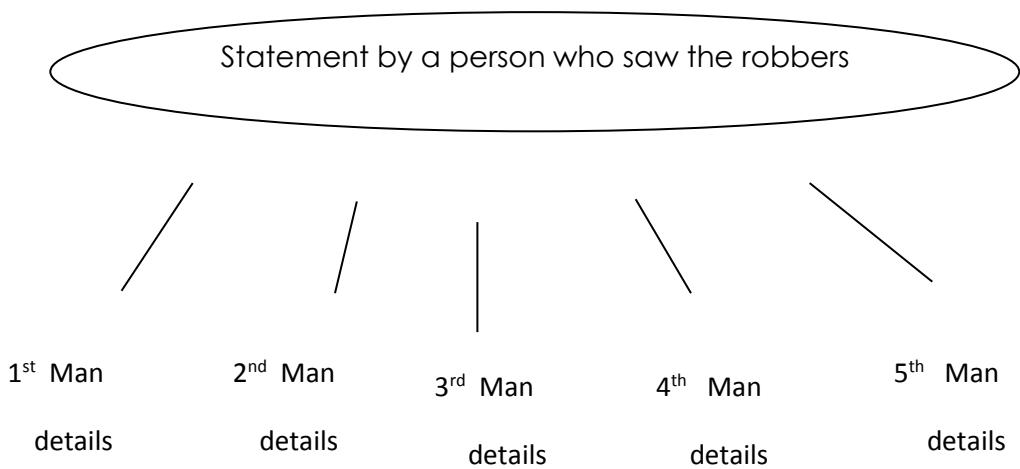
How many were thin?

How many had dark hair?

How many had big ears?

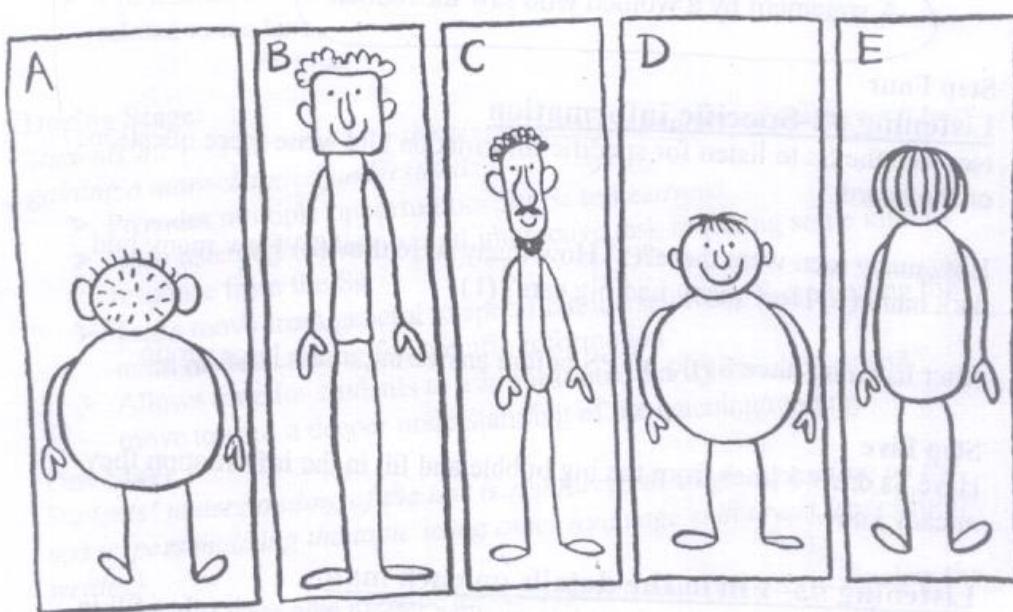
Check your answers with the class

- d. Listen to the statement given by the woman once again and note the words that describe each person in detail.



Share your answers and fill in any missing details.

Now arrange the pictures of the five people in the order in which they appear in the passage from what you heard.



Now read the statement given by the woman to check your answers.

There were five men. The first was tall and thin. He had a square face with blue eyes and curly fair hair. The second was short and fat with a roundish face and short straight dark hair. The third was of medium build. I didn't see his face but he had longish dark hair. The fourth man was quite thin, medium height. He had a long thin face with a big nose. His hair was dark and curly and he had a moustache and a beard. The last man was short and plumpish with very short blond hair. I didn't see his face, but I remember his ears. They were very big!

Activity 2

- a. What are the words that describe people or things called? _____

Check your answer with the following definition and note the examples that follow: An adjective is a word used with a noun or a pronoun to add something to its meaning. Usually, it is placed **before** a noun or **after** a verb in a sentence.

Example: The lazy student was punished.

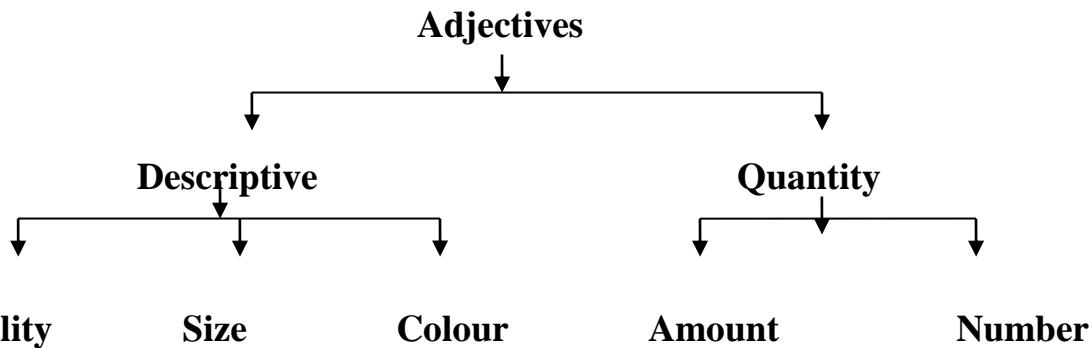
The student is lazy.

- b. Select suitable adjectives from the box and fill in the blanks.

heavy	few	several	hearty	glorious	small
neither	red	every	long	second	royal
faithful	cold	great			

1. The car sustained _____ damage in the accident.
2. He has written _____ stories.
3. A dog is very _____ to its master.
4. _____ man has his duties.
5. He is a man of _____ words.
6. _____ party is quite in the right.
7. I like a _____ shirt.
8. The way was _____, the wind was _____.
9. John won the _____ prize.
10. Abhimanyu died a _____ death.
11. A _____ leak is enough to sink a _____ ship.
12. King Francis was a _____ king and loved a _____ sport.

On completion of the above activity, you have seen that there are different kinds of adjectives or describing words. Categorize the adjectives given in the box by identifying the common feature and list them below.



One, two, three → These are called cardinal numbers.

First, second, third → These are called ordinal numbers.

Activity 3

Note down the adjectives as your teacher reads out a passage. (The Teacher may select a passage of his / her choice)

Activity 4

Read the passage and fill in the numbered blanks with appropriate adjectives from the choices given below.

Raju is a ___(1)___boy who always stands first in the class. The teachers like him for being ___(2)___ in the class. His classmates adore him because he is ___(3)___. He is ___(4)___ but he is ___(5)___ .

1. i) dull ii) passive iii) bright iv) arrogant
2. i) obedient ii) careless iii) reckless iv) nervous
3. i) lazy ii) haughty iii) industrious iv) irresponsible
4. i) poor ii) polite iii) rich iv) courteous
5. i) humble ii) rude iii) rash iv) impolite

Additional Information

Common errors in the use of adjectives:

1. Double comparative or double superlative is not used.
e.g. i) She is more taller than her sister. (W)
She is taller than her sister. (R)
ii) Stein is the most fastest bowler in the world.(W)
Stein is the fastest bowler in the world.(R)
2. Adjectives like 'superior', 'inferior', 'junior', 'senior' take 'to' after them, not 'than'
e.g. i) Gopi is senior than me by five years. (W)
Gopi is senior to me by five years. (R)
ii) This machine is superior than that. (W)
This machine is superior to that. (R)
3. 'Some' is used in affirmative sentences. 'Any' conveys a negative meaning.
e.g. Is there some sugar in the jar? (W)
Is there any sugar in the jar?(R)
4. 'Many' takes a plural verb whereas 'Many a' takes a singular verb.
e.g. Many a student have appeared for the test.(W)
Many a student has appeared for the test. (R)
5. 'Elder' means 'one above in a family or community'. 'Older' refers to age.
e.g. She is my older sister. (W)
She is my elder sister. (R)
6. When a comparison is between two persons, places or things, adjective is not used in the superlative degree. Comparative degree is used.
e.g. This story is the best of the two.(W)
This story is the better of the two.(R)
- Superlative degree is used only when we refer to three or more than three persons, places or things.
7. Some adjectives like 'unique', 'ideal', 'round', 'perfect', 'eternal' have superlative sense. So they have no degrees of comparison.
e.g. It is the most perfect example of commitment. (W)
It is a perfect example of commitment.(R)

8. Look at the following sentence:

e.g. The price of gold is more expensive than silver. (W)

The price of gold is more expensive than that of silver. (R)

When a singular noun is used in comparison we use ‘than that of’. In case of plural, we use ‘than those of’.

9. ‘Further’ means ‘beyond’ or ‘additional’. ‘Farther’ refers to more distance.

e.g. He went abroad for farther studies. (W)

He went abroad for further studies. (R)

10. When ‘both’ is used as an adjective, definite article ‘the’ is used.

e.g. We were present on both days. (W)

We were present on both the days. (R)

Activity 5

a. Work with your partner and correct the following sentences.

1. Mount Everest is the most highest peak in the world.

2. The elephants of India are more graceful than South Africa.

3. Latha is junior than him.

4. Many a teacher have ennobled the profession.

5. He is elder than me by five years.

6. It is the most unique opportunity for the Indians.

7. The blue pen is the most expensive of the two.

8. They did not go any further in the forest.

b. Study the following sentences and locate the part (A, B, C, D or E) in which there is an error in the use of adjective:

1. The city of Hyderabad (A) / is more bigger (B) / than any other city (C) / in India (D) / No error (E)

2. Rajesh who is (A) / junior than Venu (B) / got promotion(C) / last week(D) / No error (E)

3. Gopal who is (A) / my older brother (B) / arrived from (C) / the U.S.A yesterday (D) / No error (E)

4. Sachin is the (A) / best of the (B) / two players (C) / in the game (D) / No error (E)

5. The both boys (A) / who attended the (B) / seminar were given (C) / certificates today (D) / No error (E)

Assignment

a. Describe one of your classmates. Use as many adjectives as possible to describe him/her.

Objectives

On completion of this lesson you will be able to

- Listen for general comprehension
- Listen for specific details
- Identify prepositions and understand what prepositions are
- Use prepositions

Pre - Activity

Look at the picture. The man on the left has two bags in his hands. State

1. Where different things are
2. Where different people are



Till now you have talked about the positions of people and things in relation to other people or things in the picture. Now listen to a passage that will be read out by your teacher to learn more words that denote such relations.

Activity 1

Listen to the passage read out by your teacher and state what it is about in the bubble.

a. Listen to the passage again and answer the questions that follow. Read the questions first.

1. Where is the playground?

2. What is opposite the college?

3. Where is the statue of the donor?

4. Where do the students sit during lunch hour?

b. Read the passage to check your answers and as you read the passage, list the words that show the positions of various places stated in or around the college.

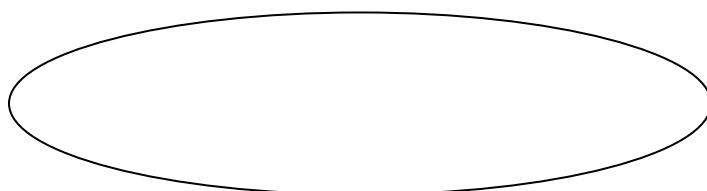
Our college is situated between the Government Hospital and the Rotary Auditorium. Behind our college, there is a big play ground. Students play cricket there. Beside our college, there is a photo studio. Opposite our college, there is a departmental store where students buy books, pencils and other stationery items. There is a canteen in our college. You can find a statue of the founder installed at the entrance of our college. Our college looks very green because there are many trees in the campus. There are a few cement benches under the trees. Students sit on these benches during lunch hour.

Example: between _____

What are such words called? Listen to the lyric of this song to know what they are called.

Activity 2

a) Listen to the lyric read by your teacher and state what the song is about.



b) Listen to the lyric again and list out any three pairs of words with similar end sounds. (e.g., ambition – position)

c) Read the following questions first and then listen to the lyric again to answer them.

1. What does the speaker want ‘Preposition’ to tell?

2. Where could the speaker be sitting?

3. Where does the speaker want to take a walk?

4. Among whom does the speaker want to be?

d) Now read the lyric to check your answers.

Preposition, it's your ambition
to tell me tell me tell me
exactly **my position**

I could be on the couch
or outside my house
am I across the street
or within your reach

Did I go up the stairs
or fall off my chair
am I in front of you
are you behind me too

Preposition, it's your ambition
to tell me tell me tell me
exactly my position

Preposition, You're on a mission
to tell me tell me tell me
exactly my position

Now take a walk with me
and we'll go by the sea

and then along the path
that goes around and back

And underneath the waves
or inside a cave
and before we're through
we'll jump over the moon

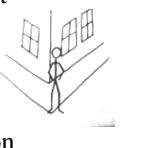
Now I'm about to say
without further delay
when you're next to me
that's where I want to be
now we're near the end
but we're among good friends
so then after this line
We'll do it one more time

Preposition, it's your ambition
to tell me tell me tell me
exactly my position

(**Preposition** by The Bazillions ©2010 All rights reserved.)

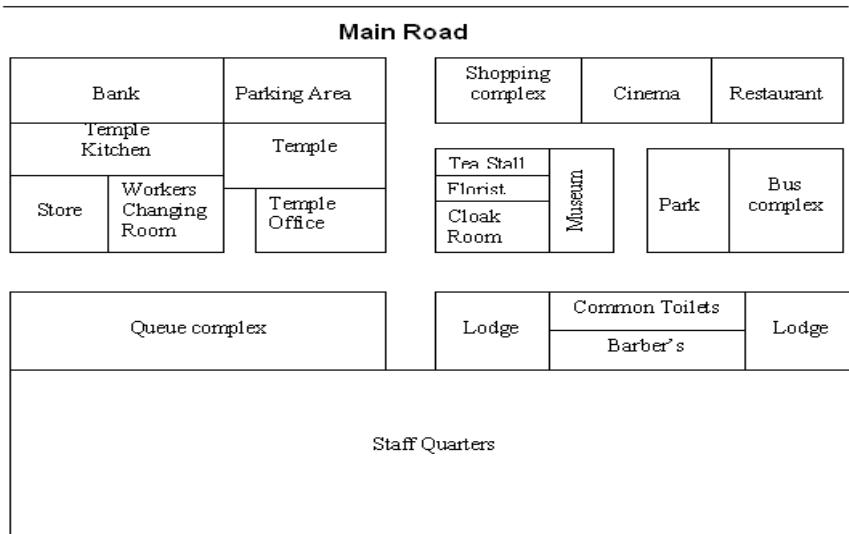
e) Read the lyric again and list out all the prepositions.

Note how these prepositions tell you the position of the speaker in relation to other things. Read the additional information to know more about them.

Additional Information		
Preposition	Meaning	Example
between 	in the middle of two	The boy is standing <i>between</i> his parents. The house is <i>between</i> the trees.
among 	in the midst of more than two/surrounded by	The house is <i>among</i> the trees.
behind 	back side	There is a tree <i>behind</i> the house.
beside 	by the side of	There is a tree <i>beside</i> the house.
in front of 	front side	There is a tree <i>in front of</i> the house.
opposite 	front side(but to the other side of the road)	There are two houses <i>opposite</i> each other.
in 	covered by all sides/covered by vast area	The cat is sleeping <i>in</i> the corner.
at 	near by, somewhere around	The man is standing <i>at</i> the corner.
on 	in contact with	The cat is <i>on</i> the house

Activity 3

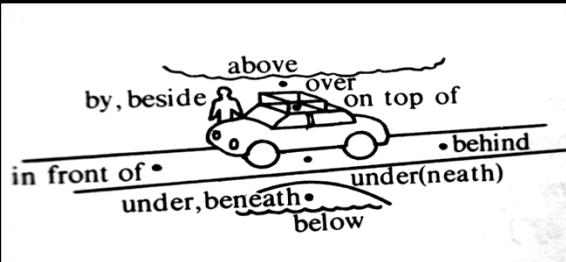
- Work with your partner.
- Tell your partner the location of any ten places that you see in the map. You may first write them in the space provided.
- Use a preposition in each of your sentences. A sentence is given as an example for guidance



- a. The temple is between the parking area and the office.
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

Activity 4

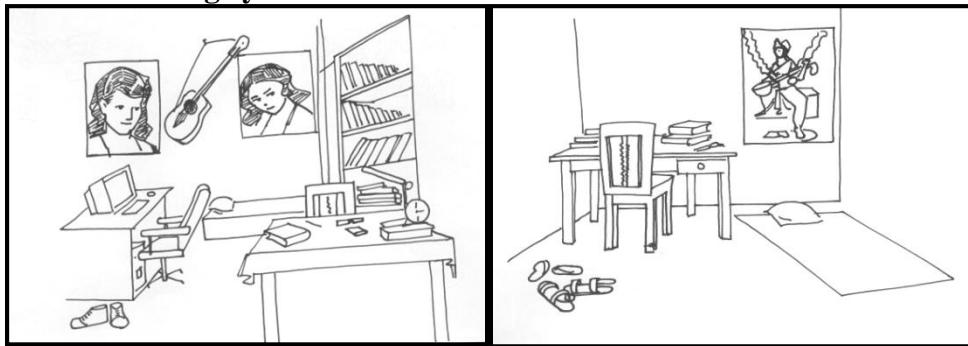
a) Given below are a few prepositions and their meanings. Make sentences using them with the help of the picture.



Prepositions	Meaning	Sentences
by beside	by the side of	e.g., A man is standing <i>by</i> the car.
at	near	
on	in contact with	
in	covered by all(at least three) sides	
under	downside(vertical position)	
over	upside(vertical position)	
below	downside(different levels)	
above	upside(different levels)	

b)

- **Work with your partner**
- **Each of you work with one picture**
- **Write five or more sentences stating where the things are in your picture**
- **Exchange your answers**



Activity 5

- a) Listen to another passage that your teacher will read. State what it is about.



b) Listen to the passage again and answer the questions. Read the questions before you listen to the passage.

1 . Where does Sarala's brother work?

2. When does he not work?

3. On what day and at what time does the review session start?

b) Read the passage to check your answers

My brother is now with a software firm. Every day his work starts at 10 a.m and goes on till 7 O' clock in the evening. Team leads are supposed to submit their reports by 1 p.m on every Monday. Usually they do not work on Sundays. Everybody attends the review sessions on Fridays from 3 p.m to 5 p.m.

c) Read the passage once again and list out the words that state the relationship of time.

e.g at

.....

Note that the words that are listed from the passage show the words of relationship of time with other words in the sentences.

Additional Information		
Preposition of Time	Use/meaning	Example
at	specific time	at 8 O' clock at 3: 30 p.m
by	before	by 8 O' clock by 3: 30 p.m by Monday
until till	up to a specific time	until 7 O' clock till the class is over
on	with dates/ names of the days	on Sunday on 13 th March
from....to	time of beginning and ending	from 6a.m to 7 a.m
between.....and	time of beginning and ending	from 6a.m to 7 a.m

during	between certain time, duration	during my stay during those days
after	at a later time	after the class after 6 O' clock
for	total duration	for 2 hours for a year for a moment
since	beginning point of time	since 8 th April since yesterday since my childhood

Activity 6

- **First work with a partner**
- **Ask your partner questions from Set A and note the answers. Respond to the questions of Set B to your partner.**
- **Form groups of six and present your partner's details to the group**

Set A

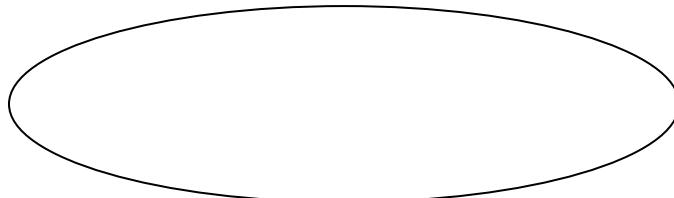
Questions :	Jot down your partner's response here
1. On what day were you born?	on ---
2. On what date were you born?	
3. At what time were you born?	
4. In which month were you born?	
5. In which year were you born?	

Set B

1. When do you leave home to go to college?	at ----
2. At what time do you reach college?	
3. When do you have your lunch break?	
4. When do you do your home work?	
5. When do you relax?	

Activity 7

- a) Listen to another passage that your teacher will read. State what it is about.



b) Listen to the passage again and answer the questions. Read the questions before you listen to the passage.

1. When did you go to the zoo?

2. What was very exciting?

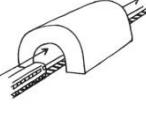
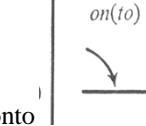
3. What was the lion doing?

c) Read the passage to check your answers

We went to the zoo on Sunday. We took a bus from our house to the zoo. In the zoo, we boarded a train that passed through a tunnel. This was very exciting! After we got down from the train we walked towards the enclosures of the wild animals. There we saw a lion climbing onto a rock. What a sight it was!

d) Read the passage once again and list out the words that show a sense of direction.

e.g from

Additional Information		
Prepositions	Use/meaning	Example
into 	outside to inside	She poured coffee into the cup. The teacher is going into the classroom.
out of 	inside to outside	The teacher went out of the classroom.
through 	moving along a covered area	The train went through the tunnel.
onto 	from one plane to the other	The cat jumped on to the floor

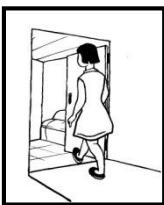
Activity 8

Fill in the blanks with prepositions given in the box. Use the pictures as clues.

to, at, into, onto, from, into, towards



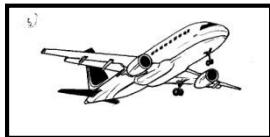
1



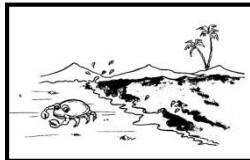
2



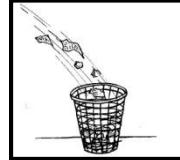
3



4



5



6

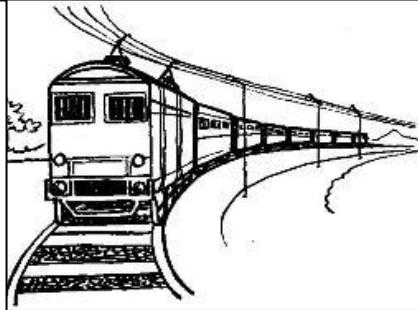
1. She is walking _____ the house
2. She is walking ____the room.
3. He is looking ____us.
4. We are travelling _____ New York _____ Paris.
5. The crab washed ____the shore.
6. The paper went ____the basket.

Additional Information

by is used to refer to mode of transport or travel

by bus, by train, by car, by air

But we go *on* foot, **not** *by* walk.



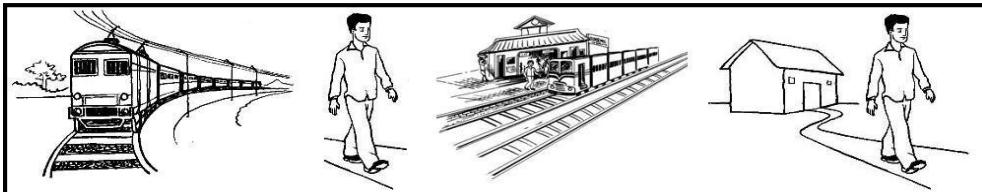
Example: I went to college by walk. (Incorrect)

I went to college on foot. (Correct)

Activity 9

Fill in the blanks using the words given in the box. Use pictures as cues.

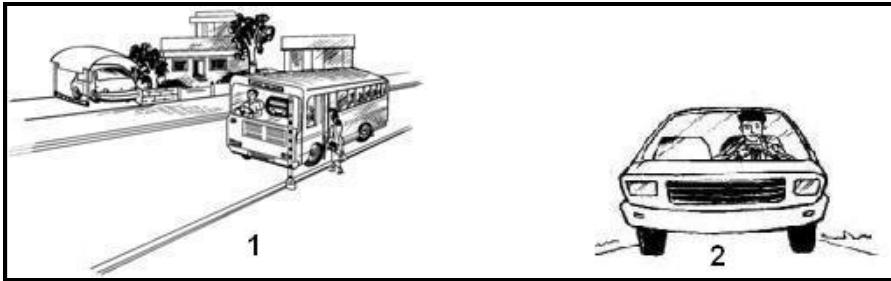
bus stop	go by taxi	go by two-wheeler
drive	go by train	leave home
reach office	go by bus	walk



I go by _____. I always _____ to the _____ as it is only five minutes from my house. I always _____



I usually _____, but if it is a nice day I sometimes _____. I _____ at 10:00.



I usually _____ . There is a _____ just outside my house. If I am late I sometimes_____.

Common Errors

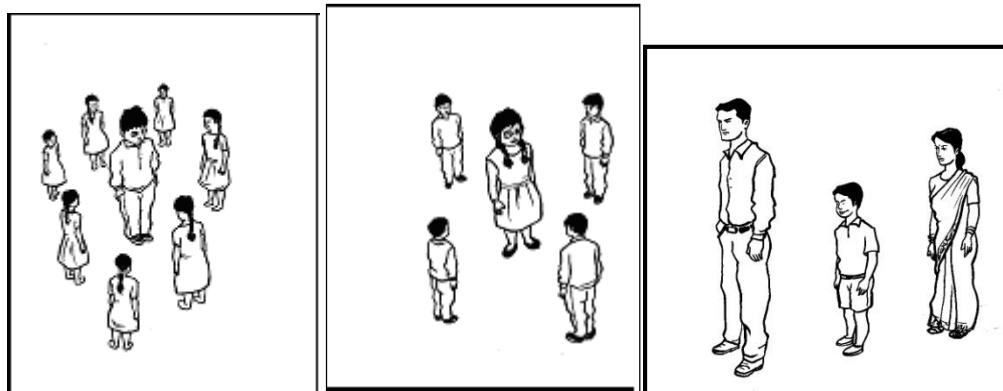
Incorrect	Correct
He came <i>in</i> the class	He came <i>into</i> the class
She came <i>by</i> walk	She came <i>on</i> foot
He jumped <i>on</i> the horse	He jumped <i>upon</i> the horse
They are discussing <i>about</i> politics	They are discussing politics
My house is <i>besides</i> the theatre	My house is <i>beside</i> the theatre

Tips

- Observe the meanings of prepositions while reading
- Use a dictionary to learn which preposition goes with what word

Assignment 1

- Complete the sentences using suitable prepositions.
- Use 'between' or 'among' in your sentences



1

2

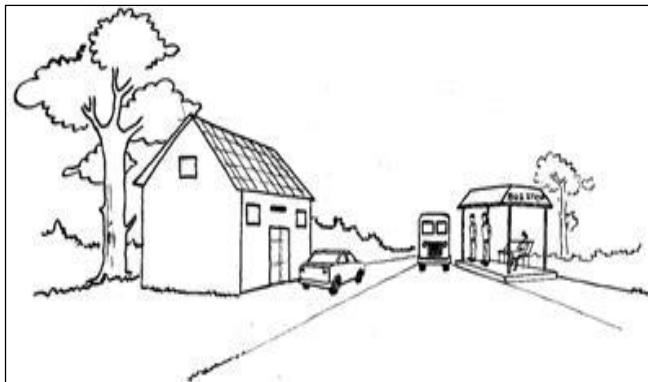
3

1. The boy is standing _____ girls.
2. The girl is standing _____ boys.

3. The boy is standing _____ his mother and father.

Assignment 2

Look at the picture and answer the questions given in the box.



Questions

1. Where are the trees?
2. Where is the car?
3. Where is the bus stop?
4. Where are the people?
5. What are the people doing?

Assignment 3

- Look at the picture and frame a few sentences using the prepositions given in the box to show the positions of various objects in the picture.
- An example is provided for you.



watch
books
clothes
glasses
painting
flower vase

Example: The painting is on the wall

Assignment 4

The following are prepositions that go with certain words. Learn the meanings with the help of a dictionary and write one sentence for each.

absorbed in	exposed to	tired of
according to	fit for	used to
accustomed to	fond of	pleased with
afraid of	frightened of/at	prepared for
anxious for/about	good at/for	proud of
ashamed of	interested in	ready for
aware of	involved in	responsible for/to
bad at/for	keen on	scared of
capable of	liable for/to	sorry for/about
confident of	nervous of	successful in
due to/for	owing to	suspicious of
		terrified of

Assignment 5

Write a paragraph using the cues given below. Use appropriate prepositions of place, time and direction.

- ⇒ when you left home
- ⇒ when you reached there
- ⇒ how (transport) you went there
- ⇒ when you returned home
- ⇒ how long you were in the cinema hall
- ⇒ whether you had any snacks or soft drinks during interval
- ⇒ who played the major roles in the film
- ⇒ any other details you want

Assignment 6

The following are prepositions that go with certain words. Learn the meanings with the help of a dictionary and write a sentence for each of them.

accuse(somebody) of apologize(to somebody) for apply to somebody /for something ask for/about attend to beg for believe in beware of blame somebody for charge somebody with(an offence) compare something with comply with conform to consist of deal in depend on dream of fight with somebody for fine somebody for hope for	insist on live on(food/money) long for object to occur to persist in prefer <i>somebody/something</i> to <i>somebody/something</i> prepare for punish somebody for quarrel with somebody about refer to rely on remind somebody of resort to succeed in suspect somebody of think of/about wait for warn somebody of/about wish for
--	--

LESSON-13(Reading): Building the Brooklyn Bridge – An Anecdote

Objectives

On completion of this lesson, you will be able to

- Comprehend the general idea in a written text
- Figure out specific details
- Understand the contextual meanings of words

Pre-reading:

Can you name some famous buildings, monuments and bridges?

Is constructing a monument or a bridge a very difficult work?

What could be some of the difficulties involved in construction ?

Read the passage again and answer the questions

1. What is the passage about ?
2. What was the dream of the Roeblings ?
3. Did the accident discourage Washington from constructing the bridge ?

The Brooklyn Bridge



The Brooklyn Bridge that spans the river tying Manhattan Island to Brooklyn is truly a miracle bridge. In 1863, a creative engineer named John Roebling was inspired by an idea for this spectacular

bridge. However, bridge-building experts throughout the world told him to forget it; it could not be done.

Roebling convinced his son, Washington, who was a young and upcoming engineer, that the bridge could be built. The two of them developed the concepts of how it could be accomplished and how the obstacles could be overcome. With a harnessed excitement and inspiration, they hired their crew and began to build their dream bridge.

The project was only a few months under construction when a tragic accident on the site took the life of John Roebling and severely injured his son, Washington. Washington was left with permanent brain damage and was unable to talk or walk. Everyone felt that the project would have to be scrapped since the Roeblings were the only ones who knew how the bridge could be built.

Even though Washington was unable to move or talk, his mind was as sharp as ever, and he still had a burning desire to complete the bridge. An idea hit him as he lay in his hospital bed, and he developed a code for communication. All he could move was one finger, so he touched the arm of his wife with that finger, tapping out the code to communicate to her what to tell the engineers who were building the bridge. For thirteen years, Washington tapped out his instructions with his finger until the spectacular Brooklyn Bridge was finally completed.

(The 100 Top Inspirational Anecdotes and Stories by Meir Liraz)

The Brooklyn Bridge is a bridge in New York City and is one of the oldest suspension bridges in the United States. Completed in 1883, it connects the boroughs of Manhattan and Brooklyn by spanning the East River.

Read the passage again and answer the questions.

1. Why were many experts reluctant to support Roebling?
2. How did the accident affect Washington?
3. Where did the accident take place?
4. Write antonyms for the following:
 - (a) tragic
 - (b) sharp
 - (c) permanent?

Read the passage again and answer the questions.

1. How can you say that the code developed by Washington was effective ?
2. Fill in the blanks with appropriate words taken from the passage.

Latha sings well. She is an -----singer. But she faced many -----in her life to reach her goal. She was -----by her mother who was also a singer.

3. How does Washington inspire you ?
4. Innovative ideas are not welcomed. What is your opinion?

Class activity	Group
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Work in a group and write a dialogue between Roebling and Washington about the difficulties in the construction of the bridge. Two from each group enact the dialogue.

Assignment

Imagine you are Washington . The accident has left you physically disabled . Write a letter to your friend and express your feelings. Discuss how you are planning to overcome your disability and construct the bridge.

Objectives: On completion of this lesson, you will be able to

- Read and comprehend the main idea
- Appreciate a humorous narrative
- Learn new words

Pre-reading: Do you have a pet? What is it?

Where do you find a large collection of animals/birds kept in cages or enclosures?



Read the story and answer the questions:

- i) What is the story about?
- ii) State whether the following statements are true or false.
 - (a) Grandfather loved to collect animals.
 - (b) Toto did not get along with the other pets.
 - (c) Grandmother did not like animals.
 - (d) Toto was a well trained pet animal
 - (e) Toto did not like women.

Grandfather bought Toto from a Tonga –driver for the sum of five rupees. Grandfather decided he would add the little fellow to his private zoo.

Toto was a pretty monkey. His bright eyes sparkled with mischief beneath deep-set eyebrows, and his teeth, which were pearly white, were very often displayed in a smile that frightened the life of elderly Anglo-Indian ladies. But his hands looked dried up. Yet his fingers were quick and wicked; and his tail, while adding to good looks (Grandfather believed a tail would add to anyone's good looks) also served as a third hand.

Grandmother always fussed when Grandfather brought some new bird or animal. So it was decided that Toto's presence should be kept a secret from her until she was in a particularly good mood. Grandfather and I

decided to put him away in a little closet opening into my bedroom wall, here he was tied securely — or so we thought — to a peg fastened into a wall. A few hours later, when Grandfather and I came back to release Toto, we found that the walls, which had been covered with some ornamental paper chosen by Grandfather, now stood out as naked brick and plaster. The peg in the wall had been wrenched from its socket, and my school blazer, which had been hanging there, was in shreds. I wondered what Grandmother would say. But Grandfather didn't worry; he seemed pleased with Toto 's performance." He's clever," said Grandfather.

His presence in the house still a secret, Toto was now transferred to a big cage in the servant's quarters where a number of Grandfather's pets lived very sociably together — a tortoise, a pair of rabbits, a tame squirrel and for a while my pet goat. But the monkey wouldn't allow any of his companions to sleep at night; so Grandfather, who had to leave Dehra Dun next day to collect his pension in Saharanpur, decided to take him along.

Unfortunately I could not accompany Grandfather on that trip, but he told me about it afterwards. A big black canvas kit bag was provided for Toto. This, with some straw at the bottom, became his new abode. When the strings of the bag were tied, there was no escape. Toto could not get his hands through the opening, and the canvas was too strong for him to bite his way through. His efforts to get out only had the effect of making the bag roll about on the floor or occasionally jump into the air- an exhibition that attracted a curious crowd of onlookers on the Dehra Dun railway platform.

Toto remained in the bag as far as Saharanpur, but while Grandfather was producing his ticket at the railway—turnstile, Toto suddenly poked his head out of the bag and gave the ticket-collector a wide grin.

The poor man was taken aback; but, with great presence of mind and much to Grandfather's annoyance, he said, "Sir, you have a dog with you. You'll have to pay for it accordingly."

In vain did Grandfather take Toto out of the bag; in vain did he try to prove that a monkey did not qualify as a dog, or even as a quadruped. Toto was classified a dog by the ticket collector; and three rupees was the sum handed over as his fare.

Then Grandfather, just to get his own back, took from his pocket our pet tortoise, and said, "What must I pay for this, since you charge for all animals?"

The ticket – collector looked closely at the tortoise, prodded it with his forefinger gave Grandfather a pleased and triumphant look, and said, "No charge. It is not a dog."

One day Toto nearly succeeded in boiling himself alive. A large kitchen kettle had been left on the fire to boil for tea. And Toto finding himself with nothing to do decided to remove the lid. Finding the water just warm enough for a bath, he got in, with his head sticking out from the open kettle. This was just fine for a while, until the water began to boil. Toto then raised himself a little; but finding it cold outside, sat down again. He continued hopping up and down for some time, until Grandmother arrived and hauled him, half-boiled, out of the kettle.

One day, at lunch – time, a large dish of pullao –rice stood in the centre of the dining table. We entered the room to find Toto stuffing himself with rice. My grandmother screamed and Toto threw a plate at her. One of my aunts rushed forward –and received a glass of water in the face. Afterwards we found him in the branches of the jackfruit tree, the dish still in his arms. He remained there all afternoon, eating slowly through the rice, determined on finishing every grain. And then in order to spite Grandmother, who had

screamed at him, he threw the dish down from the tree, and chattered with delight when it broke into a hundred pieces.

Obviously Toto was not the sort of pet we could keep for long. Even Grandfather realised that. We were not well-to-do, and could not afford the frequent loss of dishes, clothes, curtains and wallpaper. So Grandfather found the tonga-driver ,and sold Toto back to him----for only three rupees.

Read the story again and answer the questions:

- i) Why do you think grandmother was always angry when grandfather brought some new bird or an animal?
- ii) Pick out synonyms for the following from the passage
 - (a) Four-legged. (b) home (c) victorious (d) shine

Read the story again and answer the questions:

- i) Sum up the story in your own words
- ii) Why do you think Grandfather was annoyed when the Ticket Collector mistook Toto for a dog?
- iii) Give one word substitute for the following.
 - a) A collection of animals/birds kept in a cage or enclosures.
 - b) Go along with.

Class Activity

Group

Work in a group and discuss what should be done to save the animals/birds/reptiles etc., from extinction. Present your views to the class.

Assignment:Complete the story: when I was playing with my friends in a park, I saw a wounded puppy. I took it home.....What do you think happened next? Imagine and write the story.

Objectives: On completion of reading the passage

- Read and understand the main idea
- Develop innovative skills
- Improve vocabulary

Pre-reading: Can you name a few inventions which are so important, that they have become a part of our lives?

In what way do those inventions help us?

Many inventions are nature-inspired. Match the inventions in column A with their inspiration in column B.

A	B
Radar	Spider's web
Wheel	Prickly seeds
Airplane	Rolling stones
Silk fibre	Bats
Velcro	Bird

Read the news report and answer the following questions ;

i) Read and identify which of the following is the main idea of the report;

- a. Villages are not given importance.
- b. The sun does not shine in villages.
- c. Villages are not part of India.
- d. Villages are no more a land of opportunity.
- e. Necessity is the mother of invention.

ii) What is GopalBhise's occupation?

iii) What is 'bi'? Write other words you know using 'bi'.

Where bicycle helps reap a harvest: A tiller turns Engineer



With 'Krishiraja', a portable device made from bicycle parts, GopalBhise has made ploughing feasible for poor farmers.

One may often come across stories, pictures or videos that depict farm hands laboring to till their fields in the country's hinterlands using a heavy, unwieldy wooden plough.

To many of us it is just a piece of news, a sad irony, that India no longer shines in villages, but not for GopalBhise, a small farmer from Jalgaon District, Maharashtra. Bhise owns some land but is so poor that he cannot afford a pair of plough animals or rent a Tractor.

One day on his way to the field, Bhise happened to see a grocer transporting four big sacks of flour on a bicycle.

He realised that though the activity appeared tedious, the grocer would have saved the cost of cartage, and he thought, "Why should I not modify the bicycle for the purpose of farm operations?"

Bhise set to work on this idea, and after a lot of trial and error, he came out with an implement-fashioned out of the front axle, wheel and handle bar of a standard bicycle—that could be used by marginal farmers to execute functions carried out by bullocks or tractors.

People would laugh at him but he persisted in believing in his idea. Perseverance paid off and his portable implement, christened ‘Krishiraja’ was received very well in the local market and has won him the National Innovation Award.

He has made more than two hundred devices so far, The ‘Krishiraja’ currently sells for Rs:1200 a piece. There are over 200 farmers who use Bhise multipurpose bicycle weeder / Hoe, vouch for its success. “It was my frustration at the plight of poor farmers like me that made me develop this device. For us a bicycle is more affordable than a pair of bullocks”, says Bhise. With the help of GIAN (Grassroots Innovation Augmentation Network), west, his innovation has been transformed into a motorised device.

(Source: The Hindu – M.J Prabhu)

Read the news report again and answer the following questions.

- i) What made Bhise develop the implement?
- ii) Did Bhise come out with his innovation with available resources?
- iii) Give one word substitutes for the following.
 - a. Remote areas away from rivers and coasts
 - b. Hard to use or manage because of its shape size or weight.
 - c. Doing things without giving up.
 - d. To give a name to something or someone.

Read the news report again and answer the following questions.

- i) What is innovation?
- ii) In what way is Bhise’s innovation useful?
- iii) Why do you think Bhise has been awarded the prestigious ‘National Innovation Award’?

Class activity	Group
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Work in a group. Assume it is a very hot day. There is no power. Think innovatively of ways to make the room cool with available resources. Present your views to the class.

Assignment:

Write about one latest eco-friendly invention.

Objectives

On completion of this lesson you will be able to

- Comprehend the main idea
- Learn new words

Pre-reading:

- i) What would you do with your outdated mobile/computer/printer/laptop?
- ii) What are the side effects of used and unwanted electronic gadgets?
- iii) How can we permanently get rid of used and unwanted electronic gadgets?
- iv) What is the word to describe unwanted and dumped electronic gadgets?

What is its short form?



Read the passage again and answer the questions.

- i) What is the central idea of the passage?

The Government is considering banning the import of used computers and other electronic waste, coming primarily from developed nations such as the USA, Australia, Canada and parts of Europe, after several cases of e-waste smuggling came to light recently. A decision is likely to be taken at the Economic Intelligence Council meeting scheduled for this month to be chaired by Finance Minister.

The e-waste issue assumed significance after the Directorate of Revenue Intelligence (DRI) seized some containers in Chennai containing large quantity of such waste. The imports were made despite a prohibitory order in this regard. The half-a-dozen seized containers were filled with

outdated computers and electrical waste. On further investigation, it was found that containers carried hundreds of tonnes of e-waste sourced from Australia, Canada, Korea and Brunei in violation of norms. E-waste is being dumped in the country by developing nations using loopholes in domestic rules which allow NGOs and educational institutions to import such gadgets freely on the pretext of donations.

Conscious of the fact that huge shipments of e-waste generated in developing countries are finding convenient burial ground in India, the government had through a public notice on May 13, 2010 prohibited educational and other institutions from importing second hand computers, laptops and computer peripherals, including printers, plotters, scanners, monitors, keyboards and storage units. The step was short of a complete ban on such imports.

However, with Customs continuing to seize such illegal shipments, it seems the prohibition order has had little impact. Though the finance ministry is in favour of a complete ban, the commerce ministry does not seem too inclined for such stringent measures.

At the July meeting chaired by the Revenue Secretary, DGFT had mooted the idea of raising vigilance at ports and asking the Customs Department to confiscate such imports if detected, instead of a complete ban.

Disposal of e-waste often leads to emission of dangerous gases like in the process of recovery of copper from e-waste dioxins are released in the environment. Toxic cyanide is released in the process of extraction of yellow metal from electrical waste and computer components.

Environmental agencies worldwide estimate dumping of e-waste in India is likely to go up by 500% in the next 10 years. Already, environment bodies estimate India generates nearly 4 lakh tonnes of e-waste annually which is likely to double in the next few years. The country, however, lacks effective disposal mechanism.

(Pradeep Thakur, The Economic Times, 6th Sep, 2010.)

Read the passage again and answer the questions.

- i) How is e-waste making its way into the country?
- ii) Why are many countries dumping their e-waste in India?
- iii) What are the dangers of e-waste?
- iv) Add suitable prefixes to the following words.

conscious	likely
complete	changed
effective	violated
developed	
convenient	

Read the passage again and answer the questions.

- i) State whether the given statements are true / false.
 - a) India is ready with a plan to tackle e-waste.
 - b) The import of electronic goods may continue inspite of the ban by the government.
- ii) Pick synonyms for the following words from the passage.
Strict excuse ban unlawful poisonous
- iii) What do you think will happen if the government completely bans the import of used electronic goods?
- iv) Explain the phrase “came to light”.

Class Activity

Preference Line

The students have to express a preference in favour of using electronic gadgets or reject the use of electronic gadgets. Students from one row or one group of the class come/s to the board and write their names along the line where they feel they belong. They explain why they put their names in a certain position.

Assignment:

Keeping in mind the slogan, “**Reduce, Reuse, and Recycle**” think of ten ways you can save the environment especially keeping in view the problem of e-waste.

Objectives:

On completion of this lesson, you will be able to

- Appreciate the value of Education
- Realize that Education is Empowerment

Pre-reading:

- i) Can you identify the person in the photograph?
- ii) Why is she famous?
- iii) Everybody has a right to education. Do you agree? Why?
- iv) Why is education important?

Read the passage and answer the questions.

- i) What does the passage highlight?
- ii) What are the two important things that Malala wants?
- iii) How can we win over illiteracy, poverty and terrorism?

Dear fellows,today I am focusing on Women's rights and girls education because they are suffering the most .There was a time when women's social activists asked men to stand up for their rights.But,this time,we will do it by ourselves.I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves.

Dear Sisters and Brothers,now it's time to speak up.

So today ,we call upon the world leaders to change their strategic policies in favour of peace and prosperity.

We call upon world leaders that all the peace deals must protect women and children's rights.A deal that goes against the dignity of women and their rights is unacceptable.

We call upon all governments to ensure free compulsory education for every child all over the world.

We call upon all governments to fight against terrorism and violence, to protect women and children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world.

We call upon all communities to be tolerant –to reject prejudice based on cast, creed, religion and gender. To ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back.

We call upon our sisters around the world to be brave-to embrace the strength within themselves and realize their full potential.

Dear brothers and sisters , we want schools and education for every child's bright

future. We will continue our journey to our destination for peace and education for everyone . No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.

If we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.....

Let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons.

One child, one teacher, one pen and one book can change the world.

Education is the only solution.

Source: secure.a world at school.com

Read the passage again and answer the questions.

- i) Do men have a role in this struggle for women's rights?
- ii) Write antonyms for the following words?
 - a) Free b) succeed c) compulsory d) peace e) prosperity f) strength
- iii) What is essential for the success of women?

Read the passage again and answer the questions.

- i) Explain the sentence, “we cannot succeed when half of us are held back”. Who are the half? What is holding them back?
- ii) Why do you think Malala calls books and pens our most powerful weapons?
- iii) Match the words in Column 'A' with their meaning in column 'B'.

A	B
a) prejudice	i) to grow or develop in a healthy way
b) brutality	ii) a place to which someone is going or being sent
c) shield	iii) to give power or authority
d) destination	iv) preconceived opinion not based on reason
e) empower	v) a person or thing providing protection
f) flourish	vi) savage physical violence

Class Activity

Group

Here is a list of famous women. Work in a group and discuss who you consider is the greatest woman in the list. Come to an agreement in your group. Present your views to the class justifying your choice.

Mother Theresa
 Sania Mirza
 Jhansi Lakshmi Bai
 Aishwarya Rai
 Kiran Bedi
 Shakira
 Indira Gandhi

Assignment

Write a paragraph in about 150 words as to how your education has empowered you.

Objectives:

On the completion of the lesson, you will be able to

- Understand the main idea
- Identify the conversational style
- Learn new words

Pre-Reading:

Do you love your family and your home?

What do you do to keep your house neat and clean?

Have you done anything to keep your colony clean?

Will you help when your family is in trouble?

What can you do to develop your Country?



Read the passage and answer the questions.

- i) What is the passage about?
- ii) Who is 'You' in the Passage?

"You Say that our government is inefficient. You say that our laws are too old. You say that the municipality does not pick up the garbage. You say that the phones don't work, the railways are a joke. The airline is the worst in the world, mails never reach their destination. You say that our country has been fed to the dogs and is the absolute pits.

In Singapore you don't throw cigarette butts on the road or eat in the stores. You wouldn't dare to eat in public during Ramadan in Dubai. You would not dare to go out without your head covered in Jeddah. You would not dare to buy an employee of the telephone exchange in London at 10 pounds a month to see your calls are billed to someone else. You would not dare to speed beyond 55 mph in Washington and then tell the traffic cop, "Do you know who I am? I am so and so's son. Take your two bucks and get lost." You wouldn't

chuck an empty coconut shell anywhere other than the garbage pail on the beaches in Australia and New Zealand. Why don't you spit paan on the streets of Tokyo? Why don't you use examination jockeys or buy fake certificates in Boston?

You can respect and conform to a foreign system in other countries but cannot in your own. Why can't you be the same here in India?

We go to the polls to choose a government and after that forfeit all responsibility. We sit back waiting to be pampered and expect the government to do everything whilst our contribution is totally negative. We expect the government to clean up but we are not going to stop chucking garbage all over the place nor are we going to stop to pick up a stray piece of paper and throw it in the dust bin. We expect the railways to provide clean bathrooms but we are not going to learn the proper use of bathrooms. We want Indian Airlines and Air India to provide the best of food and toiletries but we are not going to stop pilfering at the least opportunity. This applies even to the staff that is known not to pass on the service to the public. When it comes to burning social issues like women, dowry, girl child and others we make loud drawing room protestations and continue to do the reverse at home. Our excuse? "It's the whole system which has to change, how will it matter if I alone forego my son's right to a dowry."

So who's going to change the system? What does a system consist of? Very conveniently for us it consists of our neighbors, other households, other cities, other communities and the government. But definitely not me and you. When it comes to us actually making a positive contribution to the system we lock ourselves along with our families into a safe cocoon and look into the distance at countries far away and wait for a Mr. Clean to come along and work miracles for us with a majestic sweep of his hand."

Read the Passage again and answer the questions.

- i) Name three burning social issues faced by Indians.
- ii) What does, 'take your two bucks and get lost', actually mean in the context?
- iii) Tick the correct choice.

a) 'Cigarette butts' means

- i) cigarette ends ii) cigarette packets iii) ash trays iv) cigarette holders

b) When somebody asks you to get lost, you are asked to

- i) shut your mouth ii) run around iii) sit down iv) move away

c) Give synonyms to the following:

- a) Chuck b) conform c) forfeit

d) Write whether the following sentences are 'True' or "False" in the brackets.

- a) Indians resort to stealing useful things in public places. ()
- b) A coconut shell can be thrown anywhere other than the garbage pail on the beaches in Australia and New Zealand. ()
- c) There is no dichotomy between what we preach and what we practice on burning social issues. ()
- d) Every Indian becomes Mr. Clean and is part of the system. ()

Read the Passage again and answer the questions.

- i) Why do you think Indians respect and conform to a foreign system?
- ii) What is Indians' attitude regarding their social responsibilities in India?
- iii) Give one word substitutes for the following:
 - a) Strong expression of disagreement b) Take safe shelter or cover.
- iv) Have you ever broken any Traffic rule or any such rules?

Eg: Like not wearing a Helmet.

Now after reading the passage what is your response to the rule breaking attitude? Have you understood the importance of following rules?

Class Activity

Group

Work in group and discuss a few major problems in the country and evolve solutions for those problems. Present your views to the class.

Assignment: Collect the pictures of two or three great Indian personalities. Present to the class and tell what are their contributions for the development of India.

LESSON -19.1

The Present Tense

Objectives

On completion of this lesson, you will be able to

- Differentiate time and tense
- Describe habits and facts

Introduction

There are three broad categories of tenses in the English language, the Present, Past and Future. These are only grammatical categories but do not always correspond to the present, past, and future time as such. For example when you say: *My parents are coming tomorrow* the tense is the Present Continuous Tense and the time is future time.

Tense and time are two different aspects. The *tense* is a grammatical structure of a verb and usually informs us whether the action is complete or not. The time can be mentioned separately depending on what we want to convey.

The tenses, Present, Past and Future each can further be divided into Simple, Continuous, Perfect and Perfect Continuous. This lesson deals with the Simple Present Tense.

Activity 1

Read the following sentences and tell what time these actions take place:

	What time is it?
1. Ashoka ruled India	
2. Rama went to forest	
3. We got our freedom in 1947	
4. I go to college regularly	
5. I am writing in my note book	
6. My mother goes to market daily	
7. My father will go to Delhi next week.	
8. Roja will write the exam on Friday.	

Additional Information:

	Present	Past	Future
Simple	Write / Writes	Wrote	Will write / shall write
Continuous	Am writing / is writing / are writing	Was writing / were writing	Will be writing/ shall be writing
Perfect	Has written / have written	Had written	Will have written / shall have written
Perfect continuous	Has been writing / have been writing	Had been writing	Will have been writing / shall have been writing.

Activity 1**Individual**

Read the following routines of Venkatesh and his sister Reshma. Identify and Underline the activities that they do regularly.

Hi, I am Venkatesh. I am a student of Government Polytechnic, Masab Tank, Hyderabad. On working days I usually get up at 6 O' Clock in the morning. I complete my morning ablutions by 7AM and I do Yoga from 7AM to 7.30AM. I take breakfast at 7.45AM. Some times I drop my sister at her school at 8.30AM and I reach college at 9.15AM. I attend classes from 9.30AM to 12.50PM. I take lunch between 1PM and 1.30PM. I attend classes in the afternoon till 4.30PM.

I play volley ball with my friends from 4-45PM to 6PM. I go home at 6.30PM. I take bath and have a snack at 6.45PM. I study for two hours. I take dinner at 9.15PM and watch TV for an Hour. I go to bed at 10-45PM.

My routine is entirely different on Sundays. I wake up very late in the morning. I always visit my old friends in the morning. I often go to movies with my friends. I go to temple occasionally. I rarely take non – vegetarian stuff.

My sister, Reshma, does not read novels. She performs puja daily. She regularly goes to temple. She often participates in the competitions held in her school. She does not go to movies much. She prefers to stay at home and help my mother.

Additional Information

The simple present tense describes habitual actions, universal truths and daily routines. Simple present tense is formed by using the verb in its basic form. Add - s or - es to the verb with the third person singular subject.

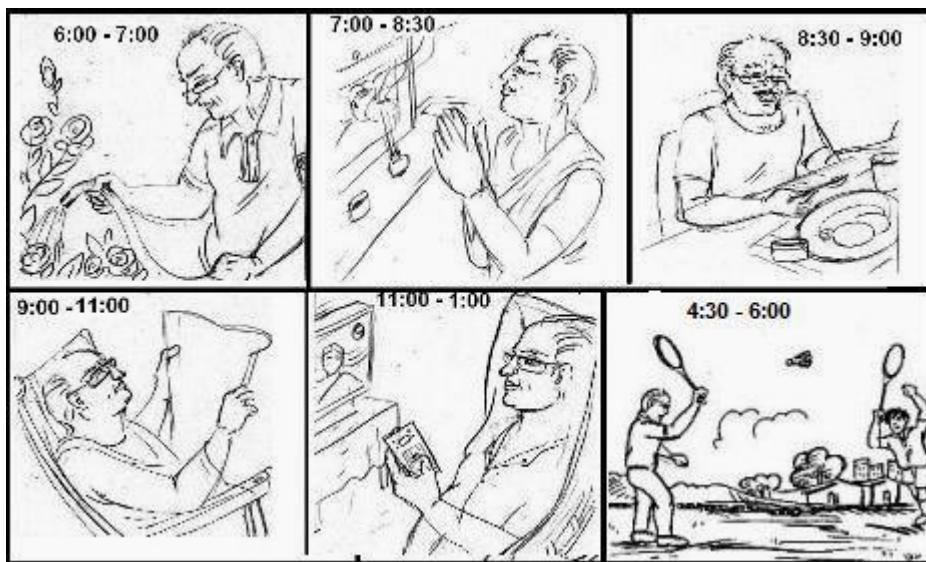
Example: I come home early.

My father comes home late.

Activity 2**Individual**

- ***Look at the pictures given below***
- ***Write the person's daily routines***
- ***Use simple present tense***
The first one has been done for you

Rama Rao's Daily Routine

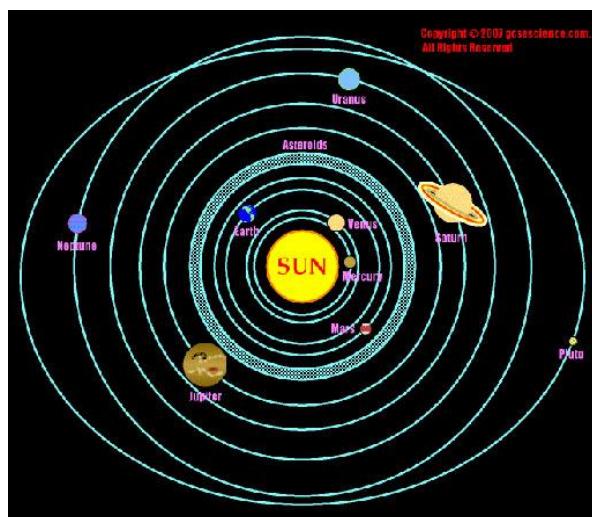


Rama Rao waters the plants in the morning.

Activity 3

Pair

- **Work with your partner**
- **Look at the picture given below**
- **Write at least 5 sentences about it**
The first one has been done for you



The earth revolves around the sun.

Additional Information

The negative in the Simple Present Tense is formed using *is not/am not/are not/do not/ does not*

Positive	Negative
I am	I am not
You/we/they are	You/we/they are not
He/she/it is	He/she/it is not
You/we/they	
I / You/we/they run	I / You/we/they do not run
He/she/it runs	He/she/it does not run

Activity 4

Individual

- ***Change the given sentences into negative
The first one has been done for you***

1. I cook well. I don't cook well.

2. She works very hard. _____
3. He likes music. _____
4. They live in the U.S.A. _____
5. You eat a lot of sweets. _____
6. She is a scientist. _____
7. They are friends. _____

Common Errors

Incorrect	Correct
I am going to college by bus every day.	I go to college by bus every day.
She is knowing me.	She knows me.

Tips

- Observe the use of simple present tense in cricket commentaries
- Observe the use of simple present tense in newspaper headlines

Assignment 1

Make negative sentences from the following

- 1 I like sweets.
- 2 She reads well.
- 3 We play every day.
- 4 We walk regularly.
- 5 She prefers coffee.
- 6 The dog barks at strangers.

Assignment 2

Write about your daily routine in a paragraph

Your greatest resource is your time.

Objectives

On completion of this lesson, you will be able to

- Describe actions happening now
- Describe past actions relevant to the present

Introduction

We have already learnt that English has two main ways of talking about present time----simple present and present continuous. Present tense does not necessarily refer to present time. We use various tenses depending on what we want to express.

Present Continuous is used to talk about an action going on at the time of speaking. The Present Perfect Tense is used for completed actions which have relevance in the present. The Present Perfect Continuous Tense is used for actions that started in the past and are still continuing.

Activity 1

Individual

Identify and underline the verbs in the passage.

I am sitting at the beach, eating an ice cream. Arun and Varun are swimming in the sea and Tarun is in the park. He is playing with a friend. Praveen is listening to music and is reading.

We are having a fantastic picnic. Vadrevu is a small fishing village, with a park, castle, some English remains and some lovely gardens. Everybody here is really friendly. I think we are lucky. This is our second picnic this year and we are doing just what we want to do- eating and playing games. The food is lovely too.

Additional Information

The Present Continuous Tense is made by using *is*, *am*, *are*, followed by the main verb with an *-ing* ending. Present continuous is used to talk about something which is happening now or at the time you are speaking or writing. Time expressions like *now*, *at the moment* and *at present* are used with present continuous, but optional.

Example: I am writing.

She is singing.

Activity 2

Individual

- ***Look at the given picture***
- ***Describe what the people in the picture are doing***
- ***The first one has been done for you as an example***



The man is watching television.

Additional Information

The following verbs are not used in the continuous tense.

be	have	see	hear
believe	like	agree	taste
know	love	disagree	smell
remember	hate	mean	contain
understand	prefer	need	dislike

Activity 3**Individual**

Write ten sentences about actions/activities that have been completed in the immediate past.

Eg: 1. The lecturer has cleaned the board (just now).

2. Ramesh has taken out his note book from the bag (just now).

Additional Information

The Present Perfect Tense is often used to talk about past actions which are completely finished and have relevance to the present. It links the past with the present. Time expressions that refer to a finished period like *last week*, *yesterday*, *in 2009*, cannot be used with this tense. The structure of present perfect is *has/have +verb* in the past participle form. *Have not* and *has not+ Past Participle* are the negative forms of the present perfect. Find a list of Irregular Verbs in the Appendix. Memorise all of them. Learn their pronunciation and meanings

Observe what the Present Perfect Tense conveys (an action in the past with a result now)

The Action	The Result
1. I have lost my key.	I can't find my key now.
2. The taxi has arrived.	You can see the taxi.
3. Hi, everybody! I have come in time.	I am here.
4. My parents have gone out.	They are not at home.
5. I have passed S.S.C	I have a certificate.
6. I have not seen that movie.	I cannot tell you the story.
7. My sister has gone to the U.S.A	She is in the U.S.A now.
8. It has stopped raining.	No rain now.
9. Have you brought your books?	Are the books with you now?
10. Have you ever drunk butter milk?	Till this time.

Activity 4**Pair**

- **Work with your partner**
- **Make meaningful sentences with the cues**
- **The first one has been done for you**

1. I/ buy/ ten apples (= Ten apples are with me now.)

I have bought ten apples.

2. We/buy/a car. (= The car is with us now.)

3. I/clean/the house. (= The house is clean now.)

4. I/read/ the Mahabharatha. (= I can tell you the story.)

5. Sarala/go/to bed. (= She is sleeping now.)

6. They/win/the cup. (= they are the winners.)

7. It/started/raining again. (= It is raining now.)

8. I/not/bring/my workbook today. (= I do not have the workbook now.)

9. Shankar/not/come/today. (= He is absent today.)

10. He/close/the door. (= The door is closed.)

11. We/paint/our house. (= Our house looks new.)

Activity 5**Individual**

Identify and underline the verbs in the passage.

Malathi applied for her passport last month because she will soon be leaving on a trip that she has been dreaming about for many years. She has been working as a receptionist at Sita Travel Agency for 10 years. All this time she has been looking at pictures of exotic places on the wall and planning trips for others. For this reason she has decided to take an overseas trip.

After she planned her trip, she made her flights and reserved hotel rooms. Malathi doesn't have to pay for her plane tickets because she has worked at the travel agency for so long.

She has wanted to take this trip for a long time, but each year her boss has cancelled her vacation because someone else was on vacation or someone else had quit.

Malathi has heard about many exciting vacations over the years. Her boss, Raghava went to Japan, Kenya, Alaska, France and America last year. Malathi has only seen these exciting places in photos. After looking at her boss' travel pictures, Malathi has decided to take a trip of her own.

Activity 6**Individual**

- ***Make sentences in the present perfect continuous form***
- ***The first one has been done for you***
- ***Use 'since' or 'for' in your sentences***

1. It started raining in the morning
It is raining now.
It has been raining since morning.
2. We started writing at 10 O' clock
We are writing now.
_____.
3. She started sleeping yesterday.
She is sleeping now.
_____.
4. We started waiting two hours ago.
We are waiting now.
_____.
5. They started playing two days ago.
They are playing now.
_____.

Additional Information

The present perfect continuous is made by using *has / have been* followed by the main verb with an – *ing* ending. It is used to talk about something which has continued to happen for a long period of time during the past and which is still continuing now. *Have not* and *has not +ing* form of a verb are the negative forms in present perfect continuous.

Observe the following diagram to see how this tense is used along with the words *for* and *since*.

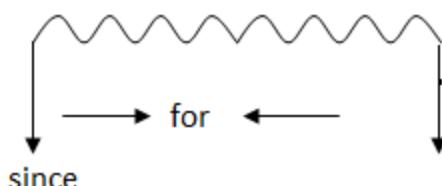
Time of Beginning of the action Time of Ending of the action



Examples: We have been living here *since* 1999.

We have been living here *for* 11 years.

Time of Beginning Time of Ending



Use *for* to refer the entire duration.

Use *since* to refer the beginning time only.

Common Errors

Incorrect	Correct
I am waiting since morning. She served lunch just now. He just went out. They are playing for many hours. We are learning English for a long time.	I have been waiting since morning. She has served lunch just now. He has just gone out. They have been playing for many hours. We have been learning English for a long time.

Tips

- Remember that present continuous is used to talk about things that are happening now. Use simple present tense to talk about daily routine.
- Remember that some verbs cannot be used in the present continuous form.

Assignment 1

Your family has just returned from a foreign tour.

Write a paragraph describing your experiences.

Assignment 2

Arrange the words in correct order and make sentences in present perfect tense.

1. the cakes/someone/eat
2. just eat / I
3. the film / see / I recently
4. not / yet / he come
5. submitted / so far/ they / have not/it
6. already/ arrive / the bus

Lost wealth may be replaced by industry, lost knowledge by study, lost health by temperance or medicine, but lost time is gone forever.

-Samuel Smiles

Objectives

On completion of the lesson, you will be able to

- Know what irregular verbs are
- Describe actions which took place in the past

Introduction

As the saying goes “Time and Tide wait for None”. Every moment before the present is past. Sometimes we become inquisitive and sometimes we need to ask and speak about past situations and actions. Whatever be the context, we speak about the past.

The simple past tense describes actions that took place at a specific time in the past.

Activity 1

Individual

Identify and underline the verbs in the following paragraph:

Sachin Tendulkar, the legendary cricketer, was born in Bombay. He evinced keen interest in cricket quite early in life. He was hailed as a child prodigy. Ramakant Achrekar, the celebrated coach in Mumbai, took him under his wings. He groomed him. Sachin demonstrated his prowess by scoring a triple century for his school.

‘Sachin donned the Indian cap when he was merely a boy. He faced fear some pace bowlers like Wasim Akram and wily spinners like And Qadir with ease.

He created many world records. He represented India in tests, one dayers and T20s. He scored thousands of runs in all formats of the game. He led the Indian side as well.

Sachin bade farewell to cricket in 2013. He became an icon for many a budding player in India. In recognition of his contribution to Indian cricket he was awarded the coveted Bharat Ratna in 2013.

Additional Information

While speaking or writing about the past situations or actions use the verbs in the Past Tense (V_2) form. The Past Tense of many verbs is formed just by adding “-ed” to the base form of the verbs. The same form is used as a past participle also.

Base Form Or V^1 Form	Past Tense Form Or V^2 Form	Past Participle Form Or V^3 Form
work	worked	worked
cook	cooked	cooked
arrange	arranged	arranged
discuss	discussed	discussed

All such verbs are called Regular Verbs, because their Past Tense forms and Past Participle forms are formed just by adding -ed to the base form.

The past tense (v^2) and the past participle (v^3) forms of some verbs are not regular. It means they are formed differently. So, they are called Irregular Verbs. Observe the four patterns. Find a list of Irregular Verbs in the Appendix.

		Base Form Or V_1 Form	Past Tense Form Or V_2 Form	Past Participle Form Or V_3 Form
Pattern – I	All different	speak	spoke	spoken
Pattern – II	Last two same	make	made	made
Pattern – III	First and last same	come	came	come
Pattern - IV	All same	cut	cut	cut

Activity 2

Individual

- Write the past tense(V_2) form and the past participle(V_3) for the given verbs
- The first one has been done for you

V_1	V_2	V_3
Work begin bring copy cut buy plan eat	worked	

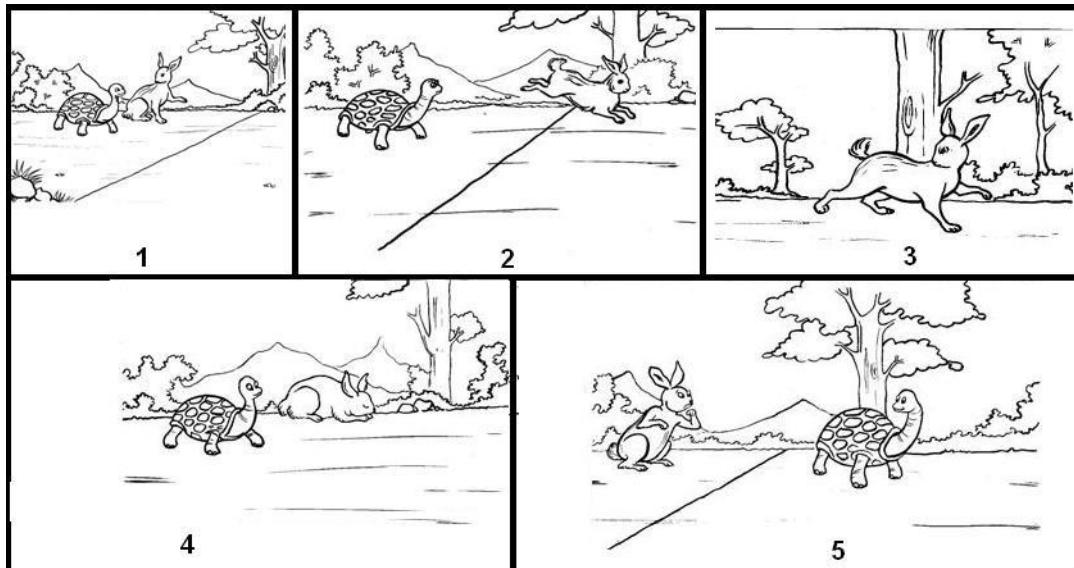
V_1	V_2	V_3
Ring Leave Look Win Take Stop Write		

see		
-----	--	--

Activity 3

Individual

- *Look at the pictures given below*
- *Write the story using the simple past tense*



Additional Information

We use *was not*, *were not*, *did not* to form negatives in the simple past.

I		
He		
She	was not	late
It		
We		
You	were not	hungry
They		interested

I		play
We		see
You		go
They	did not	enjoy
He		
She		
It		

Activity 4 **Pair**

- ***Work with your partner***
- ***Change the following sentences into simple past negative***
- ***The first one has been done for you***

1. The bus arrived late. The bus did not arrive late
2. The room was clean. _____
3. We climbed the mountain. _____
4. They were helpful. _____
5. She went to a movie yesterday _____
6. We bought a house last year. _____

Common Errors

Incorrect	Correct
I have written my examination. Our teacher did not came yesterday. She is dancing when I saw her. The boys have left two hours ago. They are waiting for the bus at 9O' clock.	I wrote my exam in 2009. Our teacher did not come yesterday. She was dancing when I saw her. The boys left two hours ago. They were waiting for the bus at 9O' clock.

Tips

- Observe the use of past tense in stories
- Maintain a diary to record your actions and thoughts

Assignment 1

Write about any one past incident in your life in one or two paragraphs.

Assignment 2

Write five examples of irregular verbs for each of the four patterns

If you want to make good use of your time, you've got to know what's most important and then give it all you've got.

Objectives

On Completion of this lesson, you will be able to

- Describe an action that was continuing in the past
- Describe a past action before another past action

Introduction

While the simple past tense describes actions that took place at a specific time in the past, the past perfect tense is used to describe a past action which took place before another past action. The past continuous tense is used for describing actions in progress in the past.

Activity 1**Individual**

Identify and underline the verbs in the following passage:

Yesterday, when I went to meet Mahesh he was doing his assignment. His sister was singing and dancing in her room. His father was watching news, where as his mother was preparing some snacks. His brother was playing cricket with his friends. His grandmother was reading the scriptures but his grandfather was drinking coffee. Everyone was doing something or the other.

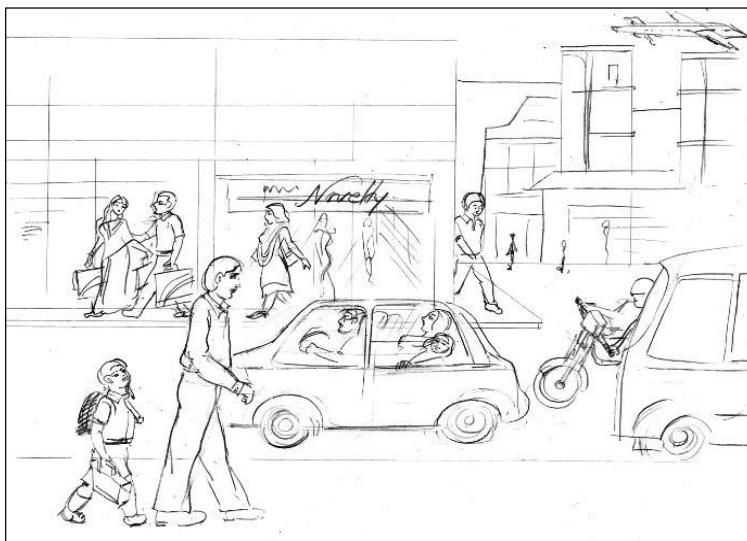
Additional Information

The Past Continuous Tense is formed by using *was / were* followed by a verb in its – *ing* form. It is used to refer to an action that was going on at a particular time in the past.

Activity 2

Pair

- **Work with your partner**
- **Imagine that yesterday you saw the street scene depicted in the picture**
- **Describe it to your partner using the past continuous tense**



Example: A child was walking behind his father.

Additional Information

The Past Perfect Tense is used when there are two actions that occurred in the past. It tells us the sequence of the actions. It indicates which action happened first and which happened next. It is used to refer to past in past. It is formed by using *had* followed by a verb in its past participle form.

Activity 3**Individual****Identify and underline the verbs in the following passage:**

When I woke up this morning my father had left already, even my mother had finished her cooking. After I had eaten my breakfast I went to college. I had submitted the assignment before I left the college.

Activity 4**Individual**

- ***Observe the first and second actions***
- ***Match and combine the given sentences***

1. The teacher had already started the lesson 2. The boys had already stopped the game 3. I had already finished my dinner. 4. She had already spoken to him 5. My friend had already left the hospital	before when by the time	the train started they arrived there to contact him I visited the hospital they invited me to dinner I entered the class room
---	---------------------------------------	---

Common Errors

Incorrect	Correct
When I reached the station the train left. I had asked him yesterday.	When I reached the station the train had left. I asked him yesterday.

Tips

- Observe the difference between past perfect and past continuous
- In past perfect two actions happen at different times
- In past continuous two actions happens simultaneously

Assignment***Rewrite using the correct form of the verbs in the brackets.***

One morning I (was sitting/sat) on a bench in a park, when many children (sitting/were sitting) on the grass. Some of them (ate/were eating) apples while the rest of them (were having/was having) bananas. They (were running and jumping/ran and jumped).

Objectives

On completion of this lesson, you will be able to learn

- To describe future actions
- Understand various aspects of future tense

Introduction

As human beings we are interested in our future. We would love to know about our future. We think and make plans for the future.

The future tense is used to describe the actions which take place in the future. We use *shall* and *will* to form the future tense. *Shall* is used for *I* and *we*, and *will* is used for *you, he, she, it* and *they*.

Activity 1**Individual**

Identify and underline the verbs in the following passage:

After the class today I am going to get some magazines. After that I think I'll do some home work. Around 6.00 I'll go home and eat some snacks. I'll watch TV for an hour. Then I'll chat with my friend at 8.00PM. I shall watch a movie on TV from 9.00 to 11.30PM Then I'll go to bed.

Additional Information

The words *shall* and *will* are commonly used to refer to actions and events in future. We use the Simple Future Tense to predict future events and to state inevitable future facts.

In modern English, there is no distinction between the use of *will* and *shall*. So, use *will* in all statements and questions. Use *shall* in questions when you use *I/we* as subjects.

Activity 2**Pair**

- ***Work with your partner***
- ***Look at the picture given below***
- ***Discuss the weather forecast using the clues given in the box***
- ***The first one has been done for you***

cold	clouds	rain
thunder storm	sunny	showers

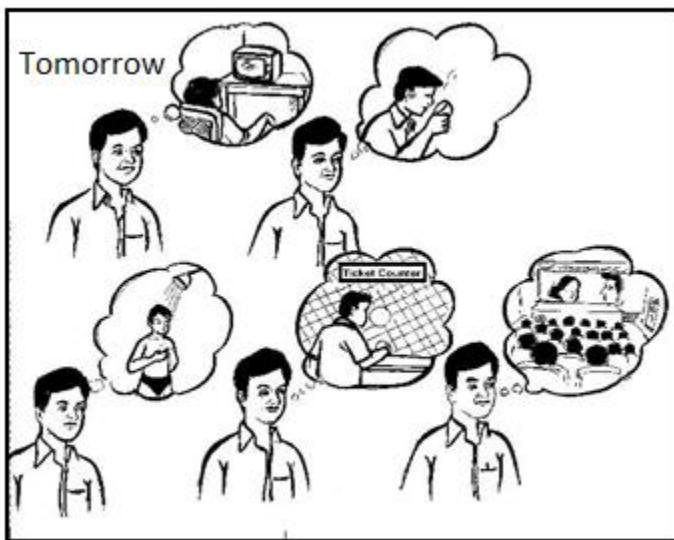


It will be sunny tomorrow

Activity 3

Individual

- ***Work with your partner***
- ***Look at the picture which depicts the person's weekend plans***
- ***Write about his plans***
- ***Frame sentences using will***
- ***The first one has been done for you***



He will watch television

Activity 4
Individual

Make as many meaningful sentences as possible using the words/phrases from the following table

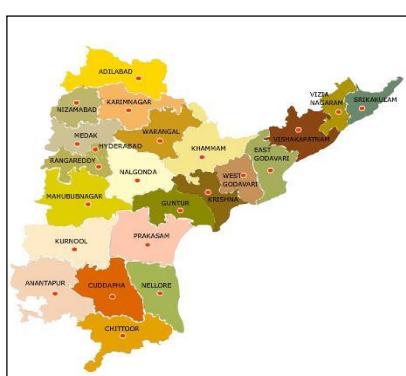
I				going	to Shiridi tomorrow
We	shall			writing	test on Monday
You		be		playing	cricket next week
He				practising	
She					to receive gift
It					
They					

Additional Information

The Future Continuous Tense is used to talk about a temporary action in progress at some point in the future. The structure for this is **will/ shall + be + v - ing**

Activity 5
pair

- **Work with your partner**
- **Imagine you are going on a tour**
- **Use the clues given in the box below and explain your tour plans to your partner**
- **The first one has been done for you**



Dates	Actions	Places
6-9	visit Araku	Vishakapatnam
9-11	lie on beach	Vishakapatnam
11-15	watch the show at planetarium	Vijayawada
16-22	go boating	in Chiluka lake
23-28	meet friends	Kurnool
29	come back	your place

On sixth, I will be visiting Araku near Vishakapatnam.

Common Errors

Incorrect	Correct
I am sure Sita passes the exams in first class.	I am sure Sita will pass the exams in first class.
The car is going to Delhi next week.	The car will go to Delhi next week.

Tips

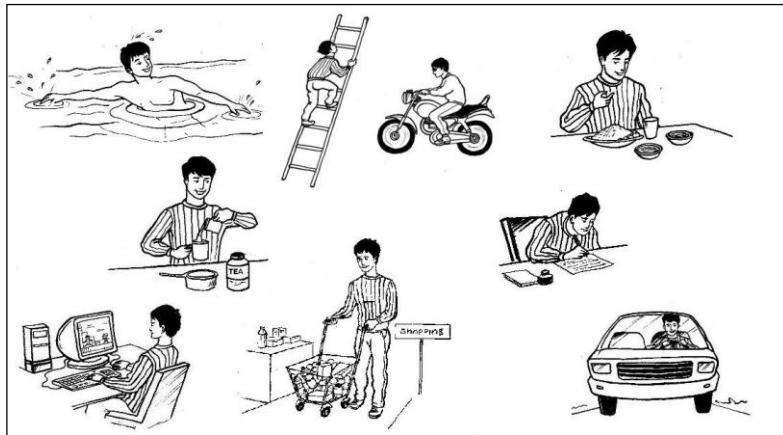
- Read columns like *your stars this week* to understand the use of the future tense

Assignment 1

Write any two of your immediate future actions and any two distant-future actions.

Assignment 2

The following pictures depict Kumar's future plans. Observe them and frame sentences using *will*



Objectives:

On completion of this lesson, you will be able to

- Know basic sentence structures
- Use basic structures in spoken and written forms
- Identify the common errors in the usage of basic sentence structures

Introduction:

Sentence formation is the most important aspect of spoken and written communication. It is essential to know the parts of a sentence and know how they are arranged in an order for a meaningful sentence construction. This lesson deals with the first two basic sentence patterns.

Activity 1**Individual****Which of these are sentences?**

1. Heat expands metals.
2. Expands metal heat.
3. Love I mangoes.
4. I love mangoes.
5. Go to college regularly.
6. I go to college regularly

What helps make a sentence meaningful?

- i) Words ii) Word order

Additional Information

A statement or a complete sentence has a combination of following elements:

Subject ↓	verb ↓	Object ↓	Complement ↓
Person/thing talked about, can be a noun, a pronoun/ a noun phrase.	Comes after subject, Shows subject's action/state can be a transitive/intransitive/linking verb	comes after verb, receiver of action can be a noun/pronoun/noun phrases	Comes after state/linking Verbs Describes subject/ object can be a noun/pronoun/adjective ,phrases adverb

Activity 2

Individual

Look at the following pictures. Describe them using subject + verb sentence pattern.



Subject + verb is the simplest of all Sentence patterns and is the core of all sentences. The action always stops with the verb.

Activity 3

Individual

Read the following passage. Identify the sentences which have subject+verb structure.

A farmer sowed seeds. Some seeds fell by the way side. The birds came and ate them up. Some seeds fell upon stony ground. There was not much earth. Those seeds sprang up, but when the sun shone, they were scorched. They withered away. Some seeds fell on fertile ground. They brought forth fruit.

Activity 4

Individual

Identify the structure in the following sentences.

I	am	a student
My brother	is	handsome
They	are	Indians
She	became	sad
It	tastes	bitter.

The above sentences belong to **Subject+verb+ subject complement** sentence pattern. A complement describes the subject. Linking verbs ‘be’ in its various forms, verbs like appear, feel, look, taste, become are used.

Activity 5

Individual

Read the following passage. Identify the sentences which have S+V+SC structure.

Paul Elkman is an American scientist. He wanted to know whether people show feelings in the same way everywhere in the world.

Elkman took photos of people in the U.S.A. Some people seemed to be happy, some appeared angry and, some looked frightened. He showed the photos to people from twenty one countries and asked them to match the feelings with the faces . He found that they could do this quite easily. So he concluded that people show feelings in the same way everywhere in the world.

Common Errors

Incorrect	Correct
He sleeping	He is sleeping
I a student	I am a student.

Assignment:1

1. Write a paragraph describing a computer, Use S+V and S+V+SC structures.

Assignment:2

2. Write about yourself using S+V and S+V+SC Structures.

Objectives:

On completion of this lesson, you will be able to

- Know basic sentence structures
- Learn to arrange words in basic sentence structures
- Identify the common errors in the usage of basic sentence structures

Introduction:

The previous lesson dealt with two basic sentence structures. This lesson deals with the other three basic sentence patterns. It is essential to know the parts of a sentence and know how they are arranged in an order for a meaningful sentence construction.

Activity 1**Individual**

Arrange the following jumbled words to make meaningful sentences by placing subjects and verbs and objects in proper positions. Use capital letters and punctuation wherever necessary.

1. submitted the students records their.
2. comics read he.
3. love sweets children
4. can drive my mother a car.
5. collect I books

The above sentences are in *subject + verb +object* pattern. The verbs in this Pattern are always action words and pass on their action to other words called objects. Object comes after a verb and answers the questions ‘what’ or ‘whom’ after the verb.

Activity 2**Individual**

Read the following passage and identify the sentences which have *subject+verb+object* structure.

John Logie Baird invented the television. He made it in England. He was a technical student in Glasgow. The thought of sending pictures by wireless entered his mind, when he was studying there. This paved the way for the invention of the television. It entertains and educates people. It gives news. It presents various programs in a very interesting way. It has many advantages. There are disadvantages too. Sometimes it gives wrong information. It distracts the youth. It disturbs people.

Activity 3

Individual

Identify the structure in the following sentences.

I	gave	her	books
We	offered	them	shelter
They	bought	the children	some toys
My sister	sent	her friend	a gift.

The above sentences are in **Subject+Verb+ Indirect Object+Direct Object** sentence pattern. Some transitive verbs as give, sent, offer, promise, tell take two objects after them. An indirect object talks about the person/s to whom something is given or for whom something is done. A direct object, usually in this pattern, denotes the name of something.

Activity 4

Individual

Observe the following sentence and its structure. Tick the right answer for the question that follows:

Subject+Verb+Object+Object Complement.

The magician made the child very happy.

i) Who is happy?

a) the magician b) the child.

In this pattern, the object complement always talks about the object.

Arrange the following jumbled sentences in correct order to make meaningful sentences:

1) Representative class made they him.

2) Like coffee my strong I.

3) Judged them people innocent.

Common Errors

Incorrect	Correct
He gave book me	He gave me a book.
They writing exam.	They are writing exam.

Assignment: 1

1. Write a few sentences on the uses of a tree using S+V+IO+DO

Assignment: 2

2. Write three sentences for each of the three structures:

S+V+O

S+V+IO+DO

S+V+O+OC

Objectives

On completion of this lesson, you will be able to

- identify and use the passive voice
- know why passive voice is used
- write a few sentences in passive voice

Introduction

In English language, the transitive verbs can be used in Active Voice and Passive Voice. In Active Voice, the subject is the *doer of the action* and in Passive Voice, the subject is the *receiver or the affected agent* of the action. Passive Voice is preferred when the *doer of the action* is not important or not known.

The verb in Passive Voice is formed with corresponding *be* form and *past participle (V₃)* of the main verb.

Activity 1

Individual

Identify and underline the verbs in the given passage

A Food Festival was being organized by the chefs. A lot of money was spent by them. The festival was visited by many people. Food had been cooked in large quantities by the chefs. "I have been impressed by the food festival", said a young visitor. The Festival was a success. "Many such festivals will be held in future", said the happy members of the organizing committee.

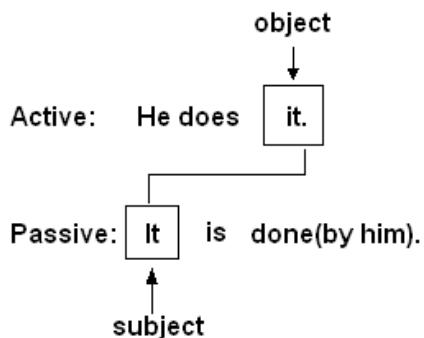
Examine the structure of the underlined verbs.

Additional Information

A passive verb should contain some form of *be* and a *V³* (past participle) form of a verb.

'be' forms used in Passive : am, is are, have been, has been, am being , is being, are being , was, were, had been, was being, were being , will be, can be, may be.

Active and passive structures

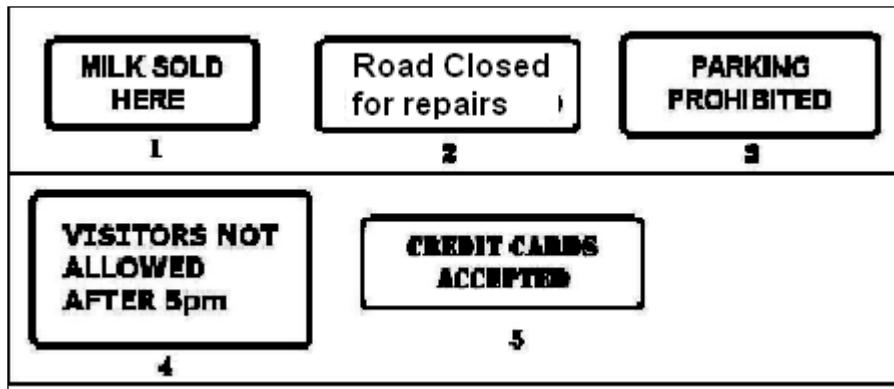


Note that when we do not know who does something (the doer of the action), there is no need to use *by* and an object in passive structure. Similarly, *by* and object are not required when the object is evident.

Activity 2

Pair

- *Work with your partner*
- *Notice that an appropriate form of 'be' is missing in the sign boards*



1. Milk is sold here.
2. _____
3. _____
4. _____
5. _____

Additional Information

Verb Changes in Passive Voice

Tense	Active	Passive
Simple Present	He sells vegetables.	Vegetables are sold by him.
Present Continuous	He is selling vegetables.	Vegetables are being sold by him.
Present Perfect	He has sold vegetables.	Vegetables have been sold by him.
Simple Past	He sold vegetables.	Vegetables were sold by him.
Past Continuous	He was selling vegetables.	Vegetables were being sold by him.
Past Perfect	He had sold vegetables.	Vegetables had been sold by him.
Simple Future	He will sell vegetables.	Vegetables will be sold by him.
Future Perfect	He will have sold vegetables.	Vegetables will have been sold by him.

Note: There are twelve tenses in the English language but only the above eight tenses are used in passive. The other four tenses (Present/Past/Future Perfect Continuous and Future Continuous Tenses) are not used in passive.

Activity 3

Pair

- **Work with your partner**
- **Read the newspaper clipping**
- **Pick out the sentences with Passive Verb forms**
- **Write them in the space provided and underline the verb forms**
- **The first one has been done for you**

Hussainsagar area made a plastic-free zone

Planning to spend a summer evening in the parks around Necklace Road or Tank Bund? Then avoid taking plastic bags along. From Saturday, visitors to parks that come under The Buddha Purnima Project Authority will not be allowed to carry any plastic bags. If carrying any, they will have to submit them at a counter near the park's entrance and will be given a jute bag instead to carry inside.

In a bid to reduce plastic pollution around the Husainsagar lake, The Hyderabad Metropolitan Development Authority (HMDA) has come up with many measures to make the area a plastic-free zone.

Apart from the no-plastic rule in parks, plastic tea cups and plates used by outlets and vendors at Necklace Road would be banned from Saturday. This was communicated to vendors over the last few days. The HMDA has tied up with NGOs to help enforce the plastic ban and has formed special force teams to see its implementation.

B.P Acharya, commissioner, HMDA said that 300 licensed vendors in this area had been asked to use paper bags procured from Begum Bazar. He said that if they are found flouting the rule, their licence would be cancelled.

The areas that have been declared as plastic-free zones are NTR Gardens, Lumbini Park, Eat Street, Jal Vihar, Sanjeevaiah Park, Secretariat road, Imax, and all the vendors around the lake area.

People taking plastic water bottles inside the parks will be asked to pay a token amount at the entrance which will be returned to them when they leave along with their plastic bottle. Separate plastic bins will be kept in the plastic-free areas.

(Source: times of India, 01-05-2010)

1. From Saturday, visitors to parks that come under The Buddha Purnima Project

Authority will not be allowed to carry any plastic bags.

2. _____

3. _____

4. _____

5. _____

Activity 4

Pair

- **Work with your partner**
- **Change the verbs given in brackets into passive in the story**
- **The first one has been done for you**



The battle of Haldighat was fought (fight) in the 16th century. Maharana Pratap _____ (defeat) in this battle. A number of his soldiers _____ (kill). Many of them _____ (take) prisoners. Maharana Pratap _____ not (kill). He _____ not _____ (take) prisoner either. He escaped to the jungles of Mewar. His children _____ (bring up) in the jungles. At night they slept in baskets which _____ (hang) from trees. This _____ (do) to protect them from tigers and wolves. The rings on which the baskets _____ (hang) are still to be seen near Jawura. Many times Rana Pratap and his family _____ nearly _____ (capture). Once they _____ (save) by the Bhils. The Rana and his family _____ (take away) in baskets and _____ (hide) in tin mines. They _____ (look after) and _____ (feed) by the faithful Bhils.

(Source: Grammar Through Stories – by Sasi Kumar, S.K.Ram and M.L. Tickoo)

Common Errors

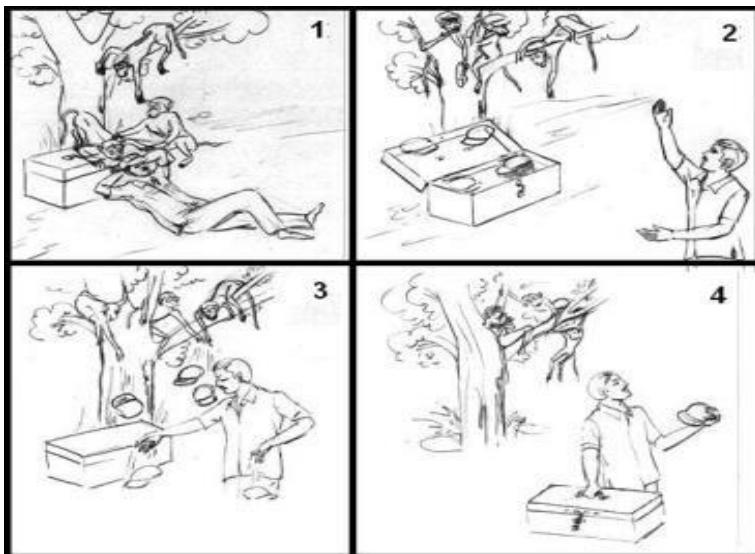
Incorrect	Correct
1. He was died yesterday. 2. He is fitted well by in this dress.	1. He died yesterday. 2. This dress fits him well.

Tips

- Use passive constructions when the doer of the action is not known or unimportant, or when you don't want to mention
- Observe certain headlines, in the newspapers, which are passive but *be* form is missing. Write those headlines and the corrected forms in a notebook until you master passives

Assignment 1

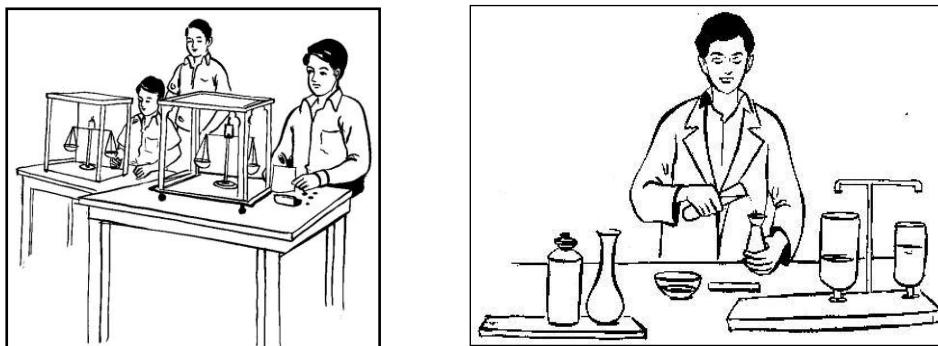
Fill in the blanks with suitable Passive Verb forms to complete the story.



Once a cap seller, on his way, kept his box and slept under a tree. The box _____(open) by monkeys. The caps _____(take) away by them. They climbed the tree. The cap seller noticed the monkeys. He suddenly got an idea. He threw his cap down. The same action _____(imitate) by the monkeys. The caps in their hands _____(throw)down by them .All the caps _____(collect) by the cap seller and he left the place.

Assignment 2

Write the procedure you have followed while conducting an experiment in your Physics or Chemistry laboratory. Use Passive Voice wherever possible.



Objectives

On completion of this lesson, you will be able to

- become familiar with two objects of a verb
- omit the object in a passive sentence

Introduction

You are now familiar with *passive voice* form of the verb in all the tenses. Passive Voice sentences are necessary in technical writings in which the focus is mainly on how things are made or what processes are involved. Similarly, passive voice is preferred when talking about the history of something.

Activity 1**Individual**

Identify and underline the verbs that are in passive voice in the following passage:

A suspicious suit case was found near a bus-station by a kid who was waiting for the bus alone. The suspicious suitcase wasn't opened by the kid immediately. The suitcase was taken to the police station – and was opened by a police officer. A hundred rupee note was found in it. Then suddenly it exploded. The kid survived but the police officers were killed by the bomb.

Additional Information

When there are two objects, we may begin a passive voice sentence with any one object.

Examples:

I was *given* a new recipe by my mother.

A new recipe was *given* to me by my mother.

Activity 2**Individual**

- ***Change the following sentences into passive voice/verb form***
- ***The first one has been done for you as an example***

1. Our grandmother told us many stories

a) Many stories *were told* to us by our grandmother.

b) We *were told* many stories by our grandmother.

2. I have sent my brother a message.

a) A message _____

b) My brother _____

3. They are giving me some tips.

a) _____

b) _____

4. Akshay asked Deepika a question.

a) _____

b) _____

5. Seema gives him a box.

a) _____

b) _____

6. The waiter brought Rajesh a cup of coffee.

a) _____

b) _____

7. Pavan has not sent me a text message.

a) _____

b) _____

8. The teacher told us a joke.

a) _____

b) _____

Additional information

The news is published (by them)

The results are declared (by the authorities)

In the above two sentences, the *doer of the action* is understood or less important.

In technical writings also, simply we use sentences such as:

Water is poured into the vessel.

The chemicals are mixed in a steel container.

The milk is boiled and cooled before packing.

Activity 3**Individual**

- ***Read the following passage taken from technical writing***
- ***Underline the passive verb forms***
- ***The first two have been done for you as examples***

Aeration

Aeration is a method by which water is brought into close contact of air so as to absorb oxygen for the reduction of taste and odour by virtue of oxidation. By this process gases like H₂S, CO₂, organic matter iron and manganese can be removed. The dissolved content may be increased.

Methods of Aeration

1. **By Air Diffusion:** In this method perforated pipes are fixed at the bottom of the setting tanks. The compressed air is blown through the pipes which comes out in the form of bubbles and stirs the whole water at greater speed. During the upward moment of the air it is thoroughly mixed with the water and does its aeration.
2. **By Trickling Beds:** In this method the water is allowed to flow on the trickling beds of coke which are supported on the trays. The water is allowed to trickle from the top to bottom under gravitational force. During this downward movement, the water gets mixed up with the air and the aeration takes place.
3. **By Using Spray Nozzles:** In this method the water is thrown up into the air into sprays to a height of 2 to 2.5 m under water pressure of 0.7 to 1.15kg/m². When small particles of water come into contact of greater surface area of the air. The water absorbs the air and it is aerated.
4. **By Using Cascades:** In this method the water is allowed to fall over a series of concrete steps in thin film. During the fall the water gets thoroughly mixed with the air in the atmosphere air and gets aerated.

Activity 4**Individual**

- ***Read the following newspaper headlines***
 - ***Expand the sentences using passive verb forms***
 - ***Write other missing words also***
 - ***The first one has been done for you***
1. Teachers *felicitated* on the eve of Independence Day.
Teachers *were felicitated* on the eve of Independence Day
 2. Oscar awarded to Indian

 3. 40 teachers selected for state award

 4. Colleges advised not to work in summer: High Court

 5. MLA's kin arrested

6. 70 police personnel killed in ambush

7. Toddler mowed down by school bus

8. Gangster nabbed by police

9. Cell phones banned in educational institutions

Common Errors

Incorrect	Correct
I have given a book by her I offered a job by them	I have been given a book by her I was offered a job by them

Tips

- Note how passive structures are used in your technical subject books

Assignment

- Rewrite the following jumbled words in sentences to construct sentences in passive forms
- An example has been given

1. he a box is given.

He is given a box.

A box is given to him.

2. brought a big loaf of Santosh bread was to.

3. we were a joke told the teacher by.

4. I have sent a text message not been.

5. we sent a letter the day before yesterday were.

6. I given the book by was my last Sunday friend.

7. He has written a letter by been her

Objectives

On completion of this lesson you will be able to

- Know the word order in questions
- ask yes or no questions.

Introduction

A greater part of human communication consists of asking questions. Questions are used to elicit information. There are two types of questions in English -*yes or no* questions and *wh questions*. *Yes or no* questions are questions which are answered either by a simple *yes* or *no*. Mastering these two types of questions will be of great help to you.

Many people make mistakes while framing questions in English due to the influence of their mother tongue or their inability in mastering the word order in questions.

Activity 1**Individual**

Read the following passage and identify and underline the words that help you to make questions.

If I get lost in a deep forest, I will not panic. Panic is the greatest enemy in that situation. If I run wildly around, even for a little while I may lose my sense of direction.

I will pay close attention to my surroundings and landmarks and relate this to my location on a map if I have any with me. I will trust it and I will not walk aimlessly. I will try to recall the way I came and try to recollect if I took any turns. This is how I will try to locate where I am. Then I can easily know the way out.

I will leave some marks where ever I go, so that I can notice if I return there. Also if someone is searching for me, he may find those marks useful to trace me.

If I find a river or a stream, I will walk along it as it may lead to a village.

If I cannot get out of it, I will stand in the open and remain at one place and let the people locate me. If I have a whistle I will blow it. Or I can make one using a blade of grass. I won't hide in a cave or under bushes. This is how I will try to manage to come out of that situation.

Try to change the following sentences into questions by rearranging the words.

I do not panic.

I may lose my sense of direction.

I will pay close attention to my surroundings.

I can easily know the way out.

Some one is searching for me.

I will blow the whistle.

Observe the following sentences.

I do not panic.

Do I not panic ?

Someone is searching for me.

Is someone searching for me ?

Additional Information

Study the word order of yes or no questions. In a yes or no question the question is formed by placing the first helping verb before the subject. The helping verb indicates whether the sentence refers to the past, present or future time.

Structure

auxiliary subject

Am	I	late ?
Is	he /she/it	going ?
Are	we/you/they	writing ?
Was	I/he /she/it	eating?
Were	we/you/they	working?

Activity 2

Individual

- **Make questions using the words given below**
 - **Use is/ are/ to make questions**
 - **The first one has been done for you**
1. your sisters/well? Are your sisters well?
 - 2 . near here/the hospital? _____.
 3. the college/open today? _____.

4. interested in computer/you? _____.

5. very strict/he _____.

6. coming/the bus _____.

7. your friends/watching/television _____.

8. you/listening/to me _____.

Additional Information		
<i>do/does/did</i> are used when there is no auxiliary or helping verb. Study the word order		
Structure		
Do/Does/Did	Subject	Main Verb (V ¹ form)
Do	I/you/we/they	Work here? live here? like music ? play cricket ?
Does	he/she/it	
<i>Did</i> is used with past simple to ask questions. When <i>did</i> is used the verb changes to present tense.		
Did	I/ we/ you/ they/ he/ she/ it	go ? play ? jump ?

Activity 3**Individual*****Change the given sentences into questions***

- ***Write questions with do or does***
- ***The first one has been done for you***

1. She likes music. Does she like music ?
2. He speaks Hindi. _____
3. They pray every morning. _____
4. You sing _____
5. You sing well. _____
6. We go to the movies often. _____
7. I admire Gandhi. _____
8. She visits her parents regularly. _____
9. He loves to cook. _____
10. Our cat likes milk. _____

Activity 4**Individual**

- ***Change the given sentences into questions***
- ***Write questions with did***
- ***The first one has been done for you***

1. He enjoyed the party. Did he enjoy the party?
2. I liked the book. _____
3. She slept late. _____
4. They ate the food. _____
5. We went to a movie. _____
6. The accident took place in the morning. _____
7. She visited her friend. _____
8. You sent a message. _____

Common Errors

Incorrect	Correct
Did they came yesterday?	Did they come yesterday?
Did you wrote the test?	Did you write the test?
Does you love cricket?	Do you love cricket?
Does they want money?	Do they want money?
Did you saw the picture?	Did you see the picture?

Tips

- Observe how questions are asked in interviews in newspapers and on television

Assignment 1

Look at the following statements and frame yes or no Questions

Sl. No.	Statement	Question
1	He is a gentleman	
2	He will present the lesson	
3	She writes well	
4	She is a great leader	
5	We finished the work	
6	You have paid the fee	
7	We can see the church	
8	You need money	
9.	They read a lot	
10.	You are a good driver	

Assignment 2

Write ten yes or no questions that you would like to ask your friend.

Either write something worth reading or do something worth writing.

Objectives

On completion of this lesson you will be able to

- frame *wh* questions
- seek information

Introduction

In the previous lesson you have learnt how to ask *yes or no* questions. We ask *yes or no* questions for confirmation. While *wh* questions are used for asking specific information.

The questions that begin with '*wh*'- words like *who, where, when why, what and how* are called *wh*-questions.

Activity 1	Individual
-------------------	-------------------

Read the following passage and frame a few yes / no questions.

This morning at 9.33, someone robbed the State Bank. The thief entered the bank and stated that he wanted all their money. The thief smiled but looked very tired. The teller seemed worried. The thief received the money he requested, to be excused, then stormed out quickly as the door revolved. He dashed down the street and screeched away in a damaged car that rattled, squeaked and smoked. It appeared that he really needed the money. The police soon arrived. They searched and questioned the by standers, but the thief vanished. The police failed to catch him. Investigators abandoned the case and neglected to do anything else. The money was never recovered and thief was never identified the report of the incident ended.

Change the following sentences into Yes / No questions:

1. Someone robbed the State Bank in the morning.
2. Thief wanted all their money.
3. The tellers seemed worried.
4. He really needed the money.
5. The police questioned the by standers.
6. The police failed to catch the thief.
7. Investigators abandoned the case.
8. The money was never recovered.
9. The thief was never identified.

Observe the following sentences.

1. Some one robbed the State Bank in the morning.

Did someone rob the State Bank in the morning?

When /Why / How did someone rob the bank?

2. The thief wanted all their money.

Did the thief want all their money?

Why did the thief want all their money?

Now using words – Who, When, Where, What, Why, How etc change the above sentences into Wh-questions.

Activity 2

Individual

- **Observe the following table and see the word order of wh questions**
- **Look at the statements given below**
- **Put the words in the right order to form wh questions**
- **Some examples have been shown for you**

Examples:

Wh-word	Helping verb	
What	is	your aim in life?
Why	are	you so dull?
Who	will	lead the team?
When		you coming?

- 1 Who / your friend / is Who is your friend?
- 2 Why / you / are / talking -----?
- 3 What / she / writing / is -----?
- 4 Where / going / is / he -----?
- 5 When / you / come / will -----?
- 6 How / planning / you / are -----?
- 7 When/was/built/your house -----?
- 8 Why/he/is/running away -----?
- 9 How /biryani/is/prepared -----?
- 10 Why/angry/you/are -----?

Additional Information

wh words are used to frame questions in the following manner

who – person (subject)	why – reason
whom – person (object)	what – action/thing
where – place	when – time
which – possibilities	how – method/procedure/process

Activity 3

Individual

Look at the following statements and frame Wh- questions

- 1) Dhoni is a Cricketer Who _____?
- 2) India won the world cup in 1983 When _____?
- 3) Ravi is going to market Where _____?
Who _____?
- 4) Tagore got the Nobel Prize in 1913 Who _____?
When _____?
- 5) He came late because there was traffic jam Why _____?
- 6) She sang well How _____?
- 7) He met an old friend at the market Whom _____?
Where_____?

Activity 4

pair

- **Work with your partner**
- **You want some information about another country say the United States of America (USA)**
- **You ask somebody questions about that country**
- **Ask 'wh' questions using the clues given**
- **The first one has been done for you**

1. roads How are the roads in the USA?
2. food _____?
3. people _____?
4. weather _____?
5. distance _____?
6. time _____?
7. transport _____?

Activity 5

Pair

- **Work with your partner**
- **Study the sentences**
- **Frame five questions beginning with the given ‘wh-words’**
- **Write answers also**
- **The first one has been done for you**

My friend went to the market this morning to buy vegetables and met with an accident.

Question	Answer
1. Who went to the market ?	
2. When	
3. Why	
4. What	
5. Where	

Common Errors

Incorrect	Correct
Why you are late?	Why are you late?
When you are coming?	When are you coming?
How you have done this?	How have you done this?
Where you are going?	Where are you going?
What he want?	What does he want?

Tips

- Remember the correct word order when you ask questions
- Do not use statements in the place of questions

Assignment 1

Read the following passage and frame as many *wh* questions as possible (follow the examples in Activity 1)

Jagadish Chandra Bose was a famous scientist. He was born on November 30, 1858. He conducted several experiments on plants. He established that plants have life. He invented an instrument called ‘Cresco graph’ which is used to record the stimuli of the plants.

He worked in Germany for many years. He gave a series of lectures in India and abroad to raise funds for the research institute. He named it after his friend Nanda Lal Bose.

Objectives

On completion of this lesson, you will be able to

- learn what reported speech is
- report something spoken by others

Introduction

Reported Speech means reporting something spoken by others. In other words, we report a speaker's words (spoken matter) to someone else. someone's speech. Speech may include one or many sentences. Sometimes, we report a speaker's words immediately and at other times it may take any amount of time. It may take days, months or years.

Activity 1

Individual

Change the following dialogue into a paragraph:

Jayant: Mohan, you aren't doing well in class, and you probably won't pass.

Mohan: I know that, but I don't have time to study.

Jayant: Why don't you have time? Can't you make the time?

Mohan: I have to take my mother to the hospital every day. In fact, I took her there last night.

Jayant: Are you the only one who can do that?

Mohan: She doesn't have anybody but me. My father died last year.

Jayant: Stop taking the class if you have family problems. The stress will kill you.

Mohan: I may do that even though my mother wants me to continue. She told me to stay in school.

Jayant: Don't kill yourself. Take care of your mother until she feels better.

Mohan: She is not sick. She feels fine.

Jayant: Why does she have to go to the hospital every day?

Mohan: She works there. She is a nurse.

Additional information

There are two ways of reporting a speaker's words. One is called Direct Speech and the other one Indirect Speech. In Direct Speech, the speaker's words are put in between quotation marks.

When reporting someone else's speech, the time, the place and the speakers are often different. So *pronouns* (I, you, he), *tenses* or *modal verbs* and words connected with time and place (today, here) change. You have to be careful while making changes. Make changes after ascertaining whose words you are reporting.

Observe how the pronouns change while changing a sentence from Direct Speech to Reported Speech,

Direct: He said, "I don't believe you." (*said* is the Reporting Verb)

Indirect: He told that *he* didn't believe *me*. (*didn't believe* is the Reported Verb)

She said to him, "I don't believe you."

She told him that *she* didn't believe *him*.

Reported Verbs and words denoting place and time are changed in the following way while changing Direct Speech into Indirect Speech. Remember that these changes take place only when the Reporting Verb is in the Past Tense.

Direct Speech	Indirect Speech
Simple Present Tense	Simple Past Tense
Present Continuous Tense	Past Continuous Tense
Present Perfect Tense	Past Perfect Tense
Simple Past Tense	Past Perfect Tense
Past Perfect Tense	Past Perfect Tense(no change)
will	would
shall	should
may	might
can	could
ago	before
now	then
today	that day
yesterday	the day before/ the previous day

	tomorrow	the next day/the following day	
	this	that	
	these	those	
	here	there	
	last week/month/year	the previous week/month/year the preceding week/month/year	

Activity 2

Pair

- **Work with your partner**
- **Change the following into Indirect Speech**
- **The first one has been done for you**

S.No	Direct Speech	Reported Speech
1	Venu said, "I can type the letters".	Venu said that he could type the letters.
2	She said," I can solve the problem."	She said that...
3	I said to Rani, "I have posted the letter just now."	I told Rani that...
4	Gopal said, "I am very busy now."	Gopal said...
5	Rajesh said, "I scored a century yesterday."	Rajesh ...

Additional information

If the tense of the Reporting Verb is in *Simple Present, Present Perfect or Simple Future*, the Reported verb in the Indirect Speech is *not changed*.

Example: He says, "They are repairing the bridge" (Direct speech)

He says that they are repairing the bridge. (Indirect speech)

The tense in Indirect Speech remains unchanged, if the actions that you think are still true such as habitual actions, universal truths, proverbs or unchanging facts.

Example: 1) He said, "I practise yoga daily." (Direct)

He said that he practises yoga daily. (Indirect)

2) The teacher said, "The earth moves round the Sun." (Direct)

The teacher said that the earth moves round the Sun." (Indirect)

3) He said, "Water boils at 100° C." (Direct)

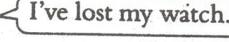
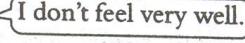
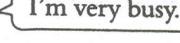
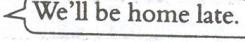
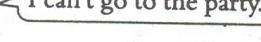
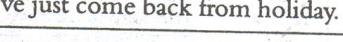
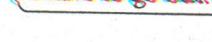
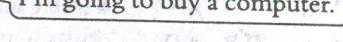
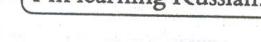
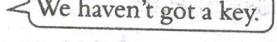
He said that water boils at 100° C. (Indirect)

Activity 3

Pair

- **Work with your partner**
- **Change the following into Indirect Speech**
- **The first one has been done for you as an example**

Read what these people say and write sentences with **He/She /They said (that) ...**

1 		6 	
He said he had lost his watch.		
2 		7 	
.....		
3 		8 	
.....		
4 		9 	
.....		
5 		10 	
.....		

Common Errors

Incorrect	Correct
Pallavi said that her brother has gone.	Pallavi said that her brother had gone out
They said me they have seen the picture	They told me that they had seen the picture.
He said that he can do it.	He said that he could do it.
He said that he will do it now.	He said that he would do it then.

Tips

- Read the comic strips in the newspaper and report the conversation in them to someone as indirect speech

Assignment 1

Change the following paragraph into a dialogue:

Janaki told Ram that she couldn't go with him to the movie that evening. Ram said that it was a pity that she hadn't told him before, because he already had tickets. He said that he had bought them half an hour before. Janaki said that she was very sorry, but that was nothing she could do about it. She had just received a phone call from her mother. Her mother had had an accident at home and an ambulance had taken her to a hospital. Janaki didn't know exactly what had happened but she was going to see her in hospital right away. Ram said that that was terrible news and he hoped that it was nothing serious. Ram said that he would come with Janaki if she wanted him to. Janaki said no and thanked Ram. She said that she would phone him as soon as she knew what was happening and if not, she would talk to him the next day.

Assignment 2

Read the following questions asked by a journalist and report the answers of the film star to your friend who has not read the interview:

S.No	Direct Speech	Indirect Speech
1	Journalist: Which was your first film?	
2	Film star: "Ganga" was my first film.	The film star replied that....
3	Journalist: Where did you have your schooling?	
4	Film star: I had my schooling in Chennai.	The film star replied that.....
5	Journalist: Do you like Chennai?	
6	Film star: Yes, I like Chennai.	The film star replied positively and said that.....
7	Journalist: When will your next film be	

	released?	
8	Film star: It's in July.	The film star replied that...
9	Journalist: Did you take any training before entering films?	
10	Film star: Yes, I did a three month course in acting in the U.S.	The film star replied

Assignment 2

Collect any three comic strips from a newspaper and write the conversations in Indirect Speech.

The noblest search is the search for excellence

Objectives

On completion of this lesson you will be able to

- identify common errors in sentences
- correct the errors in the usage of nouns, pronouns and verbs

Introduction

Errors or mistakes in speaking English among students who had vernacular language as medium of instruction in school are common. Sometimes, mistakes crop in our use of English because of the influence of our mother tongue. We try to translate word to word from our mother tongue to English and that leads to mistakes.

In fact, every language has its own peculiarities. Once we are conscious of those peculiarities, we can get rid of our mistakes. With practice, many of these mistakes can be avoided by learning the areas in which we tend to make mistakes.

Activity 1 Individual

Read the two following paragraphs and identify which one is written better.

- a) We celebrate our college day in Last Monday. A lot of planning will go into its success. We are divided in committees. Each committee have its duty. We conducted some games in the eve of celebration. Prizes are distributed between students. We all enjoy the day.
- b) We celebrate our college day Last Monday. A lot of planning went into its success. Were divided into committees. Each committee had its duty. We conducted some games on the eve of College day. Prizes were distributed among students. We all enjoyed ourselves that day.

Activity 2 Pair

- **Work with your partner**
- **Find out whether the following sentences are correct /incorrect**
- **Put a (✓) in the appropriate box**

	Correct	Incorrect
My uncle has four son -in -laws.		
I noticed that the table's leg is broken.		
I met a N.S.S. volunteer in your school		
I saw the snake which was eight feets long		
Two females came to our office yesterday.		

Activity 3 Pair

- **Work with your partner**
- **Correct the word or words given in italics**
- **Write your answers in the blank space provided**
 1. Padma is a cleverest girl in our institute.
 2. I like the sceneries of Kashmir.
 3. One of my friend is going to Delhi.
 4. My uncle bought two dozens apples last night.

5. The Principal asked *four head of sections* to conduct the practical examinations tomorrow.
-
-
-
-

Activity 4

Pair

- **Work with your partner**

- **Discuss the errors in the following sentences**

- **Write correct sentences in the blank space provided**

1. I cooked myself the food.
 2. I hurt me while playing cricket.
 3. Murali availed of the opportunity.
 4. Myself went to market yesterday.
 5. This is the horse who won the race.
 6. Every student has to bring their hall ticket to the exam.
 7. Lecturer's association met the Chief Minister.
 8. Santhosh and me are playing chess.
 9. I looked at me in the mirror.
 10. We felt happy at them winning the match.
-
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-
-

Activity 5

Pair

- **Work with your partner**

- **Discuss the errors in the following sentences**

- **Correct and rewrite sentences in the blank space provided**

1. Keshav is going to temple everyday at 8.00 a.m.
 2. Smitha is wanting to buy a car.
 3. We drank coffee just now.
 4. Murthy is living in Warangal for the last 15 years.
 5. Latha has bought books three days ago.
 6. Mahathi pays the fee tomorrow.
 7. My father brought fruits before my uncle came.
 8. When Kiran went to Laxmi's house, she washed the clothes.
 9. I wish we have a camera.
 10. If you run fast, you get the prize.
-
-
-
-

Activity 6

Pair

Read the following paragraph and make necessary corrections:

I have lived in France most of my life, and there is a places that I remembers very well. It is a short, dark streets with buildings are very tall – at least four floor. There are an entrance, but no exit from there street. The windows looks dirty, but it is only shadow and window covering that makes them look dark. Most people keep them clean and nice. I thins about these place often because I spent most of my lives there with many food friends.

Tips

- Exchange your notes with your classmates for correction
- Check all your sentences once before you present notes to the teacher
- Study the special books on common errors/mistakes

Assignment

- ***Correct the following***

1. My mother love me very much.
2. His mother maked a cake for his birthday.
3. I know were to go.
4. I not know weather there is a holiday.
5. There was many flowers in the garden.
6. She asked me where am I going?
7. Ravi raised slowly the hand.
8. I was went to school last year.
9. I do not want to college today why because it is a holiday today.
10. I am having dinner now. Will I call you back later?

Objectives

On completion of this lesson, you will be able to

- identify the errors
- correct the errors in the usage of articles adjectives, adverbs, prepositions and linkers

Introduction

The focus of this lesson is on some typical errors that you commit in using adjectives, adverbs, prepositions and conjunctions.

Activity 1

Individual

Read the following paragraph and make necessary corrections:

Miss Pushpa is colleague of mine. She is a intelligent and industrious woman. She is getting up at 5.O' clock every morning. She is going for a walk at 6 O'clock. She is taking tea at 7AM.

She left for office at 9 O' clock every morning. She is having a car. She is having two sons. She is believing in God. She is going to temple every Saturday. I like her very much.

Activity 2

Pair

- **Work with your partner**
- **Discuss the errors in the following sentences**
- **Write the answers in the blank space provided**
 1. This is the best book of the two.
 2. Anil is more cleverer than Karuna.
 3. This is the most perfect solution to your problem.
 4. The growth of Krishna Industries is more than Vijaya Industries
 5. The more money you pay the best item you get.
 6. Venu is senior than me by two years.
 7. Laxman is the eldest man in our village.
 8. Pavani prefers coffee than tea.
 9. Vaishnavi is very much interesting in this problem.
 10. He looks happily today.

Activity 3

Pair

- **Work with your partner**
- **Discuss the errors in the following sentences**
 1. Bhaskar wants to quickly paint the picture.
 2. It is very hot to go outside.
 3. The computer works perfect.
 4. He works hardly.
 5. He came lately to the meeting.
 6. Bharathi is not speaking to nobody in the class.
 7. They celebrated the function grandly.
 8. I am sorry that I have arrived lately.
 9. I have done very good in the examination.
 10. Katyayani ran fastly to catch the bus.

Activity 4

Pair

- **Work with your partner**
- **Discuss the errors in the following sentences**
- **Make a tick mark (✓) against your answers**
 1. We discussed about the annual day last night.
a) discussed on b) discussed with c) discussed d) discussed for
 2. Vinay is suffering with fever
a) from b) about c) for d) of
 3. Shahebaz has been driving a car since four hours
a) on b) with c) from d) for
 4. The snake was killed by Ravi by a stick.
a) with b) from c) about d) in
 5. Swami distributed his property among two sons.
a) in b) into c) between d) for
 6. Praveen is angry on Mamatha.
a) at b) for c) onto d) with
 7. Kamala sat besides Sahrudaya.
a) between b) at c) beside d) among

8. They congratulated Devi *for* her success.
a) by b) on c) with d) at
9. Third semester classes begin *from* 15th June.
a) in b) at c) on d) during

Activity 5**Pair**

- ***Work with your partner***
- ***Discuss the errors in the following sentences***
- ***Write the answers in the blank space provided***

1. He not only comes there for coaching but also for swimming.
2. The driver, which came first, was Krishna.
3. She is sick and she can run fast.
4. Work hard, then you will not pass.
5. Mathews is very weak that he cannot run fast.
6. Unless you don't pay the fee, you cannot write the exam.
7. No sooner did the bell ring but the boys left the class.
8. Though Mallesh is poor, but he is honest.

Activity 6**Pair**

Read the following paragraph and make necessary corrections:

I have much friends but Ankur is my best friend. He study in my class. We go to school together by walk. We also sits together to do our home work. He is good with studies and helps the students who are weak in studies. Ankur is the monitor of our class. He obeys and respects his teachers and parents. He has won many prizes to our school. Sometimes he comes lately to school. He wants to become a doctor. He has been living in Hyderabad since six years. He is inspired by his cousin brother, Krishna.

Tips

- Learn from your mistakes
- Read as much as you can everyday

Assignment 1

Read the following paragraph and make necessary corrections:

Dear grind mother, how are you ? I am fined hear, I think you is also very fined there. How are my mothers health? I want to saw you all very soon. I'll becoming there very soon. First of all, I'll go to Warangal to sell our land along with my wife, then I'll sell our home altogether. Don't worry about me. Take cared of your health. I take live of you now. Bye.

Assignment 2

- ***Correct the following sentences***

1. They are so many mistakes in the book.
2. I am not knowing why they have not come.
3. He work's in a bank.
4. It's tail is long.
5. Hyderabad is old city.
6. It is interesting place.
7. She is working for four years.
8. I will get up early every day usually.
9. When you are coming?
10. Please call me at the evening.

Objectives

On completion of this lesson you will be able to

- identify the wrong usage of vocabulary
- correct the errors in the usage of questions, subject-verb agreement, homophones and redundancy

Introduction

In the previous lessons you learnt to identify the errors in parts of speech and correct them. The focus of this lesson is on how to correct wrong usage of vocabulary, questions and redundancy. These errors are grouped into separate activities based on the nature of errors. Usage of inappropriate vocabulary leads to misunderstanding and may not convey the idea which you want to. It is important for you to learn why these sentences are not acceptable in English.

Activity 1 **Individual**

Read the following paragraph and make necessary corrections:

Sita go to a walk every day. She do not like to get up at the morning. But she and two females in her house go walking in the evening. She like to walk among the two. She is a strongest girl. She can eat two dozens apples in a day. Myself don not know how she eats so much apples.

Activity 2 **Pair**

- **Work with your partner**
- **Discuss the errors in the following sentences**
- **Write the answers in the blank space provided**
 1. Where your father is working now?
 2. When did Kishore went to Chennai?
 3. Do you know what is Mohan doing now?
 4. Does Rakesh drives a car?
 5. Did Ashwini sang songs yesterday?
 6. Saraswathi will not go Jaipur tomorrow, won't she?
 7. Sujatha is clever, is she?
 8. I am a doctor, amn't I?
 9. Prakash sings songs well, isn't he?
 10. Robert bought fruits yesterday, doesn't he?

Activity 3**Pair**

- **Work with your partner**
- **Discuss the errors in the following sentences**
- **Write the answers in the blank space provided**

1. One of my friends have got second prize in quiz competition. ()
1 2 3 4
2. Students of this polytechnic writes the examination today. ()
1 2 3 4
3. Each of these players are running for the ball in stadium. ()
1 2 3 4
4. Either Raval or I sings songs now. ()
1 2 3 4
5. Not only the students but also the teacher have gone on picnic. ()
1 2 3 4
6. Smitha with her friends go to temple by a bus. ()
1 2 3 4
7. The Arabian Nights have entertained many people in India. ()
1 2 3 4
8. Ten miles are not a long distance to walk. ()
1 2 3 4
9. Neither of the two sisters have eaten fruits just now. ()
1 2 3 4

Activity 4**Pair**

- **Work with your partner**
- **Discuss the errors in the following sentences**
- **Write the answers in the blank space provided**

1. Please kindly help me.
2. He can be able to do this work.
3. Anand returns back after half an hour.
4. I requested the librarian to refund back my deposit.
5. It was a blunder mistake.
6. In case if you go early, you will get tickets.
7. What is your PIN number?
8. He awaited for the bus at Krishna palace.
9. I persuaded him to agree to buy a car.

Activity 6

Individual

Read the following paragraph and make necessary corrections:

My self is Harsh. My age is 17 years old. Every day I am getting up in the morning at 6.00 AM. I am eaten breakfast at 7.30AM. I go to Polytechnic by walk. Umesh is my cousin brother. Umesh and me play cricket in the evening. We both drinks college coffee at 6.30PM. He taught physics every day at 7.00PM. I see television for an hour in the night.

Tips

- Check the spellings after writing.
- Check for the usual errors related to redundancy, homophones, etc.

Assignment 1

Read the following paragraph and make necessary corrections:

People has dreams in their lives. Many aspires to be rich or to become business tycoons. Some persons dreams of become leaders; politicians and social reformers. Some aspire to become the leading hooligans and anti-social elements of his localities or cities and this is a bad aspiration. There are others who has a craze for becoming poets, writers, and novelists while most of us generally has a desire of becoming engineers, doctors, and scientists of great repute. There are a few persons who are happy-go-lucky by nature and have no clear cut aims in life.

Assignment 2

• ***Correct the following sentences***

1. Our examinations begin in Monday morning.
2. There is very hot.
3. It is wind here. I don't like it.
4. I did not came to class yesterday.
5. I bringed lunch today.
6. My father buyed a car yesterday.
7. My computer don't work well sometimes.
8. I have got two brothers and sister.

Objectives:

On completion of this lesson you will be able to

- generate ideas
- organize ideas
- write a short paragraph

Activity 1**Individual**

Read the paragraphs and answer these questions:

1. What is the paragraph about?
2. Do you think it is written well?
3. Does the second paragraph support the first paragraph?
4. Do you think it is well organized?

The weather in 1816 Europe was abnormally wet, keeping many inhabitants indoors that summer from April to September of that year. “It rained in Switzerland on 130 out of 183 days from April to September” (Philips 2006). Unlike today, one could not simply turn on a television or click through the internet in order to entertain oneself. Instead, it was much more common for the educated people of the day to spend time in reading, discussing well known authors and artists of the day, playing cards and walking in their gardens and walking paths.

If you were Mary Shelly in the company of Byron and others, you amused each other by reading out aloud, sharing a common interest in a particular book, and sharing with others your own writing. In her introduction to *Frankenstein*, for explanation of how this extraordinary novel came to be was due, at least in part, to the weather and the company (Shelly 1816). “I passed the summer of 1816 in the environs of Geneva. The season was cold and rainy andwe occasionally amused ourselves with some German stories of ghosts.... These tales excited in us a playful desire of imitation” (Shelly as quoted in Phillips, 2006).

Activity –2**Individual**

- **Select a topic**
- **Ask wh- questions related to your topic**
- **Choose suitable words from the details**
- **Make meaningful sentences**

Topics	Wh- words	Details
Trees	What	Surroundings, roads, parks, forest,
College	Where	school, college, country, near, beside, in, big, small, tall, short, weak, strong,
Favorite teacher	How	sincere, regular, punctual, encouraging, gentle, class, timings, duration,
Your friend	How many	principal, gardener, students, colleagues, farmer, parents, myself, library, labs, playground, teach, water, ride, live, give, help, have, has, had, gain knowledge,
Your village	When	reduce pollution, want to follow, pollution free, eco-friendly
Super market	Who	
Pet	What	
Your house	Why	
Laboratories		

An example is given below.

Eg: Topic -Trees

Question: Where do we find trees?

Answer: We find trees in our surroundings, parks and forests.

Now frame as many questions as you can and write suitable answers.

Activity - 3

Pair Work

- **Observe the following picture**
- **Jot down ideas**
- **Share your ideas with your partner**
- **Write a paragraph**



Activity – 4

Individual

- Organise the following pictures in the correct order
- Write a paragraph using the above sequence of pictures



Activity – 5

- **read the following sentences.**
- **select one sentence from each section**
- **write a meaningful paragraph.**

What is done to join metal?

Section-1

- a) for strong permanent joints
- b) is required. Soldering gives a satisfactory
- c) there are a number of methods

Section –2

- a) of joining metal or normally adopted
- b) of joining metal articles together, depending
- c) joint for light articles of steel

Section –3

- a) on the type of metal and
- b) is required. Soldering gives a satisfactory
- c) of a Soldered joint is rather

Section –4

- a) less than a joint which is
- b) the strength of the joint which
- c) brazed, riveted or welded. These methods

Section –5

- a) of a soldered joint is rather
- b) Is required. Soldering gives a satisfactory
- c) for strong permanent joints

Section – 6

- a) of joining metal or normally adopted
- b) joint for light articles of steel
- c) copper or brass, but the strength

Section – 7

- a) copper or brass, but the strength
- b) for strong permanent joints
- c) brazed, riveted or welded. These methods

Section – 8

- a) for strong permanent joints
- b) of a soldered joint is rather
- c) brazed, riveted or welded. These methods

Section – 9

- a) brazed, riveted or welded. These methods
- b) for strong permanent joints
- c) less than a joint which is

Section – 10

- a) for strong permanent joints
- b) brazed, riveted or welded. These methods
- c) of joining metal or normally adopted

Section- 11

- a) of joining metal or normally adopted
 - b) for strong permanent joints
-
-
-
-
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-
-

Assignment:

Write a recipe of your favorite dish in a logical sequence.

“If any man wishes to write in a clear style, let him be first clear in his thoughts” - Goethe

Objectives:

On completion of this lesson you will be able to

- identify topic sentence
- write a cohesive paragraph
- write supporting sentences

Activity 1**Individual**

- **Write a paragraph using the following first sentence**

My dog Champ is my favourite pet

Activity 2**Pair Work**

- **Read the following paragraph**
- **Identify the topic sentence**
- **Locate supporting ideas**
- **Share with your partner**

I had a wonderful time when I visited my uncle's village for the first time. As soon as I reached the village, I went to his fields and helped him in ploughing the fields with the help of oxen. After that, uncle took me to the village market where I saw not only sheep. Goats, oxen but also form fresh vegetables and fruits. On Saturday we went to the temple. I had to leave the village the next day as my holidays came to an end.

Topic sentence:

Supporting ideas:

Activity 3**Individual**

- **Read the topic sentences given below**
- **Select the supporting sentences and closing sentences from the sentence bank**
- **Write a paragraph**

1. My best friend is a great person

2. Reading is my favorite hobby

3. I really enjoy school

Sentence Bank

- I can always count on her to be there when I need help.
- My teachers' lessons are always fun to listen to informative and stimulating.
- When I'm tired I can relax with a good book.
- When she talks to any one she always has something positive to say.
- Because there are so many books to read I have my choice of hundreds of subjects.
- As you can tell I am extremely lucky to have a best friend like her.
- Most of my classes are interesting.
- Sometimes she gets mad and refuses to speak to me.
- I can forget my problems by reading a good book.
- I don't like some kinds of books at all.
- I like school so much that you would think I would want to go seven days in a week!
- My Idea of heaven is a quiet weekend with a book!
- I hate to go to school on Monday mornings.
- It is the only time I get to see some of my friends.
- Even if she is angry she rarely loses her temper.

Tips:

- Check spelling and grammar before writing the final draft.
- Include sentences related to the topic sentence.

Assignment 1

Narrate in a paragraph an adventure you had on a tour / outing / picnic.

"Practice, practice, practice writing. Writing is a craft that requires both talent and acquired skills. You learn by doing, by making mistakes and then seeing where you went wrong"

- Jeffrey a. Carver

Objectives

On completion of this lesson you will be able to

- study and understand the information in flow charts
- analyse / interpret flow charts
- write a paragraph using the data given

Pre Activity

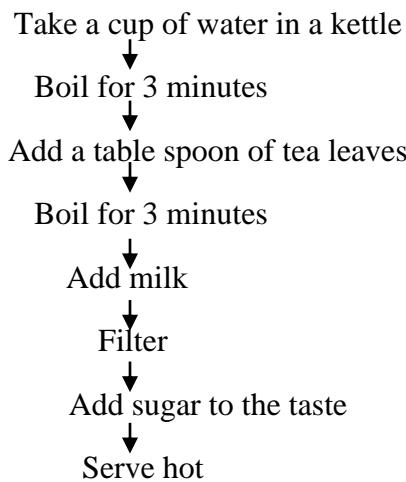
- *Answer the following questions*
1. What are the synonyms of ‘information / material’?
 2. What is the singular form of ‘data’?
 3. What are the different ways of presenting data?
 4. How do you describe a process like preparing a recipe?
 5. Where do you see flow charts?

Activity 1

Pair

- *Observe the flow chart given below*
- *Discuss with your partner how the process takes place*
- *Answer the questions given below the flow chart*

Making a Cup of Tea



Questions:

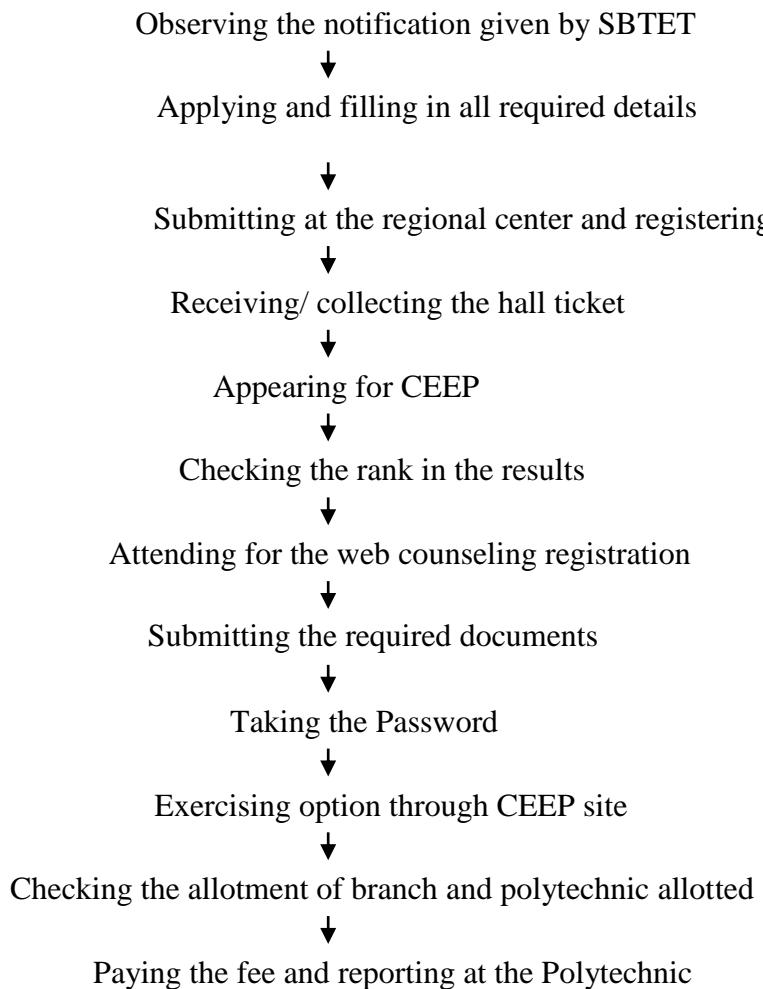
1. What are the advantages of presenting the information or data in the form of flow charts or diagrams?
2. Where do we use flow charts?
3. What happens, if the order of the steps in a flow chart is jumbled?
4. How do sentences begin in a flow chart?
5. Can sentences be long in a flow chart?

Activity 2

Pair

- *Work with your partner and discuss the process given below*

The Process of Admission into a Polytechnic



- *Observe how the information in a flow chart is presented*

The above flow chart *describes* the process of getting admitted into Diploma course in a polytechnic. A notification is released by State Board of Technical Education & Training, A P inviting applications from eligible candidates for admission into Diploma in engineering courses. *Initially* the candidate has to apply for the entrance examination by filling in all details and submitting the application at any regional centre. *Secondly*, he has to appear for Common Entrance Examination for Polytechnics. Later, ranks are announced basing on the merit in the test. *Subsequently* the candidate has to register for web counseling submitting all required documents. A ‘password’ is given to exercise options for selecting the course and the polytechnic through CEEP web site. Once the allotment is over the candidate can have the details by taking a print. *Finally* the candidate has to pay the fee and join in the allotted branch and institute.

Additional Information

The following are the guidelines to convert the information in a flow chart into a paragraph

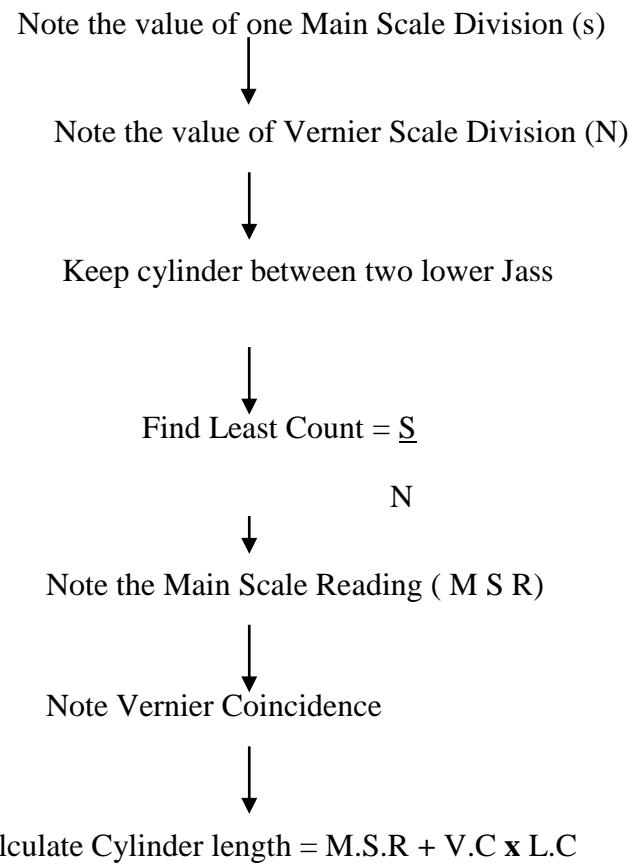
- State the main idea of the diagram in the first sentence
- Start describing the process either in the order of events or in chronological order (related to time and dates)
- Use proper linkers and sequencers like, first, second, then, next, later, etc

Activity 3

Individual

- *Study the flow chart of how the length of a cylinder is measured using Vernier Calipers*
- *Write a paragraph*

Finding the length of a cylinder using Vernier Calipers



Tips

- Study the figures explained in physics and chemistry labs carefully

Assignment 1

Write the flow chart on how to change the SIM card in your mobile. Write a paragraph describing the process.

Assignment 2

Describe the process of looking for the meaning of a word in a dictionary.

Observe the style of writing, but don't imitate.

- *John M. Ford*

Objectives

On completion of this lesson you will be able to

- understand the information in a tree diagram
- analyse the data
- write a paragraph using the data given

Pre Activity

- Answer the following questions

Questions:

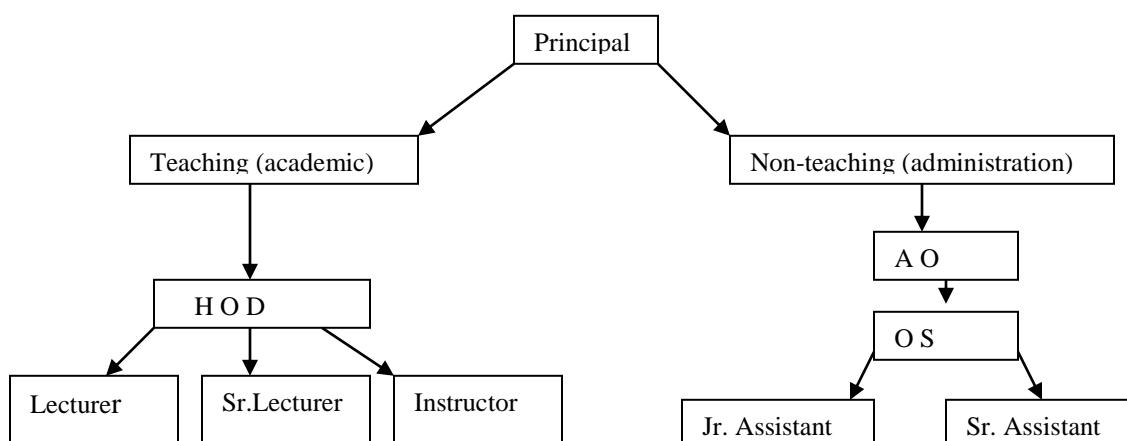
1. How do you present data in the form of a hierarchy?
2. How do you classify living things in the form of a diagram?
3. How does this diagram look?
4. Where will the stem be written?
5. Where do you start your interpretation from?

Activity 1

Pair

- *Work with your partner*
- *Observe the tree diagram*
- *Observe how a paragraph is written based on the information provided in a tree diagram*
- *Answer the questions given below*

The administrative cum academic structure in a Polytechnic



The above diagram shows how the administrative and the academic work in a Polytechnic takes place. The Principal is the head of a polytechnic and the administrative and financial powers rest with him. There are mainly two wings of activities, academic and administrative performing two separate activities. Under teaching section the work is *further* divided among Heads of Departments of different engineering branches (H O Ds). Each HOD is again assisted by Senior Lecturers, Lecturers

and Instructors. The non-teaching section is headed by an Administrative Officer and an Office Superintendent (OS) who are assisted by Junior Assistant and Senior Assistant. This is how the administrative cum academic work runs in polytechnics.

Questions:

1. What does the first sentence in the above paragraph show?
2. What should be mentioned first when a tree diagram is interpreted?
3. Which wing is described first and why?

Additional Information

The following are the guidelines to convert the information in a tree chart into a paragraph

- State the main idea of the picture in the first sentence
- Start describing the process from the key word or the superior first stated
- Explain one branch completely and move on to the branches downwards

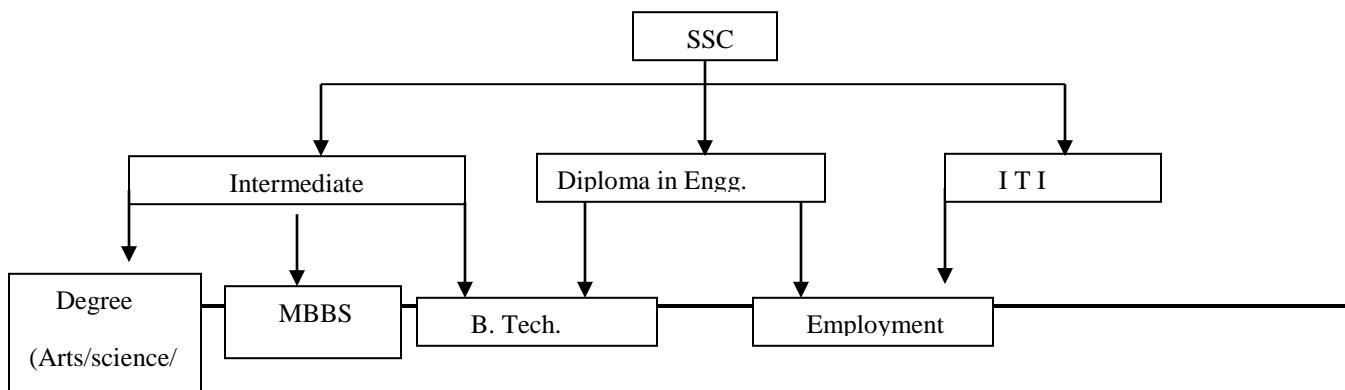
Activity 2

Pair

Work with your partner

- *Discuss the details in the tree diagram*
- *Write a paragraph based on the details*

Educational Opportunities after SSC



Activity 3

Individual

- *Draw a tree diagram of your family showing the last three generations*
- *Write the information in a paragraph*

Tips

- Pay attention to the organizational structures

Assignment 1

Draw a tree diagram showing the various kinds of means of transport using the hints given below.
Write a paragraph using the information given in the tree diagram.

Hints: Road – water – air – railway – two wheelers – three wheelers – four wheelers – boat- ship –steamer – helicopter – aeroplane - cargo

Great is the art of beginning, but greater is the art of ending.

- Henry Wadsworth Longfellow

Objectives

On completion of this lesson you will be able to

- understand the data in a table
- present the data given in a table
- write a paragraph using the data given

Pre Activity

- **Answer the following questions**
1. **In what form do you arrange your class work schedule in a week?**
 2. **What are the advantages of a table?**
 3. **Where do you find tables showing data?**
 4. **How do you proceed to analyze the data in a table?**

Activity 1 **Group**

- ***Work in groups***
- ***Collect the data from the members of your group regarding their marks in class X in Maths, Physics and Chemistry***
- ***Enter the data in the table***
- ***One of you has to speak about the data***

<i>Name</i>	<i>Maths</i>	<i>Physics</i>	<i>Chemistry</i>

Additional Information
The following are the guidelines to convert the information from a Table

- State the main idea of the table in the first sentence
- Analyse the data in the table either from first column and row or from one heading to another
- Identify the similarities and differences
- Mention the figures (digits) given in the table
- Use appropriate linkers like similar to, contrast to, whereas, but, however etc

Activity 2**Individual**

- Study and understand the data given in the table**
- Present the data in writing**
- Concentrate on similarities and differences**

Students Data in a Government Polytechnic						
Branch	Category			Medium		
	Male	Female	Total	English	Telugu	Total
ECE	36	22	58	19	39	58
CME	34	19	53	15	38	53

Activity 3**Pair**

- Work with your partner**
- Speak about the details as you observe the table**
- Write a paragraph using the hints given below the table**
- Do not just state the figures but understand and analyze them**

Train Fares from Visakhapatnam to Hyderabad

Train number and name	Reservation category				
	2 tier AC	3 tier AC	Sleeper class	Tatkal (3 tier A C)	General
2727 Godavari Express	1648	872	495	1172	258
2739 Garib Rath	--	499	--	699	---
7015 Visakha Express	1008	735	272	1035	190
3846 Nanded Express	1406	811	409	911	288

Hints

Godavari Express- all classes- highest fares

Garib Rath – limited classes

Visakha Express – lowest fares in sleeper class

Nanded Express – general fare is the highest

Tips

- Read business columns in news papers

Assignment 1

Using the hints given in the table, present, analyse and interpret the data.

Number of vehicles sold

Year	Pranav Motors	Jahnavi Enterprises	Sai Automobiles	Vaishnavi Motors
2005	27000	20000	10000	14000
2006	32000	21000	20000	9000
2007	39000	32000	20000	9100
2008	45000	33000	23000	9200

Hints

- Pranav Motors – highest sales – steady growth – number one in market
- Jahnavi Enterprises – second position – a sudden growth in one financial year – due to introduction of new model
- Sai Automobiles – No.3 in market – slow growth due to strike – in one financial year – no growth
- Vaishnavi Motors – Growth is minimum – a model was withdrawn from the market

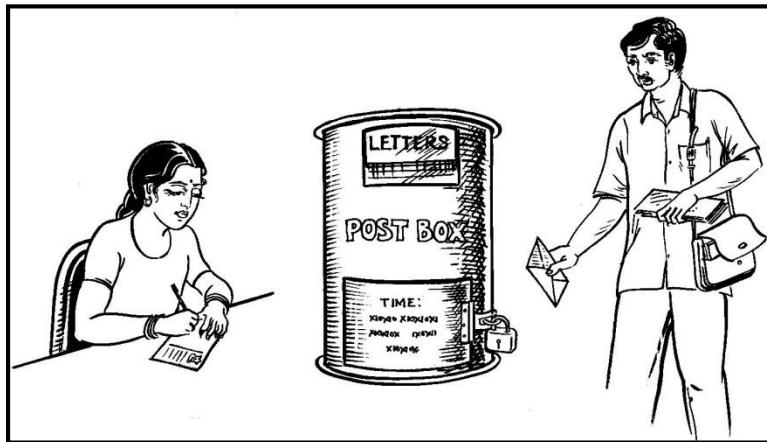
Either write something worth reading or do something worth writing.

- Ben Franklin

Objectives

On completion of this lesson you will be able to

- know the format of a personal letter
- write a personal letter

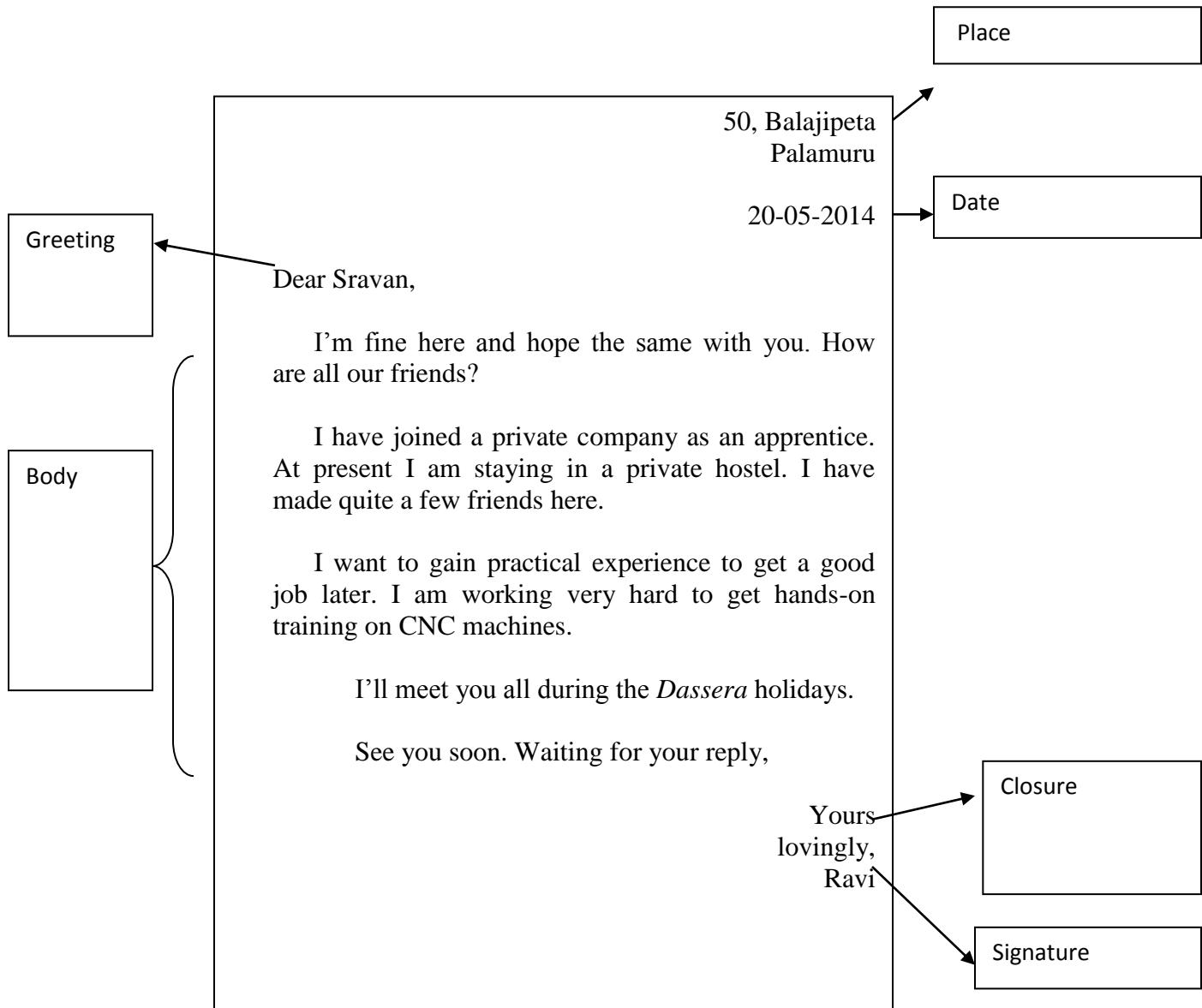
**Pre Activity**

- **Answer the following questions**
 1. How do you communicate with others?
 2. How did people communicate in the past?
 3. Why do we write letters? Have you ever written a letter?
 4. What are the different types of letters you have come across?
 5. What do you call a letter written to a friend or a relative?
 6. Do you follow any format while writing a personal letter?

Activity 1

Individual

- *Read the following letter and observe its format and its contents*
- *The main components of the format are numbered*
- *Answer the questions given below the sample letter*



Questions:

1. What is the purpose of writing the name of the place in the top right hand corner of the page?
2. What are the other ways of writing the date?
3. Mention a few ways of greeting you have come across in personal letters.
4. How is the body of a personal letter organized?
5. What are the other ways of closing a letter?

Additional Information

Personal letters: Examples

Formatting a date

- 20th May, 2014
- May 20, 2014
- 20-05-2014 (Use only hyphens to separate date, month and year.)
- MMDDYYYY (Ex:05202014) This format is used in computer applications.

Greetings

The standard greeting for personal letters is '**Dear**' followed by the name of the person to whom you are writing, but variations include:

My dear ...

My dearest ...

Openings: For formal situations

Thank you for your letter [inviting, offering, confirming]

It was so kind of you to [write, invite, send]...

I am very grateful to you for [letting me know, offering, writing]...

I was delighted to hear that...

I am delighted to announce that...

I am sorry to inform you that...

I am writing to tell you that...

Openings: Variations for close friends and family

Many thanks for [sending, inviting, enclosing]...

I was so sorry to hear that...

I am very happy to tell you that...

Closures: For acquaintances and formal situations

Best wishes

With best wishes

Kindest regards

Closures: Affectionate variations for close friends and family

All my love

All the best

Love

Lots of love

With love

See you soon

Once again many thanks

I look forward to seeing you soon

With love and best wishes

With love to you all

Do give my kindest regards to ...

In some formats, the place, date, closure, signature and name appear on the left Side of the page along with salutation

Activity 2

Pair work

- *Work with your partner*
- *Discuss what salutations and closures you use while writing to the following people*
- *Share your views with the class*

1. Your cousin

Salutation: _____

Closure: _____

2. Your best friend

Salutation: _____

Closure: _____

3. Your mother:

Salutation: _____

Closure: _____

4. Your teacher:

Salutation: _____

Closure: _____

Activity 3

Individual

- Complete the following letter filling the gaps

Dear Srinivas,

I am fine. _____. Our examinations start on 3rd June, 2014. I am preparing well.

During study hours, I take the help of my classmates. I hope I will get distinction.

Please convey _____. No more to pen.

_____,

Common Errors

Incorrect	Correct
Your's lovingly Yours loving son	Yours lovingly Your loving son

Tips

- Always follow the format
- Remember to write the address first and the date next

Assignment 1

Write a letter using the following hints.

Hints:

You came to Hyderabad for higher studies – got a job – worked for 2 years in a private company – your company is sending you abroad – you want to meet all your friends – you are organizing a party to celebrate your success – ask him to provide addresses of your friends – invite him also to the party.

Assignment 2

Write a letter to your father saying that you want to take up a job during summer holidays. Write that you miss your family very much because you cannot go home. Give some reasons such as:

You want to earn while you learn - support your father – useful to career – an opportunity to improve technical skills – decent salary

To send a letter is a good way to go somewhere without moving anything but your heart.
~Phyllis Theroux

Objectives

On completion of this lesson you will be able to

- know the format of an official letter
- write an official letter

**Pre Activity**

- Answer the following questions:
 1. What do we call the letters written to people in important positions?
 2. Why do we write official letters?
 3. What are the kinds of official letters you have come across?
 4. How should be the language in an official letter?
 5. How should the body of an official letter be organized?

Activity 1**Pair**

- **Observe the format of the following letter given below**
- **Discuss with your partner your answers to the questions given below**
 1. What difference have you observed between personal and official letters? List a few differences?
 2. What words of closure can be used in an official letter?
 3. The tone used in the given official letter is _____

27, DabaGardens
Hyderabad

31-05-2014

The Personnel Manager
XYZ Constructions Pvt. Ltd.
Balanagar Industrial Estate
H Y D E R A B A D

Sir,

Sub: Permission for attending Training Programme request- regarding

Ref: Letter of the Training Officer, ABC PVT. Ltd. dated 1-06-2010

* * *

I submit the following few lines for your kind consideration. I request you to permit me to attend the two day Training Programme on AutoCad to be held at ABC PVT Ltd. Hyderabad, from 03-08-2010 to 04-08-2010 announced in the letter of The Training Officer dated 01- 06-2010. I have been working in the Department for two years and participating in the Training Programme will be a rich learning experience. It would help me to perform better in the Department.

I would be grateful to you for providing me an opportunity to update my skills.

Thanking you,

Yours faithfully,
Ali

2. Mention a few greetings you have come across in an official letter.
3. What do you write in subject and how do you write it?
4. When there is more than one reference, in what order do you arrange them?
5. What kind of language is used in an official letter?
6. What are the other ways of subscription you have come across in official letter
7. What do you call a letter which is not signed?

Additional Information

Expressions often used in Official letters

Format	A Brief Description
Heading (place and date)	address of the writer and the date
Address to whom the letter is written	address of the receiver
Greeting / salutation	customary greeting
Subject	brief outline of the content
Reference	mentioning any previous correspondence
Body	the main part of the letter in one to three paragraphs
Subscription / Signature	closing part

Salutations

Sir	For any official letter
Dear Sir	For strangers and equal status/cadre
Dear Mr.....	For strangers and equal status/cadre
Dear Madam	For strangers and equal status/cadre
Dear Mrs.....	For strangers and equal status/cadre
Dear Sir/Madam	When you do not know the gender of the receiver of the letter
Dear Ms.....	When you do not know the marital status of the woman receiver
Dear Sirs	For the firms with plural names of people or a board of people

Useful opening phrases

Thank you for your letter [dated]

concerning	
I apologise for the delay in replying	
Thank you for sending me a [catalogue, quotation]	For any official letter
As stated in your letter/fax/mail [dated]	
Thank you for your enquiry [dated]	
I wish to draw your attention to the	
I refer to your letter [date] concerning	
I wish to inform you that	
In continuation of our telephone conversation on [date]	
I am writing to inform you that	
I am writing to confirm our telephone conversation on [date]	
I am writing to express my dissatisfaction with	
I would be grateful if you could forward me a [price list, catalogue]	For any official letter
Please note that	
I am contacting you regarding	
Please find enclosed	
I am writing to complain	
Useful closing phrases	
I look forward to hearing from you	
I would be most grateful if you would look into this matter as soon as possible	

Please do not hesitate to contact me if you require further information	
Please let me know as soon as possible what action you propose to take	For any official letter
Please contact me if you require further details	

Subscription

Yours sincerely	For a person of your cadre or rank
Yours faithfully	For a person above your rank or cadre (a superior)
Yours truly, Yours very truly	For strangers

Activity 2

Individual

- ***Write a letter to the Editor of an English newspaper using the hints***
- ***Follow each step carefully to write a complete letter***

Hints:

Our village/our locality – no drinking water – hand pumps not working – lot of problems walk a long distance – fetch water – repair of hand pumps – immediately – solve the problem.

Step 1: Before you begin writing an official letter ask yourself

- Why am I writing this letter?
- What information do I need to provide?

- ***Jot down the points in the blank space provided***

Step 2: The body of the letter

The body of the letter should consist of one or more paragraphs. It should develop clearly and logically the argument and facts of the case.

a. The first paragraph

In the first paragraph of the letter you should clearly write why you are writing the letter.

- *Write the first paragraph*

b. The second and subsequent paragraphs

If there is more than one paragraph, each paragraph should focus on a separate aspect of the subject matter and there should be clear links between paragraphs.

- *Write the second and other paragraphs for the above letter here*

c. The final paragraph

In the final paragraph you should write clearly what you want to convey through the letter.

- *Write the final paragraph for the above letter here*

3. Maintain formal tone

Whatever be the context, maintain a formal tone throughout the letter.

Step 3

- *Now, consolidate all the paragraphs of the above letter*
- *Observe the rules of format and write the complete letter*

Common Errors

Incorrect	Correct
Yours truly/Yours sincerely (for superiors)	Yours faithfully
Thanking you....	I thank you....

Tips

- Read 'Letters to the Editor' columns in the English newspapers
- Taking one of the problems or topics try writing a letter on your own without copying anything from those letters

Assignment 1

Write a letter to the Principal of your institution requesting him/her to provide a cycle stand in the campus

Assignment 2

Write a letter to the General Manager of a company requesting to give permission to visit their work place as part of the industrial visit of your class.

Assignment 3

Collect some official letters and observe the language and formats used in those letters.

Politeness is as much concerned in answering letters within a reasonable time, as it is in returning a bow, immediately.

Objectives

On completion of this lesson you will be able to

- know what a resume is
- prepare your resume

Pre Activity

- **Answer the following questions**
 1. What will you keep ready before you apply for a job?
 2. Why is a resume important?
 3. What does a resume contain?
 4. What precautions will you take while preparing a resume?
 5. What are the other names of a resume?
 6. What are the salient features of a good resume?

Activity 1**Pair work**

- *Jot down the ideas for the following cues*
- *Do not write complete sentences*
- *Leave out, if you have no information about something (e.g. experience)*
- *Exchange your ideas with your partner*

Cues:**What can you write about the following?**

1. Your experience _____
2. Your qualifications _____
3. Your skills _____
4. Your interests _____
5. Your personal qualities _____

Activity 2**Individual**

Observe the following formats of Resumes

- Note down the new items (other than the items you wrote about yourself in Activity 1)
- Write them in the space provided
- List the differences between Sample 1 and Sample 2

Sample Resume 1

Gopi Krishna K	786, James Street Secunderabad500361	Phone 040-27075690 E-mail : gopikrishnak@gmail.com
Objective	Looking to take up a challenging position to meet any requirement with commitment and devotion	
Work experience	Apprentice Supervisor Bhagavathi Electricals Balanagar, Hyderabad <ol style="list-style-type: none">1. Advanced Diploma in Computing, Awarded by C-DAC, Pune2. Diploma in Electrical and Electronics Engineering, Awarded by the SBTET, AP, Hyderabad<ul style="list-style-type: none">• Percentage of marks – 83%• Languages known: English, Hindi, Telugu	
Education	'Best Technician Apprentice' award for the year 2008	
Awardsreceived	First prize in 100 meters dash in Inter Polytechnic Sports and Games State Meet in 2010	
Interestsandactivities	Pursuing a course in Auto Cad and PLC programming Member of Hyderabad Blues Sports Club	
VolunteerWork	Team leader, Community Welfare Centre, Jeeditmetla village in the campaign against alcohol addiction	
References	1. Mr.Ch.SubbaRao, 101A, Sainathapuram, Hyderabad 2. R.Vijaya Kumar, 13-451, Begumpet, Hyderabad	

Sample Resume 2

5-10-21 • Gandhinagar • Ravipalem • Guntur
phone 918245678910 • e-mail gopikrhnak@gmail.com

Gopi Krishna. K

Objective

Looking to take up a challenging position to meet any requirement with commitment and devotion.

Education

1. Advanced Diploma in Computing, awarded by C-DAC, Pune
2. Diploma in Electrical and Electronics Engineering, awarded by the SBTET, Andhra Pradesh, Hyderabad
 - Percentage of marks – 83%
 - Languages known: English, Hindi, Telugu

Awards received

‘Best Technician Apprentice’ award for the year 2008

First prize in 100 meters dash in Inter Polytechnic Sports and Games State Meet in 2010

Interests and activities

Pursuing a course in Auto Cad and PLC programming

Member of Hyderabad Blues Sports club

Work experience

Apprentice Supervisor

Bhagavathi Electricals

Balanagar, Hyderabad

References

1.Mr.Ch.SubbaRao, 101A, Sainathapuram, Hyderabad

2.R.Vijaya Kumar, 13-451, Begumpet, Hyderabad

Activity 3

Pair Work

- *Prepare your resume using the following steps*

Step I

- *Write down the information you want to include in a resume*
- *Also mention what you know, what you can do, what you have achieved and what you are good at*
- *The points need not be in an order*

Individual

Step II

Pair Work

- *Exchange your ideas with your partner*
- *Add some more points to the list you prepared above, if necessary*
- *Arrange them under the following sub-heads*
 - a) *Objectives*
 - b) *Personal information*
 - c) *Educational qualifications*
 - d) *Co-curricular and extra-curricular activities*
 - e) *Achievements*

Step III

Individual

- *Imagine that you have completed diploma and are going to apply for a job*
- *Add some more points to the ideas organized in Step II*
- *Go through the sample resumes*
- *Prepare your resume*

Step IV

Pair Work

- Exchange your resume with your partner
- Ask your partner to offer some suggestions to improve your resume
- Read the following guidelines

Guidelines	
<p>Resumes are written in different formats. You can adopt the type that suits your details.</p> <p>Let us observe the parts of a resume:</p>	
Personal information	<i>It contains the basic information including name, mailing address, phone number and email address. age, marital status</i>
Objective	<i>It is a brief description of your immediate career goals. It should be short and relevant</i> <i>Example: Looking to take up a challenging position to meet any requirement with commitment and devotion.</i>
Work experience	<i>It is a summary of your work experience in reverse chronological order, beginning with your most recent or current job first. For Example:</i> Operations Engineer Bharat Electro System Ltd. IDA Uppal, Hyderabad Supervisor Triumphant Electricals Ltd. Patancheru – Hyderabad.
Education	<i>It is written in reverse chronological order, beginning with your most recent education. For Example:</i> <ul style="list-style-type: none"> • P.G. Diploma in Air conditioning and Refrigeration. • Diploma in Electrical and Electronics Engineering.
Skills	<i>It highlights your special skills that directly relate to the job for which you are applying.</i>
Awards	<i>It is to project your outstanding performance.</i>
Interests and extracurricular	<i>These are the skills apart from your academic job career.</i> <i>For Example:</i> <ul style="list-style-type: none"> • Leadership or team work skills, association in

Activities	<i>professional clubs etc.</i>
References	<p><i>Two or three people whom you know to refer for endorsing your character and abilities.</i></p> <p><i>While giving references, you must ensure that those people are informed</i></p>

Step V

Individual

- *Edit and rewrite your resume using the guidelines given above*

Tips

- Limit your Resume to one or two pages
- Present information neatly
- Use simple words
- Be honest
- Keep employer's point of view in mind
- Organize the ideas before rewriting the draft
- Revise to make the draft impressive
- Use Microsoft Office Resume Wizard to prepare Resumes

Assignment 1

Write a paragraph on your strengths. Justify with reasons and examples.

Assignment 2

Collect various samples of resumes.

A chest full of medals is nothing more than a resume in 3-D and Technicolor.

Owen Edwards

Objectives

On completion of this lesson you will be able to

- know what a cover letter is
- write a cover letter

Pre Activity

- **Answer the following questions**
1. Have you ever seen a cover letter?
 2. How is it different from a letter?
 3. Why do we write a cover letter?
 4. What format should be followed for writing a cover letter?
 5. What should be written in the introductory paragraph of a cover letter?
 6. How many parts does a cover letter have? What are they?
 7. What do you write in each part? Explain briefly.

Activity 1**Individual**

- *Read the sample cover letter*
- *Observe how it is organised*

Sample Cover Letter

Hyderabad
March 26, 2010

The Personnel Manager
Lead Technologies India Ltd.
Nariman Point,
MUMBAI
Sir,

I would like to apply for the post of ‘work supervisor’ advertised in the Deccan Chronicle dated March 06, 2010.

I am enthusiastic and hard working and I look for challenging tasks. I am herewith enclosing my resume which lists my qualifications and gives full details about my experience for your kind perusal.

I would be happy if I am given an opportunity to work in your esteemed organisation.

Thanking you,

Yours faithfully,

(RAJA GOPAL)

Activity 2

Individual

- Observe the following data
- Write a cover letter using the data

Job: Assistant Foreman

Company: Aditya Canopy Builders

Advertisement appeared in: The Deccan Chronicle on 22-03-2010

Candidate's name: Chandra Mohan

Qualification: Diploma in Mechanical Engineering

Tips

- Do not include the details of CV in a cover letter
- Do not flatter the reader

Assignment 1

Write a cover letter to The Personnel Manager, Visakhapatnam Steel Plant applying for the post of Supervisor. Enclose your Resume.

Assignment 2

Collect some sample cover letters

Don't be afraid to give your best to what seemingly are small jobs. Every time you conquer one it makes you that much stronger. If you do the little jobs well, the big ones will tend to take care of themselves

Objectives

On completion of this lesson you will be able to

- understand the importance of taking notes
- learn some abbreviations that can be used for taking notes

Pre Activity

- **Answer the questions given below**

1. What do you do when you listen to an interesting article, speech or an important lesson relevant to your subject?
2. Why do we normally take notes?
3. What do you understand by the term “Note Taking”?
4. What are the advantages of taking notes?

Activity 1

- ***Work with your partner***
- ***One of you read passage 1 and the other take down notes as you listen to it***
- ***Reverse roles for passage 2***

Passage 1

The Sun is the closest star to Earth. A star is a hot ball of burning gas. The Sun looks very big because it is so close. But the Sun is just a medium-sized star. Billions of far-away stars are much bigger than our Sun. The burning gases from the Sun are so hot that they warm the Earth from 93 million miles away. Even though the Sun is always glowing, the night here on Earth is dark. That's because the Earth rotates, or turns around, every 24 hours. During the day, the Earth faces the Sun. Then we see light. During the night, the Earth turns away from the Sun. Then it faces the darkness of space.

Notes

Passage 2

Saturday is our day to clean, but Grandfather turns work into fun. We like to sing when we dust. We like to dance when we mop. We clean the car together. We do the washing together. We both wear our caps. When we finish work, we go to the departmental store. We shop for food. Grandfather lets me pick the fruits that I like most. We carry the food home. Grandpa tells stories while we walk. At night, our work is done. Friends come home. We cook dinner. We sing and dance. Thus, Saturday is day of fun.



- ***Read the passage for which you made notes to check your notes***
- ***Use the ‘Check list’ to assess your notes***

Checklist:

Have the following been written at the top of the page?

- | | |
|-----------|----------|
| • date | Yes / No |
| • subject | Yes / No |
| • topic | Yes / No |

Have sufficient margins been included for writing details? Yes / No

Have all the important points been noted? Yes / No

Have short forms been used? Yes / No

Have diagrams been used? Yes / No

Are the notes organised? Yes / No

Are the notes legible? Yes / No

Additional Information

When you take notes, you will save time and energy by using symbols and short forms.

Symbols that may be used while taking notes

Words	Symbol
therefore	::
because	::
statement/answer is wrong	x
question; is the statement correct?	?
or (this/that = this or that)	/
plus, additions	+
joining ideas or replacement for punctuation	-
points repeated	"
leads to/results in/causes	➔
and	&
at	@
per	/
increasing, increased, increases, rises	↑
decreasing, decreased, decreases, falls	↓
equal to, is	=
not equal to, is not	≠
to, two, too	2

Short forms that may be used while taking notes

Words	Standard short forms
approximately	approx.
against	vs
because	b/c
before	b/4
compare	cf
difference	diff.
department	d pt
especially	esp.
for example	e.g.
introduction	intro.
maximum	max.
minimum	min.
organization	org
without	w/o
within	w/i
that is	i.e
namely	viz.
note	N.B.
important/importance	imp.
including	incl.
information	info.
limited	ltd
question	Q.
answer	A.
government	govt.
example	e.g.
excluding	excl.

Personalised symbols and short forms

You may devise personalized symbols and short forms to take notes fast. Say, if you are listening to word ‘**dictionary**’ in a class over and over, it may be helpful to make up your own short form for it. For example, you could use **dic**. The most important thing is that if you make up short forms, you should be able to remember what they mean. Write the full form of the word in brackets the first time you use a shortened version of it.

Additional Information

Basic pointers for note taking in a classroom situation

1. Write the following at the top of the page
Date
Subject
Topic
2. Write notes neatly and legibly
3. Capture only the essence of what the speaker says, taking notes is not like taking dictation
4. Listen to pointers like firstly, secondly, moreover, in addition to, further, etc.to pick up points
5. Speakers have a tendency to repeat some points and hence do not note down the repetition.
6. Keep all notes related to a topic together
7. Presentations and writing on the board contain important points and assist in note taking.
8. Review your notes to fill in the gaps at the earliest while the lecture is still fresh on your mind

Activity 2

- ***Work with your partner***
- ***One of you read Passage 1 and the other take notes***
- ***Reverse roles for Passage 2***
- ***Check the quality of noting taking by your partner with the checklist that follows***

Passage 1

A college library is useful in many ways. Its chief function is to provide all kinds of reading material. These could be used for study, recreation or reference. Available materials provide students the opportunity not only to gain academic knowledge but also to use this knowledge for practical applications. This can be done either by discovering isolated facts or by searching in an organised way.

The library also trains students in the formation of personal opinion and develops in them the ability to ask questions, rather than accept statements at their face value. This can be achieved by careful consideration of available information. By providing voluntary service in their college libraries, students develop in themselves a sense of service and respectability. This then becomes a valuable experience for them in their lives ahead.

Finally, the experience of making optimum use of their college libraries prepares the students to do the same with public libraries too, after they leave college.
(Adapted from *English for Technical Students* by Orient Longman)

Passage 2

Preparing the Curriculum Vitae (CV) can be done in two ways; either chronologically or functionally.

A chronological CV presents your educational and work experience either in the order in which they happened or in the reverse order with your most recent experience first. The advantages of this CV are that it emphasizes your work experience and the job responsibilities that you held in the companies or organizations you have worked for and your continuity of employment. The disadvantage is that if your career has ups and downs, this also shows up very clearly.

A functional CV is organised by skills and qualities with the details of specific experience. The advantage of this approach is that you can focus on your strengths without having to spell out relative inexperience or periods of unemployment. The disadvantage is that it may not make clear important periods of employment to impressive employers. The employer looking for a steady employee will favour the chronological CV. The employee looking for applicants with particular skills and capabilities will favour the functional CV.

Checklist:

Have the following been written at the top of the page?

- | | |
|-----------|----------|
| • date | Yes / No |
| • subject | Yes / No |
| • topic | Yes / No |

Have sufficient margins been included for writing details? Yes / No

Have all the important points been noted? Yes / No

Have short forms been used? Yes / No

Have diagrams been used? Yes / No

Are the notes organised? Yes / No

Are the notes legible? Yes / No

Tips

- Practise making notes for all your subjects
- Listen to news bulletins to practice taking down notes

Assignment-1

Use any method explained in this lesson to take notes as you listen to lectures and practice the skill of taking notes.

Additional Information

Note taking can be easy if you develop a system and use it in each class. With practice can become skilled in notice taking. It can improve your effectiveness significantly. Various methods of note taking include:

Method 1. Cue Method

You can shorten and organise notes as you listen to a lecture using cues. A cue is a word that stands for the points made. It is like a sub title given to a written text. The Cue method involves the following steps:

- Leave a 2 1/2 inch margin on the left
- Take down information in the main space of the page during lecture
- Skip a few lines when the speaker moves to a new point
- Complete phrases and sentences as much as possible in the empty space after class
- Write a cue (side headings) in the left margin for every bit of important information

The advantages of the cue method include

- Simple and fast way of taking notes
-
- Cues help to identify main ideas from supporting details
- Helps in quick review and recall of topic

Method 2.Cornell Method

The Cornell method of note taking provides a systematic format for condensing and organizing notes. This method helps to increase understanding of the topic. When studying for either a test or quiz, the student has a concise but detailed and relevant record of previous classes. The Cornell method involves the following steps:

- Divide the paper into two columns: the note-taking column (usually on the right) is twice the size of the key word column (on the left)
- Leave five to six lines, or about two inches, at the bottom of the page. Notes from a lecture are written in the note-taking column. Notes usually consist of the main ideas of the lecture
- Paraphrase long ideas
- Avoid long sentences - use symbols or short forms instead
- Write relevant questions or key words (which should be recorded as soon as possible so that the lecture and questions are fresh in your mind) in the key word column
- Write a short summary about all the notes on the bottom of the page (in five or six lines left for this purpose).

Assignment 2

Watch English news on television and take note on any news item.

Date:

Time:

Channel Watched:

News Item: _____

Points noted

-
-
-
-

Tips

- Make the *most* of your class time by taking notes
- Prepare to listen to the lecture, presentation. Active listening includes
 - processing
 - seeking to understand
 - analyzing
 - being *actively involved* in the entire process
- Review the previous day's content every morning and do the gap filling you notice
- Sit where you can comfortably see and hear the speaker
- Use a method of note taking that works for you
- Pay attention to pointers like firstly, secondly etc
- Look for patterns of organization.
- Develop(dvlp) your own personalized symbols and short forms.
- Take down from the board also
- Write legibly and keep sufficient margins and space for further improvements and additions.

Caution: Do not use shortened forms and in Examinations

Know how to listen, and you will profit even from those who talk badly.

-Plutarch

Objectives

On completion of this lesson you will be able to

- identify important words and ideas in a text
- learn how to make notes using cue method

Pre Activity

- **Answer the questions given below**

1. What do you do when you read an interesting article or a passage relevant to your subject?
2. What is the major distinction between note-taking and note-making?
3. Who usually makes notes?
4. When do you normally make notes?
5. What do you do before making notes?
6. Are there any standard methods for making notes? If yes, what are they?
7. What are the advantages of making notes?

Activity 1**Individual**

- *Read the following passage*
- *Study the 'Outline Template' that can be used to make notes*
- *Observe the notes made using the given passage*

The Benefits of Running

Today people are more aware of exercising than they were a few years ago. And when we think of exercises, running as an exercise comes to our mind. Running is popular among all age groups. It has become popular because it keeps you fit. By fitness, I mean, it helps people reduce their weight, develop muscles, and improve mental and physical performance.

Firstly, running helps to reduce weight. A person weighing 65 kgs burns a lot of calories per mile running. The calorie consumption is relatively independent of pace but does depend on body weight. A heavier person will burn more calories running. A runner must burn 3500 calories to lose 40 grams of fat. A 65 kg person who runs or walks fast for a mile a day 300 days a year will burn 30,000 extra calories in a year. A heavier person will burn even more calories. If runners do not increase their caloric intake, running a daily mile translates into losing a little under 4 and a half in a year. A runner already at a healthy weight maintains good health without gaining weight. When a person thus is conscious of reducing weight, in a way running also encourages taking a healthy diet.

Will running build muscle? The short answer is yes, of course it can, particularly if those with bad muscle tone. It improves muscle tone and increases the strength of the muscles. The use of weights while running is helpful to build strong muscles. But if you want to build muscle bulk or mass, then you might be disappointed in the answer. Running is a cardiovascular exercise. The act of running increases blood flow, which stimulates the heart. Running is a very healthy exercise. Running also increases the amount of catabolic hormones released into your system. Catabolic hormones actually cause you to lose weight, as well as muscle mass. The muscles used in running will strengthen, but they will not build mass. All this improves muscle endurance and power.

The relation between running and psychological well being has increasingly come under the spotlight over recent years. The message from physiological research always states the general advantages of exercise in terms of physical health. What needs to be understood here is that, this is

also true in terms of emotional or psychological health. Running as an exercise aids to sleep soundly. Added to this research has shown that people who engage themselves in such vigorous exercise do not get depressed. They show vigour and vitality in all the other activities that they engage themselves in.

In short, the merits of running are many and it is good to think of it as an exercise to stay fit. People who want to improve their health should consider running.

Outline Template

Title _____

Introduction

Body

Conclusion

Sample Outline using Cue method

The Benefits of Running

Introduction (paragraph 1)

running is becoming popular as an exercise among all ages

running is a great form of exercise because it helps people control their weight, develop muscles, and improve psychological well being

Body (paragraphs 2, 3 & 4)

Weight control

burns calories

encourages a healthy diet

Muscular Development

improves tone

enhances contours

increases strength

improves endurance

Psychological well-being

aids sleep

inhibits depression

increases vigour and vitality

Conclusion

benefits of running make it an excellent exercise.

people who want to improve their health should consider running.

Additional Information

Note Making Techniques

There are a number of techniques that you can use to make good, concise and accurate notes. The selection of technique of note making depends on true nature of information, details required, your style, etc.

Cue Method

Cue method is also called **sequential / linear note making**. Notes are made in the form of lists or phrases called cues. Notes of this type can be made for different purposes and can include more or less detail, as required, or to highlight points. The main features of notes taken by the cue method are:

- Key words and phrases
- Headings
- Sub-headings
- Underlined or highlighted key points
- Margins or space for comments or future additional notes
- Inclusion of diagrams, flow charts and colours (if appropriate)
- Suitable layout

The notes are clear and eye-catching and allow the eye to see a pattern that the brain then finds easier to store in its long-term memory. The use of key ideas or words is crucial to sequential note-making. It is therefore important that you choose these carefully at the outset before compiling your notes.

Mind Mapping / Pattern Note Making

Mind mapping method is a more visual method of note making than cue method. It uses arrows and circles to connect key words and phrases. It has the central idea and the various points are linked with arrows, boxes, circles to present the inter connectivity usually.

The steps in Mind Mapping include:

- Starting with a central heading or concept in the centre of the page
- Noting key words, ideas and / or concepts which surround the central idea / concept
- Heading and subheadings highlighted with boxes or circles
- Underlining or highlighting key points
- Using symbols, images and colours
- Using arrows or lines ('branches') to link key words, ideas and concepts and to show developments / process e.g. 'this leads to ...'

Whatever be the technique, the following are helpful in note making

- Use shortened forms or abbreviations to save time
- Use diagrams to present information visually with usage of minimal words
- Highlight and underline the important points in the text as you read

Highlighting and Underlining

Highlighting and underlining the text are preliminary steps in note making. Highlighting is done using light color felt marker pens. People use different color pens for different types of points or importance of idea. A pencil also can be used equally effectively. It also has the advantage of erasing the lines whenever needed.

Activity 2

Individual

Read the extract on ‘Global Warming’ and make notes

What is global warming?

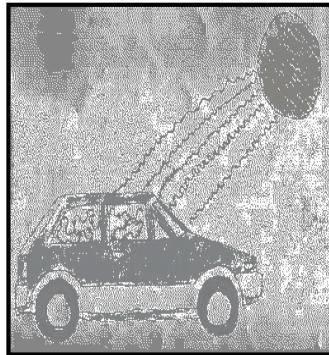
Global warming takes place when the Earth heats up (the temperature rises). It happens when greenhouse gases (carbon dioxide, water vapor, nitrous oxide, and methane) trap heat and light from the Sun in the Earth’s atmosphere, which increases the temperature. This hurts many people, animals, and plants. Many cannot take the change, so they die.

What is the greenhouse effect?

The greenhouse effect is when the temperature rises because the Sun’s heat and light is trapped in the Earth’s atmosphere. This is like when heat is trapped in a car. On a very hot day, the car gets hotter when it is out in the parking lot. This is because the heat and light from the Sun can get into the car, by going through the windows, but it can’t get back out. This is what the greenhouse effect does to the Earth. The heat and light can get through the atmosphere, but it can’t get out. As a result, the temperature rises.

Sometimes the temperature can change in a way that helps us. The greenhouse effect makes the Earth appropriate for people to live on. Without it, the Earth would be freezing, or on the other hand it would be burning hot. It would be freezing at night because the sun would be down. We would not get the Sun’s heat and light to make the night somewhat warm. During the day, especially during the summer, it would be burning because the Sun would be up with no atmosphere to filter it, so people, plants, and animals would be exposed to all the light and heat.

The Sun's heat can get into the car through the windows but is then trapped. This makes whatever the place might be, a greenhouse, a car, a building, or the Earth's atmosphere, hotter. This diagram shows the heat coming into a car as visible light (light you can see) and infrared light (heat). Once the light is inside the car, it is trapped and the heat builds up, just like it does in the Earth's atmosphere.

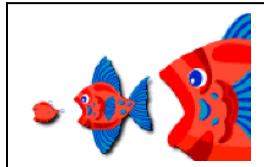
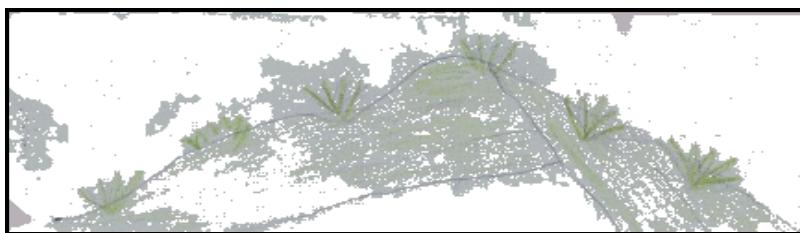


Although the greenhouse effect makes the Earth able to have people living on it, if there gets to be too many gases, the Earth can get unusually warmer, and many plants, animals, and people will die. They would die because there would be less food (plants like corn, wheat, and other vegetables and fruits). This would happen because the plants would not be able to take the heat. This would cause us to have less food to eat, but it would also limit the food that animals have. With less food, like grass, for the animals that we need to survive (like cows) we would even have less food. Gradually, people, plants, and animals would all die of hunger.

What are greenhouse gases?

Greenhouse gases are gasses in the Earth's atmosphere that absorb heat and light from the Sun. With too many greenhouse gases in the air, the Earth's atmosphere will trap too much heat and the Earth will get too hot. As a result people, animals, and plants would die because the heat would be too strong.

The oceans are affected by global warming in other ways, as well. Many things that are happening to the ocean are linked to global warming. One thing that is happening is warm water, caused from global warming, is harming and killing algae in the ocean.



Algae is a producer that you can see floating on the top of the water. (A producer is something that makes food for other animals through photosynthesis, like grass.) This floating green algae is food to many consumers in the ocean. (A consumer is something that eats the producers.) One kind of a consumer is small fish. There are many others like crabs, some whales, and many other animals. Fewer algae is a problem because there is less food for us and many animals in the sea.

Global warming is doing many things to people as well as animals and plants. It is killing algae, but it is also destroying many huge forests. The pollution that causes global warming is linked

to acid rain. Acid rain gradually destroys almost everything it touches. Global warming is also causing many more fires that wipe out whole forests. This happens because global warming can make the Earth very hot. In forests, some plants and trees leaves can be so dry that they catch on fire.

What causes global warming?

Many things cause global warming. One thing that causes global warming is electrical pollution. Electricity causes pollution in many ways, some worse than others. In most cases, fossil fuels are burned to create electricity. Fossil fuels are made of dead plants and animals. Some examples of fossil fuels are oil and petroleum. Many pollutants (chemicals that pollute the air, water, and land) are sent into the air when fossil fuels are burned. Some of these chemicals are called greenhouse gasses.

We use these sources of energy much more than the sources that give off less pollution. Petroleum, one of the sources of energy, is used a lot. It is used for transportation, making electricity, and making many other things. Although this source of energy produces a lot of pollution, it is used for 38% of the United States' energy.

Some other examples of using energy and polluting the air are:

Turning on a light, watching T.V, listening to a stereo, washing or drying clothes in a machine, using a hair dryer, riding a car, heating a meal in the microwave, using an air conditioner, playing a video game, using a dish washer.



When you do these things, you are causing more greenhouse gasses to be sent into the air. Greenhouse gasses are sent into the air because creating the electricity you use to do these things causes pollution. If you think of how many times a day you do these things, it's a lot. You even have to add in how many other people do these things! That turns out to be a lot of pollutants going into the air a day because of people like us using electricity. The less electricity you use, the better.

Another thing that makes global warming worse is when people cut down trees. Trees and other plants collect carbon dioxide (CO₂), which is a greenhouse gas.

Carbon dioxide is the air that our body lets out when we breathe. With fewer trees, it is harder for people to breathe because there is more CO₂ in the air, and we don't breathe in CO₂, we breathe in oxygen. Plants collect the CO₂ that we breathe out, and they give back oxygen that we breathe in. With less trees and other plants, such as algae, there is less air for us, and more greenhouse gases are

sent into the air. This means that it is very important to protect our trees to stop the greenhouse effect, so that we can breathe and live.

This gas, Carbon dioxide, collects light and heat (radiant energy), produced by the Sun, and this makes the Earth warmer. The heat and light from the Sun is produced in the center of the Sun. (The Sun has layers just like the Earth.)

This layer is called the core. Just like a core of an apple, it is in the middle. Here there is a very high temperature, about 27,000,000°F. This heat escapes out of this layer to the next layer, the radiative zone. This layer is cooler, about 4,500,000°F. Gradually, the heat and light will pass through the convection zone at a temperature of around 2,000,000°F. When it gets to the surface, the temperature is about 10,000°F. Finally, the heat and light is sent into space. This is called radiant energy (heat and light). The radiant energy reaches the earth's atmosphere. As a result of this process we get light and heat. When you pollute, you send chemicals into the air that destroy our atmosphere, so more heat and light cannot escape from the Earth's atmosphere.

What are people doing to stop global warming?

People are doing many things to try to stop global warming. One thing people are doing is carpooling. Carpooling is driving with someone to a place that you are both going to. This minimizes the amount of greenhouse gases let into the air by a car.

Another thing that people are doing is being more careful about leaving things turned on like the television, computer, and the lights. A lot of people are taking time away from the television, and instead, they are spending more time outdoors. This helps our planet out a lot. Now, more people are even riding buses, walking to school, and riding their bikes to lower the amount of greenhouse gases in the air. Planting trees and recycling also helps. If you recycle, less trash goes to the dump, and less trash gets burned. As a result, there are fewer greenhouse gasses in our atmosphere.

Watch what you buy. Many things, such as hairspray and deodorant, now are made to have less of an impact on the atmosphere. Less greenhouse gasses will rise into the air, and global warming will slow down.

Source:http://library.thinkquest.org/CR0215471/global_warming.htm

Tips

- Use a suitable style of making notes as you read the text
- Organise your notes, this helps to learn the text

Assignment 1

Select a lesson from any of your subjects and make notes. Use the Checklist to check your notes.

Objectives

On completion of this lesson, you will be able to

- learn the techniques of summarising
- summarise a text

Pre Activity

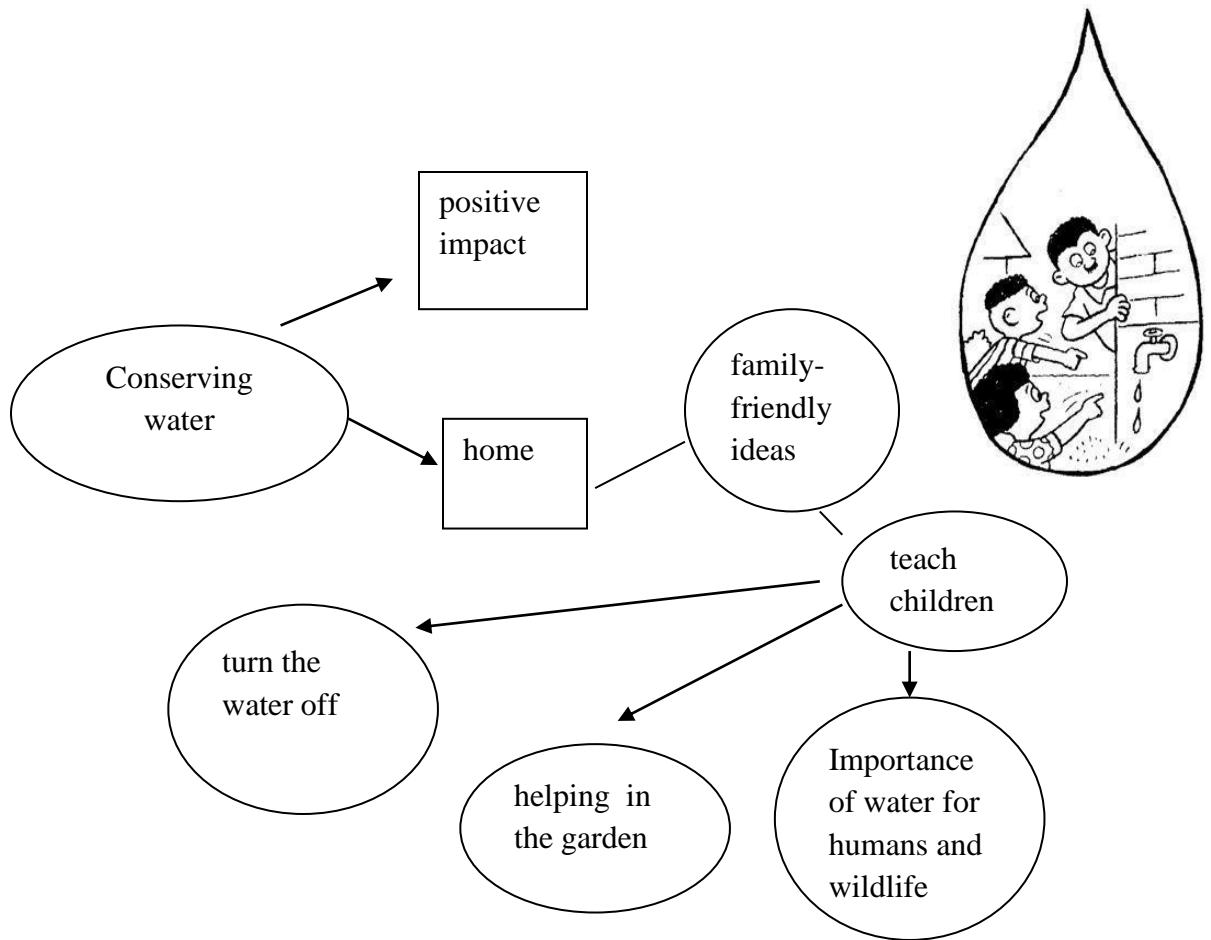
- **Answer the following questions**

1. How do you tell your friend a story you have recently read?
2. Who does summarizing?
3. How does it help students?
4. Does note making help in summarizing a text?
5. Give the synonyms of the word, 'summary'.
6. Mention some of the techniques used in summarizing.

Activity 1**Individual**

- *Read the following passage*
- *Observe how the key words and phrases have been given in bold letters*
- *Observe how the mapping is done to link the key words/phrases to the main idea*

If you're interested in conservation and protecting the environment, learning to **conserve water** can make a **positive impact**. Let's start from how to conserve water at **home**. Here are a few **family-friendly ideas for teaching children** about water conservation. Have a family discussion about the importance of clean water for all of us. Mention the importance of conserving water for both **humans and wildlife**. Suggest that they **turn the water off** while brushing their teeth. Encouraging children to come up with their own ideas for saving water will make the process of water conservation much more meaningful to them. Allow children to **help in the garden** or with the houseplants. This will help them to understand the value of conserving water. Seeing firsthand that plants require water to live and that they dry up without it helps them to understand the importance of water.



- Summarize the passage given above using the hints given in bold letters. Suggest a suitable title to it.

Summary

Additional Information

Summarising is an important study skill that needs to be developed. The steps involved in the process of summarizing are:

- Read the passage fast.
- Include all the main points / major ideas
- Delete repetitions
- Do not add your views or ideas
- Do not reproduce entire sentences from the original text
- Write in reported speech
- Arrange the points in A logical sequence.
- Write them down in simple sentences using your own words.
- Correct grammatical and spelling errors, if there are any.
- Read the passage once again to ensure that you have not missed any points.

Activity 2

Individual

- *Read the following anecdote*
- *Answer the questions given below it*
- *Summarize the anecdote*

One day, a rich man took his young son on a trip to the country with the express purpose of showing him how poor people live. They spent a day and a night on the farm of a very poor family. When they got back from their trip, the father asked his son, ‘How was the trip?’

‘Very good, dad!’

‘Did you see how poor people live?’ the father asked.

‘Yeah!’

‘And what did you learn?’

The son answered, ‘I saw that we have one dog at home, and they have four. We have a pool that reaches the middle of the garden, while they have a creek that has no end. We have imported lamps in the garden, they have the stars. Our patio reaches the front yard and they have a whole horizon.’

Upon hearing what the little boy said, his father was speechless.

(Source: Freedom is not Free by Shiv Khera, Macmillan)

Identify the main characters

What is the theme of the conversation?

Why was the boy’s father speechless?

Summary

Tips

- Prepare summaries of lessons before examinations
- Jot down important points
- Develop the points into sentences
- Improvise and arrange the sentences and paragraphs into logical order

Assignment 1

Read a news item in any English newspaper and make a summary of it. Paste the news item in your notebook above your summary.

Accept challenges so that you may feel the exhilaration of victory.

Objectives

On completion of this lesson you will be able to

- record the procedure and findings of an experiment.
- learn how to write a formal report on experiment.

Pre Activity

- **Answer the following questions**

1. Why do you do experiments in laboratories or workshops?
2. Where do you record your findings of an experiment?
3. How do you record the procedure and findings?
4. Why do you prepare a report after an experiment is done?
5. Do you follow any format while recording the procedure, data and inferences?

Activity 1

Individual

- Observe the format of the following report.

In case of larger reports, the following format is used.

Title page	The title shall be concise and describe the main aspect of your experiment using the key words. It shall not exceed 20 words. It shall not be in a sentence form. This page contains the details of all the participants and the instructor. Title only has to be mentioned in small lab reports.
Abstract	It is the summary of the write-up. It states main objectives, describes the methods and summarizes the most important results. It enables an interested reader to determine whether the contents are of any use to him/her. It is usually not used in small reports.
Introduction	It shall present the purpose of conducting the experiment. It reviews the research done so far in this field, outlines the precise problem you chose to investigate and predicts the results.
Procedure	It describes materials, subjects and apparatus used in the experiment. It depicts the process of experiment exactly as it was done. The procedure shall be written in such a way that others who read this part can repeat the experiment.
Results and discussion	This is the main part of the report which contains all the

	results such as raw data, calculations and main results. Implications of the results will be discussed and analyzed here.
Conclusion	This section summarizes the results in a couple of sentences. It explains how results relate to expectations.
References	It mentions the books, research articles and other useful sources of information referred for the experiment.
Appendices	It contains the additional information such as questionnaires, statistical information, tables, figures, graphs, etc. which are referred in the main body of the write-up. Each appendix has to be given a full title and given in a separate page.

Activity 2

Individual

- **Answer the following questions**

You are instructed to determine the radius of a cylinder.

1. Provide the title of your experiment.
2. Write the material and equipment you used.
3. Write the procedure of your experiment in 100 words.
4. How do you record the results / findings?

Some organizations provide templates to the employees for submitting the smaller reports. A sample template is given below.

- Work with your partner.
- Write a report on the above experiment using the following template.

Title: _____

Aim: _____

Material / equipment used:

- -----
- -----
- -----
- -----

Procedure: _____

Results: _____

Conclusion: _____

References:

1. -----
2. -----

Assignment 1

Calculate the Ph value of ground water in your polytechnic and write a report.

Objectives

On completion of this lesson you will be able to

- organise information to report an incident
- prepare a report on an incident

Pre Activity

- **Answer the following questions**

1. Why do we report after an incident takes place?
2. Whom do we report to?
3. How do you report a planned programme like an NCC camp?
4. How do you report an unplanned incident like an accident or a theft?
5. What are the steps involved in reporting an incident?

Activity 1

Individual

- *Read the extract that appeared in a newspaper*
- *Answer the questions given*
- *Examine how with every new idea, the reporter changes the paragraph*

HYDERABAD: Eleven labourers and a two-year-old boy were buried alive under the debris after a five-floor building under construction collapsed here on the bustling Narayan-guda main road on Friday. Among the victims were four women.

Police, fire-service personnel and locals managed to rescue two labourers trapped under the debris using po-claims and cranes, but the thousands of people thronging the area delayed rescue operations.

Nearly 15 labourers were working on the fifth floor when the building caved in around 2.30 p.m.

Anxious parents of the students of Brilliant Grammar School, adjacent to the building, rushed to the spot.

Fortunately, the school building developed only minor cracks on one side and no one was injured. Teachers, with the help of locals, evacuated the students within minutes.

What is the incident mentioned in the report?

When did it occur?

Where did it occur?

List out the actions in order of their occurrence.

Activity 2

Pair Work

- Observe the scene depicted in the picture
- Imagine that you were there when the incident occurred
- Report on what happened and how the boy was rescued. (See flow chart)
- Use appropriate words from the box that help in organising your report

first next then finally thus when while
and but / although therefore / so



Boy falling in the pond

Loud shouts heard

People reach pond

Throw rope to boy

Boy pulled out

Parents happy

- *Revise and edit the first draft of your report*
- *Check on the following*

Have I ...

	Yes	No
• used a proper opening sentence that says what the incident is?	<input type="checkbox"/>	<input type="checkbox"/>
• related all my sentences to the opening sentence?	<input type="checkbox"/>	<input type="checkbox"/>
• made the report in the proper formatt?	<input type="checkbox"/>	<input type="checkbox"/>
• used short and clear sentences?	<input type="checkbox"/>	<input type="checkbox"/>
• used proper punctuation?	<input type="checkbox"/>	<input type="checkbox"/>
• used organising words appropriately from the box?	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Exchange your report with your partner</i>		
• <i>Revise your report</i>		

Tips

- Write in short sentences to be clear
- Use simple and appropriate words
- Revise and edit your first draft

Assignment 1

- *Observe the scene depicted in the picture*
- *Imagine that you were there when the incident occurred*
- *Report on what happened and how the people were rescued*



Assignment 2

Imagine that you participated in the Science Fair held at Nagpur, Maharashtra on 11th July, 2014.
Write a report on the event.

Do not say a little in many words but a great deal in a few.

-Pythagoras

Objectives

On completion of this lesson you will be able to

- learn the format of a report on an industrial visit.
- write a report using the format.

Pre Activity

- Answer the following questions

1. Why do students visit industries?
2. Does an industrial visit help students in planning their career?
3. What do students learn from an industrial visit?
4. How is a report on an industrial visit useful?
5. What does a report on an industrial visit contain?

Activity 1**Individual**

- Read the following report on industrial visit.
- Answer the questions given below it.

Industrial Visit for PGDM-IB and PGDM-BFM to JNPT

Report of PiMSR Students One day Industrial Visit to JNPT - 25th February, 2012



As a part of practical oriented teaching pedagogy and a contemporary focused curriculum the students of PGDM students both from two streams International Business and Banking and Finance were taken on a one day industrial visit to **Jawaharlal Nehru Port Trust (JNPT)** and **Continental Warehousing Corporation (Nhava Seva) Ltd.**, on 25th February, 2012.

Totally 65 students along with four faculty members visited **Continental Warehousing Corporation (Nhava Seva) Ltd.** first, one of the major CFS attached to **JNPT**. Mr. Raut, General Manager (Admn and HR) and Mr. Anwar Javed, Sr. Manager (Operations) enlightened the students on the functional aspects of CFS focusing

their organization. Later on students interacted with them and got their doubts cleared in IMPEX industry like container movements, freight stations, warehouses, marketing, customs rules and regulations and other related information. Students were taken a round to have a glimpse of the station spread over 45 acres of land.

After Continental, the students were taken to **JNPT**, leading major port in India with the handling capacity of 10 million TEUs per annum in container freight. Mr. P. G. Rao, Asst. Manager, JNPT explained thoroughly in their model room on the Port and its capacity, functions, logistics involved in the process of import and export as well as its future plans etc.

Later on they went inside the port crossing all the customs



formalities and students got exposed to the actual loading and unloading process of a container into the ship. Currently three ports JNPT, Nhava Sheva International Container Terminal (NSICT), Gateway Terminals India (GTI) are operating at JNPT. The students and the faculty returned to the college with substantial knowledge on IMPEX Industry and Functions of Seaways in the country.

(Source: <http://www.pimsr.ac.in/events/jnpt.asp>)

Questions:

1. When did the PGDM students visit?
2. What places did they visit?
3. How many days was the visit for?
4. How many people visited those places?
5. What did Mr. P.G. Rao explain?

Activity 2

Pair Work

- Work with your partner.
- Write a report in 150 words on an industrial visit using the hints given below.

Visited Vijaya Bharathi Cements Private Ltd. – on 08-05-2014 – interacted with the M.D. and other employees – raw materials - the latest machinery – spent some time in packaging section – gathered a lot of useful information.

Activity 3

Individual

Observe the format of the report on an industrial visit.

Sometimes, the report on industrial visits has to be submitted in detail with several attachments. The format of larger reports is as follows:

Title Page	This page contains the title, details of the student who submits the report and whom this report is submitted, place visited and date of the visit.
Introduction	This section presents the brief information about the industry visited. Mode of transport, details of the important people whom the student has met and facilities available are mentioned here.
Objective	The purpose of your visit has to be clearly mentioned here.

Observations	List out your observations in an order. Present the data in a sequence. Mention what you have learnt during the visit.
Critical analysis	Analyze the information which you have gathered. Discuss the unique features of the workplace.
Findings	The important outcomes of the visit will be mentioned here. This information will be useful to the other students who have not visited the industry. Check whether your objectives of your visit are met. The reasons for the success or failure of the company will be discussed here.
Acknowledgements	Author can express his/her gratitude to the officer who gave permission to visit the industry and the people who helped you in your visit.

Question:

1. Rewrite the report which you have written in the Activity 3 using the format given above.

Additional information

- Carry a scribbling pad and a pen while visiting an industry to note down the important information.
- Collect as much information as possible on topics chosen or allotted.
- Prepare a format or use a template for noting down the information.
- Use images, charts, statistical data, historical background and any other relevant information, if necessary.

Assignment 1

As a part of training, you are instructed to visit JV industries, Hyderabad to know the latest trends in ceramic industry. Write a report based on the information you gathered there.

"When you are developing your writing skills, the first step is to be aware. Identify the part that is holding you back. Concentrate on it. Do something about it."

- ***Stephen Wilbers***

APPENDIX

List of Irregular Verbs

Base Form	Simple Past Tense	Past Participle	Base Form	Simple Past Tense	Past Participle
awake	awoke	awoken	forego (forgo)	forewent	foregone
be	was, were	been	forgive	forgave	forgiven
bear	bore	born	forsake	forsook	forsaken
beat	beat	beat	freeze	froze	frozen
become	became	become	get	got	gotten
begin	began	begun	give	gave	given
bend	bent	bent	go	went	gone
beset	beset	beset	grind	ground	ground
bet	bet	bet	grow	grew	grown
bid	bid/bade	bid/bidden	hang	hung	hung
bind	bound	bound	hear	heard	heard
bite	bit	bitten	hide	hid	hidden
bleed	bled	bled	hit	hit	hit
blow	blew	blown	hold	held	held
break	broke	broken	hurt	hurt	hurt
breed	bred	bred	keep	kept	kept
bring	brought	brought	kneel	knelt	knelt
broadcast	broadcast	broadcast	knit	knit	knit
build	built	built	know	knew	know
burn	burned/burnt	burned/burnt	lay	laid	laid
burst	burst	burst	lead	led	led
buy	bought	bought	leap	leaped/lept	leaped/lept
cast	cast	cast	learn	learned/learnt	learned/learnt
catch	caught	caught	leave	left	left
choose	chose	chosen	lend	lent	lent
cling	clung	clung	let	let	let
come	came	come	lie	lay	lain

cost	cost	cost	light	lighted/lit	lighted
creep	crept	crept	lose	lost	lost
cut	cut	cut	make	made	made
deal	dealt	dealt	mean	meant	meant
dig	dug	dug	meet	met	met
dive	dived/dove	dived	misspell	misspelled/misspelt	misspelled/misspelt
do	did	done	mistake	mistook	mistaken
draw	drew	drawn	mow	mowed	mowed/mown
dream	dreamed/dreamt	dreamed/dreamt	overcome	overcame	overcome
drive	drove	driven	overdo	overdid	overdone
drink	drank	drunk	overtake	overtook	overtaken
eat	ate	eaten	overthrow	overthrew	overthrown
fall	fell	fallen	pay	paid	paid
feed	fed	fed	plead	pled	pled
feel	felt	felt	prove	proved	proved/proven
fight	fought	fought	put	put	put
find	found	found	quit	quit	quit
fit	fit	fit	read	read	read
flee	fled	fled	rid	rid	rid
fling	flung	flung	ride	rode	ridden
fly	flew	flown	ring	rang	rung
forbid	forbade	forbidden	rise	rose	risen
forget	forgot	forgotten	run	ran	run

Base Form	Simple Past Tense	Past Participle	Base Form	Simple Past Tense	Past Participle
saw	sawed	sawed/sawn	steal	stole	stolen
say	said	said	stick	stuck	stuck
see	saw	seen	sting	stung	stung
seek	sought	sought	stink	stank	stunk
sell	sold	sold	stride	strode	stridden
send	sent	sent	strike	struck	struck
set	set	set	string	strung	strung
sew	sewed	sewed/sewn	strive	stroved	striven

shake	shook	shaken	swear	sware	sworn
shave	shaved	shaved/shaven	sweep	swept	swept
shear	shore	shorn	swell	swelled	swelled/swollen
shed	shed	shed	swim	swam	swum
shine	shone	shone	swing	swung	swung
shoe	shoed	shoed/shod	take	took	taken
shoot	shot	shot	teach	taught	taught
show	showed	showed/shown	tear	tore	torn
shrink	shrank	shrunk	tell	told	told
sink	sank	sunk	think	thought	thought
shut	shut	shut	thrive	thrived/throve	thrived
sing	sang	sung	throw	threw	thrown
sleep	slept	slept	thrust	thrust	thrust
slay	slew	slain	tread	trod	trodden
slide	slid	slid	understand	understood	understood
sling	slung	slung	uphold	upheld	upheld
slit	slit	slit	upset	upset	upset
smite	smote	smitten	wake	woke	woken
sow	sowed	sowed/sown	wear	wore	worn
speak	spoke	spoken	weave	weaved/wove	weaved/woven
speed	sped	sped	wed	wed	wed
spend	spent	spent	weep	wept	wept
spill	spilled/spilt	spilled/spilt	wind	wound	wound
spin	spun	spun	win	won	won
spit	spit/spat	spit	withhold	withheld	withheld
split	split	split	withstand	withstood	withstood
spread	spread	spread	wring	wrung	wrung
spring	sprang/sprung	sprung	write	wrote	written
stand	stood	stood			