

Higher Secondary Course
**COMMUNICATIVE
ENGLISH**

CLASS - XII



Government of Kerala

DEPARTMENT OF EDUCATION

**State Council of Educational Research and Training
(SCERT), Kerala**

2015

THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect and treat everyone with courtesy.

To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness.

Prepared by :

State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram 695012, Kerala

Website : www.scertkerala.gov.in e-mail : scertkerala@gmail.com

Phone : 0471 - 2341883, Fax : 0471 - 2341869

Typesetting and Layout : SCERT

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To be printed in quality paper - 80gsm map litho (snow-white)

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Textbook Development Team

PARTICIPANTS

Abdul Khadar K

RACHSS, Katameri, Kozhikode

Muhsinali K

Markaz HSS, Kozhikode

Maheswaran Namboodiri

Mattannoor HSS, Kannur

Thomas Koshy

St Mary's HSS Pattom, Thiruvananthapuram

Sunitha Nair

SRKGVM HSS, Puranattukara, Thrissur

Francis K T

GHSS Manathana, Kannur

Dr. Saumya P Suseel

NSS HSS, Mullurkara, Thrissur

Vasanthakumaran Nair K

Principal, Govt. HSS, Karakunnu, Malappuram

EXPERTS

Dr M S Geetha

Principal, Govt. College of Teacher Education,
Trivandrum

Dr Jayaraj P K

State Institute of English, Thrissur

Smt. Bindu S

Associate Prof. (Retd.), University College, Trivandrum

Dr. N. Shubha

Associate Prof., University College, Trivandrum

ARTISTS

Haridasan N K

Art Teacher, GHSS Azhiyoor, Kozhikode

Rameshan P

Art Teacher, Iringannur HSS, Kozhikode

ACADEMIC CO-ORDINATOR

Dr Chandini K K

Head, Higher Secondary & Teacher Education, SCERT, Kerala

State Council of Educational Research and Training (SCERT)
Vidhyabhavan, Poojappura, Thiruvananthapuram-695 012

Dear students,

Teaching and learning of English is gaining importance in every area today. English is seen as a basic skill which all students require if they are to be a valuable part of the civic society of 21st century. English language has a fundamental role in learning all subjects at the Higher Secondary level. The Communicative English text book for Class XII aims to develop accuracy, fluency, confidence and communication skills of the learners. The selections in this book are based on themes that are relevant to the learning of English. The book has also taken care to present texts beyond the print media by incorporating new textual landscape of popular culture, digital and screen media. Your teacher will lead you through the world of multidimensional texts and enable you to use English for effective communication.

The activities included in the text will give you ample opportunities for listening, speaking, reading and writing. You can also take part in debates, discussions and seminars and express your ideas creatively, agreeing and disagreeing with issues and topics related to the themes.

Hope that you will make use of this book in its full potential and enrich your proficiency in English.

Wish you all success.

Dr. S. Raveendran Nair

Director
SCERT, Kerala

1

LEARNING WITH TECHNOLOGY

Introduction

This unit focuses on the language of technology. It discusses the diverse platforms of Information and Communication Technology (ICT) and provides the students with an opportunity to integrate them in the classroom activities. The unit explores the possibilities of using e-mails, blogs and social networking to acquire the target language. The purpose of this unit is also to make the students create class blogs in the beginning of the year and upload all the activities of the remaining units into this blog, thus emphasizing the use of technology in a positive way.

Significant Learning Outcomes

By the end of this unit, the students will demonstrate the ability to

- identify the types of e-mails by interpreting formal and informal language in e-mails.
- identify and use basic terminology related to ICT.
- plan and organize e-mails for different purposes.
- internalise and respect e-mail etiquettes.
- use connectors and linking words .
- read different blogs and create blogs.
- post status updates and comments on social networking sites.
- identify functions of expressions.



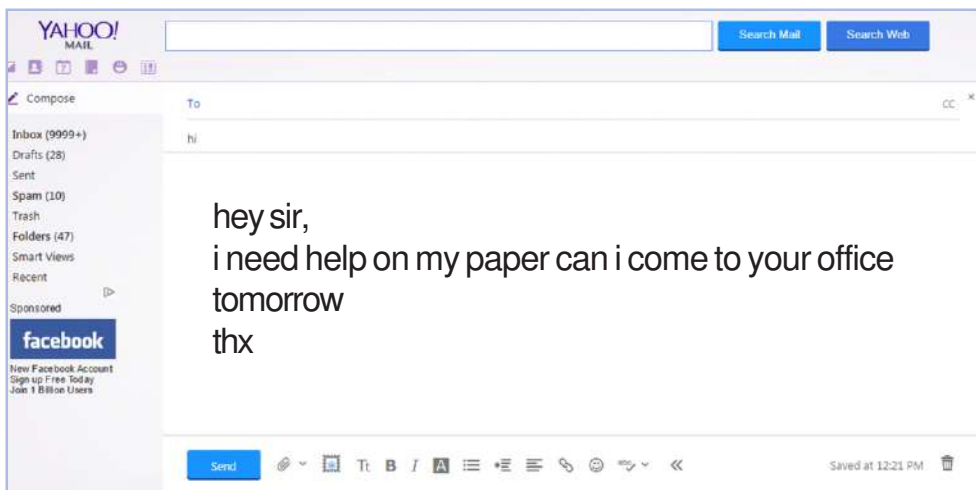
Discuss in groups

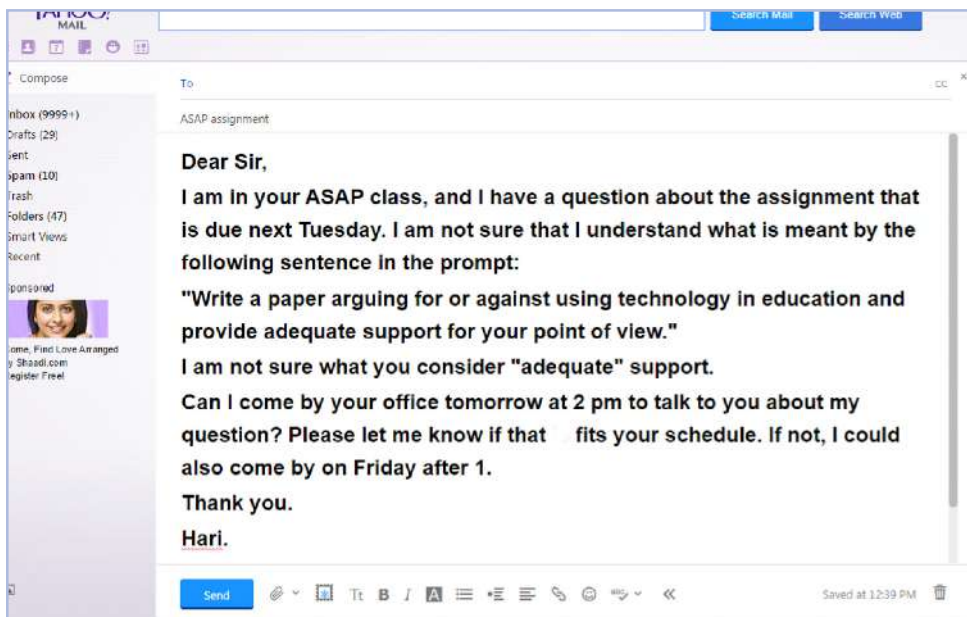
- What do these images stand for?
- Do you have an e-mail account?
- List the different purposes for which we write e-mails?
- Can you list a few more e-mail service providers?



Activity

Spot the Difference





Activity

Discuss and complete the table

- Which e-mail do you think is the most effective to be sent to a teacher? Why?
- What makes the second e-mail look and sound more appropriate?
- What are the elements that contribute to its clarity?
- How does the tone of the messages differ?
- Compare the above e-mails and complete the table given below.

	Email 1	Email 2
Form		
Content		
Tone		



Activity



Write an e-mail

If you were the teacher and you received these e-mails, how would you respond to each one? Write your replies.

Go through the following do's and don'ts of writing e-mails:

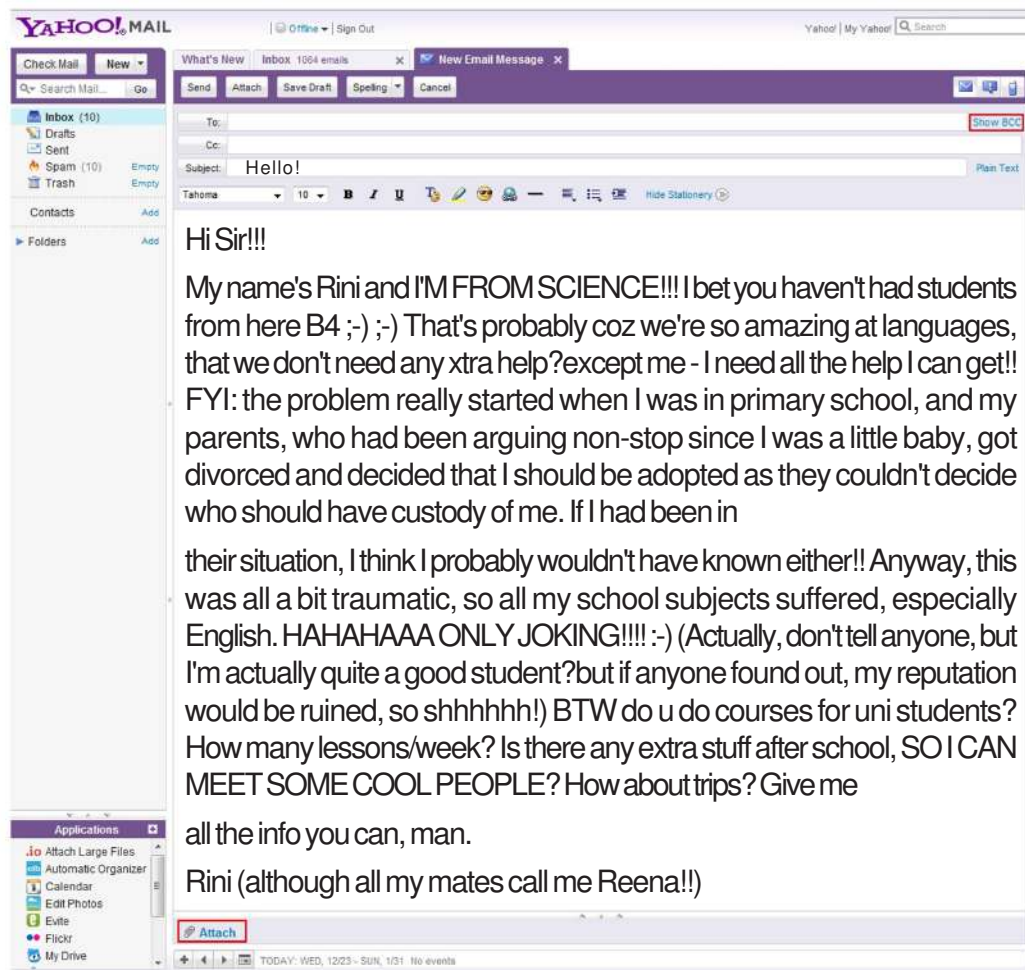
Do's	Don'ts
<ul style="list-style-type: none">• Use an informative subject line, which says what the e-mail is about.• Write the most important information first.• Use numbers and bullet points to make the message clear.• Use simple grammar. (As e-mails are a fast means of communication, they tend to be less wordy and complex than formal letters.)• Write short sentences.• Use paragraphs to keep the e-mail clear and easy to understand.	<ul style="list-style-type: none">• Writing 'hello' as your subject line.• Writing about irrelevant issues. The reader will soon hit 'delete' if the e-mail doesn't get to the point.• Giving personal information that you don't want anyone else to know. (The e-mail could end up in the wrong hands)• Use of capital letters to write whole words. (In e-mails, this is considered shouting.)• Use of different fonts in the e-mail (the recipient's computer may not be compatible)• Use of italics (the reason may be misunderstood, due to cultural differences).• Use of exclamation marks.• Use of abbreviations like coz and uni, as the recipient may not understand them.• Use of acronyms like BTW for the same reason.• Use of smileys. They may be misunderstood and come across as unprofessional.



Activity

Modify an e-mail

Read the following e-mail:



Is this an appropriate e-mail ? What elements make it inappropriate?
List out examples for

- informal expressions
- clichés
- slang

Clichés : Words and phrases that have been used so often that they're no longer very interesting or effective. They may have started out as colourful and inventive phrases, but they have been picked up and used so widely and indiscriminately that they've lost their impact and have become stale.

Clichés are part of our everyday speech – we often don't realize that we're using them. They also occur especially frequently in certain types of writing (such as journalism) or areas of activity (such as sport, business, or politics).

Slang: A type of language consisting of words and phrases that are regarded as very informal and are more common in speech than writing and are typically restricted to a particular context or group of people.

What are the important components of a good e-mail?

How can you improve the above e-mail? Go through the dos and don'ts once again and revise this e-mail.



Activity

Speak

To send and receive e-mails you must be connected to the Internet. Think of the various steps in sending an email. Describe the process to your partner.



Activity

Analysing Subject Lines

Look at the following subject lines of e-mails:

- Hi
- Question
- FYI

Are they helpful to the reader to understand the importance of your message? Why /Why not?

Look at the following subject lines and try to improve them.

• Urgent !Reply needed!	• Please reply. March expense report now due.
• Purchase info	
• Meeting	
• Tuition fee	
• Your letter	



Activity

Greetings and Sign-offs

Use some kind of greeting and some kind of sign-off. Don't just start with your text, and don't stop at the end without a polite signature.

What are the words/phrases used in e-mails to start the text and close it?

Work in small groups and make a presentation of Greetings and Sign-offs.



Activity

Presentation

Collect different types of e-mails and make a presentation in your class.



Activity

Writing an e-mail

Look at the following tourist destinations. Where would you prefer to go on a holiday? What factors are important when you plan a holiday?



Now write an e-mail to a Tourist information centre of your choice asking for information about that place.

Read the following passage:

Net addiction

Youngsters should self monitor how much time they spend online. Now a days, people are tethered to their devices no matter where they go. While there are obvious advantages to 24/ 7 connectivity, net addiction can be detrimental. In her book, 'Alone Together' MIT Professor Sherry Turtle describes a scenario where young American students failed to make the most of a foreign placement programme. Instead of 'experiencing Spain' students were glued to FB and online chat rooms during their free time. Time spent online also reduces the time you spend extending yourself by engaging in other recreational activities.

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

Discuss.

- What is the main idea of this passage?
- Why should we have 'real' friends?
- What are the dangers of net addiction?



Activity

Role-play

Develop a script for a skit on net addiction. Perform it before the class.

Discuss

- What is netiquette?
- Why is it important to have a code of online conduct for netizens? Discuss in groups.





Activity

Write-up

Prepare a write-up on netiquettes and their importance. Where do you use these rules? Write and keep them ready to be posted on your blog.

Read : Now let's read about social networking sites.

Do the names like Myspace, Facebook ring a bell? They probably do because they are some of the most popular sites on the internet today. These sites are called 'social networking' sites because they help people meet and discuss things online. Each of these social networking sites has its own strengths. Myspace is especially popular among teenagers. Facebook is popular with young people. The common thread among these social networks is that they provide a place for people to interact rather than a place to go to and read or listen to 'content'.

Web 2.0

Social networks are considered to be web 2.0. What does this mean? To understand this, it is important to understand what the original web did (often called web 1.0). Back in the nineties, the internet - or the web - was a place to read articles, listen to music, get information, etc. Most people didn't contribute to the sites. They just 'browsed' the sites and took advantage of the information or resources provided. Of course, some people did create their own sites. However, creating a site was difficult. You need to know basic HTML coding (the original language the internet uses to 'code' pages). It certainly wasn't something most people wanted to do as it could take hours to get a basic page just right. Things began to get easier when blogs (web logs) were introduced. With blogs, many more people began writing 'posts', as well as commenting on other people's blogs.

Key to Success

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

Changing Times

As today's youth flock to media like children to candy, youngsters need to be especially prudent as postings and pictures on social media can impact their lives in unimaginable ways. Foremost, we must remember that social networking sites are in the public domain, no matter how careful we are about privacy settings, we must exercise caution before posting personal and sensitive information. Further, we need to remember that we all have multiple selves—we behave differently in class, in the college canteen, at a family wedding and on a picnic. But on most social networking sites, these identities tend to meld as all our contacts are privy to our posts.

So what may be an appropriate comment to a friend may not be suitable for a teacher. We have to ensure that we do not treat our contacts as a homogeneous unit.

The consequences

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



Activity

Note-making

Read the article and make notes of the information in the passage.

Discuss

- List a few social networking sites you know.
- Do you have an account in any of these?
- What is your favourite social networking site?

Imagine that you want to join an imaginary social networking website called **FriendPage**.



Activity

Let's go to FriendPage and fill in the profile.

Basic information:

Name :
 Age :
 Gender :
 Location :
 Hometown :
 Interested in :
 Personality :
 Right now I feel :

(Invent new phrases and expressions. Make use of the following language items as an example.)

interested in: sports, languages, travel, music, films, computers

personality: sporty, artistic, unconventional, chatty, quiet, studious, musical

right now I feel: relaxed, stressed, tired, bored, energetic



Activity

Now look at the FriendPage house rules. Complete the rules with must/mustn't.

- 1 You _____ write in English.
- 2 You _____ be rude or nasty.
- 3 You _____ be boring.
- 4 You _____ be under 18.



Activity

Posting a comment

Your friend has posted his/her new photos on the wall.

Leave a comment.



Activity

Create a Facebook page for your class and stay connected with your friends. Post status updates and comments.

What are the other similar sites that we make use of for social networking?

Read the following article:

Friends

Research by a British anthropologist shows that the optimum number of friendships that the human brain can maintain is about 150. But that's in the real world. What happens on Facebook where the maximum number of 'friends' permitted is 5000? According to social networking statistics, the average Facebook user has 130 friends. Some people have a lot more.

Ivy Bean from Bradford in the north of England became Facebook's oldest known user at the age of 102 in 2008. She quickly started making friends and became an online celebrity. When she maxed out her 5000 friend count on Facebook Ms. Bean joined the Twitter website and continued her social networking. At the time of her death in July 2010, she had 4,962 friends on Facebook and more than 56,000 followers (including the Prime Minister's wife) on Twitter. Ms. Bean's last tweet was on July 6 2010. It read,

"Going to have my lunch now will be back later."



Activity

Read the text again and find these numbers.

What do the numbers refer to?

150 - the optimum number of friendships

130

2008

2010

5000

4962

56000

BLOGS

Read the following blog:

BBC Blogs - Anne Diamond - Chromium

BBC Blogs - Weather - x BBC Blogs - Anne Diar x

www.bbc.co.uk/blogs/annediamond

BBC RADIO ERKSHIRE **Anne Diamond**

Breakfast TV
Tuesday 08 April 2014, 15:34
Anne Diamond

Thirty odd years on from the birth of breakfast TV in this country, the media are still talking about it – perhaps because from time to time, they still can't get the programming right. Witness what's been going on for the past few years at ITV. Well, tonight there's yet another programme all about those early months. It's on BBC 2 tonight ("The Battle for Britain's Breakfast" at 9pm) which claims to expose some of the skulduggery that went on behind the scenes. Just thought – when me and **Nick** (Owen) started on TVam all of those years ago, he was a fan and lifelong follower of Luton Town Football Club. Now, all these years later, he's chairman and the club is more successful than ever. Who'd have thought? Certainly not him!

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A blog can be thought of as an online journal that an individual can continuously update with his/her own words, ideas, and thoughts through software that enables one to easily do so. All basic document formatting, like spacing, bold, italics, underline and creating links require no knowledge of HTML or FTP so that anyone who can type, copy, and paste can create and maintain a blog. Similar to an open journal, the accumulation of writings and other content creates both a record of learning and a resource for others. Furthermore blogs are interactive in the sense that readers can respond to any given entry with a comment and even threaded discussions can take place depending on the software chosen.



Activity

Create a Blog

Log in to your Google account with your mail id.(If you don't have an account click on sign up and register for an account.)

Start creating a blog by clicking the New Blog button.

Fill in your name and your desired blog address(You can think of more options like choosing a template etc later).

Click the 'Create Blog !' button and select the 'Start Blogging' link.

Enter your title and text. When you have done ,click 'Publish'.

Discourse Markers:

Writing shorter sentences is an easy strategy for getting your thoughts down fast when you're writing first drafts, and for avoiding grammar mistakes, but in the end it weakens the effectiveness of your writing. If you can combine simpler sentences into longer and more complex ones, your writing will have a lot more variety. It will also help you to communicate more content to your audiences-when you combine sentences, you can efficiently tell your readers about the relationships between different things.

Creating longer texts such as blog posts, job application letters, and reports requires you to string together many small and separate ideas into a larger, unified whole. However, if you do not have discourse connectors, words and phrases and sentences to tie those separate ideas together, all you will have are fragments.



Activity

Go through the following table of discourse markers (linking words) and add more to the list.

Showing Concession	Showing Similarity	Showing Contrast	Giving Examples	Adding Information
Although	Similarly	But	For example	And
Even though	In the same way	However	For instance	Not only.. but also



Activity

Match the columns

Look at the following words in the left column and match them with their meanings given in the right.

hash tag	Photograph that you take of yourself, usually with a mobile phone.
follower	Short remark or piece of information published on twitter.
selfie	Repost or forward a message posted by another user.
tweet	a word or a phrase preceded with the symbol # that classifies the accompanying text.
retweet	someone who subscribes to one's updates.

Read : All about Twitter

Twitter is a platform in which people share everything- from the simplest information like stating where they are to some juicy gossip about celebrities. In other words, it is a place where people can let the world know things that no one really cares about. A lot of people may think Twitter is all about the above mentioned things; in reality, we know that such inane things are everywhere. However, that's not all about Twitter. It is also a place where scientists and educators can share important issues, articles, blogs they have read or written.

The Hindu @the_hindu · 7m7 minutes ago

Will #PunjabWarriors be able to remain on top in #Hockey India League ?

<http://thne.ws/1KxKDDu>

0 replies 2 retweets 0 favorites

Tusker kills three villagers in West Bengal <http://thne.ws/1KxK9NG>

Rupee ends higher by another 4 paise against dollar <http://thne.ws/1KxLZ0R>

EARTH QUAKE in Beijing?? Yup... @keso I felt it too!!

- dtan (@dtan) May 12, 2008

(The China Earthquake In 2008, tweets from China alerted the world to the region's severe earthquake, before the United States Geological Survey had a chance to comment. Blogger Robert Scoble)

Discuss:

- What language features do you notice in these tweets?



Activity

Debate

"The Hashtag (Twitter) is ruining the English Language."

Do you agree with this statement? Conduct a debate in your class.



Activity

Prepare news tweets

Read the following pieces of news:

- Eminent Marathi litterateur Bhalchandra Nemade, whose 1963 novel *Kosala* (Cocoon) changed the dimensions of Marathi novel, was on Friday selected for 2014 Jnanpith Award, the highest literary honour in India, by the Jnanpith Selection Board.

The decision to confer the 50th Jnanpith award on 76-year-old Nemade was taken in a meeting of the 10-member selection board chaired by noted scholar, writer, and critic Prof Namwar Singh in New Delhi. The award is likely to be presented to the writer in April, Bharatiya Jnanpith's director Leeladhar Mandloi said.

Nemade is the fourth Marathi writer to win the literary honour after VS Khandekar in 1974, VV Shirwadkar alias Kusumagraj in 1988, and Govind Karandikar alias Vinda Karandikar in 2003.
- Partur is a Municipal Council in Jalna district, Maharashtra. The Partur Municipal Council has a population of just over 35,000 and the literacy rate is lower than the state average. The main source of income is agriculture.

The local Zilla Parishad High School at Partur has recently introduced technology enabled reading and comprehension platform and we were keen to observe students (a majority being first-generation learners) and teachers engage with this technology in the classroom.

Now tweet these news and share with your friends.

We do it this way!

When we tweet, comment or blog we may have to:

- make suggestions
- make a point (express opinion, make a statement, persuade, etc)
- disagree with people
- express uncertainty
- take offense

Let's look at the different ways of doing it.

Example	Expression	Function
Why don't we buy a new bike?	Why don't	Suggestion
You're missing the point - why do you never listen properly to what I'm saying?	You are missing the point	Making a point(a bit rude)
No, I don't think that's what happened. No, that's not a good idea.	No	Disagreeing
Hang on! That's not what she did at all!	Hang on! Just a minute... Hold on... Just a second...	Expressions often used to interrupt and disagree with what someone has just said:
Actually, the discount was only 5%. Well, you're wrong about that actually. I'm sorry, but you're totally wrong about that!	Actually Well I'm sorry, but	Showing that you disagree Certain words show that you have a different opinion. Try using actually, well, but, and I'm sorry
That's nonsense! That's absolute rubbish!	That's nonsense! That's absolute rubbish!	Very strong ways of saying you disagree - unless said as a joke, they usually sound quite aggressive, so be careful about using them!
(I think you should) take that back! Take back what you just said! Just a second, Martin. I really take exception to what you've just said.	Take back Take exception	Asking someone to apologise for their words or change their view. Your words will have more power if you use people's names. Use emphatic devices like really and do.



Activity

Now look at the following sentences and identify the expressions and their function.

Example	Expression	Function
Shall we go for a movie?		
You should apply for the job.		
Perhaps we could phone them		
I think you should go now.		
My view is that the project will fail.		
In my opinion, the firm can succeed.		
I can assure you that we've done everything we can.		
I'm sorry, but I'm not going to let you talk to me like this!		

Now let's look at some common expressions used on the web.



Activity

Match the following :

subscribe	Anything that is shared in social networks (Facebook, Twitter, YouTube, etc.) and gets passed along to many people very rapidly
Wiki	A recorded programme that can be downloaded from the internet and listened to on an MP3 player
Virtual Event	A strand of related messages that represent a conversation, e.g. messages on a discussion forum or a series of e-mails that use the same subject line, or a blog post and any related comments and trackbacks.
Thread	A live event, such as a trade show or job fair, which takes place on the Web, often in a virtual environment designed to emulate a face to face event of the same kind.
Podcast	A web page, or group of pages, that can be edited or changed by a group of people, a web page with many contributors who are not paid for their contributions
Viral/to go viral	Communicating in real-time through computers or smart phones, by writing messages back-and-forth, this is communication involving two or more people
Chat	This is like becoming a fan or a member of a blog; subscribing allows a person to be notified when new blog posts are written, it is the on-line equivalent of signing up for a magazine



Activity

Abbreviations

In a quest to make e-mail even quicker, a whole crop of abbreviations—some already common IRL (in real life) have sprung up.

How many of these have you seen? What do they stand for?

afaik	atm	b	b4
brb	btw	cul	fwd
hhoj	j/k	oic	r
rotfl	ttyl	ASAP	FYI

Project work

Create a blog for your class.

- Write blog entries with headings, subheadings, lists, photos, images etc to help readers navigate your blog more easily.

Post your assignments in the class blog and send the link to your teacher.

2

MAKE A DIFFERENCE

Introduction

This unit introduces basic concepts about the environment and individual environmental responsibility. It also offers an opportunity to learn about sustainability issues. The learners are empowered to use language in specific situations to gather, process and transform information and to analyse and reach conclusions. The unit ends with an eco project which will help them to plan strategies for future actions.

Significant Learning Outcomes

By the end of this unit, the students will demonstrate the ability to

- read images and write captions.
- make leaflets using formal language.
- write letters of invitation using appropriate language.
- deliver persuasive speeches.
- identify the problems in the environment and list them.
- conduct summit, engage in role-play, prepare questionnaires, news paper reports, blog entries etc.
- narrate stories with appropriate stress and tone.
- make presentations.
- prepare an action plan.

Look at these pictures.....



These are some photographs of the birds and animals of Kerala taken by N. A. Naseer, the noted wildlife photographer and environmental activist.

- Can you identify the birds/animals in the picture?
- Which picture attracted you the most?
- Give a caption for each photograph.

*Captions
should be short,
apt and
attention
catching*



Activity

Match the words

Match the words given in column A with their partners in column B with the help of the pictures and a dictionary.

A	B
wild life	peacock
tender	bulbul
oriental	photography
red whiskered	white eye
dancing	leaf

Picture 1 is that of red whiskered bulbul. Fill the grid using these words:

Picture	Colour	Size	Noise	Movement	Feel
Picture 1	Brown, black, red	small	chirp	flutter	soft
Picture 2					
Picture 3					
Picture 4					
Picture 5					



Activity

Paragraph writing

Choose any one picture from the previous page and describe it in a paragraph.

Discuss

- Do you think birds and animals are an important part of our nature and environment?
- In what way do they help us?
- Are you familiar with the term, 'endangered species?'
- Can you name a few animals and birds that are endangered?

Discuss in groups and present your findings.

Here is a poem in which the poet depicts how wild animals like tigers are facing extinction. Read it carefully.

TIGER



*The tiger isn't burning bright
Either in shadow or in sun.
The tiger family is thinning
Two by two and one by one.*

*The tiger isn't burning bright
In the forests of the night
Or in the wilderness of day.
We need to understand his plight.*

*The father Sheru's missing now.
Sheru has been shot and skinned.
Poachers ground his bones to powder
For some Chinese medicine.*

*Bones would bring them power, they thought,
Put life into some sickly man.
Their souls were sick. Killing tigers
Is something we won't understand.*

*His skin is hanging on a wall;
His bones are packed in plastic white
And shipped out. A gecko on the wall
Is hunting insects on his hide.*

*Once jungle trembled at his roar;
Tree tops flew up-birds disappeared!
Monkeys screamed(what an uproar!)
Now geckoes nibble on his ear!*

*Lord God has stamped upon his skin
In equal stripes both night and dawn
His black-and-gold won't shimmer now.
Boar-hunter, Forest King – he's gone.*

Keki N. Daruwalla

Glossary

thinning : decreasing
poachers : people who hunt illegally
shipped out : transported to another place
hide : skin
shimmer : shine

plight : difficult situation
their souls were sick : they are evil
gecko : a small lizard
nibble : take small bites
boar : wild pig



Activity

Read and Respond

1. Why is the tiger not burning bright?
2. What do you understand from "two by two and one by one?"
3. What happened to father Sheru?
4. Why does the poet/ narrator say "His black-and-gold won't shimmer now"?



Activity

Read aloud

- i) Read aloud the following words from the poem paying attention to the sounds made by the letters given in *italics*.

/ai/ *b*right *pl*ight *n*ight *wh*ite

A diphthong
also known as
a gliding vowel, refers to two
adjacent vowel sounds
occurring within the same
syllable

- ii) Write five more words with the sound /ai/.
- iii) Read aloud the words given in brackets. What do they have in common?

(cry, tried, climbed, time, eyes, nine lives, find).

Now fill up the blanks with the words given .

Neeraj the stairs to the front door and began to knock. No answer. When he began to knock a second..... , there was a from an open window above. Neeraj stepped back and..... to see who was there. He saw a pair of yellow..... in the window. They belonged to a big black cat. Did the cat need help? No. Didn't they say all cats have..... ? So when Neeraj heard a man angrily shout, "Go away!" he did just that. He did not need to..... out who lived in that old house.



Activity

Newspaper report

Imagine that your class has a newspaper called "The JungleTimes". You have decided to write a news report on poachers killing tiger Sheru. Write the likely news report.



Activity

Comparison

- You can find another poem "The Tyger" by William Blake in your library. Read it.
- How is Tiger represented in both poems?
- Discuss in groups by comparing the details of the tigers in the two poems and fill the columns given below.

Poem 1	Poem 2

- What has happened to the modern tiger?
- What do you think the growing list of endangered species says about mankind?

Man as an enemy



Do you know?

- Baby seals are clubbed to death for their skin.
- Elephants are killed for their ivory.
- Whales are hunted for their oil.



Activity

Leaflets

Imagine you work for the Department of Environment. You are asked to make a leaflet to create awareness about the cruelties shown by man towards animals to satisfy his greed and for luxury. Work in pairs and prepare a leaflet.

While making leaflets,

- give an attractive title
- break up the text into:
 - sub-headings
 - short paragraphs-numbered/ bulleted/asterisked.
 - varied styles
 - different sizes, hues, tints



Activity

Invitation letter

- Your school is conducting a Quiz programme on June 5th, as part of celebrating the Environment Day. Invite participants from neighbouring schools and institutions.
- Write a letter of invitation to the participants.

Remember to include

- i. Address of the school
- ii. Date
- iii. Salutation
- iv Body of the letter
- v Complimentary close(eg.For any further details please visit our website or call ...)
- vi Style:semi formal

Do you think, as children you have a responsibility towards the environment? Read this newspaper report about a girl.

The Girl who Silenced the World

In June 1992, a twelve year-old girl named Severn Cullis- Suzuki stepped to the podium to address a session of the United Nations Earth Summit. Severn Suzuki spoke passionately telling them: "I speak for all generations to come"

Here is the text of her speech:

Hello, I'm Severn Suzuki speaking for E.C.O. - The Environmental Children's Organisation.. We raised all the money ourselves to come six thousand miles to tell you adults you must change your ways. Coming here today, I have no hidden agenda. I am fighting for my future.



Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come.

I am here to speak on behalf of the starving children around the world whose cries go unheard.

I am here to speak for the countless animals dying across this planet because they have nowhere left to go. We cannot afford to be not heard.

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

I used to go fishing in Vancouver with my dad until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct every day - vanishing forever.

In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see.

Did you have to worry about these little things when you were my age?

All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child and I don't have all the solutions, but I want you to realise, neither do you!

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

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

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

I'm only a child yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil - borders and governments will never change that.

I'm only a child yet I know we are all in this together and should act as one single world towards one single goal.

In my country, we make so much waste, we buy and throw away, buy and throw away, and yet northern countries will not share with the needy. Even when we have more than enough, we are afraid to lose some of our wealth, afraid to share.

I'm only a child yet I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this earth would be!

At school, even in kindergarten, you teach us to behave in the world. You teach us:

- *not to fight with others,*
- *to work things out,*
- *to respect others,*
- *to clean up our mess,*
- *not to hurt other creatures*
- *to share - not be greedy.*

Then why do you go out and do the things you tell us not to do?

Are we even on your list of priorities? My father always says "You are what you do, not what you say."

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

Answer the following questions

1. What is the name of Severne Suzuki's organisation?
2. Why does she say that they cannot afford not to be heard?
3. What is her anxiety regarding the beautiful things in the earth?

4. What is the single goal we should aim at, according to Severn Suzuki?
5. What is her plea to those who don't know how to solve the environment problems?

In her speech Severn Suzuki says " I am only a child yet I know we are all part of a family...." These expressions make her speech more personal and emotional.

Can you make such an emotional and persuasive speech?

Here are some tips:-

- *Speak for yourself: Suzuki uses "I" statements throughout and spoke firmly as a young person she is.*
- *Real life experiences lend credibility. eg. Suzuki speaks about spending time outdoors.*
- *Conviction: She is strongly convinced of the cause for which she stands. " If you don't know how to fix it, please stop breaking it!"*
- *Make the audience part of your speech: "I'm only a child yet I know we are all in this together".*
- *Body language - make sure that you have a proper posture. If your shoulders are sagging and your legs are crossed, you will not appear as being sincere and people just will not accept your message.*
- *Pronunciation - pronounce each word, avoid slang, except to make a point.*



Activity

Persuasive speech

- i) Working in groups, write a persuasive speech of three minutes on any of the following topics and present it before the class:
 - Wild life conservation
 - Climate changes
 - Afforestation
 - Endangered species
 - Waste Management: The 3Rs (*Reduce, Re use & Recycle*)
- ii) Severn Suzuki listed out some of the environmental problems of

the world. How will our environment be different in the next 50 years? Complete this table with your partner(s). Change partners and share your ideas. Change and share again.

	Better / worse?	How?	What can we do?
Ozone layer			
Rainforests			
Wild animals			
Birds and Butterflies			
Fresh Water Availability			
Forests			
My Town			

- iii) Go through the speech and the table that you have prepared. Write five questions you would like to ask your group.
- iv) Exchange your questions with other groups. Ask your partner / group your questions.

When you finish, interview other students. Write down their answers.

	STUDENT 1	STUDENT 2	STUDENT 3
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

Now return to your original partner and share and talk about what you found out. Change partners often.

- v) Make mini-presentations before other groups and discuss your findings.



Activity

Headline

Here is a headline that hit your classroom blog recently :



Collect similar pictures and write headlines for the environmental problems of your locality.



Activity

Role play

Imagine that the Environment Club in your school is planning an Earth Summit on the environmental issues of your locality. Decide what role you are going to play. You can be any one of the following:

- i) A mother
- ii) A doctor
- iii) A business man
- iv) A teacher
- v) An environmentalist

To get into the role decide:

- Your name
- Your age
- Your interests
- Your family members

How will you conduct the Summit?



Activity

Earth Summit

Divide the class into small groups. Each group may represent different countries, organisations or eminent personalities in different fields. You can do your little bit of research to decide all these. Decide who is going to be the chair person. Sit in a circle.

Remember

- To listen carefully to what others say.
- Not to interrupt.
- To talk when your turn comes.
- Stay in the role of your character.
- Talk and behave like the character that you are playing.



Activity

Questionnaire

The Summit has appointed an Action Research team to look into the different areas of the issues relating to environment. As a member of the theme, you are entrusted with the task of drafting questionnaires and conducting interviews.

Plan in groups and select your area.

How to write a questionnaire?

- Frame your questions in simple language. Don't use any jargons or abbreviations.
- Start with interesting questions so that the target audience will continue to pay attention.
- Limit or avoid open-ended questions. They need a personal response.
- Put your questions in logical order.

In her speech Severn Suzuki mentions the impact of pollution of several types. How does mining create pollution? Do you know that "Mining enough gold for an average gold wedding ring creates about 20 tons of hazardous mining waste?".

In the following article Annie Leonard tells the other side of the gold story.

Story of Stuff

Annie Leonard

For most people today, gold is synonymous with jewellery. What is the other half of the gold story-the part we do not know when we buy a piece of gold jewellery?

I'd seen gold mines in South Africa. I knew that gold mining is horribly polluting, is routinely linked to human rights violations and more than three-quarters of the gold mines around the world ends up in jewellery.



Where was the gold of my sweet little ring mined? May be in South Africa? For years, South Africa had supplied much of the world's gold and still provides more than a quarter of today's demand. When I visited South Africa in the mid 1990s, I looked out of the window of the car in which I was riding and wondered what geological process could have created so many hills that covered the countryside. "Those aren't hills", my South African host explained. "Those are piles of mining waste".

Mining enough gold for an average gold wedding ring creates about 20 tons of hazardous mining waste, which is sometimes dumped in the rivers or the sea, sometimes just left right where it was created, as I saw in South Africa. The reason why it is toxic is that to get gold, the ore mining companies use a process called heap-leaching, which means piling up the gold containing ore and pouring cyanide over it to let it slowly drip through, extracting the gold on its way. At the same time cyanide also extracts toxic metals, including cadmium, lead and mercury. The cyanide and toxic metal liquid runoff ends up in a big pool, from which the gold is extracted, leaving behind a heavy metal

and cyanide containing pond next to a heavy metal and cyanide contaminated hill of leftover ore. Cyanide you know is a deadly poison. An amount about the size of a grain of rice is enough to off a human being, and one millionth gram of it in a litre of water kills fish which is a big problem since much mine waste ends up in rivers and lakes.

Read and respond

1. While travelling in South Africa what were the hills that the narrator saw?
2. Describe the process used for mining gold from the ore?
3. Explain heap-leaching.
4. How much cyanide is enough to kill a human being?



Activity

Blog entry

India is the world's largest single consumer of gold, as Indians buy about 25% - 800 tons - of the world's gold every year, mostly for jewellery. Media makes us believe that a gift of gold is the best way to symbolise love. Is it true? Prepare a blog entry for your class blog "How can you become a critical user of gold?" and post it.



Activity

Debate

Imagine that you are conducting a debate in the class on the topic "Has Kerala become Gold's own country?". Write arguments to substantiate your points.

Today, Amazon, the world's largest rainforest often called the lungs of the Earth, is under immense threat from gold rushes in that region. What can we do to reverse these negative impacts?

Wangari Maathai, Nobel Laureate of 2004, recognised that when the environment is destroyed, plundered or mismanaged, we are undermining the quality of our life and that of our future generations.



She started a movement to reforest Kenya. Tree planting became a natural choice to address some of the initial basic needs identified by women. With the help of other women, she planted over 30 million trees that provide fuel, food, shelter and income to support children and education and household needs. This activity created employment and improved soils and watersheds.



Wangari Maathai spoke in forums large and small all over the world. Here is a story she uses again and again in her speeches. It is a touching story about a small humming-bird.

Can a humming bird fight wild fire? "Yes", says Wangari Maathai.

Now read the story:

One day a terrible fire broke out in a forest - a huge woodland was suddenly engulfed by a raging wild fire. Frightened, all the animals fled their homes and ran out of the forest. As they came to the edge of a stream they stopped to watch the fire and they were feeling very discouraged and powerless. They were all bemoaning the destruction of their homes. Every one of them thought there was nothing they could do about the fire, except for one little hummingbird.

This particular hummingbird decided it would do something. It swooped into the stream and picked up a few drops of water and went into the forest and put them on the fire. Then it went back to the stream and did it again, and it kept going back, again and again and again. All the other animals watched in disbelief; some tried to discourage the hummingbird with comments like, "Don't bother, it is too much, you are too little, your wings will burn, your beak is too tiny, it's only a drop, you can't put out this fire."

And as the animals stood around disparaging the little bird's efforts, the bird noticed how hopeless and forlorn they looked. Then one of the animals shouted out and challenged the hummingbird in a mocking voice, "What do you think you are doing?" And the hummingbird, without wasting time or losing a beat, looked back and said, "I am doing the best I can."

Video

- Watch the video of Wangari Maathai telling the story.
- Listen to the rise and fall of Maathai's voice.

Sentence stress in English

Words in English have a stress pattern - a pattern of strong or weak syllables. Similarly sentences also have a stress pattern. It is called sentence stress.

Sentence Stress

Usually, Content words are stressed. Such words are generally the following: Nouns, main verbs(except different forms of verbs),adjectives, adverbs, question words(what, when, where, who, why, how etc)and the words yes, no, not etc

There are words which are generally unstressed. They are: personal pronouns, auxiliary verbs, articles, conjunctions, prepositions and *be* forms (am, is, are, was, were). They are called structural words.



Activity

Story Telling

- i) Collect similar stories or anecdotes about Pokkudan, Dr. Salim Ali, Julia Hills, Sundarlal Bahuguna, Jane Goodall, Rachel Carson.
- ii) Narrate them to your class.

When reading/ telling a story

- use gestures - eg. the flitting of the humming bird going back and forth.
- put emphasis on the content words.
- speak aloud with clarity.
- play up the sound effects.
- listen to the stress pattern.
- rehearse a few times with your friend.



Activity

Mark the stress

Complete the conversation, read it aloud and mark the stress.

Teacher : Tell me Sandeep, what environmental issues are you concerned about?

Sandeep : _____

Teacher : Why ?

Sandeep : _____

Teacher : And what can we do about it?

Sandeep : _____

- Do you enjoy carbonated soft drinks?
- Carbonated drinks may quench your thirst. Do you know how harmful they are?

Here are some facts about carbonated soft drinks:

CSDs are acidic - they contain carbonic or phosphoric acid.

For every half litre bottle of carbonated soft drink (CSD) purchased, your water footprint on the earth (the amount of water depleted) is up to 300 litres.

Lindane is an insecticide that is used in the making of all CSDs. Its concentration has been found to be more than 42 times the limit stipulated by European Economic Commission. Its consumption damages the central nervous system, immune system and is a confirmed carcinogen (Cancer causing chemical)

Drinking one soft drink makes a child 60% more likely to be obese, reducing a person's life expectancy by 12-15 years.

Health problems that could result from drinking CSDs include tooth decay, pancreatic cancer, liver damage, osteoporosis and heart problems.



Activity

Poster cum presentation

- Discuss in groups and prepare a poster-cum-presentation for five minutes against the indiscriminate use of carbonated drinks.

Do you know that we Keralites have alternative health drinks like 'Sambharam', 'tender coconut water' etc. There are alternative drinks based on herbal and natural products. Here is the recipe of an eco friendly alternative health drink.

Coriander coffee



Ingredients

Coriander seeds	: 3 tbsp
Cumin seeds	: 1 tbsp
Peppercorns	: 8
Jaggery syrup	: 1tbsp
Lemon	: $\frac{1}{2}$
Water	: 3cups

Method

- Coarsely grind coriander seeds, cumin seeds, pepper.
- Boil it in water for atleast 10 minutes.
- Add jaggery syrup.

Benefits: assists in digestion, brings relief from cold and cough



Activity

Recipe

- Can you think of making alternative soft drinks using gooseberry, lime, dates etc.? Discuss in groups and prepare the recipes of a few alternative drinks.
- Present the recipe and method of preparation.
- Demonstrate it in the class.
- Conduct a food festival.
- Prepare a feature article about alternative drinks and post them in your class blog along with photos and pictures.



Activity

Phrasal verb

Pick out the correct phrasal verb from the brackets and fill in the blanks.

- a) We are (using up / cutting down) all the planet resources.
- b) People forget to (turn off / turn on) the tap while they are brushing their teeth.
- c) We have to (go down / cut back) on the amount of water we use.
- d) When irrigation has no (carry over/carry off) system, the evaporating water deposits a gradual build-up of salinization, which is eventually damaging the plant life.
- e) She (cleared over/cleared off) all the plastics in the backyard.
- f) Forest fire was so big that the firefighters had difficulty in (putting it out/putting it away).

*Phrasal verbs are usually two-word phrases consisting of **verb + adverb** or **verb + preposition**.*

When you drink a glass of water or tender coconut water or just eat a fresh fruit you are not increasing your water footprint, ie, water is not depleted from earth. Water is a life-giver to everything in nature.

Have you noticed how refreshing the rain is to plants and trees?

- Write down the changes that you observe in nature after a rain. Read it aloud to your group.
- All changes in nature are not so welcome. What about building shopping malls by razing down the hills?
- Why should we preserve our resources?
- How can we effectively speak in favour of Mother Earth?

Today, almost all Indian villages face acute water shortage and contamination of ground water. Rain water harvesting is one of the answers for the problem. Look at this action plan for rain water harvesting.



Remember

Sustainable development is the organising principle for sustaining finite resources necessary to provide for the needs of future generations of life on our planet.

Project

Here is an eco project which will make you conscious of the natural resources like water, trees, soil etc.

- Make a list of the negative developments in your area that you would like to see reversed.
- Prepare an action plan.
- Put a time line and deadline.
- Plan the project involving each member of your team. Be specific about your tasks :who will do what, by which date.....
- Take daily action and follow up.
- Write a brief report.

You can make a difference

You can make a difference every day when you live with ecological wisdom. For that we should protect animal and plant life, and our life itself that is sustained by the natural elements: earth, water, air and sun.

- Collect a story, a poem and a news paper article on environment conservation. Pin them on the classroom notice board.
- Write down a thought on Nature everyday on the blackboard.
- Create a blog and post articles regularly.

Extended reading

Can we live in harmony with Nature and all living beings? Conduct a discussion in groups and present your findings before the class.

Here is the story of a family who have animals like the tiger, squirrel, parrot and a python as their pets. Read and find out how the members of the family live in harmony with their pets.

Animals on the Track

Ruskin Bond

'All aboard!' shrieked Popeye, Grandmother's pet parrot as we climbed into the Lucknow Express. Our family was moving from Dehra to Lucknow, in northern India. Grandmother was taking her pet parrot to Lucknow. Grandfather and I also took our pets. We brought along Timothy, Grandfather's tiger and Chips my small squirrel. But we thought it better to leave our python behind. In those days India was not so crowded and it was possible to travel with pets.

Grandfather had decided to travel in style. So we had a four-berth first class compartment of our own. Timothy, the tiger, had an entire berth to himself. Later, everyone agreed that Timothy behaved really well on the journey. Even the guard said he could not have asked for a better passenger. All the same, before we reached Lucknow there was excitement enough for everyone.

To begin with, Popeye objected to vendors poking their hands in at the windows. Before the train left Dehra station, he had nipped two fingers and tweaked a ticket-inspector's ear.

Then as the train started moving Chips, my squirrel, peeped out of my pocket. Before I could stop him, he was out of the compartment door. He had no difficulty in making friends with both children and grown-ups. Almost all the passengers had bought large amounts of roasted peanuts before the train pulled out. Chips felt he was in heaven. It was an hour before he returned with his tummy almost bursting.

"I think I'll go to sleep. It's been a tiring day," said Grandmother covering herself with a blanket. She stretched out on the berth opposite Timmy, "Aren't you going to eat anything?" asked Grandfather. "I'm not hungry; I had some soup before we left. You two help yourselves from the tiffin-basket". Grandmother dozed off. Even Popeye started nodding. "Well, I'm hungry," I said. "What did Granny make for us?" "Sandwiches, boiled eggs, a roast chicken, fruit pie. It's all in the tiffin-basket. "

I tugged at the large basket and dragged it into the centre of the compartment. The straps were loosely tied. As soon as I undid them the lid flew open. I let out a gasp of surprise.

In the basket was grandfather's pet python. He was curled up happily on the remains of our dinner. Grandfather had let it loose in the garden.



Somehow it had managed to get into the tiffin-basket. "Well, what are you staring at?" asked grandfather from his corner. "It's the python," I said. "And it has finished all our dinner."

Grandfather joined me and together we looked down at what remained of the food. Pythons don't chew, they swallow. The shapes of all the dishes granny had packed were outlined clearly along the length of the large snake's sleek body. We could see a chicken, a pie, and six boiled eggs. We couldn't make out the shapes of the sandwiches but those must have been eaten too because they weren't in the basket. Only a few apples remained. Evidently, the python did not care for apples. Grandfather shut the basket quickly and pushed it back beneath the berth. "We mustn't let Grandmother see him," he said. "She might think we brought him on purpose." "Well, I'm still hungry," I complained.

A little after midnight there was a great clamour at the end of the corridor. Grandfather and I woke up. Suddenly, there were cries of 'Saap, saap!' (Snake, snake!) Grandfather was on his feet in a moment. He looked under the berth. The tiffinbasket was empty.

"The python's out," he said, and dashed out of our compartment. I followed close behind. About a dozen passengers were crowded outside the washroom door. "Anything wrong?" asked Grandfather casually. "We can't get into the toilet," said someone. "There's a huge snake inside." "Let me take a look," said Grandfather casually. "I know all about snakes."

The passengers made way for him. He entered the washroom to find the python curled up in the wash basin. Grandfather gathered up the sleepy, overfed python and stepped out. The passengers hastily made way for them. "Nothing to worry about," said Grandfather cheerfully. "He's had his dinner, so no one is in any danger." And he marched back to our compartment.

Grandmother was sitting up on her berth when we got there. "I knew you'd do something foolish behind my back," she scolded. She wouldn't believe Grandfather when he told her he had nothing to do with it.

Choose the best option.

1. The family consisted of
 - a) the author, his grandfather and grandmother
 - b) the author, his parents and grandparents
 - c) Chips, Timothy, grandfather and grandmother

2. Popeye was
 - a) a passenger
 - b) grandfather
 - c) grandmother's pet parrot
3. The author opened the tiffin-basket to
 - a) eat the food his grandmother had packed
 - b) help grandfather
 - c) see what the python was doing
4. Grandfather rushed out when he heard the noise because
 - a) he wanted to go to the toilet
 - b) he knew the python had escaped
 - c) he did not want grandmother to know about the python
5. The passengers quickly moved out of grandfather's way because
 - a) they respected him
 - b) they were afraid of him
 - c) they were afraid of the snake

Answer the following questions:

1. What was the excitement about?
2. How friendly was the squirrel? What did he gain out of it?
3. Where was the python? How did the python find its way there?
4. Was there enough food for the family? How do you know?
5. Did the passengers know the python belonged to the family? Explain.
6. Who was Popeye? What did he do to the ticket inspector?

Fill in the blanks with words from the box .

then, first, finally, next, after that

But the one that caused the most trouble was the python. Nobody knew it had got into the tiffin-basket. _____ it ate up the food in the basket, _____ it escaped from the basket. _____ it frightened the other passengers by sitting in the basin in the bathroom. _____, grandfather had to go and rescue it and calm down the passengers.

3

SAY WHAT YOU MEAN

Introduction

This unit focuses on the importance of learning English. It also discusses the different ways of responding to different situations. The unit provides students ample practice in word stress and intonation. At the end of this unit, students will watch a movie and review it as a part of the project.

Significant Learning Outcomes

By the end of this unit, the students will demonstrate the ability to

- respond appropriately in different contexts.
- differentiate formal and informal language.
- use word stress appropriately.
- speak sentences with correct intonation.
- use expressions of arguments in a debate.
- analyze phonetic symbols for comparing sounds.
- write a review.



Activity

Read the questions about learning English. They are typical questions from international English speaking exams. Work in pairs and ask each other the questions.

- How long have you been learning English?
- Why are you learning English?
- How important is English in your country?
- How will English be useful to you in the future?



Activity

In his preface to The Cambridge Encyclopedia of the English Language, David Crystal offers six good reasons for studying the English language. Here are the reasons suggested by David Crystal. Do you agree with him? Why?

- Because it is fascinating
- Because it is important
- Because it is fun
- Because it is beautiful
- Because it is useful



Activity

How would you respond to the following questions/statements? Share with your class.

1. 'Congratulations! I am so pleased to hear that'.
.....
2. Excuse me...but I really don't understand this point about the need for good connectivity'.
.....

3. 'Is this your new phone? Must have cost you a lot?'
.....
4. 'Thanks for inviting me, but I have another engagement'.
.....
5. 'I doubt if I can make it for the dinner tonight'.
.....



Activity

Read some possible 'answers' given below and match them to the comments given in activity.

1. Thank you so much...I had to work hard for this promotion.
2. Without good connectivity, we can't download any of the big files... and that slows down our work!
3. Not really... only twelve thousand!
4. Oh that's a pity! Can you make it on the 18th then?
5. I can do it, only if I don't go home to change.

You are possibly thinking about other options. Of course, there can be fairly wide range of possible responses.



Activity

Imagine a Regional Manager of an I.T. company walking into the Meeting room and greeting his or her team with, "Hi, guys! I'd like to wish you all a very good evening." Do you think the greeting of the Regional Manager is appropriate? Why?



The context or the situation plays an important role in selecting the right expression. The above context is formal, so, a simple 'Good evening' is more appropriate. The context or the situation also plays an important part in selecting the right expression and this is called register. 'Hi, guys' is an example of the informal register and 'A very good evening to all of you' is an example of the formal register.



Activity

Imagine that you are hungry. Among the following which one would you like to say when you are hungry?

1. Wanna get something to eat?
2. Do you feel like getting a sandwich?
3. Will you accompany me to the dining room?

These three statements illustrate the three Englishes of everyday life. We'll call them friendspeak, conversational English and formal English. Before you choose, you need to know where you are and who you are talking to. Friendspeak is informal and filled with slang. Its sentence structure breaks all the rules that English teachers love. It's the language of I know you and you know me and we can relax together.



Activity

Read and compare the following conversations? Which one do you think is informal? Why?

Conversation: 1

"Hello, Mary. How are you?"

"Hello, Frank. I am fine. Are you going to the concert tonight?"

"Yes, Mary. I am going. Will I see you there?"

"Yes, Frank. I will be attending around 7 p.m."

"I am delighted to hear that, Mary. Take care. Good bye."

Conversation: 2

"Hey, Mar, what's up?"

"Hey, Frankie. Not much. You catching the show tonight?"

"Yeah, wild horses couldn't drag me away. I'll be there at seven."

"Cool. See ya there. Ciao."

"See ya, Mar."

Read the following passage and answer the questions that follow.

Using the Right English at the Right Time

Which type of English do you speak? Friendspeak, conversational English or formal English? Probably all of them. If you are like most people, you switch from one to another without thinking, dozens of times each day. Chances are that the third type of English - formal English - is the one that gives you the most trouble. All native speakers adjust their speech patterns depending on the context: from relaxed conversation in familiar surroundings to a more formal setting. Most of us might have been accused of having a 'telephone voice'. We all have a range of different voices - for talking to children, talking to friends in the street, making a presentation or talking to a foreigner and we modify our speech accordingly.

As second language speakers of English, we mainly use formal English. You can pick up informal English and slang terms from movies and the Internet. Slang as well as idiomatic expressions and special phrases are a very important part of the vivid, spoken language. Of course, learning slang terms would not mean the formal language should be abandoned. Students have to become familiar with standard English first, and then learn informal language and slang terms.

Formal English

Formal English is mainly used in writing. This style is academic in tone and is commonly used in academic textbooks, most school/university essays, business letters and contracts. Formal English is usually used for official or serious occasions, e.g., to formally welcome guests at a ceremony. Formal English uses more complex vocabulary than everyday speech. For example, it uses many 'bigger' words that aren't normally used in conversation. Examples are multi-syllable words like compensate, ascend and interrogate. It also prefers one-part verbs (e.g., establish) instead of phrasal verbs (e.g., set up). Slang and colloquial vocabulary are avoided in formal English. When formal English is used in writing, sentences tend to be long and complex, and grammar rules are followed strictly. It tends to be impersonal (or neutral), often using impersonal pronouns like it

and passive verbs. Contracted and abbreviated forms of words are usually avoided.

Informal English

Informal English is the language spoken by most people every day. It's also widely used in e-mails and letters to friends. Speakers of informal English aren't much concerned about their vocabulary. For example, informal English uses many short words (e.g., fire, climb and ask), much colloquial vocabulary (e.g., stuff, a lot of, thing and sort of) and multi-part verbs (e.g., set up instead of establish). It is also more relaxed about grammar rules than formal English, using simpler grammatical structures and loosely-connected sentences and phrases.

Formal English may be the norm in public speaking or an academic presentation. Using the same manner in an informal setting can make you appear conservative. Learning informal English is often one of the biggest challenges for second language speakers of English. The best way to overcome this hurdle is to gain exposure to situations where informal English is used. Whether it is films, the talk shows on TV or the opinions people express on their blogs, you can acquire several inputs to go from sober formal speech to 'cool' informal talk. (Woods Geraldine: English Grammar for Dummies, Wiley Publishing, Inc, New York, 2001).



Activity

Discuss the following.

1. What do you mean by "using the right English at the right time"?
2. What are the features of 'Formal English'?
3. What is 'Informal English'?

When you travel by train, have you noticed the different ways in which people speak the same language? What do you think is the reason for this? This is what is called dialect which varies from region to region.

Read the following extract. It is adapted from George Bernard Shaw's 'Pygmalion'. It was screened as a film - 'My Fair Lady'. Shaw (1856 -1950) British essayist, novelist and playwright received the Nobel Prize for Literature in 1925.

Scene 1 - The Bet

(Professor Higgins, an expert on phonetics and Colonel Pickering who is interested in the study of English dialects, are seated in Higgins' room. A shabbily dressed flower girl with a Cockney accent enters. She is the one whom Higgins and Pickering had met at Covent Garden the previous day.)

Higgins : It's you! I met you yesterday! Your accent was terrible. You are of no use. Be off. I don't want you.

Flower girl : *You ain't heard what I come for yet. You dunno what I want. I'm come to have lessons. And to pay for em too. I want to be a lady in a flower shop stead of sellin at the street corner.

Higgins : What's your name?

Flower girl : Eliza Doolittle.

Higgins : Your accent is dreadful. I cannot waste my time teaching you to speak good English.

Eliza : (Cries) Ah-ah-ah-ow-oo-o!

Higgins : Your sounds are horrible. Stop it.

Pickering : Higgins, I'm interested. What about the ambassador's garden party? I'll bet you all the expenses of the experiment. I'm sure you can do it. I'll pay for the lessons.

Higgins : (thinks) All right. In six months I'll pass her off as a Duchess. Her class begins at half-past four this afternoon.

(Eliza's lessons go on for months, before her first appearance in London society. During this time Higgins has been working on her pronunciation.)

*You ain't. ... street corner - Read in Standard English form this means, 'You have not heard what I have come for yet. You do not know what I want. I have come to have lessons. And to pay for them too. I want to be a lady in a flower shop instead of selling at the street corner.'

Scene - 2 The lessons

(Here is a sample of what Higgins' lessons to Eliza were like. This is her first lesson.)

- Higgins : Say your alphabet.
Eliza : I know my alphabet.
Pickering : Say it, Miss Doolittle. Do as he says.
Eliza : Ahjee, beyee, ceyee, deyee -
Higgins : Stop! Say A, B, C, D.
Eliza : Ahjee, beyee, ceyee, deyee -



- Higgins : Stop. Say, 'a cup of tea.'
Eliza : A cappete-ee.
Higgins : Put your tongue forward until it squeezes against the top of your lower teeth. Now say cup.
Eliza : C-c-c-cup.
Higgins : Good! Now can you say 'tea.' Not teyee.
Eliza : (cries) I can't hear no difference.
Higgins : Stop crying! Away with you. Come back for your class at three this afternoon.

Scene 3 - At the Ambassador's party

(Six-months' time is almost over. Place - The Embassy in London. Higgins, Pickering and Eliza arrive in a Rolls Royce. Eliza looks beautiful in an elegant dress and diamonds. They enter the Reception Hall. The host and hostess and a number of guests are present. Nepommuck, an old pupil of Higgins is also present.)

Higgins : My God! Nepommuck! It is going to be difficult to convince him.

Hostess : How d' ye do?

Host : How d' ye do?

Eliza : (Confidently, in perfect pronunciation) How do you do?

(Eliza walks past regally. All the guests stop talking and are stunned by her looks and diction)

Hostess : (to Nepommuck) I wanted to speak to you.

Nepommuck : Yes, Your Excellency.

Hostess : I want you to find out all about the 'Doolittle' lady.

Nepommuck : I already have! She's a big fraud!!

Hostess : Oh, no! Why?

Nepommuck : Because she is no English woman.

Hostess : But she speaks English perfectly.

Nepommuck : Too perfectly! No English woman speaks English perfectly as she does.

Hostess : Well, what is she then?

Nepommuck : Hungarian, like me. Of royal blood!

Hostess : Of royal blood? How do you know that?

Nepommuck : Only the royal race of Hungary can produce that air of divinity, grace and charming diction. She is a princess!

Hostess : Professor, what is your opinion?

Higgins : I say she's an ordinary London girl picked from the streets where she was selling flowers and taught to speak by an expert.

Nepommuck : Ha, Ha, Ha!

Higgins : What does your Excellency say?

Hostess : I agree with Nepommuck. She is a princess.

Host : (nods) I was going to say that too.

(Thus the bet was won. This proves that 'Practice makes Perfect'.)

Glossary

<i>phonetics</i>	- <i>the study of speech sounds</i>
<i>dialect</i>	- <i>form of language in a particular region</i>
<i>shabbily</i>	- <i>dressed in old or torn clothes</i>
<i>cockney</i>	- <i>the dialect of a native of East end of England</i>
<i>dreadful</i>	- <i>very bad</i>
<i>exquisite</i>	- <i>very beautiful</i>
<i>embassy</i>	- <i>the official residence of an ambassador</i>
<i>convince</i>	- <i>to make-one believe something</i>
<i>elegant</i>	- <i>graceful</i>
<i>regal</i>	- <i>royal/like a king or queen</i>
<i>stunned</i>	- <i>filled with shock and surprise</i>
<i>divinity</i>	- <i>state of being divine; a divine being; god or goddess</i>
<i>host/hostess</i>	- <i>one who receives guests</i>



Activity

Say whether the following statements are true or false and correct the false statements.

1. Professor Higgins is a scientist.
2. The bet is between Higgins and Pickering.
3. The hostess praises Eliza's vocabulary.
4. Nepommuck says that Eliza is a Hungarian.

Choose the best possible option from the choices given to fill the gaps.

1. A _____ dressed flower girl with a cockney accent enters.
a) neatly b) shabbily c) elegantly d) dirtily
2. Higgins said that Eliza, the flower girl's accent was _____.
a) stylish b) perfect c) bad d) dreadful
3. Higgins worked on Eliza's _____.
a) Greek and Latin b) vowels and consonants
c) music d) dance
4. Eliza was a big fraud according to _____.
a) The hostess b) Pickering c) Nepommuck d) the host

Answer the following:

1. Who is Eliza and what is her accent like?
2. What does the hostess think of Eliza?
3. Why does Nepommuck say that Eliza is a Hungarian?
4. Describe Eliza's pronunciation before and after her training.
5. What is the bet between Higgins and Pickering?

Relationship between Sound and Spelling

It is a well known fact that English spelling does not always indicate how an English word should be pronounced. There is, in other words, no one-to-one correspondence between the letters of the Roman alphabet and the sounds of English. While English has 44 sounds, the alphabet has only 26 letters. So the alphabet is overburdened. And worse still, even in the face of a scarcity of letters, many of them are sometimes squandered in representing the same sound. These two factors together result in a good deal of confusion:



Activity

Listen to the following words in which the same letter stands for many different sounds. Repeat each word:

ch *machine, monarch, chief*

a *late, last, fat, woman, village, water, what*

ough *though, through, bough, thought, thorough, cough*



Activity

Now listen to some words in which the same sound is represented by different letters or combinations of letters.



Activity

The *n* sound is represented by the letter or letters:

n *as* *in neck*

nn *as in* *funny*

gn *as in* *sign*

kn	as in	know
pn	as in	pneumonia



Activity

The vowel sound in the word *get*, is represented by the letter or letters:

ea	as in	head
ei	as in	leisure
eo	as in	leopard
a	as in	many
ai	as in	said
ie	as in	friend
u	as in	bury
ue	as in	guess



Activity

The vowel sound in the word *tea* is represented by the letter or letters:

ea	as in	beat
ie	as in	brief
eo	as in	people
e	as in	scene
ee	as in	seen
ey	as in	key
i	as in	machine
oe	as in	foetus
ei	as in	receive
uay	as in	quay



Activity

Listen to some words in which one letter stands for a sequence of two sounds. Listen to each word and repeat it.

The letter *q* stands for a combination of the *k* sound as in *key* and the *w* sound as in *watch*. Example:

question	square
quiet	squash
quite	queer



Activity

The letter *x* stands for a sequence of the *k* sound as in *kite*, and the *s* sound as in *sea*. Example:

excuse	box
excite	exercise
excess	

The letter *x* stands for a sequence of the *g* sound as in *go* and the *z* sound as in *zoo*. Example:

exact	exist
examine	exert



Activity

The letter *u* sometimes stands for the sequence of a consonant followed by a vowel. Example:

unit
(n.) use
utilize



Activity

Some letters in words are silent. In other words, they are not pronounced. Listen to them carefully and repeat each word.

b is silent in the spelling *mb* and *bt* occurring in the final position in words. Example:

thumb	bomb	debt
comb	climb	doubt
tomb	doubt	



Activity

d is silent in the spelling sequence *dj*. Example:

adjective	adjoin
adjust	adjacent
adjourn	



Activity

g is silent in the spelling sequences *gm* or *gn*. Example:

phlegm	gnarl	champagne	sign
paradigm	gnash	poignant	resign
gnat	physiognomy	assign	
gnaw			



Activity

h is silent in the spelling sequence *gh* and in the word - final position. Example:

ghost	ah
aghost	eh
ghetto	oh



Activity

k is silent in the word - initial spelling sequence *kh*.

Example:

knee	knob	know
knock	knife	



Activity

l is silent before *k* and in the word - final spelling sequences *lk* and *lm*. Example:

walk	balm
talk	palm
folk	calm



Activity

n is silent in the word - final spelling sequence *mn*. Example:

column
condemn
solemn



Activity

p is silent in the word - initial spelling sequences *pn* and *ps*.

Example:

pneumonia	psalm	pseudonym
pneumatic	psychology	

p is also silent in the final spelling sequence *pt*.



Activity

t is silent when it occurs between *s* and *l*, and *s* and *e*. Example:

castle	listen
wrestle	fasten
bustle	glisten
wrestle	



Activity

w is silent in the final position, in the initial spelling sequence *wr* and sometimes the initial spelling sequence *wh*. Example:

saw	write	who
raw	wrest	whole
claw	wrist	whose
blow	wreck	whom
snow	wrap	
show		

The following exercise will help you take a closer look at the difference between spelling and sound.



Activity

Look at the following words, pronounce each word, and then write down the number of letters and the number of sounds it has. Follow the example given below:

Call : *Number of letters: 4 Number of sounds: 3*

- | | | | |
|------------|---------------|----------------|------------|
| 1. colony | 2. receive | 3. shelf | 4. possess |
| 5. relax | 6. seize | 7. command | 8. plays |
| 9. college | 10. surround | 11. philosophy | 12. theory |
| 13. follow | 14. reign | 15. psychology | 16. boast |
| 17. rough | 18. knowledge | 19. pretty | 20. bright |

It is quite evident from the examples and the exercise given above that if we wish to represent the pronunciation of English words

unambiguously, the Roman alphabet is inadequate, and is used inefficiently for spelling English words. To get over this problem, therefore a special set of phonetic symbols has been devised, so that a given symbol represents one, and only one sound, and a given sound is always represented by the same symbol.



Activity

Sounds of English

As you all know that the English language has 26 letters in the alphabet, but the total number of sounds used in English is 44. In many languages, each consonant or vowel has a unique role, a function that never changes. However, in English, different letters (both consonants and vowels) can be pronounced differently depending on where they occur in the words, and there are, sounds which are not represented by any of the 26 letters. You would have studied them in greater detail in class XI. Now, let us review these letters and sounds again.

Letters	Sounds	
Vowels	5	20
Consonants	21	24
Total	26	44

- Given below are the phonetic symbols along with the words which represent that sound.

ɪ	I	ʊ	u:	Iə	eɪ		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
P	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Read all these words aloud and circle the letter that corresponds to the phonetic symbol.



Activity

2. Now study the phonetic symbol for each consonant sound carefully, and underline the word, if any, which **DOES NOT** represent the corresponding sound.

Consonant Sounds

Odd one out

/p/	pen, copy, happen, ciphon
/b/	back, bomb, baby, job
/t/	tea, tight, listen, button
/d/	day, ladder, odd, judge
/k/	key, clock, school, knife
/g/	get, giggle, might, ghost
/tʃ/	church, furniture, journey, nature
/dʒ/	judge, age, cheer, soldier
/f/	fat, coffee, love, photo
/v/	view, heavy, move, words
/θ/	thing, author, though, path
/ð/	this, other, weather, three
/s/	soon, cease, shoe, sister
/z/	zero, music, measure, buzz
/ʃ/	ship, cycle, sure, national
/ʒ/	pleasure, casual, leisure, shelf
/h/	hot, whole, thought, ahead
/m/	more, hammer, mnemonic, sum
/n/	nice, know, funny, column
/ŋ/	ring, queen, thank, sung
/l/	light, valley, talk, feel
/r/	right, wrong, sorry, poor
/j/	yet, use, beauty, jade
/w/	wet, one, away, blow

3. Homophone: It is a word which is pronounced in the same way as another word but differs from it in origin, meaning and spelling. For example: read (past tense of read) and red (a colour).

Homonym: It is a word which has the same spelling and pronunciation as another word, but a different meaning. For example, 'bank' of a river and 'bank' associated with financial transactions.



Activity

- (a) Given below is a box full of words. Read each word aloud, and then find pairs of words that are pronounced in the same way, but have a different meaning and different spellings.

sea	gate	too	bow	knot	see
blue	sent	fare	cue	pear	fair
there	by	gait	their	not	blew
bye	already	tye	stationery	whole	practise
deer	tie	die	two	bough	sent
queue	pair	practice	already	stationary	hole
dear	dye				

- (b) Write the pairs in the table as shown below:

Eg. pair, pear



Activity

How many letters, how many sounds?

Spelling and pronunciation

In some words, the number of letters is the same as the number of sounds.

Best (4 letters, 4 sounds)

b	e	s	t
1	2	3	4

Dentist (7 letters, 7 sounds)

d	e	n	t	i	s	t
1	2	3	4	5	6	7

But sometimes the number of sounds is different from the number of letters. In *green*, ee is one sound, and in *happy*, pp is one sound.

Green (5 letters, 4 sounds)

g	r	e	e	n
1	2	3		4



Activity

Write the number of letters and the number of sounds in these words.

	letters	sounds
green	5	4
all		
back		
could		
knee		
sixty		
thing		
who		
address		



Activity

Some pronunciation symbols are easy. Write these words in their normal spelling.

Example/best/best

(1) /bɪg/	(2) /help/	(3) /dres/	(4) /frend/
(5) /gɪv/	(6) /nekst/	(7) /verɪ/	(8) /wel/



Activity

Write words that rhyme (the end part of the word sounds the same).

Example:

Red	bed
1. key	tr—
2. blue	sh—

- | | |
|---------|-----|
| 3. not | w— |
| 4. one | r— |
| 5. date | w— |
| 6. lie | w— |
| 7. so | sh— |
| 8. beer | n— |



Activity

Write these words.

- | | |
|-----------------|----------------|
| 1. / mæp/ | 5. /mæn/..... |
| 2. /hænd/ | 6. /men/..... |
| 3. /best/ | 7. /meni/..... |
| 4. /eg/..... | 8. /hæv/..... |
| 9. /nekst/..... | |



Activity

Listen and put the words in the correct groups.

- | | | | | |
|-------|--------|-------|--------|----------|
| beard | ear | chair | church | curtains |
| dirty | door | floor | four | girl |
| horse | large | March | near | nurse |
| pair | parked | purse | shirt | shorts |
| stars | surfer | third | warm | wearing |

- | | | | |
|-----------------|---------------|--------------|-------------|
| 1. church | 1. door | 1. car | beard |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. |
| 5. | 5. | 5. | 5. |
| 6. | 6. | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |



Activity

/əʊ/ is spelled in different ways. Listen and repeat.

o : no cold post close drove home

ow : know low show slow

oa : boat

oe : toe

Listen and repeat the poem.

A letter

A letter came

in the post

from the coast

the one that I wanted the most.

It said, 'Don't be slow,

walk through the snow

and phone me when you are close'

Stress on the right syllable

A syllable is a unit of sound which includes a vowel sound. You can check how many syllables a word has by putting your hand under your chin. Each time your chin moves to make a vowel sound count a syllable. For example, the word 'difficult' moves your chin three times. Therefore, difficult has three syllables.

If the word has only one syllable, that syllable is stressed, but, in multi-syllable words, the stress falls on one of the syllables while the other syllables tend to be spoken over quickly. This leads to sounds that are not clear (muted) on unstressed syllables. In order to improve your pronunciation, focus on pronouncing the stressed syllable clearly. However, don't be afraid to "mute" (not say clearly) the other unstressed vowels.



Activity

- a. Study the examples and practise pronouncing the words by stressing the syllable written in capital letters.

perso**NEL**

TOtally

In**DU**strial

To**MA**to

Fan**TA**stic

Note: Unstressed syllables keep the correct sound, but they sound muted. Sometimes, unstressed vowels become a schwa sound - like a soft “uh”. At other times, the vowel is pronounced but not stressed. Now, review the eight common word stress patterns in English.

One Syllable – Stressed

All one syllable words have the stress on the one syllable. The intonation should go down.

EAT DRINK SIGN WELL

Two Syllable - First syllable stressed.

Examples:

Giant

PICture

HEAting

Two Syllable - Second syllable stressed

Examples:

to**DAY**

Ahead

a**LLOW**

Three Syllable - First syllable stressed.

Examples:

ENergy

Operate

ORganize

Three Syllable - Second syllable stressed.

Examples:

me**MOR**ial

a**SSUMPT**ion

ca**NA**dian

Three Syllable - Third syllable stressed.

Examples:

employ**EE**

japan**ESE**

volunt**EER**

Four Syllable - Second syllable stressed.

Examples:

psy**CHO**logy

e**VA**porate

cer**T**ificate

Four Syllable - Third syllable stressed

Examples:

poli**T**ician

indi**V**idual

repu**T**ation

FALLING AND RISING TONE

We have already seen that words that are important for meaning are generally stressed in a sentence and those that are not important for meaning are weakened and said quickly. Of the words that are stressed or said with extra breath force one word stands out as more prominent than the others because the pitch of the voice either moves from high to low or low to high on that word. The movement of the pitch of the voice from high to low is called the falling tone. A movement of the pitch of the voice from low to high is called the rising tone.

The Falling Tone

We use the falling tone in:

- i. statements
- ii. wh-questions
- iii. exclamatory sentences
- iv. commands
- v. tag questions

Listen to the following sentences with the falling tone and repeat each sentence.

1. They're ar'riving this `evening.
2. What a 'beautiful `dress!
3. 'Where have all the 'pencils `gone?
4. It's 'rather 'hot in `May, `isn't it?
5. 'Draw the `curtains.
6. How ex`traordinary!
7. 'Come and 'see me to`morrow.

The Rising Tone

When we use a rising tone, our pitch starts at a lower level and then goes up to a higher level.

- a. Yes/No questions
- b. Wh-questions asked warmly
- c. incomplete utterances
- d. polite requests

Listen to the following sentences and repeat them. Take care to use the rising tone in each case.

Yes/No Questions

A Yes/No question is one which can be answered in 'Yes' or 'No'.

1. Is 'father at _ home?
2. Can I 'see the _ Dean for a _ minute?
3. Can you 'buy me an _ ice-cream, _mummy?
4. Will you 'show me your 'new __ atlas?
5. Can I 'borrow your __ record _player?
6. Can you __ drive?
7. Can you __ cook?

8. Would it be 'possible to 'spend the __ night here?
9. Is the 'Ahmedabad Ex'press ar'riving on _ time?
10. 'Is there any re _ cording to _ day?

Wh-questions asked warmly

1. 'What is your __ father?
2. 'Where do you __ live?
3. 'How is _ mother?
4. 'Where did you 'leave your _ book?
5. 'How _ old are you?
6. 'Which is _ yours?
7. 'When did you _ come?
8. 'Where are you _ going?
9. 'Who did you _ talk to?

Incomplete Utterances

All the examples cited below have two tone-groups each. The end of the first tone-group is marked/. See how the first of the two tone-groups in each sentence is said with a rising tone.

1. If you 'go to _ Delhi/'please 'meet my `aunt.
2. I 'went to the 'market this __ morning/and 'bought a 'lot of `vegetables.
3. As 'soon as you 'reach _ London/'give this 'letter to the 'High Co'mmissioner.
4. When my 'father _ died,/I was 'only 'five years `old.
5. 'If I _ see him/I shall 'give him a 'piece of my `mind.
6. The 'moment you are _ ready,/'please `phone `me.
7. I 'don't mind 'eating _ anywhere,/pro'vided the 'place is `clean.
8. If you get 'drenched in the _ rain,/you're 'likely to 'fall `ill.
9. I was 'terribly _ hurt/when my 'father 'called me a `fool.
10. If at 'all it's _ possible,/I shall 'meet you at the `station.

Polite Requests

1. 'Pass the _ salt.
2. 'Close that _ window.
3. 'Lend me _ a rupee.
4. 'Shut the _ door.

5. 'Please 'carry my _ bag.
6. 'Buy me some _ flowers.
7. 'Bring some _ lunch for me.
8. 'Give me some _ water.
9. 'Fetch me an um _ brella.
10. 'Buy me a 'new _ pen, _daddy.



Activity

(timidly) 'Please don't ask me. I never know the right answer.'

(angrily) 'Put that away! I will not tell you again!'

(sadly) 'We will miss you when you have gone'.

(stubbornly) 'Why should I clean my room? Nobody in my class ever cleans their rooms!'

(guiltily) 'It definitely wasn't me. I was nowhere near the goal when the ball went in.'

In pairs, take turns to read the sentences below to one another, using the adverbs in italics to help you express the emotion.

In pairs, switch the adverbs around and note the effect on the sentences.



Activity

Think of two or three other meanings for each of the following sentences. Try to justify your opinions.

'Where are you going?'

'I love swimming.'

'Is this yours?'

'I wish I had the time'.



Activity

The way we use non verbal language can communicate emotions and attitudes, often as effectively as words. Consider that might be meant by body language.

1. In pairs demonstrate an emotion such as: anger, surprise, sadness, regret to your partner, without using words.
2. In pairs, chose any one of the sentences below and express it your partner, using only body language:
 - 'It's very warm here.'
 - 'Don't come near me!'
 - 'This is so boring.'
 - 'What do you mean?'
 - 'Please let me help.'
 - 'Come in.'
 - 'Go away!'
 - 'You cannot mean it.'
3. Discuss in the class how you felt when expressing the body language.
4. Make a list of the most common body language signals.

Create more sentences and act them out. Comment on each other's interpretations and make suggestions for changes and improvements.



Activity

Now watch the movie *My Fair Lady*. Write a review of the film. Here are a few tips for you.

How to Write a Film/Book Review.

The aim of writing a review is to judge a film, play or a book and inform the viewer / reader about it. The reviewer talks about the subject of the film, play or book being reviewed and how the film maker or director / author has handled the subject. At times the reviewer's aim is to arouse the interest of the viewer / reader so

that she / he wishes to see the film / read the book. Sometimes, the reviewer warns the viewer/ reader why she / he should not see or read a particular film / book.

While writing the review, you must include: the name of the film, the cast / director / writer, the important characters, a very brief outline of the film and why the film was worth seeing or not worth seeing.



Activity

RECITATION

Read the poems aloud with appropriate stress and rhythm.

From the Book of Questions

*Tell me, is the rose naked
Or is that her only dress?
Why do trees conceal
The splendor of their roots?
Who hears the regrets
Of the thieving automobile?
Is there anything in the world sadder
Than a train standing in the rain?*

Pablo Neruda

Questions

*Why is the rocking horse rocking?
Why does it rock in the windless air
Of the sunny verandah - why
Does it rock when there's no one there?
Why is the swing door swinging?
Why does it swing at the foot of the stair?
Why, like the chair, does it keep on moving
Back and forth, when there's no one there?*

*Why is the door bell ringing? Why
Does it ring through the empty flat
When there's nobody pressing the button
And nobody stand on the welcome mat?
Something has happened here. What can it be?
Why have they all gone away like this?
Why are the windows all open? And why
Does that record keep turning, hiss upon hiss....?*

4

TALKING ABOUT PEOPLE

Introduction

This unit discusses great and inspiring personalities. Focussing on lives of great people and different personality traits, this unit helps the students identify features of different discourses like speeches, profiles, biographies and memoirs and help them learn the target language.

Significant Learning Outcomes

By the end of this unit, the students will demonstrate the ability to

- use language for describing people, appearance, character, clothes etc.
- use language for predicting/talking about future.
- identify features of quotes.
- use language for introducing oneself/talking about self.
- deliver extempore speech with proper body language and vocabulary.
- identify features of journal writing, biography, autobiography and diary.
- read the texts using the techniques of skimming and scanning.
- identify features of written and spoken language and use them in contexts.

Look at the following picture and discuss the questions in groups:



- 1 Who is the girl in the picture?
- 2 How do you think a teacher influenced the life of Hellen Keller?
- 3 Do you remember the names of people who influenced you most?
- 4 In what way do you think they inspired you?



Activity

Identify the people

Identify the following people in the picture and match the quotations that follow to the pictures.



(a)



(b)



(c)



(d)



(e)

Quotes:

1. *"My job is not to be easy on people, My job is to make them better"*

2. *"Let us always meet each other with smile, for the smile is the beginning of love".*

3. *"I do not agree with what you have to say, I'll defend to the death your right to say it".*

4. *"I hated every minute of training, but I said, 'Don't quit. Suffer now and live the rest of your life as a champion'".*

5. *"You must be the change you wish to see in the world".*

Read the following excerpt from Martin Luther King Jr.'s 'The Drum Major Instinct' speech.

I won't have any money to leave behind. I won't have fine and luxurious things in life to leave behind. But I just want to leave a committed life behind. And that's all I want to say. If I can help somebody as I pass along, if I can cheer somebody, with a word or song, if I can show somebody he is travelling wrong, then my living will not be in vain.

Discuss

- How does Martin Luther King want himself to be remembered?
- How would you like to be remembered in future?



Activity

Make notes of the lives of great personalities mentioned above.

Prepare a speech about one of the personalities. (Include points like who he is, where he was born, what he is famous for etc.)

Read the following biography.

Have you ever heard of Lazlo Biro? He invented the ballpoint pen (the Biro). His invention has made writing a lot easier for everyone.

In the 1930s Lazlo Biro worked on a newspaper in Budapest in Hungary. He often watched the newspaper being printed by huge printing machines. Biro noticed that the ink use in the printing machines dried very quickly. He wondered if this quick - drying ink could be used in

pens. He had the idea of using a tube of quick- drying ink with a ball at the end. He found that when you wrote with it the ball allowed ink to flow out of the tube and on to the paper. Because it dried quickly it did not smudge like ordinary ink.



Biro was very excited by his discovery. His pen was much easier and smoother to write with. With the pen, it was possible to write up to 200,000 words before the ink ran out. It was even possible to write on rough surfaces. Another advantage of the ball point pen was that it was cheap. You just threw it away when the ink ran out and got another one.

Unfortunately, before he was able to patent his invention the Second World War broke out. Biro went to Brazil. There, he and his brother began to improve the design of the pen. In the early 1940s Biro began to manufacture his new pen but he did not have enough money to start a big company.

In 1944, he sold his business to an English man named Henry Martin. Martin produced thousands of Biro pens. People liked the pen very much. Later, Martin sold the business to a French company called BIC. This company sells twelve million pens a day.

Biro was pleased that his pen was so popular, but he did not make a lot of money from his invention. He died quite a poor man in South America. However, his name is not forgotten. It has become an everyday word.



Activity

Writing profiles

Select one from the following personalities and prepare profiles for him or her.

- C V Raman
- Marie Curie
- Ramanujan
- Henry Ford

Discuss

Why do people write about themselves? Autobiographical writing is when you write about yourself. Read the following autobiographical piece of writing.

There is one morning I will never forget. It was a morning in 1925, when our family went for our first drive in the first motor car we ever owned. This motor car was long and black, with a roof that folded back. We were so excited as we all climbed into it.



My eldest sister was the driver. She had been out in a car once before, so we all thought she was the expert. In those days you didn't have to take a driving test. Anyone who was brave (or foolish!) enough could drive a car.

'Are you sure you know how to do it?' We shouted. 'Do you know where the brakes are?'

'Be quiet!' my sister replied angrily. 'I have got to concentrate.' She turned on the engine and the car jumped forward.

We went down the drive and out into the village. Fortunately there were very few cars on the roads then. Occasionally you met a small truck or delivery van. Sometimes you met another private car.

My sister drove the car slowly through the village. She hooted the horn loudly every time we passed someone. Soon we were in the country side. There was no other car or person inside. 'Go faster' we shouted. 'Make her go faster put your foot down; we are only doing fifteen kilometers an hour.'

My sister began to drive faster, the engine roared. We watched the speedometer needle creeping up to twenty then twenty five then thirty kilometers an hour. Suddenly we came to a sharp bend in the road. My sister was surprised. She did not know what to do. 'Help' she screamed. She slammed on the brakes. The car skidded sideways. The whole world seemed to spin around us. With a loud crunching sound, we crashed into a hedge at the side of the road.

We didn't have seat belts in those days. So the front passengers shot through the front windscreens. Grass flew everywhere and so did we.



My brother and sister landed on the bonnet of the car. My other brother landed in the hedge. Luckily we weren't going that fast so nobody was hurt very much... except me.

Discuss

1. What is an autobiographical writing?
2. List out the events that take place in the story.
3. How does the narrator describe things that happened in the past?
4. How does the narrator bring humour in his description?
5. How well, do you think, the writer describes the adventure?
6. List some of the interesting words the writer use in the account.



Activity

Story Completion

Imagine you are the writer of the story. Write what you think happens next.

- Describe what happened to you at the time.
- How badly were you hurt?
- How did you feel?
- What did you say?
- What did the other members of your family do?
- What did they say?
- What happened to you after the accident?



Activity

Writing a feature article

Your teacher has asked you to write an article about an interesting person you know well, describing his/her appearance, personality and hobbies/ interests.

1. Which specific topics must be included in your composition? Put a tick
☐ Hobbies/ Interests
☐ Job/ Career
☐ Appearance
☐ Daily routine
☐ Plans / Ambitions
☐ Personality
2. Which topics/points could you include in the introduction and conclusion? Put I for introduction C for conclusion or a X for a point you would not use
☐ The person's name
☐ His / her child hood / early life
☐ Feelings / comments about him/ her
☐ Relationship (friend/ work mate etc.)
☐ Where and how you met him or her



Activity

Read the following article and answer the questions

I first met my friend Hari two years ago when he joined my school. "Hello" he said warmly. "My name is Hari; I'm new to this school so I'm your class mate now."

Hari is a handsome, well - dressed young man in his teens. He is quite tall and slim with black eyes and carefully- styled black hair. He likes wearing costly clothes such as jeans and T-shirts.

He has a great sense of humour and I love to listen to his wonderful stories. What is more, he is a very kind-hearted person who is always ready to help a friend in need. On the other hand, he can seem arrogant and conceited sometimes because he likes to be the centre of attention.

He enjoys dangerous sports such as sea-surfing and para gliding. He is a great singer too.

All in all, life is never dull when Hari is around. Who wouldn't be happy to have him for a friend?



Activity

Fill in the blanks with the right word from the list given below:

(Amusing, Centre, Early, Black, Humour, Kind- hearted)

1. teens
2. eyes
3. A sense of
4. The of attention
5. Sports

Study Tip

- Description of a person's physical appearance starts with general features such as height, build, age etc. and then the specific features like eyes, hair etc.
- When we describe somebody's appearance the clothes they wear are often described.

Here is a list of words describing the appearance of people. Can you think of more words to add to the list?

Height	Tall, Short, Of average height
Build	Muscular, Athletic, Well-built, Stout, Slim
Age	Teenager, in his/ her early twenties, in his/ her late sixties, middle-aged
Eyes	Brown, large, piercing

Nose	Hooked, straight
Hair	Curly, wavy, straight, spiky, short, long
Special Features	Beard/Moustache (trimmed, short, thick), mole, dimples, glasses
Clothes	Jeans, Skirt, T-shirt, High - heeled shoes, Tracksuit



Activity

Describe following people



When we describe someone's character our opinions need to be justified.

e.g., Hari is a very generous man.

He is always helpful to others and likes to give a lot to other people.

If we want to talk about somebody's negative qualities we use mild language. Instead of saying 'Rini is jealous' it is better to say 'Rini tends to be jealous'.



Activity

Use the following adjectives to describe people as in the example.

(Cheerful, sociable, hard-working, shy, energetic, ambitious, selfish, amusing, rude, lazy, bossy, kind-hearted, arrogant, impatient, generous)

Character	Justification
My brother is a very energetic man	He likes to keep active by taking part in various activities

Describing fictitious characters



Read the brief description of Sherlock Holmes by Arthur Conan Doyle.

Holmes was certainly not a difficult man to live with. He was quiet in his ways, and his habits were regular. It was rare for him to be up after ten at night, and he had invariably breakfasted and gone out before I rose in the morning. Sometimes he spent his day at the chemical laboratory, sometimes in the dissecting-rooms, and occasionally in long walks, which appeared to take him into the lowest portions of the City. Nothing could exceed his energy when the working fit was upon him; but now and again a reaction would seize him, and for days on end he would lie upon the sofa in the sitting-room, hardly uttering a word or moving a muscle from morning to night. On these occasions I have noticed such a dreamy, vacant expression in his eyes, that I might have suspected him of being addicted to the use of some narcotic, had not the temperance and cleanliness of his whole life forbidden such a notion.

As the weeks went by, my interest in him and my curiosity as to his aims in life, gradually deepened and increased. His very person and appearance were such as to strike the attention of the most casual observer. In height he was rather over six feet, and so excessively lean that he seemed to be considerably taller. His eyes were sharp and piercing, save during those intervals of torpor to which I have alluded; and his thin, hawk-like nose gave his whole expression an air of alertness and decision. His chin, too, had the prominence and squareness which mark the man of determination.

His hands were invariably blotted with ink and stained with chemicals, yet he was possessed of extraordinary delicacy of touch, as I frequently had occasion to observe when I watched him manipulating his fragile philosophical instruments.

Discuss

- How does Arthur Conan Doyle describe the general appearance of Sherlock Holmes?
- What are the words that the author uses to describe the hair, eyes, nose and chin of Holmes?
- How does Conan Doyle describe the height and build of Holmes?
- Did Conan Doyle succeed in showing the character of Holmes? Why?

Read the following extract from the novel '**Dracula**' by Bram Stoker.

His face was a strong, a very strong, aquiline, with high bridge of the thin nose and peculiarly arched nostrils, with lofty domed forehead and hair growing scantily round the temples but profusely elsewhere. His eyebrows were very massive, almost meeting over the nose and with bushy hair that seemed to curl in its own profusion. The mouth, so far as I could see it under the heavy moustache, was fixed and rather cruel-looking, with peculiarly sharp white teeth. These protruded over the lips, whose remarkable ruddiness showed astonishing vitality in a man of his years. For the rest, his ears were pale and at the tops extremely pointed. The chin was broad and strong, and the cheeks firm though thin. The general effect was one of extraordinary pallor.

Hitherto I had noticed the backs of his hands as they lay on his knees in the firelight and they had seemed rather white and fine. But seeing them now close to me, I could not but notice that they were rather coarse, broad with squat fingers. Strange to say, there were hairs in the centre of the palm. The nails were long and fine and cut to a sharp point. As the Count leaned over me and his hands touched me, I could not repress a shudder. It may have been that his breath was rank, but a horrible feeling of nausea came over me, which, do what I would, I could not conceal.



Activity

Compare and contrast

Compare the two characters and identify the words describing their features.

Features	Sherlock Holmes	Count Dracula
Face		
Hair		
Skin		
Complexion/colour		
Body-hands and legs		
Height and Build		
General appearance		
Feeling evoked		

- Which are the adjectives or adjectival phrases that indicate whether the character is good or evil?
- Which character will you like to be for your friend? Why?
- Collect adjectives and adjectival phrases that appeal to you from your reading.



Activity

Write an article

1. Your school is holding a competition for the best article entitled 'A person I'll never forget', and you have decided to take part. Write your article for the competition, describing the person's appearance, personality and hobbies/interests.

Read about some interesting personalities. As you read them, do the task assigned to it.

2. Number these lines in the correct order to form a text about JK Rowling, the famous author of Harry Potter. Do it as a homework.

- () two initials, but she didn't have a middle name.
- () Today she devotes much of her time to many charitable

causes. She famously

- () novelist ever to become a billionaire from writing. Her rags to riches story is a fantasy story in itself. She was on government handouts while
- () Seven Potter novels later and Rowling is one of the richest women in the world. In fact, she is the first
- () demanded that Coca-Cola donate \$18 million to the Reading is Fundamental charity if it wanted
- () writing children's books. She worked as a researcher and bilingual secretary for Amnesty International and as an English teacher in Portugal. The idea for
- () writing her first novel. Her last four books broke records for the fastest sellers in literary history.
- () Jo did a few different things before she struck upon the idea of
- () a tie-up with the Potter movies. The future? In March 2008, she said:
- (1) J.K. Rowling is the pen name she uses as a writer. The J is for Joanne, her real first
- () "I will continue writing for children because that's what I enjoy".
- () name, but she prefers to be called Jo. Apparently, people only call her Joanne when they're
- () the Harry Potter novels came from nowhere while she was on a train to London. She said, "The characters
- () and situations came flooding into my head".
- () angry with her. The K is made up. Her publisher asked her to write using a name with

3. Read about Mark Zuckerberg and frame some questions about him.

Mark Elliot Zuckerberg was born on May the 14th, 1984. He is the creator of the social media site Facebook. He was a star student at school, winning prizes in Astronomy, Maths and Physics. He also

excelled in Classical studies. He studied Psychology and Computer Science at Harvard University, which is where he created Facebook. His invention led to his becoming Time magazine's Person of the Year for 2010.

Zuckerberg excelled in everything he did in his youth. He was captain of the school fencing team, spoke many languages and was a highly skilled computer programmer. While other kids played computer games, he designed them. He created his first network while in high school to connect all of the computers in his father's dental surgery. He also built a media player which attracted the interest of Microsoft and AOL.

Zuckerberg started at Harvard in September 2002. In his first year, he created Facemash, a Facebook predecessor, that let students select the college's best looking people from a selection of photos. He launched Facebook from his Harvard room in February 2004. It was the start of a rollercoaster ride that would connect half a billion people worldwide and make him the world's youngest billionaire.

Mark Zuckerberg is now one of the most influential people on the planet. He has dined with the president of the USA and regularly attends global economic summits and technology forums. He stated: "The thing I really care about is the mission, making the world open." In 2010, Zuckerberg signed a promise called the "Giving Pledge", in which he promised to donate at least half of his life wealth to charity.

Look at the list of Personality traits given below:

Adjectives connected with money and giving things:

thrifty	generous	penny-pinching	tight-fisted
extravagant	mean	hospitable	

Adjectives connected with attitude to work

hard-working	industrious	diligent	disciplined	efficient
organized	disorganized	conscientious	inflexible	
careless	tidy			

Adjectives connected with temperament

aggressive	bad-tempered	even-tempered	level-headed
impulsive	irritable	energetic	slow

talkative cheerful reserved affectionate
passionate shy

Adjectives connected with relationships

trustworthy obstinate obedient boastful cheeky
envious sociable rude sensitive tactless selfish
proud jealous just assertive stubborn

Adjectives connected with danger

cowardly brave courageous reckless

Adjectives connected with the mind

intelligent bright clever sensible witty
dull absent-minded



Activity

Now fill in the columns given below with the adjectives given above, listing which traits can be positive or negative.

Postive	Negative

Personality vocabulary survey :

Take a survey on personality type of your friends.

Example: Talkative survey

1. Why are some people very talkative?
2. Do you usually like talkative people? Explain.
3. Where do you dislike talkative people ?
a) classroom b) cafeteria c) department store d) others
4. When are you talkative?
5. What are you talkative about?



Activity

Choose one of the words or phrases from below and write 5 survey questions below:

sincere , outgoing, passionate, serious, weird, romantic, easygoing, cheerful, organized, energetic, silly, reliable, annoying, intelligent, shy, enthusiastic.

..... Survey	Student 1	Student 2	Student 3	Student 4	Student 5
Qn.1.					
Qn.2.					
Qn.3.					
Qn.4					
Qn.5					



Activity

After the survey, write a short report based on the answers you have collected from the five people.

Eg: Most students think people are talkative when they are excited. Some students think talkative people are annoying in the classroom. However, a few students like talkative people everywhere. Many students said they are talkative when they get good news. One student said she is talkative when she talks about clothes.



Activity

IF I WEREN'T ME..

If you weren't you, what would you want to be? Think and share your thoughts in your groups. You have to give reasons for your thoughts.

Eg : If I weren't me, I would like to be a mango tree, because mango trees are strong. They give sweet mangoes. They give shade too.

(You can also choose to be some other personality)

Now write a paragraph about what you would like to be.

MEMOIRS

Memoirs are a narrative recollection of the writer's experiences.

Writers of memoirs:

- have usually played roles in or have witnessed interesting experiences / life changing events / new experiences or historical events
- place a greater emphasis on other people and events
- describe or interpret one particular event

Now try writing a memoir.

Here are the steps.

- From memory, draw a picture to illustrate one chosen event in your life.
- Label the drawing with the thoughts / feelings / sounds / smells / colours and images that the memory stirs in your mind.
- Finally, use your drawing as a memory map to draft your memoir.
- Remember to write in first person.

Read below a sample memoir written by a student.

"Monica, you have zero noonchi."

"Noonchi? What's noonchi?"

"You know, noonchi. That thing. That thing people with noonchi have."

With no thanks to my mother's explanation and just a little hunch from the context of the word, I inferred that the word might have some similarity to common sense.

"So is 'noonchi' basically Korean for 'common sense'?" I asked. My mother's eyes brightened.

"Sort of." I gave her a look.

"Sort of? Well what do you mean, 'sort of'?"

"I- I'm not really sure how to explain it," my mother sighed disappointedly. It was only a couple of years later that I understood the subtleties of the definition of this word: noonchi. This Korean term refers to one's ability to gauge the nuances of another's feelings and act accordingly.

One day, my family and I were crowded around a table at a Korean barbecue restaurant with delicious galbi sizzling on the grill. My aunt was talking about one of my cousins who was pregnant with her second son when I decided to ask when her other daughter was planning on having a child. A swift kick in the shin coupled with an intense eyebrow raise by my brother was all it took for me to realize that maybe it was not the most appropriate question to ask. It was only after we got home that my brother shook his head and told me, "Monica, you have zero noonchi."

It took me several more tries before I eventually pieced together the definition. But before long, I started hearing the word used everywhere; my local Korean market, my church, and even my favorite Korean dramas all had someone using the word noonchi at any given time. At one point, I even found myself using the term here and there, trying to then explain it to my friends.

As a Korean-American, I have always found myself teetering in the middle of two vastly different cultures. On one hand, I am American-born and I enjoy biting into a hamburger at a Fourth of July barbecue. On the other hand, I am Korean-raised and I savor every moment of being able to twirl around in my colorful Korean dress (hanbok) on Chuseok, the annual harvest festival.

My struggle to grasp the meaning of noonchi was a testament of not only my inability to truly identify with one culture over the other, but also the difficulty that underlies true comprehension of the Korean language that is extremely idiosyncratic in nature.

Every language is borne from a medley of culture, way of life, and tradition. If every word from every language could be translated

simply and mechanically, it would strip away and disengage the customs from their words. It would demean the thousands of years of history carved into the carefully chosen sounds and locutions.

So even if it did take me a frustratingly significant amount of time to fully understand the meaning of noonchi, it is one of the many, many examples that make the Korean language and the Korean culture uniquely Korean and I would not want it any other way.



Activity

Book of Memoirs

Write a memoir to be published in the *Collection of memoirs*.

5

TAKE IT LIGHT

Introduction

This unit focuses on the language of humour. It discusses how humour can be created through language and gives the students varied and creative tasks to practise elements of humour. The unit is meant to be dealt with lightly, encouraging fun and creativity in the class. At the end of the unit, the students can prepare a comic book, story book or a funny video as part of their project.

Significant Learning Outcomes

By the end of this unit, the students will demonstrate the ability to

- write funny captions for pictures.
- create dialogues for cartoons.
- use funny expressions and words for creative writing like limericks and parodies.
- list rhyming words and similes for creative writing.
- read/Narrate stories with appropriate sentence stress and intonation.
- use language of persuasion in role-play and ads.
- write tall tales using exaggerated expressions.
- create vocabulary chart for words related to laughter/smile.
- create comic books, story books or funny videos.

Read This!!



A family of mice were surprised by a big cat. Father Mouse jumped and said, "Bow-wow!" The cat ran away. "What was that, Father?" asked Baby Mouse. "Well, son, that's why it's important to learn a second language."



- Do you like jokes? Where do you hear them?
- Why do you like jokes?
- What makes jokes so funny?

Think of some jokes you have heard or read. Which of them do you like the best?



Tell your favourite joke to the class.



Activity

Here is a popular comic strip:

Calvin and Hobbes



Discuss

- What is the punch line of this comic strip?
- What is your favourite comic strip?
- Where do you read them?
- Which cartoon characters do you know?
- Who is your favourite cartoon character? Why?

A punch line is the final part of a joke, comedy sketch or story, usually the word, sentence or exchange of sentences which is intended to be funny or to provoke laughter or thought from listeners.

Write a paragraph about your favourite comic strip/ cartoon character.

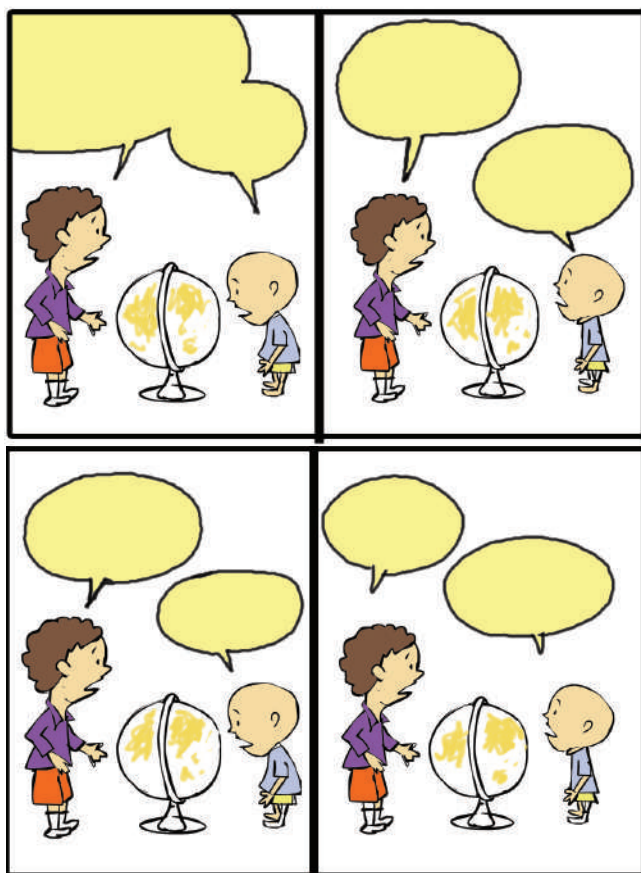


Activity

Dialogue practice

Look at one more popular comic strip called "Peanuts" by Charles M Schulz, an American illustrator.

The dialogues have been removed from this comic strip and placed in the box below. Pick the dialogues from the box and write them in this strip, in the right order.



"Sure, like a baseball."

"I don't believe it!"

"Like a baseball?"

"So you see this proves that our earth is round like a ball..."

"Sure, just like a basketball".

"Why?"

"Like a basketball?"

"No stitches!!"



Activity

Collection

- Collect different comic strips from magazines and newspapers, and prepare a class album. You can collect comic strips from your local language too.
- Find out the punch lines in different comic strips.

*In small groups, create your own comic strips.
Conduct a class exhibition of your comic strips.*



Activity

Look at the following cartoons. Write funny captions for them.



It's not just cartoons and comics that are funny. Humour can be created in any form. Look at other ways in which humour is used in language.



Activity

Understanding limericks

Read the following short poem. It is called a limerick.

*There once was a fish who could talk.
He wanted to learn how to walk.
He got out from the sea,
Fell right onto me,
And I nearly died from great shock.*



Now read one more limerick:

*There once was a man from Greece.
He was incredibly obese.
He rolled round the world
crushing all boys and girls
then fell into a vat of grease.*



Discuss

- Identify the features of these limericks.
- How many lines does a limerick have?
- How many syllables are there in each line?
- What is the pattern of rhyming in the limerick?
- What makes them funny?
- Are they very serious in themes?

Video

- Watch and listen to some limericks.



Activity

Rhyming words

You must have noticed that limericks follow a strict rhyme pattern. Now look at the following words and write minimum 3 words that rhyme with them.

heart
pale
tall
feel
cool

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

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

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

Work in pairs. **Challenge your partner to find rhyming words for the words you provide.**



Activity

Writing limericks

Look at the first line of the limerick.

"There was a fish who could talk."

You can create humour by combining strange and impossible elements. Try to complete the following sentences using unusual combinations. Later you can use them as the first line of your limerick.

1. There was a boy who could
2. There was a man who could
3. There was a little girl who
4. There was a lion who
5. There was an old lady
6. There was a fly

Now let us do something creative.

Create some limericks about real or imaginary people/animals. (eg. your friend, a celebrity, a man in the street, a bird etc). Present them in the class. Now upload them to your class blog.



Activity

Listening for Stress and Tone

Here is a funny folk tale. Your teacher will read it. Listen to her carefully. As you listen, think about these points.

- How does he/she read/say it?
- Does he/she stress some words?

In English, we don't say all the words in a sentence with the same force or strength. Some words are **STRESSED** and other words are unstressed.

eg: We **don't want to go.** (Here the words in bold are said with more force than the other words.)

Here is the first part of the story. As you listen to your teacher, underline

the words that your teacher says with a stress.

THE DONKEY GOES TO MARKET

"I tell you, NO! I will not keep this miserable donkey another day!"

Nasreddin Hodja said to Fatima, glaring at the little gray donkey.

"It eats like an elephant but grows skinnier every day. It is slow as a tortoise, lazy as a pig, mean as a fox, stupid as a fish, and stubborn as a - as a - as a donkey! I can sell this wretched donkey for enough to buy a fine one and still have a gold piece left over."

"Ughr-r-r," he whirred to the donkey. The little animal reluctantly shook its long ears, picked up one tiny hoof, and was off. Hodja handed the donkey over to the auctioneer at the animal market.

Practise saying the underlined words with the help of your teacher.

Now, before you listen to the second part of the story, read the following questions. **As you listen to your teacher again, write your answers for these questions.**

(Note : The complete story is given at the end of the unit as Appendix 1.)

1. What features of the donkey did the auctioneer appreciate?
Tick the right answers.
(eyes, ears, head, tail, legs, muscles, nose)
2. How much was the initial bid?
..... ghurush.
3. How much was the final bid?
..... liras and ghurush
4. Who bought the donkey at the end?
.....

Lira and
Ghurush
are coins of
Turkey



Activity

Intonation

Did you notice that your teacher read different sentences in different tone variation? Did the variation in his/her voice help you understand the attitude and the mood of the character?

Intonation is the use of changing vocal pitch to convey grammatical information or personal attitude. Intonation is based on Pitch, Sentence Stress and Rhythm. The basic types of intonation are Rising Intonation and Falling Intonation.

Let's practise intonation:

1. How would you say "HELLO" to the following people?
 - A friend you meet regularly.
 - A friend you haven't seen for a long time.
 - A neighbour you don't like.
 - A two year old baby.
 - A person who is not listening.
 - A person on the phone.
2. Read the following sentences with proper intonation to convey the mood/attitude given in brackets.
 - I have something to tell you. (excited)
 - I have lost my notes. (worried)
 - Would you like tea or coffee? (polite)
 - What's going on here? (irritated)
 - Could I take your picture? (request)
 - You don't like chocolate? (surprise)
3. Pair Reading
 - Now that you know about Sentence Stress and Intonation, read the story "The Donkey Goes To Market", to your partner. You should use proper stress, tone and pause.



Activity

Similes

Look at the following expressions from the story. They are the descriptions that Hodja uses for his little donkey.

"Slow as a tortoise, lazy as a pig, mean as a fox, stupid as a fish, and stubborn as a donkey."

Such comparisons are called **Similes**. They make stories more descriptive.

Match the following words to create appropriate similes.

as	large	as	feather
	honest		crimson
	cool		fox
	proud		life
	light		ghost
	pale		owl
	red		bat
	blind		peacock
	cunning		razor
	sharp		mirror
	slow		tortoise
	wise		cucumber



Activity

Role play

Look at this dialogue spoken by the auctioneer.

"I have watched this donkey many a time and wished it was mine. See that wise look in its eyes! See the gentle way it holds its head!"

How does he describe the donkey? What techniques does he use to persuade the buyers?

Did you notice how, even Hodja was impressed by the words of the auctioneer?

Suppose you want to sell something in the market. (eg: a mobile phone/bike/watch etc.)

- How would you describe your product to the buyers?
- What techniques would you use to sell it?
- How would you persuade the customer to buy it?

With your partner, write a script for a role-play and enact it in the class.



Activity

Amusing Ads

We always see different marketing strategies used by the sellers. Advertising is one of them. They capture the attention of the people quite easily, because they are short, crisp and sometimes amusing. Look at some amusing ads that became great hits.

- Just Do It (Nike)
- Utterly Butterly Delicious (Amul)
- Cancer cures smoking (Cancer patient Aid Association)
- I'm lovin' it. (McDonald's)
- Let your fingers do the walking. (Yellow Pages)
- Zoom! Zoom! (Mazda)

- Find more amusing ads from newspapers and magazines and display them on a chart.
- Why are these ads amusing? How do they influence the customers? Analyse any two ads and list their features.



Activity

Story writing

The Hodja story takes place in an ancient period. Imagine that this story is happening place in a modern context. What would be Hodja selling instead of a donkey? What kind of people will be there instead of the villagers?

- Rewrite this folk tale in a modern context. You may change the characters, setting and the style of dialogues, as required for the context.
- Narrate the story that you have written to your class. Focus on the stress, tone, pause etc
- Record some selected stories and preapre a CD of the modern version of funny folk tales.

You have retold a well-known folk tale in a modern context. Now look at another way of imitation which produces humour.



Activity

Parodying

*Twinkle, twinkle, little bat!
How I wonder what you're at!
Up above the world you fly,
Like a tea-tray in the sky.*

As you guessed, this is a parody of the first four lines of a famous poem by Jane Taylor. This parody was written by Lewis Carroll in his famous novel 'Alice in Wonderland'.

Here are some lines from some famous poems. Write parodies for them.

1. *Tyger, Tyger burning bright,
In the forest of the night;
What immortal hand or eye
Could frame thy fearful symmetry?*

(William Blake)

2. *Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth.*

(Robert Frost)

3. *I wandered lonely as a cloud
That floats on high o'er vales and hills
When all at once I saw a crowd,
A host of golden daffodils;
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.*

(William Wordsworth)

4. *O my Luve is like a red, red rose
That's newly sprung in June;
O my Luve is like the melody
That's sweetly played in tune.*

(Robert Burns)

Verbal humour is created by placing or misplacing syllables or words in unusual ways. We have many types of verbal humour. Here are some:

Pun is a play on words, in which a word of multiple meanings or a word of similar sound but different meaning.

eg: Without geometry, life is pointless.

A **malapropism** is created through either the intentional or unintentional misuse of a word - substituting the 'right' word for another with a similar sound. It derives its name from a character (Mrs Malaprop) in Richard Sheridan's play 'The Rivals'.

eg: My sister has an extra-century perception.

A **spoonerism** is an either intentional or unintentional transposition of the sounds of two or more words. It takes its name from the Oxford professor William Spooner, who was famous for his slips of the tongue.

eg: You have hissed all my mystery lectures. (Instead of "You have missed all my history lectures.")

Irony is using words to imply the opposite of their literal meaning, or a situation where the outcome is the opposite from that intended or expected.

eg: What a pleasant weather! (When actually the weather is very bad.)

Overstatement is deliberately maximizing a subject often with hyperbolic exaggeration.

eg: I am so hungry I could eat a horse.

Understatement is deliberately minimizing whatever is being spoken about, often absurdly.

eg: Oh! This is just a scratch! (to describe major injuries).

A statement of the obvious is generally delivered dead-pan or straight-faced.

eg: This water is very wet.

Absurdity is humor obviously lacking in reason. It is foolish or ridiculous and often includes the use of nonsensical language.

eg: What do you call an elephant with a machine gun?

Answer: Sir!

Find out more examples for different kinds of verbal humour, from books, movies or daily life events.



Activity

One liners

We see a lot of verbal humour in newspaper headlines as well. Look at some of them.

Read the following one liners:

Federal Agents raid gun shop, find weapons.
Man Denies He Committed Suicide.
Survivor of Siamese Twins Joins Parents.
Miners Refuse to Work after Death.
Typhoon Rips Through Cemetery; Hundreds Dead.
A man shot an elephant in pyjamas.

- Write one liners for different events. Try to bring in humour in your one liners.
- Now that you have some headlines, choose any one interesting heading and develop a short news report for it.
- Collect one-liners from magazines or news papers. Display them in your class.

Let's take a break

Have you heard of tongue twisters? Here are some. Read them repeatedly.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

Here humour is created by placing same sounds frequently. Find out more tongue twisters and practise in the class. Remember to use pauses at proper places.

Get ready for another story

Do you like ghost stories? Are ghosts scary enough?

Read an extract from the famous story "The Canterville Ghost" by Oscar Wilde and find out the conditions of some ghosts.

The Canterville Ghost

There was a horrible storm that night, but apart from that nothing scary happened. The next morning, however, when the family came down to breakfast, they found the terrible stain of blood once again on the floor. Washington cleaned it a second time, but the second morning it appeared again. The third morning it was there, too, although the library had been locked up at night by Mr Otis himself.

The following night, all doubts about the existence of the ghost were finally removed forever. At eleven o'clock the family went to bed and sometime after, Mr Otis was awakened by a strange noise in the corridor, outside his room. It sounded like the clank of metal, and it came nearer every moment. Mr Otis got up and looked at the time. It was exactly one o'clock. So Mr Otis put on his slippers, went to the door and opened it. There, right in front of him, stood the ghost - his eyes were as red as burning coals; long grey hair fell over his shoulders and from his wrists and ankles hung heavy chains.



'My dear Sir,' said Mr Otis, 'you must oil those chains. It's impossible to sleep with such a noise going on outside the bedrooms. I have therefore brought you this bottle of lubricator, and I will be happy to supply you with more if you require it.' With these words Mr Otis laid the bottle down, closed his door and went back to bed.

Shocked, the Canterville ghost stood quite motionless for a moment, but then he growled angrily. Just at this moment, the twins appeared on the corridor and threw a large pillow at him! The ghost hastily escaped through the wall, and the house became quiet again. When the ghost reached his small secret chamber, he took a deep breath. No ghosts in history had ever been treated in this manner!



Activity

Role play

Discuss

- What makes this story funny?
- Was there something unexpected?
- Did you expect the ghost to be afraid of humans?
- What happens in normal ghost stories?
- Write a play-script of this story and enact the roles in the class.

Video

- Watch some movie clippings where unexpected climaxes created humour.
- (Modern Times- Charlie Chaplin - diving into the river)
- (Mr. Bean packing his suitcase)

As you watch the Mr. Bean video, fill in the following blanks.

1. Mr. Bean is _____ his suitcase.
2. Mr. Bean is _____ cans of food, a towel and clothes in his suitcase.
3. Now Mr. Bean _____ to close his suitcase. He can't close it because there are too many things in it.
4. He _____ everything out of his suitcase.
5. He is holding a can and he _____

6. He _____ at his big towel.
7. He _____ at a small washcloth. He decides to take the washcloth.
8. He is _____ at the two swimming suits - a small and a big one. He _____ to take the small one.
9. He is _____ at the shoes. He takes only one shoe.
10. He _____ a package of the underwear. He decides to take one pair of underwear.
11. He is _____ at his shirts.
12. He is _____ to decide which shirt to bring.
13. He is _____ at his toothpaste and tooth brush. He _____ the tooth brush to make it smaller.
14. He is _____ the toothpaste tube to make it smaller.

Were there some exaggerations in these clippings? Do such things happen for real? Do we exaggerate when we narrate stories or events? Why do we exaggerate? And, how do we do it?

Have you heard of tall tales? They are exaggerated, unrealistic stories. Read a tall tale here.

Idaho Potatoes

An Idaho Tall Tale

We, here, in Idaho are extremely proud of our potatoes. Our fields are so chock full of potatoes that you can hear them grumbling when you stick your ear on the ground. "Roll over, you're crowding me," they say.

Potatoes grow bigger in Idaho than anywhere else. Once, a greenhorn asked me for a hundred pounds of potato. I set him straight real fast. I don't believe in cutting into one of my potatoes. "You buy the whole potato, or you take your business elsewhere," I told him.

Why do our potatoes grow so big? Well, it's because we feed them like family: corn- meal and milk every day for breakfast, lunch and dinner. You should taste my wife's mashed potatoes! They are the creamiest mash potatoes in the whole United States. It's all the milk our potatoes drink while their growing, makes them so creamy that all my wife needs to do is just boil them and mash them up.

Sometimes, the size of our potatoes creates a problem for the farmers. One fellow I know got trapped for eight hours beneath a potato. His wife came looking for him when he was late to dinner. She had to get the neighbors to help roll it off. But that's just the way it goes when you're farming potatoes in Idaho.

Discuss in groups

- What are the features of tall tales?
- How are they different from other stories?

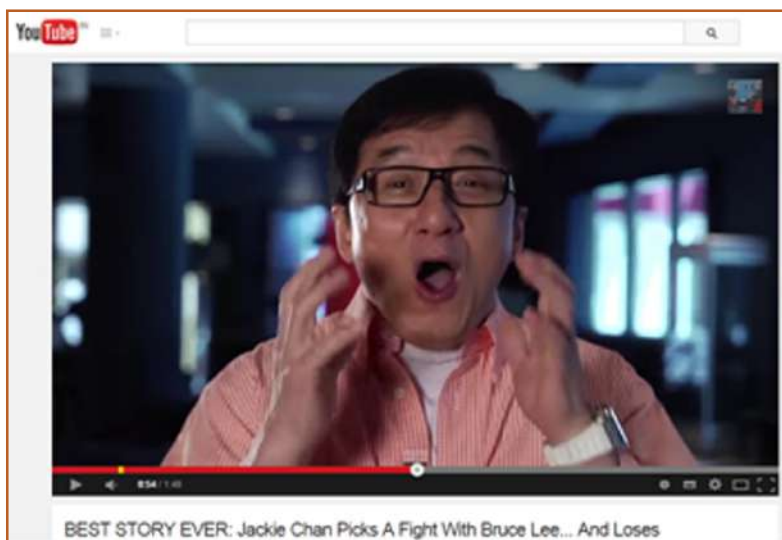


Activity

Write a Tall Tale

- Find out the words/phrases of exaggeration from the story.
- Write a tall tale using words/phrases of exaggeration.
- Narrate a tall tale to your class. Use appropriate tone, expression and body language.

Your audience will be more interested in your narration, if you say something with proper gestures and facial expressions, along with an appropriate tone. Watch how the famous actor, *Jackie Chan* is narrating his experience with Bruce Lee.



(Video - Jackie Chan about his experience with Bruce Lee)
<https://www.youtube.com/watch?v=U8CtOqJy6xM>

Listen to the narration-style, tone, gesture and watch the facial expressions.

Have you used the following expressions (acronyms) in your SMSes or IMs?

LOL ROFL

When do you use them? What do they mean?

How does it feel to *Laugh out Loud*? And when do you *Roll On the Floor Laughing*?

Take a minute and laugh aloud with your friends. How did you feel? Share your thoughts with your class.

Now read this article on Laughter.



Activity

Narration

Look out for Laughter

We will have to give life a new orientation. The past has crippled life very badly; it has made you almost laughter-blind, just like there are people who are colour-blind.

The constant repression of laughter has made you laughter-blind. Situations are happening everywhere, but you cannot see that there is any reason to laugh. If your laughter is freed from its bondage, the whole world will be full of laughter. It needs to be full of laughter: it will change almost everything in human life. You will not be as miserable as you are. In fact, you are not as miserable as you look - it is misery plus seriousness that makes you look miserable. Just misery plus laughter, and you will not look so miserable!

Look around at life and try to see the humorous side of things. Every event that is happening has its own humorous side; you just need a sense of humour. And it does not need much searching: you just try to see it, and it's everywhere. Seriousness has become almost part of our bones and blood. You will have

to make some effort to get rid of seriousness, and you will have to be on the lookout wherever you can find something humorous happening, don't miss the opportunity.

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

In an apartment, every couple was fighting, throwing pillows, throwing things, breaking cups and saucers, shouting at each other, husbands and wives screaming. But people were puzzled about one thing. There was this gentleman. From his flat, they never heard anyone fighting; on the contrary, they always heard laughter. So they caught hold of the fellow as he was coming from the market and said, "First you have to tell us. What is the secret? Why do you laugh when everybody fights?" The fellow said, "What happens is, she throws things at me. If she misses then I laugh; if things hit me then she laughs". Seriousness is a sin.

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

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

Discuss in groups

- What makes us happy?
- Does laughter relax us?
- What are the benefits of laughing?

Speaking

- Narrate an incident that made you laugh.

Writing

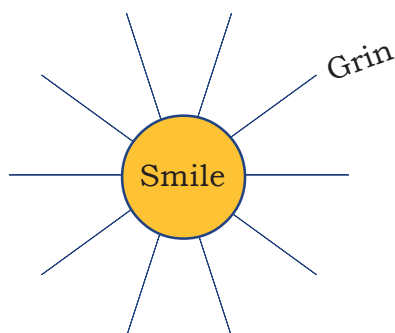
- List of activities that make you happy.
- Description of a funny scene from a movie/comedy show you watched.



Activity

Vocabulary

Look at the following words. Write as many words as possible, related to the main word given in the web. Use your dictionary /thesaurus to complete this.



Project

Create a comic book or a video using any of the ideas in this unit. Upload your project in your class blog.

Appendix-1

"I tell you, NO! I will not keep this miserable donkey another day!" Nasr-ed-Din Hodja said to Fatima, glaring at the little gray donkey.

"It eats like an elephant but grows skinnier every day. It is slow as a tortoise, lazy as a pig, mean as a fox, stupid as a fish, and stubborn as a - as a - as a donkey! I can sell this wretched donkey for enough to buy a fine one and still have a gold piece left over."

"Ughr-r-r-r," he whirled to the donkey. The little animal reluctantly shook its long ears, picked up one tiny hoof, and was off. Hodja handed the donkey over to the auctioneer at the animal market. "Here is a donkey worth buying!" The auctioneer rubbed his hands gloatingly as he set Hodja's old donkey before the little group of buyers. "I have watched this donkey many a time and wished it was mine. See that wise look in its eyes! See the gentle way it holds its head!"

Nasr-ed-Din Hodja looked at the donkey's eyes. There was a wise look he had never noticed.

"And look at the muscles," the auctioneer droned on. "What loads it could carry! Those slim legs mean speed. I wager this donkey could run faster than any other donkey!"

Hodja looked at the donkey's legs. He had never noticed how strong and slim they were.

"Fifty ghurush," offered a villager.

Nasr-ed-Din Hodja glared at him. Fifty ghurush for the finest donkey in Ak Shehir, indeed!

"Two liras," called the Hodja.

"Two and a half liras," called a villager.

"Three!" The Hodja held up three fingers.

"Four!"

"Five!"

"Six!"

Up and up went the price until a villager bid ten liras.

"Ten liras and five ghurush", some other villager said.

"Ten liras and eleven ghurush," shouted Hodja.

He waited. Silence!

"Only ten liras and eleven ghurush for this wonderful donkey!" exclaimed the auctioneer who knew perfectly well that was a good price. "Come, someone! Make it eleven liras."

Everyone waited. Silence!

The auctioneer handed the bridle to Nasred-Din Hodja. Hodja emptied his money bag into the auctioneer's hand. He threw his long legs over the donkey's back and settled into the familiar saddle. How proud of his bargaining Fatima would be!

Halfway home he began wondering why he had an empty money bag. He had planned, by good bargaining, to bring home a donkey and more money than he carried away. It was puzzling. Perhaps Fatima could explain.

ASSESSING SPEAKING AND LISTENING SKILLS (Suggested Activities)

Scheme of Examination

Teaching speaking is a very important part of second language learning. The revised Communicative English text book for the higher secondary classes lays stress on developing listening and speaking skills providing a rich environment with collaborative activities, authentic materials and challenging tasks. So the practical exam should focus on assessing the four skills (LSRW) associated with language learning.

LISTENING (5 + 5 = 10 Score)

The students will be assessed on:

- a) **To play an audio text** (short episodes / passages / stories / news bulletin / speeches by famous personalities (not exceeding 5 min.) The Students listen to this play-back and answer questions in a sheet of paper (containing 5 questions). **Auditory Comprehension** (5 score).

Time for this exercise for the response of the students will be approximately 10 minutes.

- b) **To play a face - to - face conversation** (not exceeding 5 minutes) through a video or audio system and the students listen to this conversation with full attention and answer 5 questions in a sheet of paper. Fill in the blanks type of questions may also be given to assess the Listening skills of the students. Time to be taken by the students for this exercise will be approximately 10 minutes. (5 score).

READING ALOUD (5 Score)

- a) Each student reads a passage aloud. While reading, the students will be assessed based on their performance in pronunciation, articulation, intonation, punctuation, pauses etc... The examiner should have to keep as many passages / exercises as required, proportionate to the number of batches. The passages / exercises should be the same for all the students of a particular batch. But it should not be repeated for other

batches, there should be different passages / exercises for different batches. (5 score)

SPEAKING (15 Score)

- a) Introducing oneself / Introducing others (5 score).
- b) Short speech on simple topics on simpler themes for about 2 minutes (5 score).

(NOTE: The topics identified in the syllabus for Presentation (Speaking skills) have to be written individually one by one in separate papers or in separate cards. The students may be allowed to choose a topic through lot system. They are expected to speak on the topic chosen by them for at least 2 minutes. The selection of the topics is left to the discretion of the examiner.)

- c) Assessing the performance of the students on any of the topics given in the syllabus (5 score).

Group discussion/role play/presentation /reporting events/ describing situations etc

PORTFOLIO AND CLASS BLOG (10 Score)

- (1) One written product from each unit. (5 score)
- (2) Any one Project report posted on blog. (Class Blog/Personal Blog)- (5 score)

Or

Facebook/Twitter/Social media posts relevant to the topics of Communicative English textbook.

Or

Presentations (ppt or impress)