



COMMUNICATION ENGLISH

DIPLOMA COURSE IN ENGINEERING

FIRST & SECOND SEMESTER

A publication under Government of Tamilnadu
Distribution of Free Text book Programme

(NOT FOR SALE)

Untouchability is a sin
Untouchability is a crime
Untouchability is inhuman

**DIRECTORATE OF TECHNICAL EDUCATION
GOVERNMENT OF TAMIL NADU**

Chairperson

Thiru Praveen Kumar, I.A.S.
Commissioner of Technical Education
Directorate of Technical Education
Chennai – 600 025.

Dr. Sundaramoorthy M.E., Phd.,
Additional Director of Technical Education
Directorate of Technical Education
Chennai – 600 025.

Coordinator

SORNAKUMAR R

*Principal,
Dr. Dharmambal Govt. Polytechnic
College for women, Chennai.*

Convener

CHANDRASEKARAN G

*Lecturer (SG) / English,
Pattukottai Polytechnic College,
Pattukottai.*

Authors & Reviewers

DR T. JAYASUDHA

*Associate Professor of English &
Research Officer,
Tamil Nadu State Council for
Higher Education, Lady
Willington Campus, Chennai.*

DR JULIE CIANCIO

*Associate Dean, Director of
International Development, Westcliff
University, Faculty, College of
Education, California State University*

Core Team

SENTHILKUMAR K A

*Lecturer (SG) / English,
Sakthi Polytechnic College,
SakthiNagar, Bhavani.*

SIVAKUMAR T

*Lecturer (SG) / English,
SSM Polytechnic College,
Komarapalayam.*

ANUPRIYA T

*Lecturer / English,
Tamil Nadu Polytechnic
College, Madurai.*

THANGAVELU S

*Lecturer (SG) / English,
IRT Polytechnic College,
Tirunelveli.*

Support Team

GURUNATHAN N
Lecturer (SG)/English,
Seshasayee Institute of Technology,
Tiruchi.

MADHAVAN P
Lecturer (SG) / English
Sankar Polytechnic College,
Tirunelveli.

JEYAPRAKASH M
Lecturer (SG) / English,
Ramakrishna Mission Polytechnic College,
Chennai.

AMALADASAN V
Lecturer (SG) / English,
Rukmini Shanmugam Polytechnic College,
Varichiyur, Madurai.

BANUMATHI L
Lecturer (SG)/English,
Sri Arulmigu Palani Andavar Polytechnic
College, Palani.

KARTHIKEYAN R
Lecturer (SG) / English,
PAC Ramasamy Raja Polytechnic College,
Rajapalayam.

RAJALAKSHMI S
S.L/ English,
Murugappa Polytechnic College,
Chennai.

ALAGUMALAR M
Lecturer / English
TPEVR Govt. Polytechnic College,
Vellore.

MANI S
Lecturer / English,
Govt. Polytechnic College for Women,
Coimbatore.

SARAVANAN M P
Lecturer / English
Govt. Polytechnic College
Coimbatore.

THE NATIONAL ANTHEM FULL VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava Subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

- **Rabindranath Tagore**

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravida, Orissa and Bengal
. It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee

THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

INVOCATION TO GODDESS TAMIL

Bharat is like the face beautiful of Earth clad in wavy seas;
Deccan is her brow crescent-like on which the fragrant 'Tilak' is the blessed
Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns
goddess Tamil with renown spread far and wide.

Praise unto You, goddess Tamil, whose majestic youthfulness, inspires awe
and ecstasy



PREFACE

Communication skills have been the key to success for securing placements. It has been observed that students have mastery in their specific domains, yet their communication skill in English is not satisfactory. This has led to a scenario where there is a supply-demand mismatch. While there are adequate employment opportunities, there are not enough eligible candidates to deliver on the job. Hence, there are a number of unemployable youth who have not been able to procure jobs in the organized sector for want of good communication skills. Good communication skills also play a pivotal role to scale heights in one's career. Hence, it was felt that there is a dire need to restructure the English language curriculum of the Polytechnics in the State to foster internalization of the structure of the English language through content.

This textbook has been designed with activities that have been arranged in a progressive manner so that the learning of the language is easy, linear and application oriented. The textbook is organized into 5 units for each semester. While the first three units focus on sensitizing the students to the aspects of the language through a series of activities to develop grammatical applications, vocabulary, listening, reading, writing and speaking skills, unit 4 and 5 deal with composition. The highlight of this book is that it does not make room for memorization or rote learning. Moreover, most of the activities have been developed with the core content from the physics and chemistry textbooks of the Polytechnics.

This would mean that the English language learning is just scaffolding of the vocabulary internalized through the core subjects.

The objective is now, therefore, to enhance the communication skills in English by providing adequate opportunities to practice.

As there is ample scope for the students to practice using the language, internalization of the rules of English and using it in real life contexts shall be possible. Learner autonomy has been built into the activities which will provide hands on experience in using the language and thus "learning by doing".

- T. Jayasudha
Research Officer
TANSICHE

30011 COMMUNICATION ENGLISH – I**DETAILED SYLLABUS****Contents: Theory**

| Content | Competencies | Transactional Strategies | Learning Outcomes | Contact Hrs. |
|---|---|---|---|---------------------|
| Unit I Names & Actions | Grammar Nouns & Verbs | Through Activities Presentation: Practice: Use Presentation of Rules Adequate Contextual examples Practice | Identify nouns & Verbs Distinguish & use singular & plural nouns Differentiate tense (time) from verbs (actions) Learn tense using timelines | 7 |
| | Listening Plurals, past tense endings | Activities to sensitize Pronunciation of Plurals & Past tense verbs endings Activities: homophones | Distinguish the Pronunciation of Past tense & Plural endings Recognize words with similar pronunciation but different spelling & meanings | 4 |
| | Reading | Task based: Factual, Inferential Vocabulary & Experiential questions | Comprehend & respond to simple texts | 4 |
| Unit 2 Description & Connections | Grammar Adjectives & Prepositions | Through activities Presentation: Practice: use Presentation of rules Adequate contextual examples Practice | Recognize adjectives Transform adjectival forms (Word level) Compare prepositions & use them in context Use adjectives & prepositions productively in speech and writing | 6 |
| | Listening | Activities Rhyming sounds Homophones | Identify and use appropriate pronunciation | 4 |
| | Speaking & Writing | Activities: Pair work, individual Work | Introduce themselves & describe friends using adjectives | 2 |
| | Reading | Task based Factual, Inferential Vocabulary & Experiential questions | Comprehend, interpret & analyze simple reading passages | 3 |

| | | | | |
|---|---|--|---|----|
| Unit 3 Resources & Environment | Grammar Kinds of sentences Phrases, clauses sentences Negative sentences Articles | Through Activities Presentation, Practice, Use Presentation of Rules Adequate contextual practice | Recognize kinds of sentences Convert sentences as directed Differentiate phrases, clauses, sentences, Use articles Identify & use negative sentences | 7 |
| | Listening | Activities Homophones | Distinguish & use words with similar pronunciation | 2 |
| | Reading | Task based: Factual, Inferential Vocabulary & Experiential questions | Draft main points Comprehend, interpret & analyze small passages | 4 |
| | Writing Punctuation | Activity | Use Capitals, Commas & Periods | 2 |
| Unit 4 | Writing Visual to Verbal Paragraph (using linkers) Messages | 5-step writing process <ul style="list-style-type: none"> • Pre-writing (brainstorming) • Clustering/grouping ideas • Rough draft • Revision/editing • Final draft Activities/tasks | Interpret visuals Brainstorm, organize & write paragraphs using linkers Write messages for given contexts | 15 |
| Unit 5 | Writing Ads Personal letters [Invitation, Permission & thanking] Develop hints | Activities/ tasks (sample, guided controlled, free)] | Develop hints Write ads Identify & compose personal letters for different purposes | 15 |
| | Reading | Task based: Factual, Inferential Vocabulary & Experiential questions | Comprehend, interpret & analyze texts | |

Annexure – I

Guidelines for setting question paper

Semester – I

Vocabulary based questions like (Q 1.1, 1.2, 1.3, and 1.12) may be taken from the textbook.

Q 1.1 & 1.2 odd words - short & long words

- ❖ Mono and disyllabic common words used in day to day life should be given for identifying the phonetically odd word

Q 2.7 Road Map

- ❖ The question should have instruction 'Give three directions using imperative form'

Q 3.1 comprehension

- ❖ Questions should precede the paragraph

Q 4.4 verbal to visual

- ❖ Paragraphs should be selected in such a way that they lend themselves to converting into graphics / flow chart / bar chart / pie chart or table

Q 4.5 Hints development

- ❖ Should be about popular places, festivals & well known Simple stories

30021 COMMUNICATION ENGLISH - II

DETAILED SYLLABUS

Contents: Theory

| Content | Competencies | Transactional Strategies | Learning Outcomes | Contact Hrs. |
|---------------------------------------|---|--|---|--------------|
| Unit 1 Matter | Grammar Active/Passive | Through Activities Presentation, practice, use Presentation of rules Adequate contextual examples. Practice | Recognize & distinguish active/passive forms Use active & passive forms | 7 |
| | Direct to indirect | Tasks | Convert from direct to indirect, Indirect to direct | 3 |
| | Reading & Writing | Tasks based complex texts | Respond to, interpret and analyze texts for academic purposes Complete cloze Summarize texts in own words | 5 |
| | Vocabulary Lexical sets | Activity | Build and expand vocabulary use. | |
| Unit 2 Polymers | Reading | Task based complex passages for academic purposes. Factual, Inferential Vocabulary & Experiential questions | Comprehend, interpret, analyze texts | 6 |
| | Grammar Word forms Tags Prefix/suffix | Activities Presentation, practice, use Presentation Adequate contextual examples Practice | Identify, recognize, use word forms appropriately Convert words into other forms Add question tags Use prefix/suffix appropriately | 7 |
| | Speaking | Activity: Pair work Information Gap | Speak on given frames in pairs | 2 |
| Unit 3 Disasters | Grammar Degrees of Comparison | Activities Presentation, practice, uses Presentation of structure & rules Adequate contextual examples Practice. | Sort positive, comparative, superlative forms Recognize, distinguish & use degrees appropriately. | 5 |

| | | | | |
|---------------|---|--|---|----|
| | Verbal questions Wh questions | Activities Presentation, Practice, uses Presentation of structure & rules Adequate contextual examples Practice. | Use verbal questions in contexts Use Wh questions in contexts | 5 |
| | Reading | Task based Factual Inferential Vocabulary & Experiential Questions | Comprehend, interpret & analyze texts for academic purposes | 2 |
| | Speaking | Opining Activities Gap: Pair/group work | Speak on given situation to register one's opinion. | 3 |
| Unit 4 | Writing Reports Hints Emails | 5-Step Writing Process - Pre writing (brainstorming) - Clustering/Grouping - Rough draft - Revision/Editing - Final draft | Recognize structure of reports Use passive forms to write Develop hints by framing sentences & write paragraphs Recognize internalize the structure & compose emails | 15 |
| Unit 5 | Writing Formal letter Resume Verbal to visual | Activities: tasks Job application ordering goods. Lodging complaints (sample, guided, controlled, free) | Recognize & internalize structure & write letters: applying for jobs, complaints, placing orders. Write own resumes. | 15 |
| | Reading | Task based Factual Inferential Vocabulary & Experiential Questions | Respond, interpret & analyze passages for academic purposes. | |

Annexure II

Guidelines for setting question paper

Semester – I

Vocabulary based questions like (Q 1.3, 1.4, 1.5, 1.6, 1.8 &1.9) may be taken from the textbook.

Q 3.1 comprehension

- ❖ Question should precede the paragraph

Q 2.4 tense forms

- ❖ A para with 3 blanks with verbs in brackets should be given

Q 2.7 Idioms & phrases

- ❖ Idioms & phrases should be taken from the prescribed text book only

Q 4.2 process

- ❖ Questions on process should be given such as
 - preparing fruit juice / Coffee / Tea / Planting a sapling
 - Chemistry, Physics and workshop practical process

Q 4.1 verbal to visual

- ❖ Paragraphs should be selected in such a way that they lend themselves to converting into graphics / flow chart / bar chart / pie chart or table

Q 4.5 Hints Development

- ❖ Topics related to science, environment , technology should be given

CONTENTS

| Unit | Title | Page No. |
|--------------------|------------------------------|-----------------|
| I SEMESTER | | |
| 1 | Names and Actions | 1 |
| 2 | Descriptions and Connections | 20 |
| 3 | Resources and Environment | 37 |
| 4 | Composition | 56 |
| 5 | Composition | 63 |
| | Model Question Paper | 72 |
| II SEMESTER | | |
| 1 | Matter | 76 |
| 2 | Polymers | 98 |
| 3 | Disasters | 108 |
| 4 | Composition | 122 |
| 5 | Composition | 137 |
| | Model Question Paper | 151 |

NOTES

UNIT 1

NAMES & ACTIONS

Objectives

At the end of this unit, the students should be able to:

- ✓ Identify nouns and verbs
- ✓ Distinguish and use singular and plural nouns
- ✓ Distinguish the pronunciation of (past tense endings) /t/, /d/, /Id/ and (plural endings)

/s/, /z/, /iz/

- ✓ Differentiate tense (time) from verbs (action)
- ✓ Recognize homophones
- ✓ Comprehend reading texts and respond to tasks

NAMES and ACTIONS

Language is a unique means of human communication. The first men probably started using grunts and other sounds to communicate with each other. Gradually, specific sounds began to be used to denote specific things or actions. As man evolved, the need to use structured sounds and words became important. This need resulted in the evolution of language. In the early days, when language was in the initial stages of development, there was no grammar.

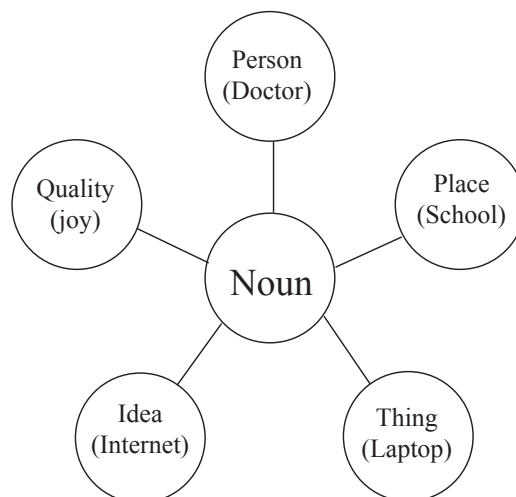
Grammar is nothing but rules that help us use the language correctly so that we are understood by others in the community. For instance, when a person wants to learn to drive a car, knowledge of the key parts of the car is very important. Knowing what a clutch, gear, and accelerator are, is one aspect; how to apply them is another. The first one is theory and the second one is practice. A combination of both of these – knowledge of the parts and actually applying it, is what happens when a person attempts to learn to drive a car. The person is given training to drive a car practically, which helps in putting the knowledge acquired into use. Similarly, grammar is made up of rules which enable a person to use language effectively.

Parts of Speech



All words in English can be classified into eight groups called parts of speech: noun, verb, adjective, pronoun, preposition, conjunction, adverb and interjection. Let us learn the parts of speech one by one in order to use the language meaningfully and effectively.

NOUN



A noun is a word that names a person, place, quality, idea or thing.

1. The teacher corrected the paper.
2. The pilot landed safely.
3. Energy can neither be created nor destroyed.
4. The movie was a blockbuster.
5. They won the prize.
6. Can the students read in English?
7. Has the train arrived?
8. Is the lesson interesting?
9. The Taj Mahal is a beautiful monument.
10. Communication skills are essential for employment.
11. Keep the room clean and tidy.

Activity 1

Focus on the underlined words. Complete the chart below identifying the word by its definition. Put a tick mark ✓ in the table for each word. The first one is done for you.

| Sl. No. | Words | Person | Place | Idea | Thing |
|---------|------------|--------|-------|------|-------|
| 1 | teacher | ✓ | | | |
| 2 | paper | | | | |
| 3 | pilot | | | | |
| 4 | energy | | | | |
| 5 | movie | | | | |
| 6 | prize | | | | |
| 7 | students | | | | |
| 8 | English | | | | |
| 9 | train | | | | |
| 10 | lesson | | | | |
| 11 | Taj Mahal | | | | |
| 12 | monument | | | | |
| 13 | skills | | | | |
| 14 | employment | | | | |
| 15 | room | | | | |

Activity 2

Fill in the blanks.

Any word that makes sense in the blanks is a noun. On completion, check your answers with the help of your teacher.

1. A _____ walks on the _____.
2. Two _____ meet in the _____.
3. The _____ visited the _____.
4. The _____ went to the _____.
5. The _____ liked the _____.
6. Do _____ like _____ ?
7. _____ don't like _____.
8. _____ play in the _____.
9. The _____ hit a _____.
10. The _____ punished the _____.

Activity 3

Look around at the objects in your classroom. List them on your own in the chart below. Check with your teacher's help.

| | | |
|---|----|----|
| 1 | 6 | 11 |
| 2 | 7 | 12 |
| 3 | 8 | 13 |
| 4 | 9 | 14 |
| 5 | 10 | 15 |

Activity 4

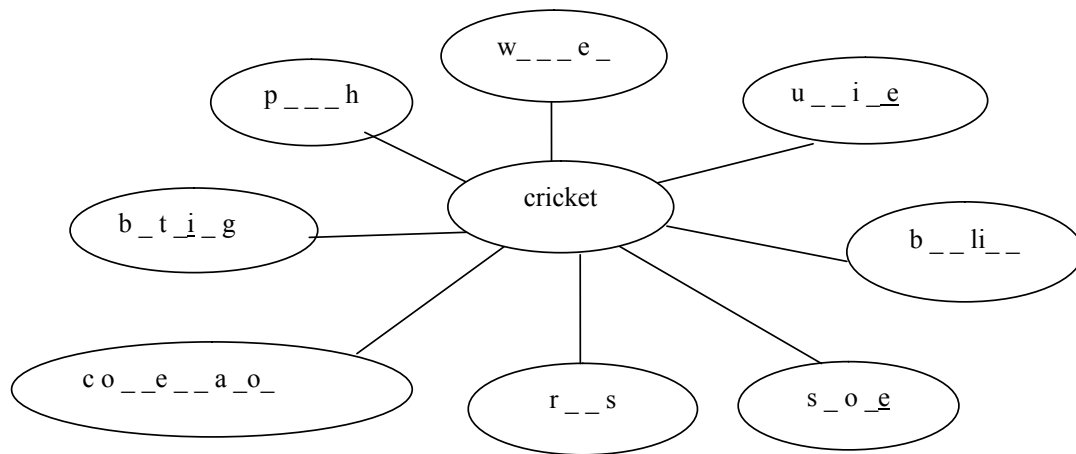
- a) List all the things that you could find on a playing field where an international one day cricket match is to be held in Chennai.

| | | |
|---|----|----|
| 1 | 6 | 11 |
| 2 | 7 | 12 |
| 3 | 8 | 13 |
| 4 | 9 | 14 |
| 5 | 10 | 15 |

b) The match is going to be between India and Sri Lanka. Now list the names of players from both the countries (present & past players).

| | | |
|---|----|----|
| 1 | 6 | 11 |
| 2 | 7 | 12 |
| 3 | 8 | 13 |
| 4 | 9 | 14 |
| 5 | 10 | 15 |

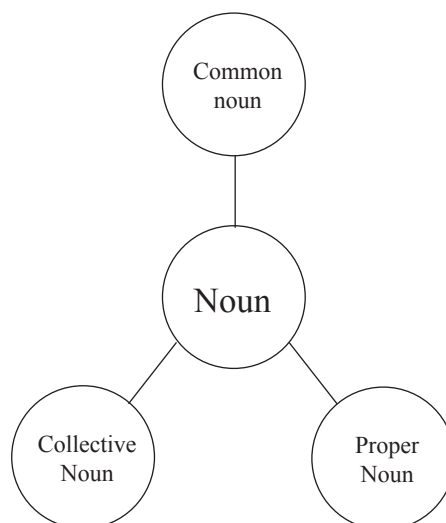
Now complete the following chart with words related to cricket.



Activity 5

Pair work: Tell your friend about cricket using the words associated with the game.

Types of nouns



Ex: Children, teacher, actor, Ram, Xavier, Ismail, team, herd, chorus

A *common noun* is your everyday noun like road, cat, love, mother or park. They are not capitalized unless they start a sentence or form a part of a name like Uncle Tom.

Proper nouns include names of months, days, organizations, people and their titles, places, books, plays, movies and newspapers.

A *collective noun* is a noun that is most often singular in form but refers to a group of people or things.

Singular and Plural Nouns

A singular noun names one person, place, idea, thing or quality. A plural noun names more than one person, place, idea, thing or quality.

Rule

1. Add 's' to most singular nouns to make them plural.
2. Add 'es' to singular nouns that end in "s, sh, ch and x" to make them plural.

Examples: books, watches, foxes, churches, kisses, bushes

3. Some nouns have special plural forms.
man - men, woman - women, child – children, tooth – teeth, foot – feet
4. When a word ends in 'y', the plural form has 'ies'
5. Some nouns do not change at all in the plural.
Sheep – Sheep

Activity 6

Mark in the table below singular/plural using "S or P"

| | | | | | |
|----------|---|------------|--|------------|--|
| sun | S | Baskets | | windows | |
| friend | | Feet | | sandwiches | |
| fly | | Stories | | children | |
| women | | Mouse | | puppy | |
| cities | | Drivers | | passenger | |
| colleges | | activities | | berries | |

Activity 7

Choose the correct noun forms (singular or plural).

1. Ram carries two (basket / baskets).
2. I love to eat many (sandwiches / sandwich) for breakfast.
3. They are going on a (picnics / picnic).
4. There are many (boat / boats) on the lake.
5. The (gardens / garden) is very beautiful.
6. I travel in a small (cars / car).
7. I love to watch all the newly released (movie / movies).
8. Children like to swim in the colony (lakes / lake).
9. A (frogs / frog) jumped into the net.
10. Radha bought two sets of (clothes / cloth) for her birthday this year.

Activity 8

Write the plural forms of the underlined words.

1. Anne visits the neighborhood family.
2. English people enjoy the summer sky.
3. The managers record their meetings in their diary.

4. Children like to pick up the ripe strawberry.
5. The bakery sells fresh bread.
6. I can see the pony taking a nap.
7. I met the lady on the road.
8. Replace the old battery.
9. People like to go to the party.
10. Students need to complete the activity.

Pronunciation of plurals: Rule

Sounds are called voiced or voiceless depending on whether the vocal cords vibrate or not when they are articulated. Keep your finger on your Adam's apple (throat) and pronounce the pairs one after the other to sense the contrast in their pronunciation: /p/, /b/, /t/, /d/, /k/, /g/. The following rule is derived from the articulation of the sounds. Only some sounds are given as examples.

| | |
|---------------|---|
| /s/ Voiceless | No vibration of vocal cords /p/, /t/, /k/, /s/ |
| /z/ Voiced | Vibration of vocal cords /m/, /n/, /ng/, /b/, /d/, /g/, /z/ |
| /Iz/ | After some letters/sounds /ch/, /x/, /sh/ |

Activity 9

Pair Work: Speaking

(Use the word clues below to answer question 2 and 3.)

1. Have you ever had a pet?
2. What animals do people commonly have as pets?
3. Do you like pets at home?
4. What was its name?
5. How did you choose the name?
6. What name would you choose for a cat?
7. Do you have a nickname? Do you prefer to use the name your parents gave you?
8. In what ways is your name important to you?

Activity 10

Answering the following questions will help you understand the importance of names better.

1. Do you wish to change your name?
2. What would you change your name to?
3. Why would you change your name?
4. What is it about your name that you like / don't like?
5. Have you ever chosen the name for anything – a pet, a doll, or a team? How do you go about choosing a name?

Activity 11

Look at the words in bold. Try to fill out the chart with the type of noun each word belongs to. The first stanza is done for you.

The Naming of Cats – T.S. Eliot

Stanza 1

The naming of **Cats** is a difficult **matter**.

It isn't just one of your holiday **games**:

You may think at first I'm as mad as a **hatter**.

When I tell you, a **cat** must have THREE DIFFERENT NAMES.

First of all, there's the **name** that the **family** use daily.

Such as **Peter, Augustus, Alonzo** or **James**,

Such as **Victor** or **Jonathan, George** or **Bill Bailey**—

All of them sensible everyday **names**.

There are fancier **names** if you think they sound sweeter.

Some for the **gentlemen**, some for the **dames**:

Such as **Plato, Admetus, Electra, Demeter**—

But all of them sensible everyday **names**.

Stanza 2

But I tell you, a **cat** needs a **name** that's particular.

A **name** that's peculiar, and more dignified.

Else how can he keep up his **tail** perpendicular.

Or spread out his **whiskers**, or cherish his **pride**?

Of **names** of this kind, I can give you a **quorum**.

Such as **Munkustrap, Quaxo**, or **Corticopat**,

Such as **Bombalurina**, or else **Jellylorum** —

Names that never belong to more than one **cat**.

But above and beyond there's still one **name** left over.

And that is the **name** that you never will guess;

The **name** that no **human** research can discover —

But **THE CAT HIMSELF KNOWS**, and will never confess.

When you notice a cat in profound **meditation**.

The reason, I tell you, is always the same:

His mind is engaged in a rapt **contemplation**

Of the **thought**, of the **thought**, of the **thought** of his **Name**:

His ineffable **effable**

Effanineffable²

Deep and inscrutable singular **Name**.

Quorum: the Presence at a meeting of a minimum number of members necessary

Ineffable: inexpressible: effable: expressible

Note:

Effaineffable²: Eliot's coinage.

| Stanza | Sl.No. | Common Noun | Proper Noun |
|----------|--------|-------------|--------------------|
| Stanza 1 | 1 | cats | Peter |
| | 2 | matter | Augustus |
| | 3 | games | Alonzo |
| | 4 | hatter | James |
| | 5 | family | Victor |
| | 6 | gentlemen | Jonathan |
| | 7 | dames | George Bill Bailey |
| | 8 | | Plato |
| | 9 | | Admetus |
| | 10 | | Electra |
| | 11 | | Demeter |
| Stanza 2 | 1 | | |
| | 2 | | |
| | 3 | | |
| | 4 | | |
| | 5 | | |
| | 6 | | |
| | 7 | | |
| | 8 | | |
| | 9 | | |
| | 10 | | |
| | 11 | | |

READING COMPREHENSION

Activity 12

Read the following questions first and then read "The Naming of Cats" to answer them.

1. How many names must a cat have?
2. Which is the name that the cat is thinking about?
3. Why do you think a cat needs a name?
4. How might the different names for a single cat correspond to different moods?

Activity 13

Read the poem aloud. Note that some words or phrases are repeated. "names", "name" and "naming" is repeated many times. Some proper names are also listed in general terms. What does this mean?

How does the poem attract you through this repetition? Discuss with your partner, class and teacher to understand how important names are.

VERB

A verb is a word that shows action. When we speak or write, the words that show actions are verbs. In a sentence, verbs tell us what the subject of a sentence does.

Examples:

The machine sews the fabric.

The worker walks near the machine.

Activity 14

Underline the verbs in the following sentences.

1. He rides a bicycle.
2. They draw pictures.
3. Mother makes coffee.
4. The factory produces shoes.
5. The man polishes the shoes.
6. The class obeys the teacher.
7. We follow rules.
8. The machine cuts the leather.

While verbs indicate action, tense tells us the time of the action – whether the action is happening now (present), has been completed already (past) or will be taking place (future).

Rule

Present tense verbs have the following rules when you use verbs with third person singular subjects:

1. Add 's' to most verbs.
2. Add 'es' to verbs that end in sh, ch, zz, ss, s and x.
3. Change 'y' to 'i' and add 'es' to verbs that end in 'y'.

Examples:

1. The magnet sticks to metal.
2. Raju watches the television.
3. Jordan carries his passport with him.

Do not ADD 's' or 'es' when you use verbs with plural subjects.

Activity 15

Identify whether the subject is singular or plural.

1. The magnet attracts a nail.
2. A compass shows direction.
3. Lakshmi teaches us physics.
4. The children behave well.

5. Magnets are useful in many ways.
6. Teachers instruct students.
7. The doghouse needs a ramp.
8. She hurries to catch the bus.
9. The children play very happily.
10. The boys fight with one another.

Rules:

Past tense verbs have the following rules:

1. Add 'ed' to most verbs: lookeded, talkeded
2. Drop the 'e' and add 'ed' to verbs that end in 'e': smileded, danceded
3. Change 'y' to 'i' and add 'ed' to verbs that end in 'y': carrieded, burieded
4. Double the last consonant and add 'ed' when the word ends in CVC: draggeded, stoppeded.

Activity 16

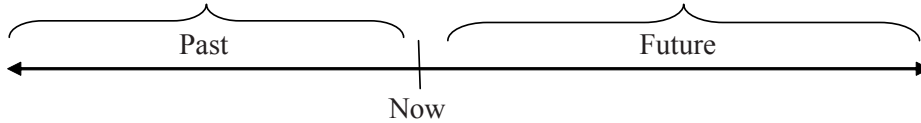
Underline the past tense verbs.

1. Galileo watched the night sky.
2. The stars filled the sky.
3. Marconi invented the radio.
4. Raju continued to fight.
5. People laughed at the clown.
6. Children enjoyed the excursion.
7. The police punished the thief.
8. Radha looked into the mirror often.
9. Many completed her studies.
10. Christy persuaded John to continue his studies.

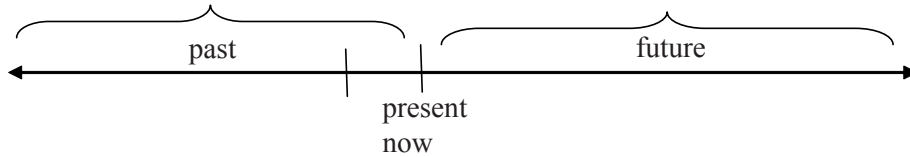
| Present Tense | |
|----------------------------------|----------------------------|
| verb + s | most verbs |
| verb + es | sh, ch, ss, zz, x (ending) |
| verb (-y) + ies | y (ending) |
| Past Tense | |
| verb + ed | most verbs |
| verb (-e) + ed | e (ending) |
| verb (-y) + ied | y (ending) |
| verb + (double last letter) + ed | consonant ending |

Understanding Tenses by using a Timeline

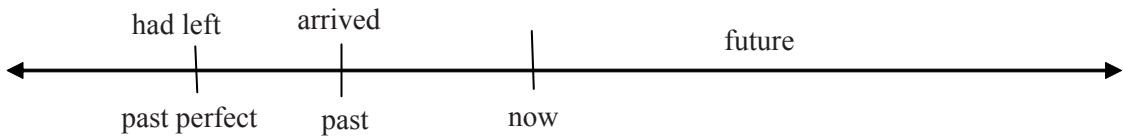
The following line is called a timeline. The midpoint is the present, marked as now. All actions taking place now are marked in the midpoint and are in the present tense. All actions that have been completed are marked on the left of the midpoint and they indicate past tense. All actions that are going to take place after some time (time not specified) are marked on the right side of the midpoint as they indicate future time of action and hence future tense.



An action that has been completed in the past but not long ago, is marked just before the midpoint and is called the present perfect tense.



Note: present perfect tense: have / has + past participle form of the verb



When there are two actions that have been completed in the past, the action that took place first is marked before the action that took place second, as it is the earlier of the two actions. In the timeline, the first action is marked before the past tense point.

Example: The train had left the platform before I reached the station

Note: past perfect tense: had + verb + en (participle)

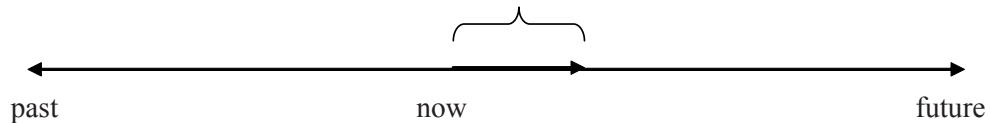
Activity 17

Choose the correct verb forms:

1. I _____ cricket with my family in the evening. (watches/watch)
2. We sometimes _____ toys with our friends. (share/shares)
3. The planets in the solar system _____ around the sun. (travels/travel)
4. My friends _____ the bus to the college. (takes/take)
5. Penguins _____ in the arctic region where it is very cold. (live/lives)
6. Many people _____ to visit museums and art galleries. (likes/like)

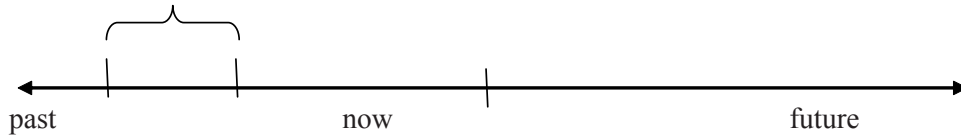
An action that has started now and is still in progress and has not been completed yet is denoted by present continuous tense. The following timeline shows this.

Note: present continuous: verb + 'ing' (present)



An action that was started in the past and is still in progress and has not been completed is denoted by the past continuous tense. The following timeline shows this.

Note: past continuous: verb + ‘ing’ (past)



From **Robots Will Never Replace Humans** by Rosa Velasquez

In movies and science fiction novels, we have seen many kinds of talking robots. They are always smart and well-behaved, and walk like people. That creature, however, simply doesn't exist in the real world. The popular image of robots has misled people from the start. When industrial robots were invented, we expected them to look and think like us, but, in fact, they didn't. Nor is it likely they ever will. Engineers believe there's little reason to try to build a “mechanical human being.” Even a baby less than two years old can do three things that no robot can: recognize a face, understand a human language, and walk on two legs. If they can't do everything a person can, then robots will never replace humans.

Robots do have their place, however. They can perform certain tasks, such as building car bodies in factories and stacking boxes for shipping. These kinds of jobs they do very well. And it is the dangerous and boring tasks that robots do best—those jobs that no person enjoys. During the early 1960s, the first industrial robots lifted a piece of metal from a conveyer belt, drilled a hole in it, and returned it to the conveyor belt. Before, human workers would perform the same task hour after hour, sometimes feeling like little more than robots themselves.

Activity 18

List the verbs underlined in the above passage in the following columns:

| Present | Past | Perfect | Continuous |
|---------|------|---------|------------|
| | | | |

Note: Though the past tense is formed with ‘ed’. All words with ‘ed’ endings are not pronounced in the same way in English. Endings may be pronounced as /t/, /d/ and /Id/. When the letters are put within slash brackets, they represent sounds and not the alphabet. Regular past tense verbs with ‘ed’ endings have different pronunciation:

1. walked /t/
2. wanted /Id/
3. moved /d/

Repeat the verb many times to hear the endings clearly.

Activity 19

Fill the following past tense regular verbs in the appropriate columns according to their pronunciation.

| | | | |
|---------------|------------|--------------|---------------|
| 1. booked | 2. helped | 3. walked | 4. played |
| 5. remembered | 6. planted | 7. divided | 8. moved |
| 9. looked | 10. rained | 11. started | 12. trained |
| 13. sorted | 14. wanted | 15. listened | 16. developed |

| /t/ | /ɪd/ | /d/ |
|-----|------|-----|
| | | |

Long and short sounds

Sounds in English can be short or long. For example, live, leave, full, fool. Long sounds are marked by a colon. Here are some words that you should say aloud and fill in the chart.

| | | | | |
|----------|-----------|----------|----------|----------|
| 1. leave | 2. coffee | 3. see | 4. peal | 5. tea |
| 6. sun | 7. pin | 8. bin | 9. tip | 10. trip |
| 11. blue | 12. clue | 13. pool | 14. pull | 15. foot |
| 16. took | 17. flue | 18. glue | | |

Activity 20

| /I/ | /i:/ | /u:/ | /U/ |
|-----|------|------|-----|
| | | | |

Homophones: words with same pronunciation

Some words in English have the same pronunciation but different spellings and meanings. They are called homophones. 'Homo' means 'same or similar' and 'phone' means 'sound.'

- a. plain & plane
- b. so and sew
- c. four and for
- d. stare and ate
- e. to and two
- f. eight and ate
- g. die and dye
- h. be and bee
- i. seem and seam
- j. peace and piece
- k. awe and or
- l. hi and high
- m. fowl and foul
- n. no and know

- o. eye and I
- p. sale and sail
- q. rain and reign
- r. blew and blue
- s. tales and tails

Activity 21

Identify the homophone of the words marked in bold.

I live in a town near the **SEA**. It is a very **quiet** town, **NOT** much happens. There is a big school in the middle of the town and every **DAY** you can **HEAR** the **PEAL** of the school bells. There is a busy **QUAY** near the town. This is a **GREAT SOURCE** of employment **FOR OUR** town. My father and brother both work there. They love **TO** work in the fresh air. It hardly ever **RAINS**. The **WEATHER** is actually very nice most of the year round. We don't get much snow, but we do get a lot of **SUN** during the summer. People are very happy **HERE**. I never want to leave.

| | |
|---------|-----|
| sea | see |
| quiet | |
| not | |
| Sunday | |
| hear | |
| peal | |
| quay | |
| to | |
| rains | |
| weather | |
| sun | |
| here | |

Verbs in the Future

We know that actions can happen now or in the past. We need to know that verbs can also show an action that will happen in the future. 'Will' is the verb that is generally used to write and speak about the future.

Examples

One day I will become a great person.

We will fly in an airplane next year.

Activity 22

Identify the verb tense: present, past or future

1. Astronauts visited mars.
2. NASA will send people to the moon.
3. Children watch the stars in a planetarium.
4. Space travel excites human beings.
5. Neil Armstrong stepped on the moon's surface.
6. I will take photographs of the garden.
7. Instruments will measure temperature, heat, energy, etc.
8. We enjoyed ourselves at the party.

Helping Verbs

Verbs like has, have, had are used to help the main verbs to show an action in the past. These verbs are called helping verbs.

| Rule | Example |
|--|--|
| singular subject + has (he, she, it) | The chef has cooked the dinner. |
| plural subject + have (I, you, we, they) | The assistants have helped. |
| singular / plural subject + had | The customers had complained to the manager. |

Activity 23

Underline the helping verbs.

1. The scientist has invented a machine.
2. They have peeled the vegetables.
3. The warden had warned the mischievous students.
4. He had sailed to India to trade in spices.
5. The customers have lodged a complaint.
6. She had learned to defend herself.

Activity 24

Circle has/have/had as appropriate.

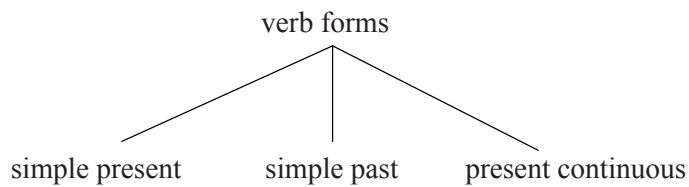
1. They (have/has) followed the instructions.
2. He (has/have) cooked dinner.
3. They (have/has) finished the task.
4. He (have/had) apples for breakfast.

5. Tom (have/had) imagined to build a fancy house.
6. He (has/have) boiled the vegetables for dinner.
7. They (has/had) parked the car in the wrong slot in the parking area.
8. The nurse (have/had) attended on all the patients in the ward.

Activity 25

Write the correct verb forms in the chart below.

1. listen
2. run
3. write
4. stand



- | | | |
|----|----|----|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |

IRREGULAR VERBS

| present | present 3rd person singular | past | perfect |
|---------|--------------------------------|---------|---------|
| be | is | was | been |
| become | becomes | became | become |
| begin | begins | began | begun |
| break | breaks | broke | broken |
| bring | brings | brought | brought |
| buy | buys | bought | bought |
| catch | catches | caught | caught |

| | | | |
|--------|---------|--------|-----------|
| choose | chooses | chose | chosen |
| come | comes | came | came |
| cost | costs | cost | cost |
| cut | cuts | cut | cut |
| dig | digs | dug | dug |
| do | does | did | done |
| draw | draws | drew | drawn |
| drink | drinks | drank | drunk |
| drive | drives | drove | driven |
| eat | eats | ate | eaten |
| fall | falls | fell | fallen |
| find | finds | found | found |
| fly | flies | flew | flown |
| forget | forgets | forgot | forgotten |
| get | gets | got | got |
| give | gives | gave | given |
| go | goes | went | gone |
| have | has | had | had |
| know | knows | knew | known |
| let | lets | let | let |
| lie | lies | lay | lain |
| make | makes | made | made |
| pay | pays | paid | paid |
| put | puts | put | put |
| read | reads | read | read |
| run | runs | ran | run |
| say | says | said | said |
| sell | sells | sold | sold |

UNIT 2

DESCRIPTIONS & CONNECTIONS

Objectives

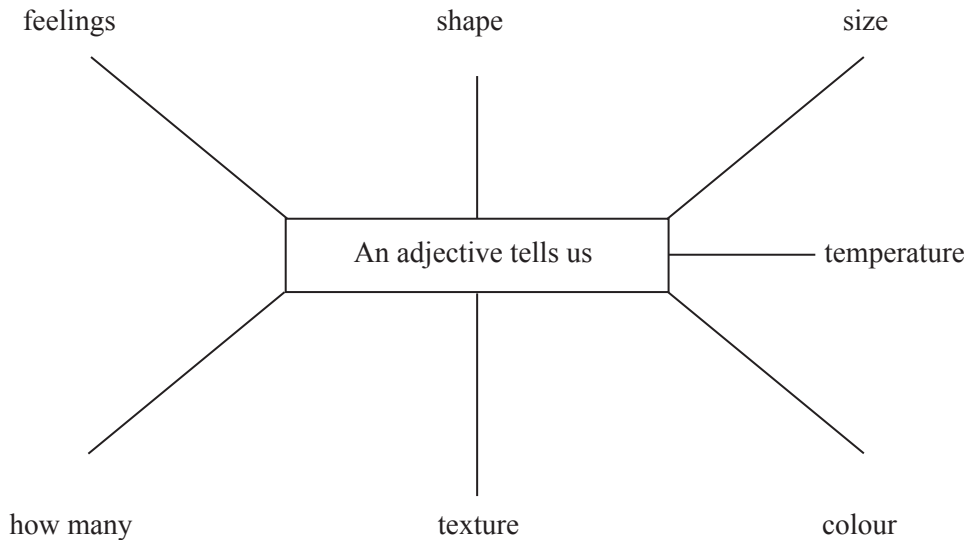
At the end of this unit, the students should be able to:

- ✓ Recognize adjectives
- ✓ Sort positive, comparative and superlative degree forms
- ✓ Convert word class: noun to verb, adjective to noun, verb to noun
- ✓ Transform adjectival forms (word level, sentence level: degrees of comparison)
- ✓ Compare prepositions and use the appropriate ones in a given context
- ✓ Recognize 'rhymes' – (sounds, words)
- ✓ Use adjectives & prepositions (speaking & writing)
- ✓ Introduce themselves using adjectives
- ✓ Describe their friends using adjectives
- ✓ Identify homophones
- ✓ Comprehend, interpret, and analyze reading texts

DESCRIPTIONS & CONNECTIONS

ADJECTIVES

Words used to describe a person or a thing. Adjectives agree in gender and number with the nouns they describe.



Example:

big, small, beautiful, handsome, pretty, gentle, smooth, soft

Normally an adjective comes before the noun it describes.

Example:

Old man, young lady, brilliant student, global village

Sometimes adjectives also come after the nouns they describe.

Example:

All atoms (noun) are too small. (adjective)

The Taj Mahal (noun) is beautiful. (adjective)

God (noun) is great. (adjective)

The adjectives can be used in three degrees: positive, comparative and superlative.

Rule

1. The structure of the positive degree usually has ‘as _____ as’ or ‘so _____ as’.

as adjective as

so adjective as

2. The structure of the comparative degree has ‘er’ added to the adjective and is followed by ‘than’.

adjective + ‘er’ + than

great + ‘er’ + than – greater than

3. Some long adjectives cannot have – er added to them. They are preceded by ‘more’.

more + adjective + than

more + efficient + than – more efficient than

4. The structure of the superlative degree has ‘est’ added to the adjective and is preceded by the.

the + adjective + ‘est’

the + great + ‘est’ – the greatest

5. Some long adjectives cannot have ‘er’ added to them; they are preceded by ‘the’ followed by ‘most’.

the + most + adjective

the + most + effective – the most effective

Activity 1

Circle the adjective in the word list.

| | | | | |
|---|--------|----------|--------|------------|
| 1 | blue | Cow | run | apple |
| 2 | fast | computer | car | wine |
| 3 | pencil | Tall | pillow | television |
| 4 | toy | coat | soft | Eat |
| 5 | farm | Play | sad | Boy |

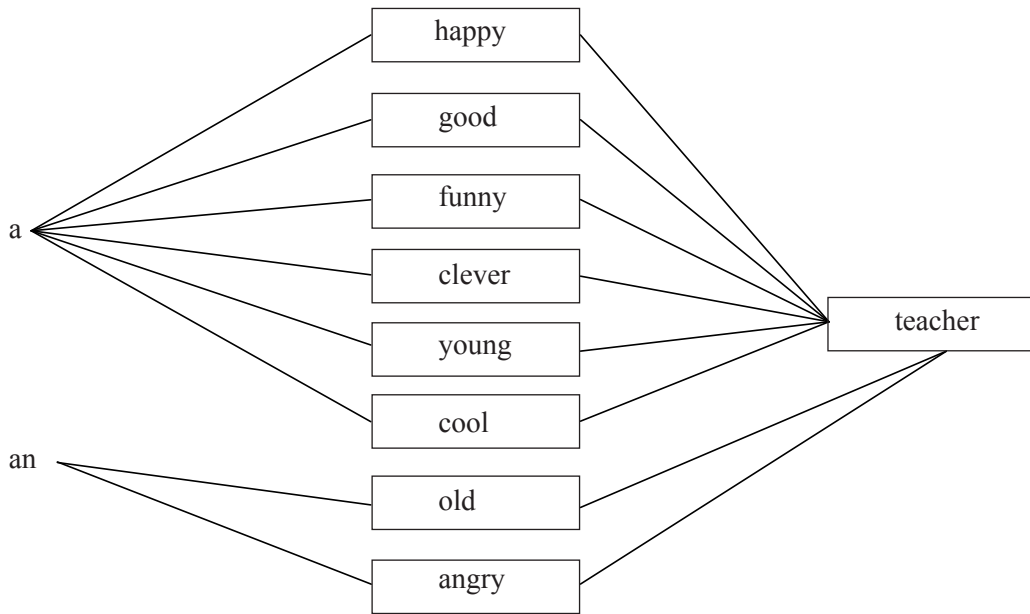
Activity 2

Underline the adjectives in the sentences.

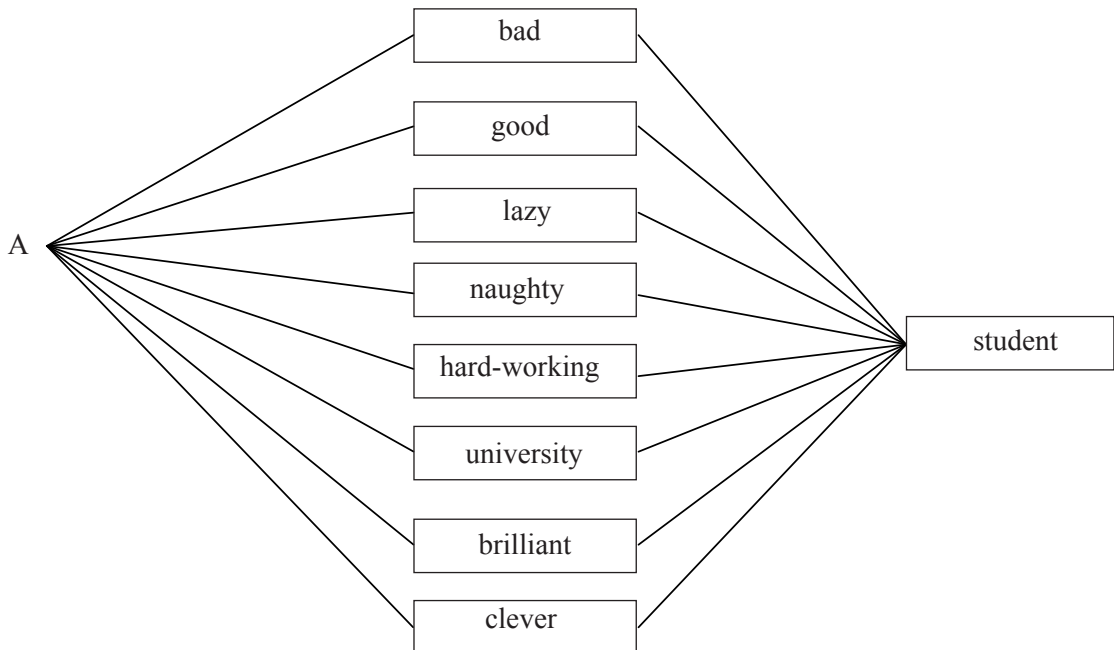
1. The old woman walks to the grocery store in the rain.
2. My old bicycle had a lovely bell on it.
3. The class leader shouted at the mischievous boys.
4. Sachin is a brilliant batsman.
5. She is afraid of tiny insects and big cockroaches.
6. Winter days make one wear warm clothes.
7. My younger brother can't ride a cycle.

8. Please remove your dirty shoes before you enter the clean hall.

a) Coin as many combinations as possible with the following adjectives and nouns.



b) Create as many combinations as possible with the following adjectives and nouns.



Activity 4

Complete the following table with the appropriate adjectival forms.

| | | |
|-----------|---------------|----------------|
| positive | comparative | superlative |
| excessive | | |
| | | easiest |
| | more modern | |
| | | most sticky |
| practical | | |
| | earlier | |
| | | most versatile |
| great | | |
| good | | |
| | longer | |
| | worse | |
| | | most difficult |
| tiny | | |
| healthy | | |
| | more specific | |
| | more dominant | |
| | | most human |
| | smaller | |
| | | largest |
| | heavier | |

Activity 5

Pair Work: Choose some jobs like teacher, mechanic, supervisor, manager, etc. Using the adjectives (given below) tell your partner your likes and dislikes. You can make notes if you want. (You can use the positive, comparative and superlative forms too.)

stimulating

difficult

monotonous

challenging

hard

interesting

rewarding

motivating

boring

stressful

Use the following expressions, if you want.

1. I like the job of a supervisor because it is more challenging than that of a mechanic.
2. It is _____ . (positive)
3. It is _____ . (superlative)

Activity 6

Speaking Practice: Look at the following words used to describe people. Describe any one of your friends using any four of the adjectives below, using all three degrees.

| | | |
|------------|-------------|-----------|
| shy | easygoing | generous |
| thoughtful | confident | practical |
| sensitive | imaginative | lively |
| gentle | | |

Reading Comprehension

Read the following questions and then read the passage to find the answers.

1. What is passed on through chromosomes?
2. Where can we find chromosomes?
3. What do chromosomes contain?
4. Genes are _____.
5. Genes carry _____.
6. Why do we always tend to resemble one of our parents while we have the genes of both our parents?
7. Whom do you resemble? How do you know?
8. Why are some words underlined? What parts of speech do they belong to?

WHY DO WE OFTEN LOOK LIKE OUR PARENTS?

The characteristics of individual human beings are passed from one generation to the next in their chromosomes. Chromosomes are tiny threads that are present in all cells apart from the red blood cells. They contain all the information that’s required for a human being to develop physically. There is a special pair of chromosomes that actually determines the gender of a person!

Short sections of a chromosome are called genes. Each gene carries the instructions for a specific characteristic. Many of these genes work with other effects they will have. Scientists are currently studying all the genes in a human cell, which will give them the complete blueprint for a human being.

Each of our parents gives us twenty-three chromosomes, making forty-six in all. That means that we have two versions of each of our genes, but one is often dominant. We see the effect of the dominant gene, but the other (recessive) gene is still there and can be passed on to our children.

PREPOSITION

A preposition is a word or words which express location, time or direction. It usually comes before a noun: pre + position

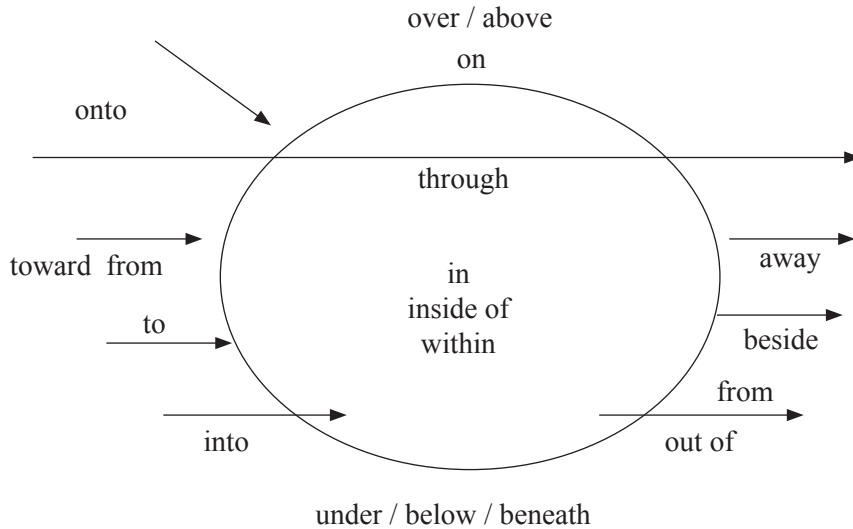
Examples:

on (P) the table (N)

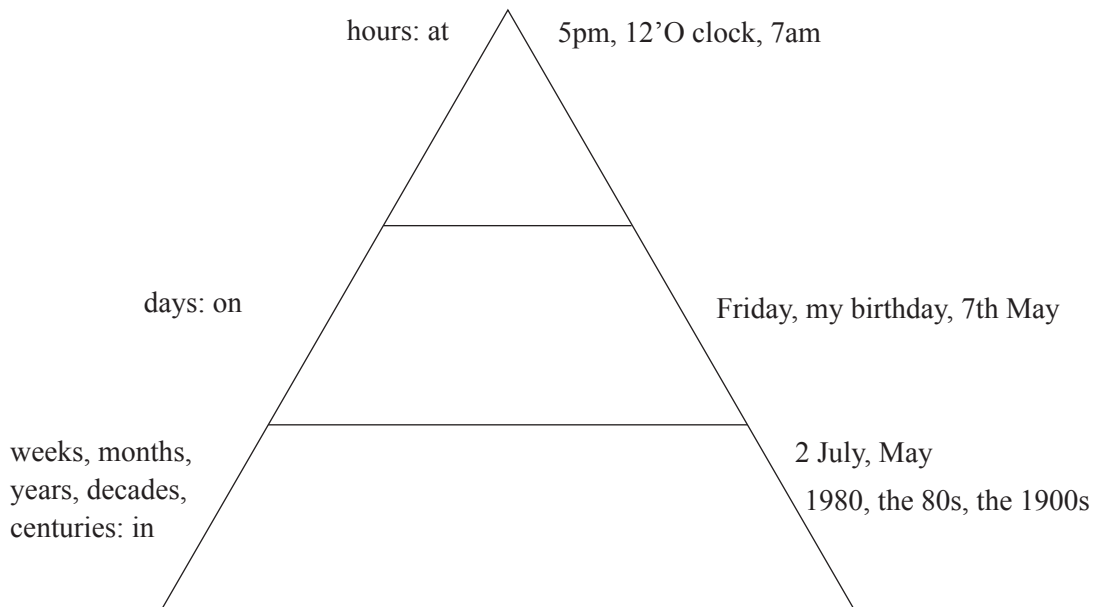
at (P) the centre (N)

towards (P) the shop (N)

under (P) the tree (N)



The following prepositions are often confusing. This picture will help you remember them better. Practice using them with the clues given on the right side.



Activity 7

1. The college begins _____ daily. It reopened _____ 16th June.
2. I completed 12th standard _____ 2013.
3. I wake up daily _____ 6:00 am.
4. My birthday is _____ 28 November.
5. _____ 2014 we celebrated new year with my friends.
- 6.
- 7.
- 8.
- 9.
- 10.

Activity 8

The diagram below will give you a fairly good idea of the different prepositions. Practice them with your teacher using the objects in your classroom.

Logic puzzle (prepositions game)

| | | |
|-------------------------------|----------|-----|
| The Family Apartment Building | | |
| 7 ♀ | 8 ♀ | 9 ♀ |
| 4 ♀ | 5 ♂ 🐕 | 6 ♀ |
| 1 ♀ | 2 ♀ | 3 ♀ |

I have a big family. I have two brothers (Maran and David), one brother-in-law (Jayram), three sisters (Charlotte, Bama, Malathy) and one sister-in-law (Jenny). There is also a dog named Fatty. Everyone in my family lives in the same apartment building. Fatty lives in the middle. Can you find out where everyone else lives?

- Jenny lives next to Malathy.
- Charlotte lives below my brother-in-law.
- Bama lives below David.
- David isn't married.
- I live next to my married brother.
- Jayram is my brother-in-law – he's married to Malathy.
- The dog lives above my brother who is married.
- Bama lives above me.
- The dog lives below Malathy.
- Jayram lives next to the dog.

Activity 9

Note making 1: Read the following passage and make notes in the given format.

Adhesives and Glues: Introduction

All sort of adhesives find excessive use in the modern world. Be it past on a name slip on your note-book, or fixing the windshield of a car, adhesives are indispensable.

Excavations in Syria have revealed that some 40,000 years ago, early humans attached stone tools to axe handles with bitumen, a naturally occurring sticky substance now used for surfacing roads and water proofing roofs. However, the practical water proofing qualities of bitumen were first exploited in about 2400BC, when shipbuilders in Babylon and Mesopotamia used it to waterproof the wooden edges of their ships.

In fact, the Egyptians were one step ahead of their contemporaries. They manufactured glues by boiling animal skin, bone and sinew. Similar glues are still used by traditional carpenters. Other natural adhesives used since the earliest times include bees' wax, egg white, resin and starch pastes. Synthetic glues, developed in the 20th century, are stronger and more versatile.

In the 1950s, scientists of the American company Eastman Kodak, accidentally discovered 'super glues' from a substance called ethyl Cyanoacrylate. Sold in Britain in the mid 1970s, this superglue turned out to be popular throughout the world (Taken from: Tell me why, Sep. 2008 p. 80)

1. Adhesives

Modern day uses are:

1)

2)

2. Bitumen is _____.

3. It is used _____.

4. Shipbuilders used glue to _____.

_____.

5. Egyptians made glues _____.

_____.

6. Some natural adhesives are _____.

_____.

7. Synthetic glues _____.

_____.

8. Eastman Kodak _____.

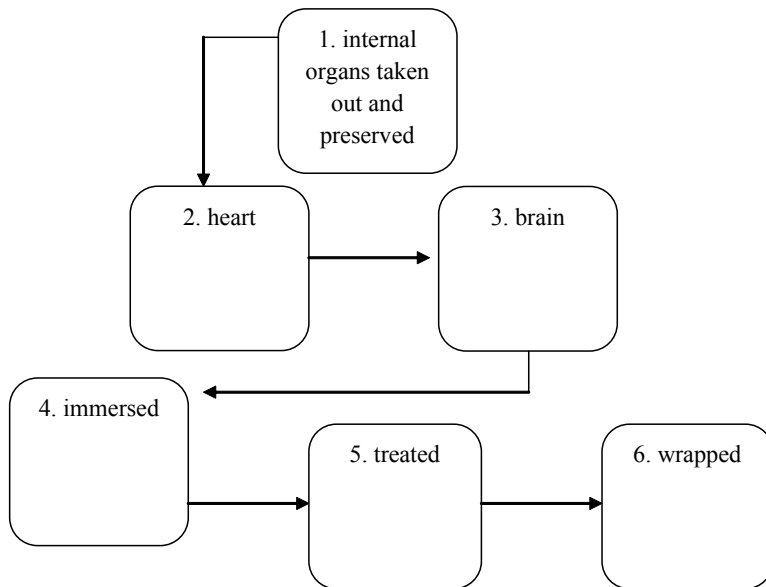
_____.

Activity 10

List some glues that we make use of in our day-to-day life. Write one use for each.

| Sl. No | Glue | Use |
|--------|---------|-----|
| 1. | Fevicol | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Note making 2: Use this sequence map to organize information about the steps involved in mummification.



Do you know what a mummy is? It is a dead body that has been dried out or preserved so that it lasts for thousands of years. The ancient Egyptians used to preserve the bodies of the dead as mummies. They believed that when people died, they would make a journey to another world, where they would lead a new life. They would need their bodies again then. So, dead bodies were preserved through a process called mummification before being buried. Even monkeys, dogs, cats and other animals were mummified.

The first step in mummification was to take out most of the internal organs and preserve them. The heart was left in the body to be weighed by the gods; the brain, though, was discarded because it was not thought to be of any value. After being immersed for many days in a special kind of salt called Natron, the body was treated with special ointments and finally wrapped carefully in long strips of linen. The mummification business was always a thriving one, and it lasted well into Roman times.

Activity 12

Listen & Repeat!

Repeat these poems with your teacher and learn some sounds and rhyming words.

One two three four five
Once I caught a fish alive.
Six seven eight nine ten
Then I let it go again.
Why did you let it go?
Because it bit me so.

Life Doesn't Frighten Me by Maya Angelou

Shadows on the wall
Noises down the hall
Life doesn't frighten me at all
Bad dogs barking loud
Big ghosts in a cloud
Life doesn't frighten me at all.

Mean old Mother Goose
Lions on the loose
They don't frighten me at all
Dragons breathing flame
On my counterpane
That doesn't frighten me at all.

I go boo
Make them shoo
I make fun
Way they run
I won't cry
So they fly
I just smile
They go wild
Life doesn't frighten me at all.

Tough guys in a fight
All alone at night
Life doesn't frighten me at all.
Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

That new classroom where
 Boys all pull my hair
 (Kissy little girls
 With their hair in curls)
 They don't frighten me at all.

Don't show me frogs or snakes
 And listen for my scream,
 If I'm afraid at all
 It's only in my dreams.

I've got a magic charm
 That I keep up my sleeve,
 I can walk the ocean floor
 And never have to breathe.
 Life doesn't frighten me at all
 Not at all.
 Not at all.
 Life doesn't frighten me at all.

Activity 13

Match words that have the same sounds.

| | |
|----------|----------|
| 1. where | a. fun |
| 2. right | b. girls |
| 3. run | c. goose |
| 4. loose | d. wall |
| 5. hall | e. hair |
| 6. curls | f. fight |

Activity 14

Pair Work: Speaking

Have you ever been frightened by anything? What is it? When did it happen? Why were you frightened? How did you overcome your fear? Share your experiences with your friend.

Use the following structures to share your experiences.

1. I was frightened by _____.
 When I _____.

2. When I was _____.
_____.
3. In the year, _____.
When I _____.

Activity 15

Listen & Repeat

Repeat the poem after your teacher & note the sounds and rhymes in English:

Leisure

WHAT is this life if, full of care,
We have no time to stand and stare?—

No time to turn at Beauty's glance,
And watch her feet, how they can dance:

No time to stand beneath the boughs,
And stare as long as sheep and cows:

No time to wait till her mouth can
Enrich that smile her eyes began?

No time to see, when woods we pass,
Where squirrels hide their nuts in grass:

A poor life this if, full of care,
We have no time to stand and stare.

No time to see, in broad daylight,
Streams full of stars, like skies at night:

W. H. Davies

Activity 16

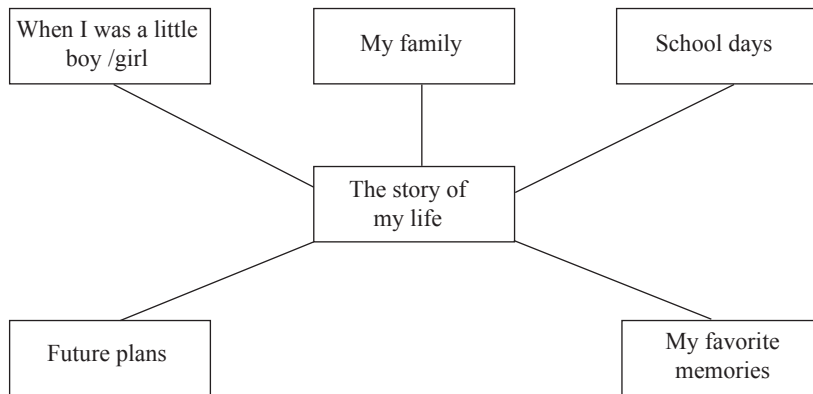
List the rhyming words in the poem.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Activity 17

Pair Work: Speaking

Using some familiar adjectives and prepositions you have learnt, tell you friend about yourself.



Activity 18

Reading

Read the following questions first and then try to find answers in the passage.

1. What is the Internet?
2. What are the tasks you can do through the Internet?
3. WWW means _____.
4. What are the features available on the Web?
5. We can _____, _____ and _____ on the web through the Internet.
6. Why is the Internet exciting?

What are the uses of the Internet?

Did you know that your computer can be connected to another computer in Africa or America? This is possible because of a giant network called the Internet that connects computers through phone lines, cable and satellite links. If you get an Internet connection, your computer too becomes a part of this network.

An Internet connection will allow you to communicate with other users all over the world through electronic mail or e-mail. You can also get access to the World Wide Web, which is a vast store of information. You can download this information on to your own computer, copy it and print it. The World Wide Web has many sites that give you news and entertainment too.

So, we can say that the three main uses of the Internet are communication, research and publishing on the World Wide Web. The Web allows for the display of still images, moving video, audio and text in any combination. The fact is that once you start using the Internet, you will find that ‘browsing’ or ‘surfing’ the Internet is a very good way to learn a lot... and have a lot of fun as well, for you can play many exciting games on the Internet!

Activity 19

1. Note the different uses of the word “connect” in the text. Identify the parts of speech of: connected, connects, connection
2. Pick out words that end in ‘tion’ in the passage. What part of speech does a word ending in ‘tion’ belong to? Write their verb forms in the table below.

| Words ending in “tion’ | Verb forms |
|------------------------|------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

3. Carefully look at the following sentences.

1. If you get an Internet connection, your computer too becomes a part of this network.
2. You can also get access to the World Wide Web, which is a vast store of information.
3. You can download this information on to your computer, copy it and print it.
4. The World Wide Web has many sites that give you news and entertainment too.

The underlined parts of the sentences do not give complete meaning in sentences 1,2 and 4. They are called subordinate clauses. They give only part of the meaning and not the complete meaning. (You will learn more about this in Unit 3.)

Activity 20

Each of the following definitions refers to a pair of homonyms. Try to identify them.

1. A reasonably priced ticket
2. A spoiled chicken
3. A faded yellow bucket
4. The correct ceremonial observance
5. Men’s correspondence

Example:

A mare with laryngitis

A hoarse horse

Activity 21

For each sentence, write the correct homophones.

1. night / knight

The _____ travelled all _____ to find the dragon.

2. way / weigh

That's a good _____ to _____ a chicken.

3. heal / he'll

I know _____ play ball again after his legs _____.

4. rose / rows

Only one _____ bloomed in all those _____ of flowers.

5. their / they're

I know _____ waiting for me at _____ house.

6. loan / lone

One _____ person applied for the student _____.

(From The lighter side of TEFL US Dept. of State)

Activity 22

Choose the correct word.

1. The king's _____ (rain / reign) lasted for 30 years.
2. I was so tired from climbing those _____. (stares / stairs)
3. What's your favorite breakfast _____? (serial / cereal)
4. That's the best movie I have ever _____. (scene / seen)
5. The dog licked its _____. (paws / pause)
6. I won't _____ (waist / waste) my money on this junk.
7. The meeting was so long, I was _____. (board / bored)
8. I _____ a CD player in the contest. (one / won)

(From The lighter side of TEFL US Dept. of State)

Activity 23

Complete the idioms by adding a word that is opposite in meaning.

1. stop and _____
2. lost and _____
3. ups and _____
4. dos and _____
5. friend and _____
6. for better and _____
7. this or _____
8. hit or _____
9. heaven or _____
10. win or _____

(From The lighter side of TEFL US Dept. of State)

Answers

Activity 20

1. fair fare
2. foul fowl
3. pale pail
4. right rite
5. male mail

UNIT 3

RESOURCES & ENVIRONMENT

Objectives

At the end of this unit, the students should be able to:

- ✓ Recognize four kinds of sentences
- ✓ Convert sentences into other kinds (assertive to interrogative, etc)
- ✓ Differentiate phrases, clauses and sentences
- ✓ Use articles appropriately
- ✓ Identify homophones, distinguish and use words with similar pronunciation
- ✓ Draft main points
- ✓ Comprehend, interpret and analyze reading texts
- ✓ Use capitals, commas and periods

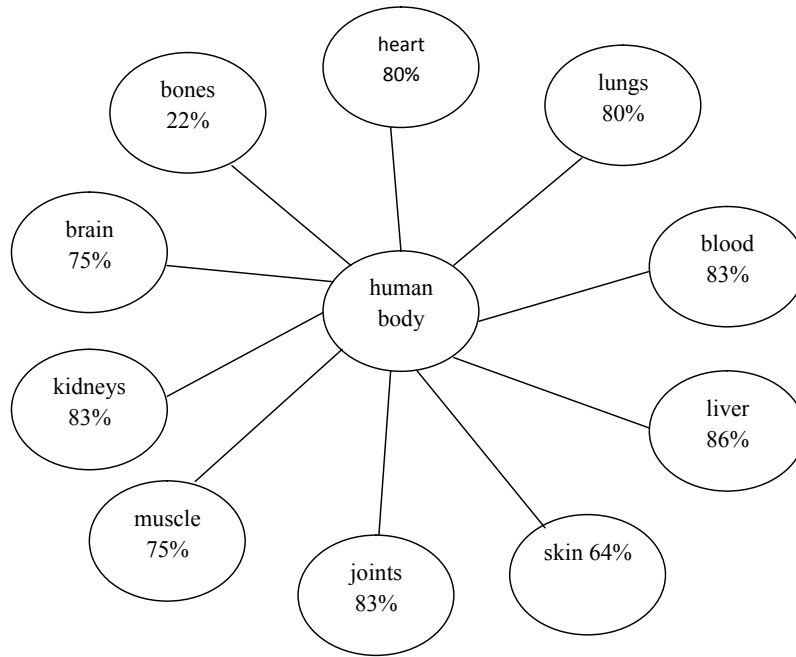
RESOURCES & ENVIRONMENT

Did you know?

The average human body is comprised of 55% water

Adult male: 60%

Adult female: 50%



Activity 1

Write sentences using the simple present tense for the amount of water in the human body. The first one is completed for you. (Write at least 5 sentences using present tense).

There is (be) 80% of water in the human body.

The human kidneys have more water than the human heart.

Bones have less water than blood.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Reading

Activity 2

Read the following questions and try to locate answers in the passage.

1. Why is the treatment of wastewater important?
2. How is wastewater treatment done?
3. What do primary and secondary treatment mean?
4. Chlorine helps to _____.
5. How are chemicals and dissolved solids removed?

Treatment of wastewater is actually a remarkably simple process that utilizes very basic physical, biological, and chemical principles to remove contaminants from water. Use of mechanical or physical systems to treat wastewater is generally referred to as primary treatment, and use of biological processes to provide further treatment is referred to as secondary treatment. Advanced secondary treatment usually involves applying chemical systems in addition to biological ones, such as injecting chlorine to disinfect the water. Tertiary treatment methods are sometimes used after primary and secondary treatment to remove traces of chemicals and dissolved solids. Tertiary treatment is expensive and not widely practised except where necessary to remove industrial contaminants.

Activity 3

Fill in the blanks with the correct forms of verbs. Reading the passage below may be helpful.

Raw sewage _____ (pass) through bar screens, which _____ (be) metal rods. The metal rods _____ (protect) the pumps in the treatment process. Water _____ (enter) the grit chamber through the rods. It _____ (flow) slowly so that sand and gravel _____ (fall) to the bottom. Organic waste _____ (settle) at the bottom, while grease and oil _____ (float) to the top. This process _____ (help) remove half of the contaminants.

Activity 4

Read the passage below and fill in the blanks with the correct forms of the verbs given in brackets.

Water _____ (flow) into aeration basins. Consumption of organic material as food _____ (take) place before it _____ (collect) as the wastewater bio-solids in the clarifiers. Water recycling operators _____ (harvest) microorganisms and _____ (consider) themselves as “bug farmers”. The process _____ (be) biological.

Biological Systems: Biological processes remove most of the rest of the contaminants. Water flows into aeration basins, where oxygen is mixed with the water. Microorganisms consume the organic material such as food and convert non-settleable solids to settleable solids and are later themselves captured in final clarifiers, ending up in wastewater biosolids. Many operators of WRC's consider themselves "bug farmers", since they are in the business of growing and harvesting a healthy population of microorganisms. Since the process is biological, any chemical or substance harmful to life can interfere with the operation of a water recycling plant.

Activity 5

Read the following questions and try to locate answers from the passage that follows.

1. How are the remaining microorganisms killed?
2. Why is chlorine not let into the rivers and lakes?
3. What does sulphur dioxide help in?
4. What are other methods used instead of using chlorine? Why are they used?

Chemical Systems: After the bugs do their work, chemical systems such as chlorine contact chambers are used to kill the remaining microorganisms not captured in final clarifiers. It is not desirable to have residual chlorine in the rivers and lakes; however, chlorine is then removed using sulphur dioxide (SO₂). This protects the aquatic life in the receiving stream. Using and storing highly toxic chlorine gas poses risks, so many facilities are beginning to use ultraviolet radiation instead of chlorine to provide final disinfection of water. The point where treated water is discharged into a stream or body of water is called the outfall.

Activity 6

Read the following passage and fill in the blanks with suitable prepositions.

Benefits _____ rainwater harvesting

RWH systems will offer the following benefits compared _____ conventional strategies:

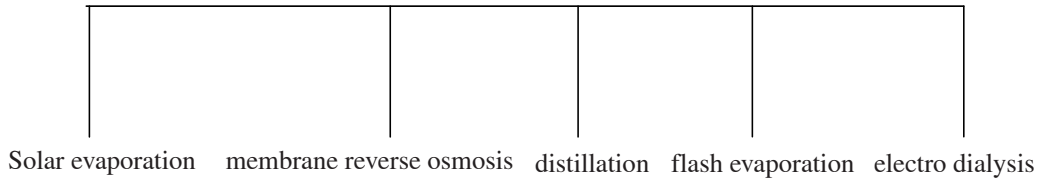
- ◇ Provides relatively high quality water _____ most areas, soft and low _____ minerals low costs;
- ◇ Direct capturing _____ rainwater significantly reduces our reliance _____ water from dams/ reservoirs and canal systems. This will exert less pressure _____ national water storage capacity _____ macro-level and can potentially reduce the need _____ expand dams or build new ones;
- ◇ Capturing rain water reduces the flow _____ storm water and minimizes the likelihood overloading storm water systems _____ the neighbourhood;
- ◇ Reduces soil erosion and flooding typically created _____ storm water run-off _____ urban areas _____ India;
- ◇ Encourages households and institutions _____ be equipped with an on-site and decentralized water supply _____ reliable quality;

- ◇ Reduces silting and contamination _____ waterways _____ polluted surface run-off; and
- ◇ Helps _____ create mass awareness and appreciation _____ conservation water resources;

(to, of, at, of, in, of, in, on, at, on, in, to, by, of, in, to, of, by, of, in, to, of, in)

Desalination flow chart

Desalination: different processes



Activity 7

Fill in the blanks with the appropriate articles.

Desalination (<http://www.edwardsaquifer.net/desalination.html> 16.12.2014 9:51 am)

Desalination involves removing ----- salt from water to make it drinkable. There are several ways to do it, and it is not ----- new idea at all. Sailors have been using solar evaporation to separate salt from sea water for at least several thousand years. Most of ----- world's 1,500 or so desalination plants use distillation as ----- process, and there are also flash evaporation and electro-dialysis methods. All these methods are very expensive, so historically desalination has only been used where other alternatives are also very expensive, such as desert cities. However, ---- exploding world demand for potable water has led to ----- lot of research and development in this field and ----- new, cheaper process has been developed that involves heating sea water and forcing it through membranes to remove ----- salt from ----- water. ----- process is even cheaper if ----- desalination plant can be located next to ----- electrical power plant that is already heating sea water to use for cooling ----- electrical generating units. Even so, it is still more expensive than other alternatives, but it is indeed becoming more competitive and could become ----- viable alternative. There is also ----- lot of interest in using local, brackish ground water as ----- source for desalination instead of ocean water. Such waters typically have only one-tenth the salinity of sea water, so desalination can be accomplished more easily and transportation is less of ----- issue.

Activity 8

With the chart given above on the different processes of desalination and the following details, make a graphic organizer on desalination.

Membrane reverse osmosis method

- Osmosis natural process
- Important in biological systems
- Movement of solvent in semi permeable membrane
- Dissolved things like salt cannot pass through

- Pressure applied to include movement
- Low concentrate & high concentrate liquid formed
- Most popular & cost effective

Kinds of Sentences:

Depending on what the sentence does, it is classified into 4 kinds: declarative, interrogative, imperative and exclamatory.

A **declarative sentence** makes a statement of fact, wish, intent, or feeling and ends with a full stop.

Examples:

I have seen that movie.

I wish I had joined that college.

The sun rises in the east.

Honesty is the best policy.

An **interrogative sentence** asks a question and ends with a question mark.

✓ Verb forms: do, does, have, has, have, be forms

✓ Question words: who, which, where, when, how, what and which usually are the first words of the sentence

Examples:

Do you understand the idea?

Have you visited the museum?

What is your ambition?

When do you propose to travel abroad?

An **imperative sentence** gives a command or makes a request or direction. The subject is always "you" even though it may not be expressed in the sentence and ends with a full stop.

Examples:

Complete your record work by tomorrow morning.

Pass this paper, please.

Note down the following details.

Take a left turn from the Anna flyover.

An **exclamatory sentence** expresses strong feelings and ends with an exclamation mark.

What a lovely monument the Taj is!

How nice the trip was!

I can't believe what you are saying!

Activity 9

Identify the kind of sentence. The first one is done for you.

1. I wish I could go to Darjeeling this summer. Declarative
2. Please set up the LCD in the training hall.
3. The principal will visit my place next week.
4. Don't you ever get tired of watching television?
5. We sold our car in April, 2014.
6. Didn't I ask you to complete your assignment?
7. Have you ever tasted a pizza?
8. Darn! I have misplaced my mobile!
9. Turn left at the signal.
10. Vatican city is the smallest city.
11. Write your register number on the top right-hand corner of each sheet of paper.
12. The news about the recent earthquake has appeared in many magazines.
13. Have you ever read a newspaper in English?
14. Are you serious?
15. Meet me at seven o'clock in the library.
16. Why are you so worried about others?
17. Don't close your eyes.
18. Nandan aims to be a doctor.
19. I can't believe it's a holiday today!
20. Do you watch reality shows hosted by film personalities?
21. It is hard to believe that this paper is made from wood.

Activity 10

Change the given sentences as directed.

1. I wish I could go to Darjeeling this summer. (Exclamatory)

2. Please set up the LCD in the training hall. (Interrogative)

3. The principal will visit my place next week. (Interrogative)

4. Don't you ever get tired of watching television? (Declarative)

5. We sold our car in April 2014. (Interrogative)

6. Did I ask you to complete your assignment? (Declarative)

7. Have you ever tasted a pizza? (Exclamatory)

8. Darn! I have misplaced my mobile! (Interrogative)

9. Turn left at the signal. (Declarative)

10. Vatican city is the smallest city. (Exclamatory)

11. Write your register number on the top right-hand corner of each sheet of paper. (Declarative)

12. The news about the recent earthquake has appeared in many magazines. (Interrogative)

13. Have you read a newspaper in English? (Exclamatory)

14. Are you serious? (Exclamatory)

15. Meet me at seven o'clock in the library. (Interrogative)

16. Why are you so worried about others? (Declarative)

17. Don't close your eyes. (Declarative)
18. Nandan loves to be a doctor. (Interrogative)
19. I can't believe it's a holiday today! (Interrogative)
20. Do you watch reality shows hosted by film personalities? (Declarative)

Reading

Read the following focusing on the sentences marked in italics.

All I Really Need to Know I Learned in Kindergarten by Robert Fulghum

All I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile at Sunday School. These are the things I learned.

Share everything.

Play fair.

Don't hit people.

Put things back where you found them.

Clean up your own mess.

Don't take things that aren't yours.

Say you're sorry when you hurt somebody.

Wash your hands before you eat.

Flush.

Warm cookies and cold milk are good for you.

Live a balanced life—learn some and think some and draw.

And paint and sing and dance and play and work every day.

Take a nap every afternoon.

When you go out into the world, watch out for traffic, hold hands, and stick together.

Be aware of wonder. Remember the little seed in the styrofoam cup: The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the styrofoam cup—they all die. So do we.

And then remember the Dick-and-Jane books and the first word you learned—the biggest word of all—LOOK.

Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

Take any one of those items and extrapolate it into sophisticated adult terms and apply it to your family or your work or your government or your world and it holds true and clear and firm. Think what a better world it would be if we – all the whole world – had cookies and milk about three o'clock every afternoon and then lay down without blankets for a nap. Or if all governments had as a basic policy to always put things back where they found them and to clean up their own mess.

And it is still true, no matter how old you are – when you go out into the world, it is best to hold hands and stick together.

Underline / mark good habits.

Activity 11

1. Why are some sentences marked in italics? Give reasons for your answer.
2. Use the structure of an imperative sentence and instruct your friend to give you his record notebook to be submitted to the faculty for correction.
3. Tell your friend some good habits that you have learnt from childhood. Give him/her instructions to follow the habits.

Paragraph writing

A paragraph is composed of one idea or concept. The first sentence of the paragraph is called the main-idea sentence or the topic sentence as it tells us what the paragraph is about. There is always a purpose for writing a paragraph. The following checklist will give an idea about how to write a paragraph.

Check list

1. Purpose
2. Main-idea/Topic sentence
3. Detail sentences (supporting ideas), order of details (1, 2, 3,), order of details
4. Concluding sentence

Activity 12

Below are the first words in five sentences. Complete the sentences (in groups of 4 or 5 students in each group) so that they form a very short story/anecdote. Use declarative sentences to complete the story. The sentences should link coherently together.

- a. Suddenly _____ .
- b. Unexpectedly _____ .
- c. Surprisingly _____ .
- d. Eventually _____ .
- e. Finally, _____ .

Example:

- a. Suddenly I felt a cool wind blow on my face.
- b. Unexpectedly I saw that Jayanthi had just walked through the door.
- c. Surprisingly she was wearing a long coat even though it was summer and very hot.
- d. Eventually she spoke and told me that she must leave town; she stood still for a long time.
- e. Finally, she left leaving behind her a pungent smell of death! I realised that she had died a long time ago and her memory seemed to disturb me often.

Punctuation

The use of spacing, conventional signs, and certain typographical devices aid to understand texts and read texts correctly. Punctuation is also a system of inserting small marks into textsto divide the text into sentences, clauses, etc. In speaking there is a pause in places where a comma and full stop are placed and the voice usually falls in these places. Hence, punctuation helps to learn how to use stress and intonation in English.

Example

Woman, without her, man is nothing.

Woman, without her man, is nothing.

Commas and periods (full stops) are the most frequently used punctuation marks. Commas customarily indicate a brief pause; they're not as final as periods. Here are some punctuation marks that you need to know how to use.

Capitalization

Capitalize the first letter of the first word of a sentence or question.

Capitalize all proper nouns or person's titles (Mr. Ms. Dr.).

Capitalize titles showing family relationships (only if it is used as a person's name) – Aunt, Uncle, Daddy.

Example: She is my aunt. Please come here, Aunt Carmel.

Capitalize first letters of key words in the titles of books, periodicals, poems, short stories, etc.

Capitalize the first letter of the first word in letter salutation and the first letter in letter closings.

Dear Mr. Ram,

Yours sincerely,

Sincerely,

End marks

Use a full stop to end a declarative sentence or an imperative sentence.

Use a question mark after an interrogative sentence or after a word or phrase that asks a question.

Use an exclamation mark after a statement showing strong emotion or an interjection showing strong emotion.

Commas

Use a comma before a conjunction to separate two independent (main) clauses.

Use commas to separate three or more words, phrases, or clauses in a series.

Use a comma after an introductory word or phrase.

Use commas to isolate interrupting words & phrases.

Use commas with places and dates made up of two or more parts.

My college is in Guindy, Chennai.

It reopened on June 26, 2014.

Use commas after items in addresses, after the salutation in a personal letter, after the closing in all letters, in numbers of more than 3 digits.

4,836

Use a comma to show a direct quotation.

Quotation marks

A direct quotation represents a person's exact speech or thoughts and is enclosed in quotation marks.

Question mark or an exclamation mark should be placed within the quotation if it is part of the sentence.

Example: He exclaimed, "how beautiful the Taj is!"

Hyphens

Use a hyphen with certain numbers, after certain phrases, and with some compound nouns.

Sixty-two

Mid-December

Mother-in-law

Activity 13

Punctuate the following sentences and add capital letters where necessary:

1. paper gets its name from papyrus a plant that grows in Egypt
2. the pulp is mixed with china clay or chalk to improve its opacity
3. india still has to import a lot of paper to fulfill the demands of the indian market
4. suddenly i felt a cool wind blow on my face
5. unexpectedly i saw that jayanthi had just walked through the door
6. i met the girl who helped me
7. while i was in school i had been very active in sports
8. what do the two types of pigments do
9. have you ever read a newspaper in English
10. i wish i could go to darjeeling this summer

Note: To understand punctuation, it is helpful to first know the difference between a phrase and a clause.

Phrases, Clauses and Sentences (Do you remember Activity 20, question 3 in Unit 2?)

A **phrase** is a group of related words (within a sentence) that does not contain both subject and verb, and does not express a complete idea. e.g. on the table.

Consider the following example.

He is staring at a teacher.

The above sentence has two parts “he is staring” and “at a teacher”.

The first part of the sentence “he is staring” is a clause because it has a subject (he) and a predicate (is staring).

The second part of the sentence “at a teacher” is a phrase because it does not contain subject and verb.

A **clause** is defined as a group of related words that contain a subject and predicate (verb).

e.g. he came.

The difference between a clause and a phrase is that a clause consists of both subject and verb, but a phrase lacks a subject or a verb.

Examples

The underlined part of each of the following sentences shows a clause, while the other part (non-underlined) of each sentence shows a phrase.

He reached his office in time.

I was watching near a wall.

They are shouting in a loud voice.

She made refreshments for the guests.

He bought a gift for his friend.

I will meet Rajan in my office.

You look pretty in this picture.

Activity 14

Identify clauses and phrases

1. out of the classroom
2. She may be correct.
3. that she was coming
4. Mark it in the diagram.
5. for the laboratory
6. about the movie
7. which place she was talking about
8. from the principal
9. behind the department building
10. If you can help me

Main Clause and Subordinate Clause

There are two major types of clauses: **main (or independent) clause** and **subordinate (or dependent) clause**.

Example

He is buying a car which looks very nice.

The above sentence has two clauses “He is buying a car” and “which looks very nice”. The clause “He is buying a car” expresses a complete thought and can stand alone as a sentence. Such a clause is called a **main or independent clause**. While the clause “which looks very nice” does not express a complete thought and cannot stand as a sentence. It depends on another clause (main clause) to express the complete idea. Such a clause is called a **subordinate or dependent clause**.

Main or Independent Clause

A main (or independent) clause is a clause that expresses a complete thought and can stand as a sentence.

Examples

I met the girl who had helped me.

She is wearing a saree which looks nice.

The teacher asked a riddle but no one answered.

He went to the doctor because he is suffering from fever.

He became angry and smashed the vase into pieces.

In the above sentences each underlined part shows the main clause. It expresses a complete thought and can stand as a sentence; that is why a main or an independent clause is normally referred to as a simple sentence.

Subordinate or Dependent Clause

A subordinate (or dependent) clause is a clause which does not express a complete thought and depends on another clause (main clause) to express a complete thought. A subordinate clause does not express a complete idea and cannot stand alone as a sentence. A sentence with a subordinate clause must also have a main clause.

Example

He likes South Indian food, which tastes good.

The clause “which tastes good” in the above sentence is a subordinate clause because it does not express a complete thought and cannot stand as a sentence. It depends on the main clause (he likes South Indian food) to express a complete thought.

Examples

I met the girl who had helped me.

I bought a table that costs Rs 1000.

He went to the doctor because he is suffering from a fever.

The teacher asked a riddle but no one answered.

Activity 15

Mark the main and subordinate clauses.

1. If she comes to the bus stop, she can board the bus.
2. He said that he is coming.
3. Actions speak louder than words.
4. What were you doing when we made the announcement?
5. It is good that we are in a democratic nation.
6. As soon as the class gets over, I shall come out to meet you.
7. While I was in school, I had been very active in sports.
8. When you find time, please visit my office.
9. Although she worked hard, things didn't favour her at all.
10. I don't know who spoilt the entire show.

Reading

Activity 16

Pre Reading

1. Do you know what paper is made from?
2. Is paper made from natural resources?
3. Where was paper first made?
4. Have you seen bamboo?
5. What uses does bamboo have for human beings?
6. "Save the environment, think twice before printing this document". Is a request seen at the bottom of some emails sent by some individuals and organizations. What do they mean by sending the request? Why should we print only if it is essential?

Read the following questions. Answer them after reading the passage.

1. Who invented the art of making paper? How did they do it?
2. How is paper manufactured in India?
3. Where do we get the raw materials for manufacturing paper?
4. Identify the parts of speech of the underlined words.
 - a) A tree with thick fibrous stems.
 - b) Most of the paper is made from wood pulp.
 - c) Paper is still made from plant fibers.

How is paper made?

Paper gets its name from papyrus (a tree with thick fibrous stems), a plant that grows in the swamps in Egypt. The ancient Egyptians made a kind of paper from papyrus. But the Chinese invented the art of making paper as we know it today. About 1,900 years ago, the Chinese learned to separate the fibres from mulberry bark. They soaked this bark then dried it, making a flat sheet and left it to dry in the sun, after which it was polished. Paper is still made from plant fibres. Some of the best paper is made from cotton.

Today paper is made from wood pulp. Logs from trees such as pine, eucalyptus, poplar, birch, fir and chestnut are taken to a paper mill, where the bark is stripped off. They are then cut into chips. These chips are put into huge vats, where they are boiled and stirred with chemicals until they become a soggy pulp. This pulp is washed and bleached. To make white paper, adhesives such as glue are added to make the fibres stick together in the paper. The pulp is now mixed with China clay or chalk to improve the opacity and surface-finish of the paper. The product at this stage is called ‘stuff’ and ‘stock’.

The stuff is then spread out on a belt of wire mesh of a refining machine. The water begins to drain out of it through the holes in the mesh and the fibres begin to mesh together into a thin sheet. This sheet then passes through a series of felt-covered rollers that squeeze out the remaining water and press the fibres more firmly together. It is then passed through a series of steam heated metal cylinders, which evaporate the remaining water and make it dry. And finally it goes through polished iron rollers, which make its surface highly smooth. After smoothing, the paper is wound into large rolls. These rolls are subsequently slit into convenient sizes.

In India, since there is a scarcity of wood, most of the paper is of a cheaper variety and is made from grass, waste paper, rope, rice-husk, straw, rags and other agro-wastes. A lot of mills also import paper pulp from which paper is made. India still has to import a lot of paper since the domestic industries are unable to fulfil the demands of the Indian market.

Activity 17

Mark phrases, as well as main and subordinate clauses in the following sentences.

1. India still has to import a lot of paper since the domestic industries are unable to fulfil the demands of the Indian market.
2. It is then passed through a series of steam heated metal cylinders which evaporate the remaining water and make it dry.
3. They are then cut into chips.
4. Paper is still made from plant fibres.
5. These chips are put into huge vats, where they are boiled and stirred with chemicals until they become a soggy pulp.
6. Some of the best paper is made from cotton.

Pre Reading

1. Do you like colouring?
2. Do you know how colours are made?
3. What are the natural resources to make paints?
4. Can we make paints in the industry?
5. What are the popular paint brand names you know?

Reading

Activity 18

Read the following questions and answer them after reading the passage.

1. Pigment is _____
2. The two types of pigments are _____ and _____
3. What do the two types of pigments do?
4. What does a vehicle do?
5. List the various types of paints and also mention their names?
6. Write differences between cement water paints and metallic paints.

How are different paints made?

Paint is a mixture of one or more coloured powders and a liquid. The coloured powder is called a pigment. The liquid is called a vehicle or binder. The vehicle carries the pigment and allows it to spread over the surface. Many vehicles contain a solvent or thinner.

There are basically two types of pigments: prime pigment and inert pigment. Prime pigments give the paint its colour, and inert pigments like calcium carbonate, clay, mica or talc make the paint durable.

Vehicles include oils, varnishes, latex and various types of resins. When a vehicle comes in contact with air, it dries and hardens. This makes the pigment bind with the surface.

There are various types of paints in common use today. The paints often used on walls and roofs are oil-based. Such paints serve to protect wood and metals. Latex paints include wall paints and masonry paints. Many masonry paints are produced with substances like polyvinyl acetate or acrylic emulsions. Lacquers are often used to paint the automobiles. It is made up of a solution of resins in a solvent. The solvent dries up after the lacquer is put on. Now we also have fire-retardant paints that protect against any likely damage due to fire. Heat resistant paints are used to cover warm and hot surfaces.

Then there are cement water paints that add colour to cement surfaces, such as a basement floor. In the metallic paints, aluminum or bronze powder is used as an ingredient. Enamel paints contain small amounts of prime pigments. They are often used in bathrooms and kitchens.

Activity 19

Using the following passage, give instructions to your friend on how to use Google.

Search engines: Google

There are many search engines. We will take as an example one of the most popular: Google (<http://www.google.com>)

- You simply type in keywords for the information you need. For example, if you were interested in the usefulness of wind farms, you could type in “usefulness wind farms”, which brings up the information on the topic.
- Your first attempt will probably bring in too many ‘hits’ (source) for you to handle (6,320 in this case). In which case you have to be more specific, for example, specifying a region: “usefulness wind farms India” reduces the number of hits.
- If you want to make sure that you access an academic source, you could try adding the domain name for educational institutions, for example “site: ac.uk” limits the search to UK universities. Typing “usefulness of wind farms site:ac.uk” gives 246 hits.
- If you still have too many hits, you may have to think of other relevant and /or more specific keywords.
- Another way of getting more limited, but possibly more relevant hits, is to use the directories tab. This will lead you down through subject headings to a specific topic area. For example Regional – Oceania – Australia – Science and Environment – Environment.
- You will find additional useful tips on Google’s own help page, on <http://www.google.com/help/index.html>.

Activity 20

Fill in the blanks in each sentence with two or three words that have the same sound but different spelling and different meanings.

1. Our team _____ game and lost three games (one, won)
2. They agreed _____ play _____ more games next week _____ (too, to, two)
3. The _____ golfers watched _____ the ball when they heard someone shout “ _____!” (fore, for, four)
4. The four of us were so hungry that we _____ idly. (eight, ate)
5. Each player _____ the ball _____ the hoop at least once. (threw, through)
6. As we approached the coast, we could _____ the _____. (sea, see)
7. Anna had _____ many things to _____ on her new machine that she had no time to _____ any seeds in the garden. (so, sew, sow)
8. At the airport the guide said, “Come this _____ so they can _____ your luggage.” (weigh, way)

-
9. We had to _____ in line until they determined the _____ of our bags. (weight, wait)
 10. We _____ the boat to the dock so it wouldn't go out when the _____ came in. (tied, tide)
 11. Unfortunately, we did _____ put a very good _____ in the rope, and it came unfastened. (knot, not)
 12. The people on the safari _____ that a _____ of elephants was headed their way. (herd, heard)
 13. If you sit _____ very quietly, you can _____ the wind blowing through the trees (here, hear)
 14. The man in the _____ coat _____ the notice to me. (read, red)
 15. We _____ on horseback through the tall grass until we came to the _____ that led to the town. (rode, road)
 16. Everything looked so familiar; it was as if we had _____ that _____ before. (scene, seen)
 17. We went to where they were selling boats, and _____ boats had a sign on them that said " _____ ". (four sail, for sale)
 18. The students _____ down in their notebooks the sentences that they had learned by _____ .(rote, wrote)
 19. The wind _____ the rain clouds away, leaving a clear _____ sky. (blue, blew)

(From The lighter side of TEFL US Dept. of State)

UNIT 4

COMPOSITION

Objectives

At the end of this unit, the students should be able to:

- ✓ Interpret visuals
- ✓ Brainstorm, organize & write paragraphs using linkers
- ✓ Write messages for given contexts

Composition

VISUAL TO VERBAL

Steps of the Writing Process

We can divide the process of writing into five steps:

- **Pre-writing** is the idea gathering stage.
- **Organizing** is the planning or outlining stage.
- **Rough draft** is the first imperfect version.
- **Revising** is the stage of improving the rough draft.
- **Final draft** is the final, polished version of the work.

Revision Checklist for Paragraphs

Topic Sentence: Does my topic sentence preview for my reader what my paragraph will be about?

Unity: Are all the sentences in my paragraph related to the topic sentence?

Coherence: Is my paragraph well organized? Is the organization clear to my reader?

Support: Does my paragraph have enough specific details, examples, and facts to support the topic sentence?

Sentences: Are all of my sentences complete sentences? Do I avoid fragments and run-on sentences? Have I combined simple sentences to make compound and complex sentences? Is my punctuation correct?

Format for Final Drafts

- Use clean white paper, standard size A4 (210 x 297 mm). It may have lines or no lines. If the paper has no lines, make sure your writing is straight.
- Write or type on one side of the paper only.
- Leave 2.5 – 3 cm margins (space) on all edges of the paper.
- In the top left corner, write the following information:

Name

Course

Assignment

Date

- Center your title above your paragraph. Do not underline the title. Do not use ALL CAPITALS for your title. Do not write a period (.) after your title. Write your title this way:

Title of My Composition

- Indent the first line of each paragraph 1.5 cm or 10 typewritten spaces.
- Double-space your paragraph. That is, leave an empty line between every line of writing.
- Make sure your writing is neat and easy to read.

A visual is a picture that represents some objects/things in and around us. We can see and perceive it.

The students should study the visual carefully and write a passage about it.

Activity 1

1. First look at the picture and say what you think it is about.
2. Next, observe the picture very carefully and note down all the minute aspects.
3. Prepare a rough draft.
4. Organize the points into a paragraph and give a suitable title to it.

MODEL

Study the visual carefully and write a paragraph:



Rough Draft:

1. Trees are seen all around.
2. The natural surrounding looks beautiful.
3. There are two persons walking in the park.
4. People are doing exercise.

Fair Draft:

NATURE'S GIFT

The picture shown is very beautiful with natural surroundings. There are many trees, plants and grass. There is a path for people which is meant for doing some exercises. It may be a park where people relax and do exercise. There are two people jogging in the park.

Activity 2

Study the visual carefully and write a paragraph:



Activity 3

Study the visual carefully and write a paragraph:



Writing Paragraphs

OBJECTIVES

- To expand notes into a piece of writing.
- To plan, organize and present ideas coherently.

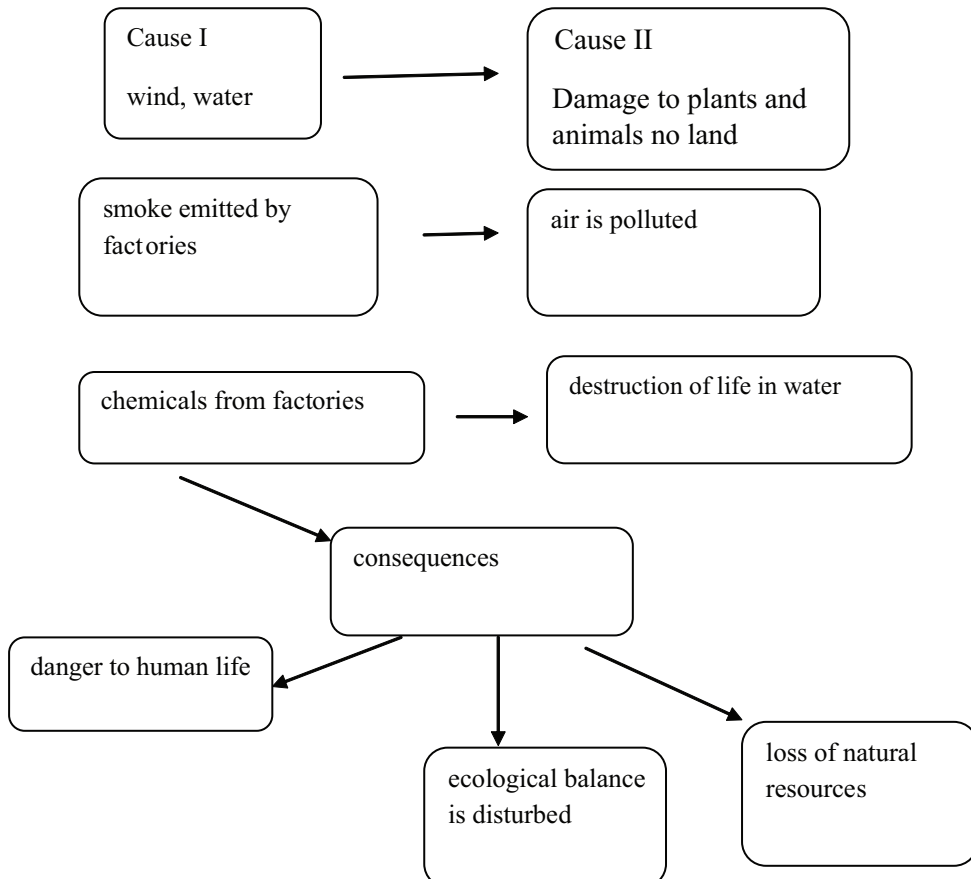
Activity 4

1. Use the information to write a paragraph in about 50 words.

-gold chain recovered
 - snatched at a bus stop – two motorcycle riders
 -Young man noted vehicle number- informed police
 -motorcycle stopped –driver and pillion rider identified
 -Chain returned to owner

A gold chain was recovered by the police last Thursday. The lady wearing it was waiting at the bus stop when it was snatched by two motorcycle riders who escaped from the spot. Luckily their vehicle number was noted by a young man. He informed the police about the incident. As a result of the police action, the motor cycle was stopped at the check post. The driver and pillion rider were identified by the police. Besides the chain, many other gold ornaments were recovered by the police. The chain was returned to the owner.

Look at the diagram given below and write a paragraph in not more than 50 words.



Activity 6

Below are some of the experiences of Raghul on trekking. Using the notes write a paragraph in about fifty words.

October 10 – Raghul and four friends – beauty of nature – exercise only – trekking nearby hill – tired – perspired – cold wind – top – very heavy – easy return – less than half the time.

Activity 7

2. Given below is the set of instructions for a recipe. Use the instructions to develop it into a paragraph.

take six bananas → crush into pulp → boil half a litre of milk → add banana pulp and sugar → Stir for two minutes → remove the mixture from heat → Cool it before eating.

Writing Messages

Objectives

- Understand message writing
- Analyze the situation and write messages

Messages are:

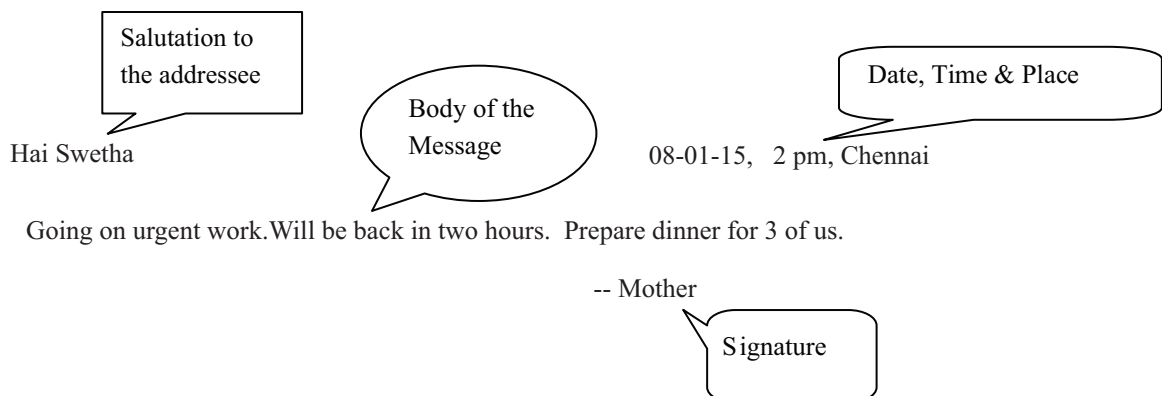
- Short and precise notes used either in informal or formal context.
- Simple sentences in direct language.
- Date, time and place should be conveyed clearly.

Note:

- Action verbs are given more importance.
- Persona subject pronouns like I, we, you..... may be omitted.

Sample

Between a mother and a daughter



A message has FOUR important parts.

1. Date, time and place
2. Salutation to whom it is addressed
3. Body of the message
4. Signature

Activity 8

A student staying in the hostel to the hostel warden seeking permission to go home urgently.

(Date)

(Time)

(Place)

Sir,

Received a phone call from _____ (home) (Father) _____ (Going / Serving) immediately. Will return on _____ (date). Unable to meet you. Kindly _____ (grant) permission.

Shyam

Activity 9

1. Father to son - instructing to – Receive a relative at the railway station.
2. Between two hostel boarders – To bring his record notebooks and laptop to the afternoon session.
3. Mother to daughter – requesting / instructing to meet their relative in the hospital
4. Manager to secretary – Prepare for next day board meeting.
5. Doctor to nurse – Make arrangements for surgery the next day.

UNIT 5

COMPOSITION

Objectives

At the end of this unit, the students should be able to:

- ✓ Write ads
- ✓ Identify & compose personal letters for different purposes
- ✓ Develop hints

Composition ADVERTISEMENTS

Objectives:

- Understand the vocabulary pertaining to advertisements
- Recognize the logical sequence of the advertisements.
- List out the relevant items for the given advertisements
- Design an advertisements on your own
- Enhance presentation skills

Template of an Advertisement:

WELCOME TO THE ULTIMATE DESTINATION
OF
FESTIVAL SHOPPING

Exhibition cum Sale

- Designer Wear
- Fashion Accessories
- Home Décor
- Jewellery

7-8 February 2015

Timings: 10 am – 8 pm

Venue:
Ram Internationals,
Anna Salai,
Chennai- 600 002

Credit Cards Accepted – Entry Free

Chennai Event Partner – Arun Kumar
Email: shakshi2002@gmail.com
Tel.: +91 92485 00120, 98401 19732

Activity 1*Cloze Test:*

**WELCOME TO THE ULTIMATE DESTINATION
OF
_____ SHOPPING**

_____ cum Sale

- Designer Wear
- Fashion Accessories
- Home Décor
- _____

7-8 February 2015 Venue:
Ram Internatioals,
Anna Salai,
_____ 600 002

_____ : 10 am – 8 pm

_____ **Accepted – Entry Free**

Chennai Event Partner – Arun Kumar
_____ : shakshi2002@gmail.com
Tel.: +91 92485 00120, 98401 19732

Activity 2*Situations for Group Activity:*

1. Create an ad for a book exhibition by M/s Selvi Book Stores in your town.
2. Chennai Silks, Madurai announces a discount sale. Prepare an ad for them.
3. M/s. TVS Motors, Hosur wants to recruit fresh diploma holders in mechanical engineering. Help them to prepare an ad to be published in a daily.
4. One of the jewelers from Chennai is going to display their jewels and ornaments in a hall in your town. Help them to prepare an ad by giving complete details of the exhibition, venue and date.

LETTER WRITING – PERSONAL LETTERS

Activity 3

Form pairs and discuss important events / incidents / moments of your life

1. Marriage, birthday parties.
2. Promotions
3. Gifts / Prizes
4. Thanking
5. Sharing

Madurai,
10.07.2015

My Dear Shiva,

I am fine. How are you? I hope you and your parents are fine.

My birthday falls on August 30th. I wish to celebrate the happy occasion with all our 10th classmates.

I invite you to attend my birthday function, without fail. The function will be held at 4.30pm in my house.

I am looking forward to enjoying the occasion with your participation.

With love,
Amal Senthil Kumar

Address on the envelope

To:

T. ShivaKumar,
10 Raja Street,
Anna Nagar,
Coimbatore

Activity 4

Fill in the blanks

LETTER WRITING – PERSONAL LETTER

Madurai,

My Dear _____,

I am fine. How are you? I _____ you and your parents are fine.

My birthday _____ on August 30th. I wish to _____ the happy occasion with all our 10thclassmates. I invite you to _____ my birthday function, without fail. The function will be _____ at 4.30pm in my house.

I am looking forward to enjoying the occasion with your participation.

With love,

Address on the envelope

To:

Activity 5

Spot the Errors in the Letter

No.4, 5th Street,
Alagar Nagar,
Madurai.
10.07.2015

My Deer Dad,

I am fien. How are U? I wish you and mom is fine.

My board examination commence in 15th October. I have got good mark in my all internal exams. Now I preparing for my end examinations.

Our mechanical department have aranged for In-plant Training at Hosur, in the vacation. I want you to allow me for undergo training and Rs. 2000 to send towards the expenses.

Look forward to your response.

With loveing,

Adress on the envelope

To:

Guru
5, Chandra Nagar,
chennai

Check your answer after correction

Madurai,
10.07.2015

My Dear Dad,

I am fine. How are you? I wish you and mom are fine.

My board examination commences on 15th October. I have got good marks on all my internal exams. Now I am preparing for my end examinations.

Our mechanical department has arranged for In-plant Training at Hosur, during the vacation. I want you to allow me to undergo training and to send Rs. 2000 towards the expenses.

Looking forward to your response.

With love,

Address on the Envelope

To:

Guru,

5, Chandra Nagar,

Chennai – 600012

Activity 6

Choose any one of the following situations and write a personal letter.



Activity 7

1. Write a letter to your uncle enquiring about his health after getting discharged from the hospital.
2. Write a personal letter to your friend in Chennai informing him to make arrangements for his stay in Chennai while he attends an interview.
3. Write a letter of appreciation to your schoolmate, on seeing his photo in the newspaper, for receiving the National Award for Hockey from the Ministry of Sports.

DEVELOPING HINTS

Guidelines

1. Read the given outline carefully.
2. Use grammatically correct, idiomatically simple language and short sentences.
3. Keep the order in which the hints are presented.
4. Check that each hint is suitably connected to the next one in the logical order.
5. Use your imagination for filling in the gaps.
6. Use signal words, phrases and linkers like the following for clarity and proper sequence in narrating stories.
 - Cause and effect words: therefore, as a result, because of
 - Time words: meanwhile, at that time, later on, as soon as, just then, during
 - Contrast words: though, even then, but, on the contrary
 - Addition words: in addition, also, further, moreover, not only but also
7. Adjectives may be used suitably to enrich descriptions.
8. Elaborate the hints into as many idea units as possible and write one sentence for each idea.
9. Impersonal passive and present tense are preferable for factual information/describing a process and past forms for narrating stories.
10. After writing a rough draft, rewrite it to make it as good as possible and give it a title.
11. For the title use the name of the main character/object/incident of the story/proverb or quotation suiting the theme.

Example:

Hints:

Mickey Mouse—one of the oldest world famous vermin—created to replace Disney character Lucky Rabbit—Mickey Mouse was created by Iwerks—his idea was to show the spirit of Charlie Chaplin as a mouse—first appeared in 1928—only in silent movies in the beginning—Walt Disney was Mickey’s first voice—appeared in colour in 1935—Jim McDonald and Wayne Allwine make Mickey’s voice until today—special Oscar for Walt Disney in 1932—in comic strips, feature films, video games, theme parks, games and toys widely used even today

PASSAGE**THE IMMORTAL MICKEY MOUSE**

The story of the cartoon character Mickey mouse is very interesting. This oldest world famous vermin has an interesting background. The Disney character was created to replace another character. The name of that character was Lucky Rabbit. For a change, Mickey Mouse was introduced. He was popular for a long time.

Even though Mickey Mouse was a Disney character, the creator was not Disney. The creator's name was Iwerks. Charlie Chaplin was the inspiration for the creation of Mickey Mouse! The creator wanted to show the spirit of Charlie Chaplin in a mouse. The character of Mickey Mouse became as popular as many great actors across the world.

He first appeared in the year 1928. In those days there were only silent movies. Later Walt Disney himself was Mickey Mouse's voice. Then in 1935 Mickey Mouse appeared in colour. Two voices replaced Wald Disney as Mickey's voice. Jim McDonald and Wayne Allwine voice Mickey until today.

Mickey won the greatest honour in the film world. Disney was given the Oscar award in 1932. He is used in many forms of entertainment around the world. We find Mickey Mouse in comic strips, feature films, videogames, theme parks, games and toys! He lives even today in the world of children and also among the grownups who were children once upon a time. He has become immortal.

Activity 8

The students are asked to read the hints and also the passage.

Students should analyze and find answers to the following questions in pairs:

- How does the passage begin?
- How does the hints part begin?
- List the words/phrase that give clarity and lead to progress in sequence.
- What are the new words and adjective used to show originality?
- Pick out time words and contrast words used in the passage.
- Find out where one hint is expanded in two or three ideas/sentences.
- Suggest some other suitable title.

Activity 9**DEVELOPING HINTS FOR FACTUAL INFORMATION**

Jigarthanda—South Indian beverage—originated in Madurai city—Tamil Nadu, South India—means “cool heart “ in Hindi—prepared and served in roadsides shops—refreshment in Indian summer—ingredients—badampisin, nannarisharbath, sugar, milk cream with an extra layer of basanthi—very popular throughout Tamil Nadu

Develop the hints into a short passage. (Use simple present for factual information).

Activity 10

Write a passage about the preparation process of Jigathanda. (Convert all of the active forms into the impersonal passive form by removing the subjects.)

PASSAGE

First mix all of the ingredients in a container. Next, boil the milk until it turns pale yellow. Then allow it to cool down. Afterwards, keep it in the refrigerator until it becomes chilled. Now soak china grass in water for three hours until it becomes like pieces of jelly. Finally, mix all the ingredients together. To make it more tasty and attractive, top the mixture with a scoop of ice cream at the time of serving.

MODEL QUESTION PAPER
SEMESTER - I

TIME: 3 Hours

Max. Marks: 75

I. Answer any ten of the following:

10 × 3 = 30

1. Find the odd word in each group according to pronunciation.

- a) Wood, would, mood, could
- b) Shut, cut, mutt, put
- c) Walked, talked, mocked, planted

2. Identify short and long sounds and write “short” or “long” next to each word.

- a) bit --- b) sleep --- c) pool ---
- d) beat --- e) pull f) slip ----

3. Fill in the blanks with the suitable word from the homophones given in brackets.

- a) He asked the conductor what the bus ____ was. (fair / fare)
- b) The convict was put in the _____. (cell / sell)
- c) The passengers use the _____ as the escalators do not function. (stairs/stares)

4. Write the plurals in the blanks.

- a) A porter carries tiffin _____ (box).
- b) They travel by different _____ (mode) of transport.
- c) The farmers buy _____ (cow) in the market.

5. Find the odd word based on the verb form.

- a) made, play, make, plan
- b) sell, help, tell, fell
- c) would, might, should, fight

6. Identify the tense forms used in the following sentences.

- a) I am writing the examination now.
- b) I like sweets.
- c) I went to Chennai last week.

7. Identify three naming words in the following sentences.

Raju went to the library to collect the books from the clerk

8. Identify three action words in the following sentence

He took a piece of paper, wrote a poem and read it to the class.

9. Fill in the blanks with appropriate adjective from the ones given in brackets.

- a) I wear a _____ (white / pure) shirt.
- b) They like to read _____ (comic / comedy) books.
- c) People prefer to travel by _____ (locale / local) trains.

10. Fill in the blanks with suitable prepositions.

- a) The college begins ____ (on / at) 8.30 A.M every day.
- b) My birthday falls _____ (on / in) 10th July.
- c) I was born ____ (in / on) 1990.

11. Fill in the blanks with suitable articles in the following sentences.

- a) Gopinath is ____ enterprising person.
- b) Ooty is ____ tourist spot.
- c) My mother goes to ____ market.

12. Correct the spelling.

1. apearans 2. sindetic 3. treetmend

II. Answer any five of the following.

5 x 3 = 15

1. Underline the main clause in the following sentences.

- a) As soon as the teacher entered the class, the students greeted her.
- b) Being sick, I did not attend the meeting.
- c) Though he was an orator, he did not deliver an impressive speech.

2. Underline the subordinate clause in the following sentences.

- a) I met the girl who had helped me.
- b) I bought a table that costs Rs.1000.
- c) As he is suffering from a fever, he goes to meet the doctor.

3. Rearrange the jumbled words into meaningful sentences

- a) a, writes, in, Kumar, the, room, class, letter.
- b) learn, the, grammar, students, grammar.
- c) doctor, kala, an, is, efficient.

4. Frame questions for the following responses

- a) The rainbow looks very beautiful.
- b) I met my friend in his college.
- c) The Class will start at 9 O' clock.

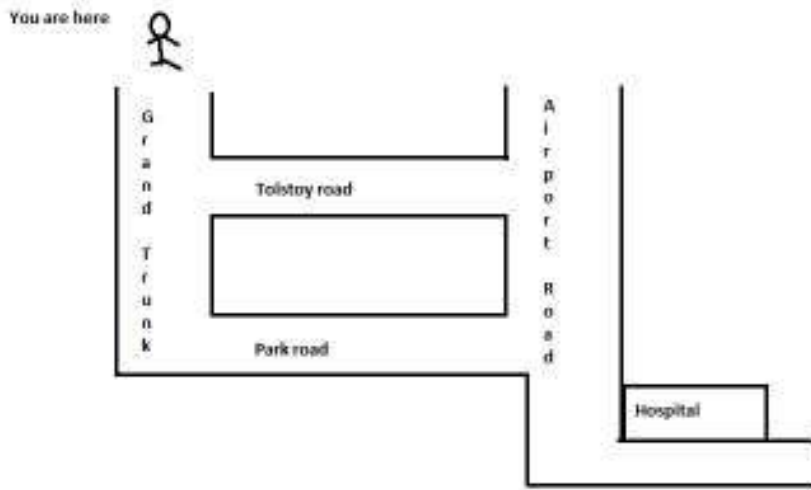
5. Convert the statements into exclamatory sentences.

- a) The tiger is a very ferocious animal.
- b) His handwriting is very good.
- c) The moon is very bright today.

6. Punctuate and use capital letters wherever necessary.

- a) ram is in london at present
- b) when sheela wants to buy a house her husband objects
- c) our parliament is in new delhi

7. A man approaches you to direct him to a nearby hospital. Give three instructions using imperative form.



III. Answer the following.

$3 \times 5 = 15$

1. Read the questions and find answers in the given paragraph.

- Who is Sona to the speaker of this passage?
- Does Sona study?
- Describe Sona's character.
- Describe Sona's appearance.
- What is your opinion of Sona?

SONA

My niece Sona is an adorable girl. She is five years old, but is tall for her age. She has curly, dark black hair and black eyes. When she smiles, her little white teeth seem to light up her face. Sona is also a friendly girl. She is always playing funny jokes on people to make them laugh. She likes to talk a lot to show how smart she is. She is always eager to recite lessons or poems. Finally, my niece Sona is a very active little girl. She goes to nursery school every day, and she loves to play. She plays ball in the yard with her friends after school. Other times, she likes to play quietly with her Barbie dolls. I love my little niece, Sona, and if you saw her, you would love her, too.

2. a) Describe a "market" (5 sentences)

OR

b) Write your experience on the first day in a polytechnic college.(5 sentences)

3. Write a letter to your friend inviting him for your birthday celebrations to be arranged at your home.

IV. Answer any three of the following.**3 × 5 = 15**

1. Write a short message to your friend about being late to college as you have missed the bus because of the traffic in your area.
2. Study the visual carefully and write five sentences.

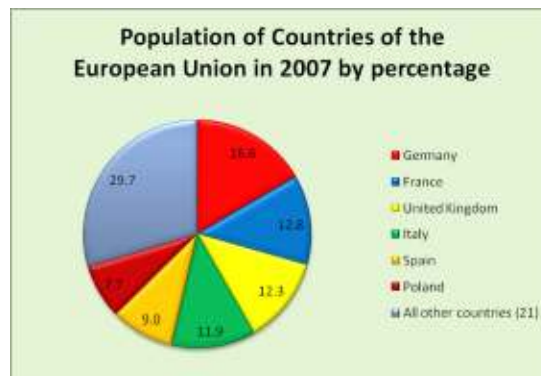


3. Fill up the blanks by choosing the suitable linkers given in brackets.

(then, thus, and because, so)

Yesterday I was working in my office without break for tea, even after 5 P.M. The time was 6.00 P.M. I felt so tired _____ of it. _____. I went to a restaurant and had a cup of coffee. _____ I went for a walk _____ later resumed my work in the office. Relaxation _____ helps us to refresh ourselves, even after a tiresome work.

4. Study the given pie chart and write a paragraph of 50 words.



5. Develop the following hints into a passage of about 50 words.

Madurai—city of temples—famous for Meenakshi temple—tourist spots—NayakarMahal, AlagarKoil, Tiruparankundram—lots of hotels of various categories—ordinary to 5 star hotels—parks, playgrounds, gyms, swimming pools, theatres, shops, malls—bus-stands, railway stations, airport

SEMESTER - II

UNIT 1

MATTER

Objectives

At the end of this unit, the students should be able to:

- ✓ Recognize & distinguish active/passive forms
- ✓ Use active & passive forms
- ✓ Convert from direct to indirect speech and from indirect to direct
- ✓ Respond to, interpret and analyze texts for academic purposes
- ✓ Complete cloze
- ✓ Summarize texts in own words
- ✓ Build and expand vocabulary use

MATTER

Objects are described by using size, shape, colour and texture, which are called its properties. In other words, a property describes how an object looks, feels, or acts.

Size: **small, big, large, tiny**

Shape: **square, round, conical, cylindrical, uneven, even, spherical**

Texture: **hard, soft, rough, smooth**

Objects take up space and have mass. Mass is related to how much something weighs. Mass and weight are two different things. The unit for mass is a gram.

Activity 1

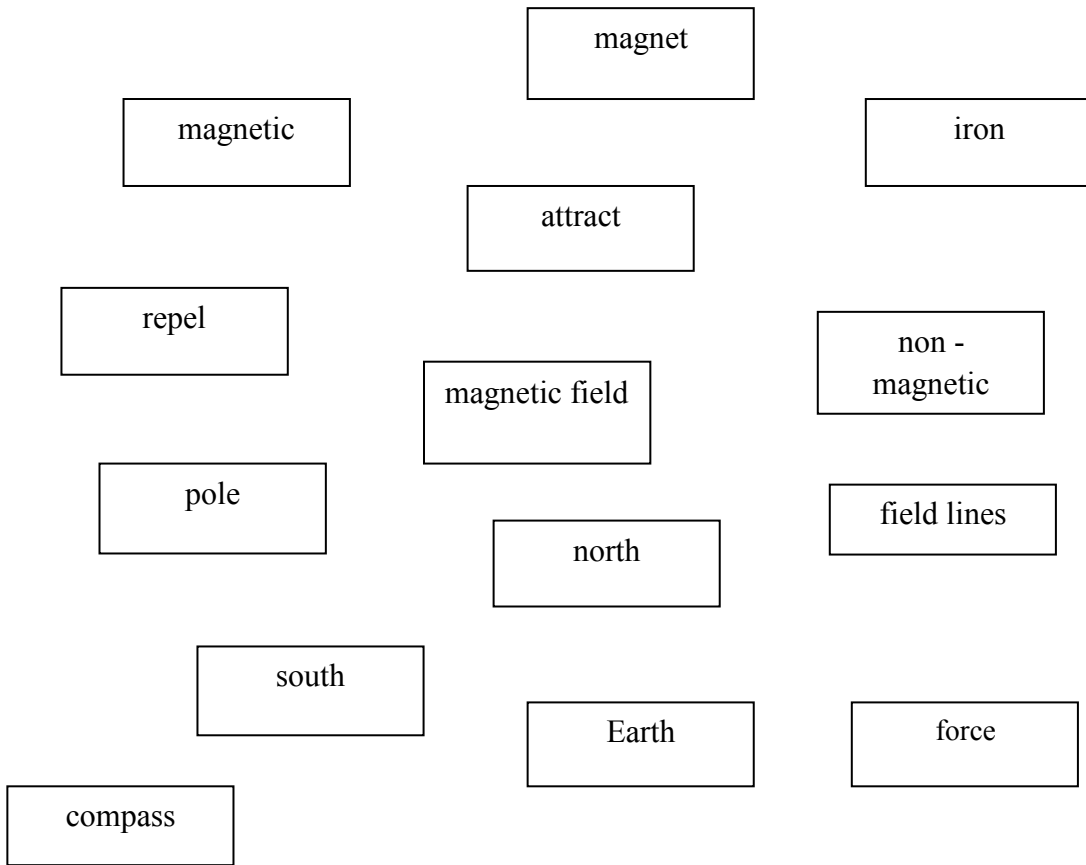
Look at the pictures and fill out the chart below:



| Object (s) | Size | Shape | Texture | Others |
|------------|------|-------|---------|--------|
| feather | | | | |
| carrots | | | | |
| bus | | | | |
| box | | | | |
| ball | | | | |
| cube | | | | |
| silk | | | | |

Activity 2

Link the related words with arrows and write a paragraph



magnetic

magnet

iron

attract

repel

non -
magnetic

magnetic field

pole

field lines

north

south

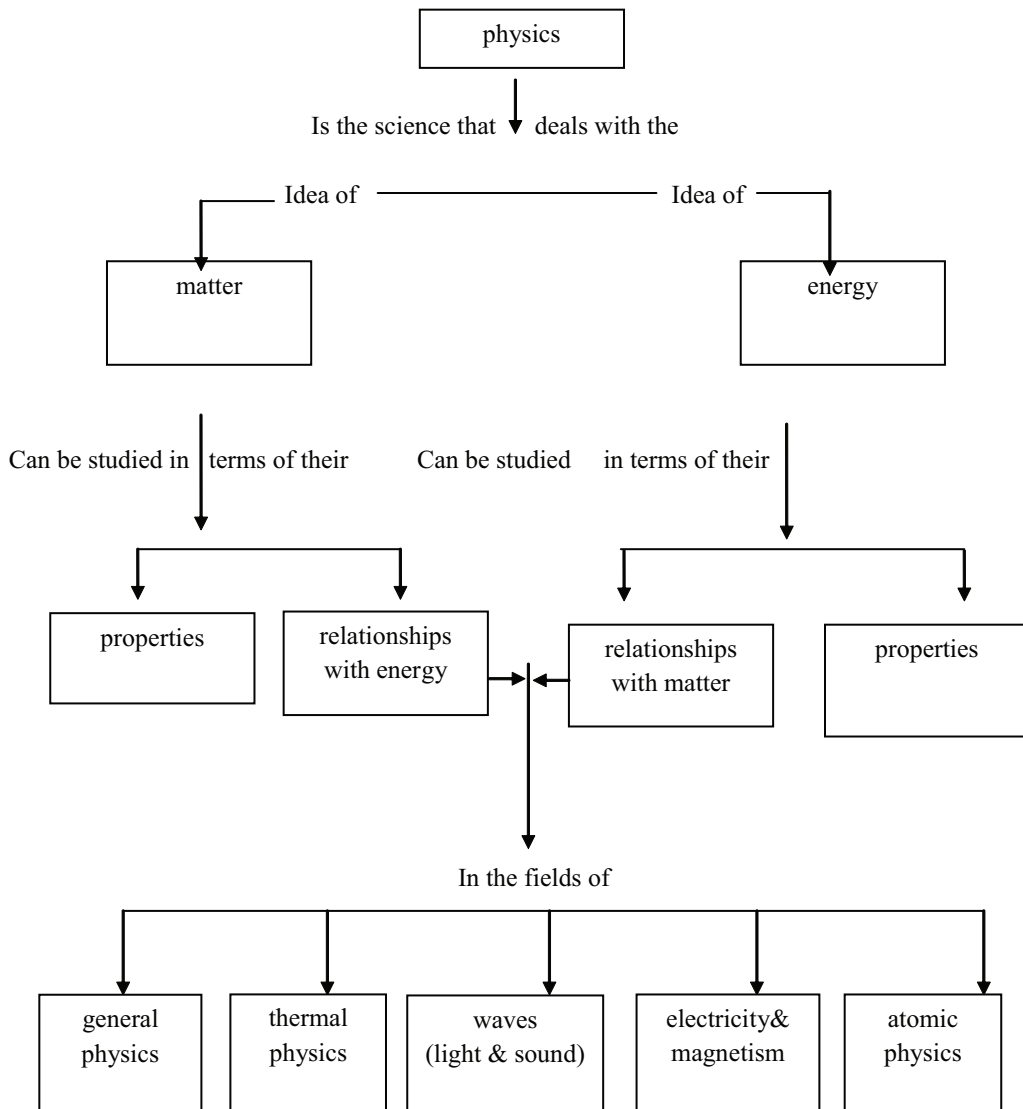
Earth

force

compass

Activity 3

The following picture gives you a visual of what physics is. Now write a few sentences using the details.



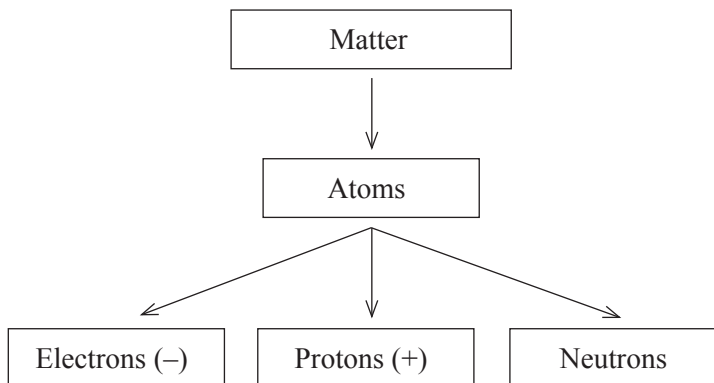
1. Physics is _____

2. Matter can be _____

3. Energy can be _____

4. Hence, physics is related to the fields of _____

Objects that take up space and have mass are called matter. Everything around us in this world is made up of matter. Anything you see and can feel is made of atoms. All atoms are too small to be seen with the naked eye or even a microscope. All matter is the same because all matter is made up of atoms. Matter is also different because objects can be made up of different kinds of atoms.



Activity 4

What does the picture show? With the help of your teacher, try to frame 3 – 4 sentences and write them.

- 1.
- 2.
- 3.
- 4.

Activity 5

Have you understood what atoms are? Read the following questions and try to find out the answers from the paragraph below:

1. What are substances?
2. Can we split particles? How do you know?
3. What are atoms?
4. How are atoms different from elements?
5. What are atoms made of?
6. Have you seen atoms? Why?
7. Where can you possibly get to see atoms and how?

Substances are made up of **smaller particles that are ordinarily moving around**. Some of those **particles of matter can be split into smaller units using fairly strong heat or electricity** into smaller rather uniform bits of matter called atoms. **Atoms** are the **building blocks of elements**. **Elements** are all those **substances that have not ever been decomposed or separated into any other substances through chemical reactions, by the application of heat, or by attempting to force a direct electric current** through the sample. **Atoms** in turn have been found to be **made up of yet smaller units of matter called electrons, protons, and neutrons**.

Activity 6

Frame sentences on your own:

1. force—changes—shape and size

2. restoring force—body regains—shape and size

3. elastic body—changes—back to shape and size

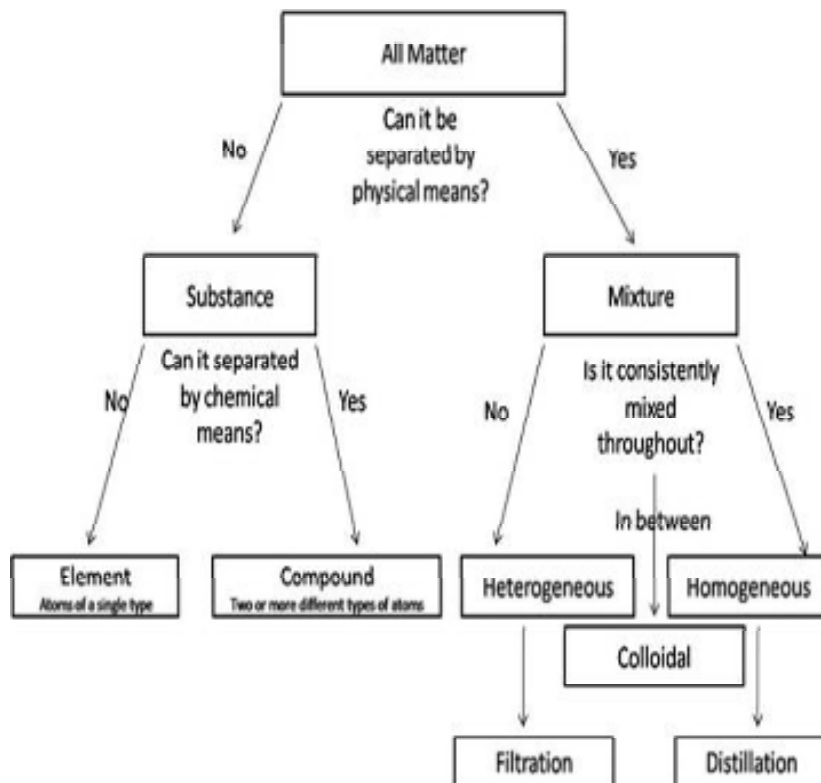
4. plastic body—changes—does not regain—shape and size

5. rigid body—no change

6. elasticity—force—change in shape and size—regain—property

Activity 7

Look at the chart below. It has details on matter. Complete the notes below with your partner.



Complete the following in your own words.

1 Matter

1.1 Substance: separation by physical means – no _____ . _____ of a single type.

1.1.1 Separation by _____ means: yes: _____. Two _____

1.2 _____

1.2.1 Consistently mixed throughout: No: _____ . _____

1.2.2 Consistently mixed throughout: Yes: _____ . _____

1.2.3 in between: _____

Activity 9

Read the following passage and mark the new ideas.

A **substance** is a sample of matter whose physical and chemical properties are the same throughout the sample because matter has a constant composition. It is common to see substances changing from one state of matter to another. When substances change state, it is because the spacing between the particles of the substances is changing due to a gain or loss of energy. Water can exist in three forms with different characteristic ways of behaving: the solid state (ice), liquid state (water), and gaseous state (water vapour and steam). Due to water's prevalence, we use it to exemplify and describe the three different states of matter.

Classifying Matter

Substances are made up of smaller particles that are ordinarily moving around. Some of those particles of matter can be split into smaller units using fairly strong heat or electricity into smaller rather uniform bits of matter called atoms. Atoms are the building blocks of elements. Elements are all those substances that have not ever been decomposed or separated into any other substances through chemical reactions, by the application of heat, or by attempting to force a direct electric current through the sample. Atoms in turn have been found to be made up of yet smaller units of matter called electrons, protons, and neutrons.

List the new ideas below:

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 10

Fill in the blanks with the appropriate forms of verbs and prepositions.

1. Energy _____ (be) the ability _____ do work. Energy _____ (be) everywhere _____ nature, sunlight, wind, water, plants, and animals. We _____ (use) energy every day. There _____ (be) two kinds _____ energy: kinetic and potential. **Kinetic energy** _____ (**be**) the energy _____ motion. **Potential energy** _____ (be) stored energy. A good example _____ kinetic and potential energy _____ (be) a frog leaping. A frog sitting _____ a lily pad _____ (be) an example _____ potential energy. The frog leaping _____ (be) an example _____ kinetic energy. Different forms _____ energy _____ (be): light, chemical, mechanical, heat, electric, atomic and sound energy. All these forms _____ energy _____ (can brake) down either _____ kinetic or potential.

ACTIVE AND PASSIVE FORMS

Objectives: Students will

- identify / recognise active & passive verb forms
- be able to transform active to passive & passive to active

By showing the following two pictures, the teacher may explain the active and passive forms.



Activity 11

Circle the past participle of the verbs (left to right/ right to left/down to up/ up to down) in the puzzle. Find at least 5 past participles.

| | | | | | | |
|---|---|---|---|---|---|---|
| g | t | h | g | u | a | t |
| o | m | e | d | i | h | h |
| n | a | l | p | l | e | g |
| e | d | d | d | i | d | u |
| m | e | t | o | l | d | o |
| o | p | e | n | e | e | r |
| u | a | l | e | t | n | b |

Activity 12

Look at the following pictures and frame sentences using active and passive forms.



Examples:

1. The boy kills a snake.
A snake is killed by the boy.
2. Amala has submitted the assignment.
The assignment has been submitted by Amala.

Activity 13

Frame sentences using active and passive forms for the following pictures:



Then the teacher explains transitive and intransitive verbs and why some sentences cannot be changed to passive form.

Rule: Active: subject + verb + object

(noun) + verb + noun

Passive: object + be + past participle of the verb + (by + subject (noun)). By + subject is optional; it can be left off if the person performing the action is obvious or unimportant.

| Tense Forms | Passive forms | Examples |
|--------------------|------------------------|--|
| Present | Is/am/are + pp | He is called by his father. |
| Present continuous | Is/am/are + being + pp | The work is being done by the engineers. |
| Present perfect | Has/have + been + pp | The teacher has been honoured by the management and the principal. |
| Past | Was/were + pp | The cake was eaten by the child. |
| Past continuous | Was/were + being + pp | The test was being written by the students. |
| Past perfect | Had + been + P.P | The lesson had been completed by the teacher. |
| Future | Will be + P.P | The assignment will be submitted by her. |

Activity 14

Listen to the following very short story and note down the verbs in passive form. Also, identify the verb tense if you can.

A frog is being tortured by a little boy on the roadside. It is seen by an old man. He asks, “Why are you torturing it? This is a sin and you will be tortured by the frog in your next birth.” The boy laughs and says, “I was a frog in the previous birth and I was tortured by a boy. The boy is none other than this same frog”.

Activity 15**Choose the correct passive form.**

1. He sends an SMS.
 - a. An SMS is being sent by him.
 - b. An SMS is sent by his.
 - c. He is sent an SMS.
2. They called me.
 - a. I am called by them.
 - b. They have been called me.
 - c. I was called by them.
3. Priya has submitted her project.
 - a. Priya's project has been submitted.
 - b. Priya's project had been submitted.
 - c. Priya's project was submitted.

Activity 16**Match the Following**

| S. No. | Passive | Active |
|--------|---|--------------------------------|
| 1. | A smartphone was bought by him. | I don't write it. |
| 2. | An e-mail has been sent by him. | He bought a smartphone. |
| 3. | I have been punished by the teacher. | He has sent an e-mail. |
| 4. | This work will be done by him the next day. | The teacher has punished me. |
| 5. | It is not written by me. | He will do this work tomorrow. |

Activity 17**Identify Active / Passive sentences.**

1. The girl washes her clothes.
2. The prescription was written by the doctor.
3. She buys the pills at the drugstore.
4. The carpenter is helped by his son.
5. We manufactured soaps in the factory.
6. They ordered the watchman of the company to leave the premises.
7. Employees are forced to have meals in the factory canteen.
8. The mechanic has repaired the motorcycle.
9. He has reserved tickets for the movie.
10. Metals conduct electricity.

Activity 18*Fill in with passive forms of verbs:*

1. The prescription _____ by the doctor (write).
2. The pills _____ at the drugstore (buy).
3. The carpet _____ by the manager (clean).
4. I _____ by many (introduce).
5. The car _____ by the police (stop).
6. The accident _____ by an old lady (witness).
7. The class _____ by Mr. Smith (teach).
8. The car _____ off at the airport (drop).
9. The details _____ down (write).
10. The books _____ on the table (leave).

Activity 19*Convert the following sentences into passive sentences.*

1. Raghavan drives a car.
2. Anu is writing the assignment.
3. The students wrote the exams.
4. People bought vegetables in the market.
5. I have taken my exams.

Activity 20*Convert the following sentences into active sentences.*

1. The food has been prepared by my mother.
2. The cake is eaten by the children.
3. The syllabus had been completed by the teachers.
4. The programme is being planned by us.
5. The ball was kicked by Hari.

Direct Speech & Reported Speech**Objectives:**

- To learn and then use the concept and proper use of reported speech in context.
- To practice giving reports about what happened

In direct speech, we quote the exact words that were spoken. We put quotation marks around what was said and add a speech tag such as "he said" or "she asked" either before or after the quote. Reported speech is another way of saying what someone said, but without quotation marks. Reported speech doesn't repeat the words exactly as they were spoken. It changes the tense of all the verbs that were used. Pronouns and time expressions are also changed.

Reported speech

| Direct Speech | Reported Speech |
|--|--|
| <i>"I'm happy," Ram said.</i> | <i>Ram said he was happy.</i> |
| <i>My mother said, "I'll be late".</i> | <i>My mother said she would be late.</i> |
| <i>He said, "I can't ride a bike."</i> | <i>He said he couldn't ride a bike.</i> |

There are, of course, many other reporting verbs that can be used to introduce what someone said or wrote. Some of these verbs do not convey anything of the attitude of the reporter towards what was said, while others do. Examples of the first kind are *reply*, *answer*, *explain*, *mention*, where the reporter is merely giving information.

Other verbs show the attitude and opinion of the speaker to the words that s/he is reporting; for example, *insist*, *warn*, *threaten*, *promise*, *complain*, *claim*, *demand* and so on.

- *He was complaining that I hardly ever visit him anymore.*
- *They warned me to stay away.*
- *He insisted that I should give him a lift to the railway station.*

Tense Change

| Original tense | Reported tense | Example |
|--------------------|-------------------------|--|
| Simple Present | Simple Past | <i>"We enjoy fishing." - They said they enjoyed fishing.</i> |
| Simple Past | Past Perfect | <i>"He saw it." - She said he had seen it.</i> |
| Present Perfect | Past Perfect | <i>"She's gone." - You said she had gone.</i> |
| Present Continuous | Past Continuous | <i>"I'm leaving." - You said you were leaving.</i> |
| Past Continuous | Past Perfect Continuous | <i>"He was reading." - He said he had been reading.</i> |
| <i>Can</i> | <i>Could</i> | <i>"I can sing." - She said she could sing.</i> |
| <i>May</i> | <i>Might</i> | <i>"We may stay." - They said they might stay.</i> |
| <i>Must</i> | <i>had to</i> | <i>"I must go." - He said he had to go.</i> |
| <i>Will</i> | <i>Would</i> | <i>"I'll buy them." - You said you would buy them.</i> |

Of course, any verb that is already in one of the past perfect tenses cannot change any further, but there are several other modal auxiliaries that usually do not change either; these are: *could*, *might*, *ought to*, *should* and *would*.

Adverbs of Place / Time in reported speech

| | |
|-------------------|-------------------------------|
| <i>this</i> | <i>that</i> |
| <i>these</i> | <i>those</i> |
| <i>here</i> | <i>there</i> |
| Time | |
| <i>today</i> | <i>that day/then</i> |
| <i>tomorrow</i> | <i>the next/following day</i> |
| <i>yesterday</i> | <i>the day before</i> |
| <i>this week</i> | <i>that week</i> |
| <i>next month</i> | <i>the following month</i> |
| <i>now</i> | <i>then</i> |

Typically, first-person and second-person expressions are converted to third-person; third-person expressions typically do not need to change the pronoun.

| <i>Pronouns in reported speech</i> | | |
|---|---------------------|--|
| <i>I</i> | <i>he/she</i> | <i>He said, "I am late." - He said he was late.</i> |
| <i>you</i> | <i>he/she/they</i> | <i>"Will you help me?" - She asked if he would help her.</i> |
| <i>he/she/it</i> | <i>he/she/it</i> | <i>She said, "He hit me." - She said he had hit her.</i> |
| <i>we</i> | <i>they</i> | <i>I said, "We are lost." - He said they were lost.</i> |
| <i>they</i> | <i>they</i> | <i>They said, "We are hungry." - They said they were hungry.</i> |
| <i>us</i> | <i>them</i> | <i>John said, "She gave us presents." - John said she had given them presents.</i> |
| <i>our</i> | <i>their</i> | <i>He said, "Our jobs are at risk." - He said their jobs were at risk.</i> |
| <i>his/hers/its</i> | <i>his/hers/its</i> | <i>She said, "It's hers." - She said that it was hers.</i> |

Note that in cases such as the last example above where the replacement of pronouns might lead to ambiguity, the sentence may need further adjustment. For example:

- She said, "She took my purse" - might become: Mary said that Kavitha had taken her purse.

Activity 21

Cloze – To practise tense change

Convert the verb in brackets into the correct tense by moving the reported verb one step back into the past when necessary.

1. "I'm working in Chennai today," he said.
2. Report: He said he _____ (work) in Chennai that day.
3. "I think he will win the election," she said.
4. Report: She said she _____ (think) he _____ (win) the election.
5. "Kannan lives in London," Peter said.
6. Report: Peter said Kannan _____ in London.
7. "My father is going to visit us next week," Sekar said.
8. Report: Sekar said his father _____ them the following week.
9. "They bought a brand new Mercedes!" she said.
10. Report: She said they _____ a brand new Mercedes.
11. "I have worked at the company since 2007," she said.
12. Report: _____ said _____ at the company since 2007.
13. "They are watching TV at the moment," she said.
14. Report: _____ said _____ TV at that moment.

15. "Amirtha drives to work every day," he said.
16. Report: _____ said _____ to work every day.
17. "I thought about changing my job last year," Prabhu said.
18. Report: _____ said that _____ about changing his job the previous year.
19. "I am flying to Mumbai tomorrow," Seetha said.
20. Report: _____ said _____ to Mumbai the next day.

Activity 22

Reporting Questions : "What did they ask you?"

What might these people ask you?

Names:

police officer
fireman
taxi driver
mother
father
teacher
doctor
secretary
waitress
store clerk

Sentence:

"What is your name?"
"Is there anyone inside?"
"Where do you want to go?"
"Where have you been?"
"Did you finish your chores?"
"Where is your English book?"
"Where does it hurt?"
"May I take a message?"
"What do you want to order?"
"Do you want paper or plastic?"

Example sentences in reported speech:

- The police officer asked where I lived.
 The fireman asked if there was anyone inside.
 The taxi driver asked where I wanted to go.
 Mother asked where I had been.
 Father asked if I had finished my chores.
 My teacher asked me where my English book was.
 The secretary asked if she could take a message.
 The waitress asked what I wanted to order.
 The store clerk asked if I wanted paper or plastic.

Activity 23

Choose the correct form of indirect speech among the options given.

- ✗ **Tom said, “I want to visit my friends this weekend.”**
- Tom said he wants to visit his friends that weekend.
 - Tom said he wanted to visit his friends that weekend.
 - Tom said he wanted to visit his friends this weekend.
- ✗ **Jerry said, “I’m studying English a lot at the moment.”**
- Jerry said he was studying English a lot at that moment.
 - Jerry said he was studying English a lot at the moment.
 - Jerry said I was studying English a lot at that moment.
- ✗ **They said, “We’ve lived here for a long time.”**
- They said they have lived there for a long time.
 - They said they lived here for a long time.
 - They said they had lived there for a long time.
- ✗ **He asked me, “Have you finished reading the newspaper?”**
- He asked me if had I finished reading the newspaper.
 - He asked me if I had finished reading the newspaper.
 - He asked me if I finished reading the newspaper.
- ✗ **“I get up every morning at seven o’clock,” Peter said.**
- Peter said he got up every morning at seven o'clock.
 - Peter said I got up every morning at seven o'clock.
 - Peter said he had got up every morning at seven o'clock.
- ✗ **Susan reassured me, “I can come tonight.”**
- Susan told me I could come that night.
 - Susan told me she could come that night.
 - Susan told me she could come tomorrow evening.
- ✗ **She said, “I really wish I had bought that new car.”**
- She told me she really wished she bought that new car.
 - She told me she really had wished she had bought that new car.
 - She told me she really wished she had bought that new car.

- ✗ **Jack said, “He must be guilty!”**
- Jack said he must have been guilty.
 - Jack said he must have be guilty.
 - Jack said he must has been guilty.
- ✗ **Charumathi asked her, “How long have you lived here?”**
- Charumathi asked her how long she has lived there.
 - Charumathi asked her how long she lived there.
 - Charumathi asked her how long she had lived there.
- ✗ **He said, “I must get going. Otherwise, I'm going to be late.”**
- He told me he had to get going. Otherwise, he was going to be late.
 - He told me he had to get going. Otherwise, I was going to be late.
 - He told me he has to get going. Otherwise, he was going to be late.
- ✗ **She said, “I've worked here since I left my last job.”**
- She told me that she worked there since she had left her last job.
 - She told me that she had worked there since she had left her last job.
 - She told me that she had worked there since she left her last job.
- ✗ **You said, “I will help you!”**
- You said you would help me!
 - You said I would help you!
 - You said you would help her!
- ✗ **She asked me, “When are we going to leave?”**
- She asked me when she was going to leave.
 - She asked me when we were going to leave.
 - She asked me when we are going to leave.
- ✗ **Peter said, “I may bring someone with me to the party.”**
- Peter said he might bring someone with him to the party.
 - Peter said he might have brought someone with him to the party.
 - Peter said he might bring someone with her to the party.
- ✗ **My friend said, “I will have finished my homework by the time you arrive.”**
- My friend told me he would have finished his homework by the time I arrived.
 - My friend told me he would have finished his homework by the time he arrived.
 - My friend told me he would had finished his homework by the time I arrived.
- ✗ **Mark asked me, “Why do you want to study Russian?”**
- Mark asked her why I wanted to study Russian.
 - Mark asked me why did I want to study Russian.
 - Mark asked me why I wanted to study Russian.
- ✗ **Mamtha said, “I have been waiting for you for over an hour.”**
- Mamtha said she had been waiting for me for over an hour.
 - Mamtha said she was waiting for me for over an hour.
 - Mamtha said she had waited for me for over an hour.

✎ **Priya said, “I had eaten before you arrived.”**

- Priya told me she had eaten before I had arrived.
- Priya told me I had eaten before I had arrived.
- Priya told me she had eaten before she had arrived.

✎ **Jai asked me, “Are you coming with me?”**

- Jai asked me if I came with him.
- Jai asked me if I was coming with him.
- Jai asked me if I was coming with you.

Activity 15

Ask your partner (A) the following questions making sure to take notes. After you have finished the questions, find a new partner (B) and report what you have learnt about your first partner (A) using reported speech.

- What is your favourite sport and how long have you been playing/doing it?
- What are your plans for your next vacation?
- How long have you known your best friend? Can you give me a description of him/her?
- What kind of music do you like? Have you always listened to that kind of music?
- What did you use to do when you were younger that you don't do anymore?
- Do you have any predictions about the future?
- Can you tell me what you do on a typical Saturday afternoon?
- What were you doing yesterday at this time?
- Which two promises will you make concerning learning English?

Reading

Activity 24

Read the following passage and answer the questions.

How do you distinguish between force, work, energy and power?

In a football match it is our common experience to see that when a player kicks a resting ball, it moves in a certain direction. Similarly when the goal keeper grabs the ball firmly with his hands, it stops moving and remains at rest until it is released again. Do you know why this happens? In both these actions force is applied on the ball.

Force is physical quantity which, when applied to a body tries to displace or displaces it. This quantity is equal to the product of the mass of the body and its acceleration. The unit for measuring force is Newton or Dyne. Force is required to set any body in motion and this force is applied in a particular direction. The force is an external agency capable of changing the rest or motion in an object or a body. When force is applied on a body and it gets displaced, we say that work has been done on the body by force. The amount of work done by the force is equal to the product of the force and the distance covered by it. A work done by force is measured in joules. In short, force is a vector in quality possessing both magnitude and direction.

The capacity for doing work is called energy. Everything in the universe has some energy by which it can do some work. We experience energy in many forms such as mechanical energy, heat energy, light energy, electrical energy, magnetic energy, chemical energy, nuclear energy, etc.

Mechanical energy is of two types: potential and kinetic. Potential energy is due to the position of the body while kinetic energy is due to the motion. One form of energy can be converted into the other form of energy. Winding a watch spring stores potential energy. This stored energy gets converted into kinetic energy when the watch starts running. Although energy can be converted from one form to the other, the total quantity remains the same.

Some people confuse power and energy and think of both as the same. But it is not so. The total energy of a body is equal to the capacity of the work done by the body while power is the rate of doing work by the body. It is equal to the amount of work done in unit time. The system to measure a unit of power is called horse power (hp) or watt. Horse power is the British unit of power.

One horse power is equal to 745.7 watts. The word 'watt' is derived from the International System of Units and named after the British engineer James Watt.

- 1) What happens when force is applied on an object?

- 2) How do you measure the amount of the work done by force?

- 3) Force has _____ and _____.

- 4) The capacity to do work is called _____.

- 5) The different forms of energy are _____.

- 6) What is the difference between potential and kinetic energy?

- 7) Give an example to explain how potential energy can be converted to kinetic energy.

- 8) Are power and energy the same? Give reasons for your answer.

LEXICAL SETS

Words belonging to a similar group or words that are related are called lexical sets. Learners find lexical sets useful in learning new vocabulary.

For example:

Topical Lexical Sets of Nouns

PETS: cat, dog, tortoise, goldfish

Syntactic Lexical Set of Adverbs

ADVERBS: quickly, happily, completely, dramatically, angrily

Activity 25: Pair work

Add at least 4 words to the set

Furniture: chair, _____, _____, _____

Buildings: _____, _____, _____, _____

Vehicles: _____, _____, _____, _____

Place of worship: _____, _____, _____, _____

Books: _____, _____, _____, _____

Activity 26

Find related words and complete the sentences.

- a) I went to the vegetable market and bought tomatoes, _____, _____, and _____.
- b) Raja was standing at the bus stand and he saw cars, _____, _____, _____, and _____.
- c) Recently I visited a household appliance shop and I saw television sets, _____, _____, and _____.

Activity 27

Find the odd words from each group and name the group.

- a) _____: orange, apple, mustard, strawberry, mango
- b) _____: paint, painter, painting, picture
- c) _____: round, flats, rectangle, cube, sphere
- d) _____: football, basketball, drawing, cricket
- e) _____: question, enquire, ask, speak, reason

Here are some lexical sets for reinforcement.

| | |
|---------------|--|
| communication | : disseminate, talk, write, convey, gesture, nod, inform |
| travel | : journey, voyage, expedition, exploration, transportation |
| fuel | : diesel, petrol, natural gas, kerosene, aviation fuel, coal |
| stationery | : pen, paper, eraser, pencil, marker pen, stapler, clips, ink |
| food | : rice, bread, pizza, roti, burger, dosa, fried rice, briyani |
| verbs | : play, run, walk, see, study, write, learn, open, close |
| nouns | : Raja, student, doctor, operation, conductor, driver |
| adjectives | : fair, handsome, beautiful, short, cute, slim, tall, stout |
| adverbs | : quickly, fast, slowly, hardly, scarcely, sincerely, faithfully |
| phrases | : on the wall, in spite of, in between, under the tree, up above the sky |
| synonyms | : slip/slide, fat/stout, quickly/fast, converse/talk |

UNIT 2

POLYMERS

Objectives

At the end of this unit, the students should be able to:

- ✓ Identify, recognize, use word forms appropriately
- ✓ Convert words into other classes
- ✓ Add question tags
- ✓ Use prefixes/suffixes appropriately
- ✓ Identify, recognize and use word forms
- ✓ Speak on given frames in pairs
- ✓ Comprehend, interpret, analyze texts

POLYMERS

What is plastic?

Pre-reading

Activity 1

1. Polythene bags have become part and parcel of our everyday life. Name a few household items that are made of plastic.
2. Why do you think plastic is the choice for many uses?
3. Why should we use plastics with caution?

Reading

Activity 2

Read the following questions and try to answer them after reading the passage below.

1. Plastic means _____.
2. Poly means _____.
3. What are plastics made from in modern days? _____

4. Transparent plastics _____

5. Domestic materials made from plastic are _____

6. How are plastics made use of in transport vehicles? _____

7. What are the different fields in which plastics are made use of? _____

8. What would you do if plastics are banned? What alternative materials would you make use of?
Give examples. _____

Plastics do not occur naturally but are manufactured. The word “plastic” has originated from the Greek word “plastikos” which means “to mould”. It is made from simple organic chemicals. It has many varieties and colors.

Plastic was invented by Alexander Parkes of England in 1862. In those days it was called “parkesine” after him. Parkesine was the first plastic ever produced.

Many plastics have “poly” in their names, for example, poly comes from a Greek word meaning “many.” Polythene means “many molecules of ethane joined together.”

The manufacturing of plastic on a commercial scale was started for the first time by Leo Hendrik Backeland. He made it from phenol and formaldehyde. Subsequently, new techniques were developed for the production of plastics. Today scientists have discovered many raw materials which are used in the making of various kinds of plastic products. Most plastics are made from chemicals found in oil, although a few come from wood, coal and natural gas. Common types include polythene, PVC and nylon.

Today, plastic has become an integral part of our life. Its uses are endless. Transparent plastics are used for making lenses and windows of aeroplanes. Polythene bags, a plastic product, are used in almost all walks of life. Articles of domestic use like buckets, cups, brushes, combs, baskets, cabinets for radios, transistors etc. are also made of plastics. Toys and sporting goods made from plastic have flooded the markets everywhere. The yarn for making terylene cloth is, in fact, made from plastic. Today scientists have even succeeded in developing heat insulating plastics. Foam cushions, seats in trains, cards and aero planes-all are made from plastics. Now plastics are used as surgical aids also. There is hardly any field of life in which plastics are not used.

Activity 3

Read the following questions and try to answer them after reading the passage that follows.

1. Where do we find polymers?
2. How are monomers related to polymers?
3. Give examples of natural polymers?
4. How do we group proteins and carbohydrates?
5. What is plastic?
6. How have polymers become important in the industry?

Plastics and natural materials such as rubber or cellulose are composed of very large molecules called **polymers**. Polymers are constructed from relatively small molecular fragments known as monomers that are joined together.

Wool, cotton, silk, wood and leather are examples of natural polymers that have been known and used since ancient times. This group includes biopolymers such as proteins and carbohydrates that are constituents of all living organisms.

Synthetic polymers include the large group known as plastics, which came into prominence in the early twentieth century. Chemists' ability to engineer them to yield a desired set of properties (strength, stiffness, density, heat resistance, electrical conductivity) has greatly expanded the many roles they play in the modern industrial economy.

Activity 4

Read the following questions and try to answer them after reading the passage.

1. How do polymers contaminate bodies of water?
2. How do partially photo decomposed materials act?
3. Why is burning of polymeric materials not advisable?
4. How are aquatic species affected by the disposal of polymeric materials?
5. What are the two dangers that aquatic species face because of polymers?

Decomposition products

Most commonly-used polymers are not readily biodegradable, particularly under the anaerobic conditions of most landfills, and what decomposition does occur will combine with rainwater to contaminate nearby streams and groundwater supplies. Partial photodecomposition, initiated by exposure to sunlight, is a more likely long-term fate for exposed plastics, resulting in tiny broken-up fragments. Many of these materials are less dense than seawater, and once they enter the oceans through coastal sewage outfalls or from marine vessel wastes, they tend to remain there indefinitely.

Open burning of polymeric materials containing chlorine (polyvinylchloride, for example) is known to release compounds such as dioxins that persist in the environment. Incineration under the right conditions can effectively eliminate this hazard.

Disposed products containing **fluorocarbons** (Teflon-coated ware, some personal-care, waterproofing and anti-stick materials) break down into perfluorooctane sulfonate, which has been shown to damage aquatic animals.

There are two general types of hazards that polymers can introduce into the aquatic environment. One of these relates to the release of small molecules that act as hormone disruptors. It is well established that small aquatic animals such as fish are being seriously affected by such substances in many rivers and estuarine systems, but details of the sources and identities of these molecules have not been identified. The other hazard is related to pieces of plastic waste that aquatic animals mistake for food or become entangled in.

Word Forms

| noun | verb | adjective | adverb |
|-------------------------------|-------------|--------------------------------|-----------------|
| acceleration | accelerate | accelerative acceleratory | |
| accommodation accommodator | accommodate | accommodating accommodative | accommodatingly |
| abbreviation | abbreviate | abbreviatory | |
| adaptation | adapt | adaptable | |
| acquirement acquisition | acquire | acquirable acquired | |
| circular | circulate | circulating | |
| innovation | innovate | innovative | |
| optimist optimism | | optimistic | optimistically |

| | | | |
|----------------------------|----------------|---|-----------------|
| philosophy philosopher | philosophize | philosophic philosophical | philosophically |
| printer | print | printable | |
| attraction | attract | attractive | attractively |
| suspicion | suspect | suspected | |
| reason | reason | reasonable | reasonably |
| confusion | confuse | confusable confused confusing | confusingly |
| connection connectivity | connect | connected connective | |
| bouncer | bounce | bouncy bouncing | bouncily |
| margin | marginalize | marginal | marginally |
| | | | |
| neutral neutralism | neutralize | neutral | neutrally |
| opener | open | openable opened | openly |
| poet | poetize | poetic poetical | poetically |
| triangle | triangulate | triangular | triangularly |
| substance | substantialize | substantial | substantially |
| demand | demand | demanding | demandingly |
| destruction | destruct | destructive | destructively |
| animation | animate | animated | animatedly |
| demonstration | demonstrate | demonstrative | demonstratedly |
| mechanic | mechanize | mechanical | mechanically |
| negation | negate | negative | negatively |
| positivism | | positive | positively |
| manufacturer | manufacture | manufacturable manufactured | |
| production | produce | productive | productively |
| functionary | function | functional | functionally |
| respect | respect | respectable respectful | |
| satisfaction | satisfy | satisfactory satisfied satisfying | satisfactorily |
| anticipation | anticipate | anticipatory | |
| forwarder | forward | forwarding | forwardly |
| developer | develop | developable | |
| education | educate | educated | |

| | | | |
|------------------------|---------------|---|--------------|
| information | inform | informative informational informatory | |
| instruction | instruct | instructional | |
| commander | command | commanding | |
| preparation | prepare | preparatory | |
| commerce | commercialize | commercial | commercially |
| inferiority | | inferior | inferiorly |
| emigrant emigration | emigrate | emigratory | emigrational |
| cunningness | | cunning | cunningly |
| surprise | surprise | surprising | surprisingly |
| prediction | predict | predictable | predictably |
| advancement | advance | advanced advancing | |
| contribution | contribute | contributory | |

Tag Questions

Objective(s): A differential question. Tag from interrogative sentences.

2. Supply or add tags question to statements.

1. Question tags are short questions added to statements: they are used in conversation to confirm a statement.

Ex: He plays football, doesn't he? He doesn't play football, does he?

2. We are going to Chennai, aren't we?

We aren't going to Chennai, are we?

Remember the form of question tags

| | |
|--------------|--|
| Positive Tag | statement + auxiliary of the given verb + not + pronoun of the subject |
| Negative Tag | statement + auxiliary of the given verb + pronoun of the subject |

| Changes made to ancillary verb 'be' | 'do' | have | Modal Aux Verb |
|-------------------------------------|----------------------|----------------------|--------------------------|
| Is+n't – isn't | do + n't – don't | have + n't – haven't | will + n't – won't |
| was+n't – wasn't | does + n't – doesn't | has + n't – hasn't | would + n't – wouldn't |
| are+n't – aren't | did + n't – didn't | had + n't – hadn't | shall + n't – shan't |
| were+n't – weren't | | | should + n't – shouldn't |
| am + n't – aren't | | | can + n't – can't |
| | | | could + n't – couldn't |
| | | | etc. |

Activity 5

Pair work: Confirm your statement with your partner / pair by asking a suitable question tag:

1. I am your friend, _____?
2. You are my classmate, _____?
3. Students play cricket, _____?
4. Sheela likes to travel, _____?
5. Ram didn't join the tour, _____?
6. The girls have chosen the easy topic, _____?
7. The teacher has given some assignments, _____?
8. The college will function tomorrow, _____?
9. We shall finish the work tomorrow _____?
10. The parrot can learn many new words, _____?

Note: Some imperative expression can also be followed by a question tag.

Beware of dogs, won't you? (warning)

Pass me the bag, will you? (request)

Let's go home, shall we? (suggestion)

Let me complete the work, won't you? (request)

PREFIXES AND SUFFIXES

Learners of English should enrich their vocabulary. A strong foundation in vocabulary enables people to convey exactly what they feel and think. There are some ways to enrich vocabulary. Mastery in prefixes and suffixes is one way of doing this.

Prefixes: (to fix a syllabic part before a word)

A new word is created. Some prefixes are “anti, de, dis, im, in, mis, un, ir, il”. They are generally used to make the opposites of a word. Here are some examples. See how they become opposites.

social, climax, body, septic

anti- antisocial, anticlimax, antibody, antiseptic

activate, throne, frost, hydration

de- deactivate, dethrone, defrost, dehydration

able, like, obey, connect, prove

dis- disable, dislike, disobey, disconnect, disprove

patient, perfect, possible, moral, mature

im- impatient, imperfect, impossible, immoral, immature

active, complete, correct, sane, effective

in- inactive, incomplete, incorrect, insane, ineffective

behave, fortune, lead, trust, understand
 mis- misbehave, misfortune, mislead, mistrust, misunderstand

like, do, cap, even, fair, common
 un- unlike, undo, uncap, uneven, unfair, uncommon

regular, relevant, responsible, rational
 ir- irregular, irrelevant, irresponsible, irrational

legal, literate, logical, legible, legitimate
 il- illegal, illiterate, illogical, illegible, illegitimate

Suffixes: (a syllabic part is added to a word)

Some of the suffixes are “-able, -ment, -ness, -ship, -ation, -ity, -age, -hood, -ism, -ive, -ance, -ly, -sion, -ful”. They are used to change a part of speech into another part of speech. They help us to state an idea in a sentence in another form. They also help us give emphasis to the word of importance in the sentence. Here are some examples.

Verbs : agree, avoid, comfort, move, notice

Adjectives : agreeable, avoidable, comfortable, movable, noticeable (add -able)

Verbs : treat, govern, adjust, install, nourish

Nouns : treatment, government, adjustment, installment, nourishment (add -ment)

Adjectives : stiff, fit, close, heavy, lazy, aggressive

Nouns : stiffness, fitness, closeness, heaviness, laziness, aggressiveness (add -ness)

Nouns : friend, leader, member, statesman, author

Nouns : friendship, leadership, membership, statesmanship, authorship (add -ship)

Verbs : inform, estimate, delegate, navigate, animate

Nouns : information, estimation, delegation, navigation, animation (add -ation)

Adjectives : pure, secure, major, inferior, real, prior, sincere

Nouns : purity, security, majority, inferiority, reality, priority, sincerity (add -ity)

Nouns : bond, lever, store, front, post, percent

Nouns : bondage, leverage, storage, frontage, postage, percentage (add -age)

Nouns : child, false, priest, adult, neighbour

Nouns : childhood, falsehood, priesthood, adulthood, neighbourhood (add -hood)

Adjectives : capital, social, journal, hero, modern

Nouns : capitalism, socialism, journalism, heroism, modernism (add -ism)

Verbs : narrate, explode, execute, defend, offend

Adjectives : narrative, explosive, executive, defensive, offensive (add -ive)

Verbs : accept, resist, remit (Verbs)

Nouns : acceptance, resistance, remittance (add -ance)

Adjectives : elegant, clear

Nouns : elegance, clearance (add –ance)

Adjectives : happy, perfect, soft, certain, graceful, practical

Adverbs : happily, perfectly, softly, certainly, gracefully, practically

Verbs : convert, conclude, comprehend, admit, transmit

Nouns : conversion, conclusion, comprehension, admission, transmission (add –sion)

Note: *Teachers should make the students to practice the suffixes and prefixes*

Activity 6

Objective(s): *Students will be able to:*

Read, understand, analyze and interact with a partner to bridge the gap.

Student A

Instructions for making cake.

Take 2 cups of flour, 2 tablespoons of sugar, ½ teaspoon salt, 2½ teaspoons of baking powder, 4 tablespoons of margarine and a cup of milk.

Mix the flour, sugar, salt and baking powder.

Add the margarine.

Pour in the milk.

Mix well until batter is quite stiff.

Spread batter in a cake pan.

Bake at 325°C until golden in colour.

Now answer these questions about your text.

1. What are you preparing?
2. What are the main ingredients?
3. Is water required for this recipe?
4. What is the ratio of flour to sugar?
5. How much milk is required?

Then ask your partner these questions.

1. What is the occasion for people to decorate their homes?
2. When does it take place?
3. What are some objects hung on the Christmas tree?
4. What are the stockings used for?
5. Why does a Santa visit some homes?
6. How do the parents surprise their children?

Student B

During Christmas celebrations people decorate their homes with a Christmas tree. There are lots of attractive things like bells, stars, glittering bulbs, stockings, small dolls of reindeers, Santa hung on the tree. It is very customary to have stockings filled with small gifts hung on to these trees for little children to find them on the morning of the Christmas day. In some cultures, Santa visits the homes of little children and surprises them with gifts. Parents also make it a point to get small surprise gifts to their children of the items that they desire for during these occasions.

Now answer these questions about your text.

7. What is the occasion for people to decorate their homes?
8. When does it take place?
9. What are some objects hung on the Christmas tree?
10. What are the stockings used for?
11. Why does a Santa visit some homes?
12. How do the parents surprise their children?

Then ask your partner these questions:

1. What are your preparing?
2. What are the main ingredients?
3. Do we require water for this recipe?
4. What is the ratio of flour to sugar?
5. How much milk is required for this recipe?

UNIT 3

DISASTERS

Objectives

At the end of this unit, the students should be able to:

- ✓ Sort positive, comparative, superlative forms
- ✓ Recognize, distinguish & use degrees appropriately
- ✓ Use verbal questions in contexts
- ✓ Use Wh- questions in contexts
- ✓ Comprehend, interpret & analyze texts for academic purposes
- ✓ Speak on given situations to register one's opinion

DISASTERS

Pre-reading

Activity 1

1. Have you heard of earthquakes, tsunamis and landslides?
2. Do you remember what happened on 26 December 2004? Can you describe it?
3. What does tsunami mean?

Why is the tsunami of 2004 considered the most destructive tsunami on record?

The tsunami of 2004 was undoubtedly the worst tsunami that has ever occurred. It was triggered by the second most powerful earthquake in recorded history.

As of March 1, 2005 the death toll was approaching 3,00,000 people. Over five million people were affected by the tsunami, and well over a million were left homeless, of the fatalities almost half were in Indonesia with very high casualties in Srilanka, India and Thailand as well.

Beyond the heavy toll on lives, the Indian Ocean earthquake destroyed groves, coral reefs, coastal wetlands, vegetation, sand dunes, rock formations, animal and plant biodiversity, as well as groundwater. In terms of suffering and pain, the damage caused by the tsunami is just beyond comprehension. To this day, the horror remains fresh in the minds of the survivors, and in the hearts of the millions who lost their loved ones, and everything they had in the worst ever recorded natural disaster.

Activity 2

Read the following questions and answer them after reading the passage.

1. What is a Richter scale?
2. Why is the Richter scale useful?
3. How does the Richter scale help scientists?
4. What are the different magnitudes of the Richter scale? How does it differ in terms of its impact on the Earth's surface?

Why is the Richter scale an important invention?

The Richter scale is a very important invention because it allows us to measure the magnitude of an earthquake. It was invented by Charles Richter and Beno Gutenberg in 1935. The scale does not tell scientists when an earthquake will strike, but it does allow them to measure the energy released at the source of the earthquake.

An earthquake with a magnitude of less than 3 on the Richter scale is one that is barely felt by us. Noticeable shaking of doors and windows occurs when an earthquake measures between 4 and 5 on the Richter scale. A really severe earthquake will be above 7, and an earthquake of magnitude of 9 or greater will devastate thousands of kilometers.

TEN DEADLIEST EARTHQUAKES SINCE 1900

| Sl.No. | Year | Epicentre | Magnitude | Deaths |
|--------|------|--------------------|-----------|----------|
| 1. | 1976 | Tangshan, China | 7.8 | 6,50,000 |
| 2. | 2004 | Sumatra | 9.1 | 2,80,000 |
| 3. | 1920 | Gansu, China | 7.8 | 2,00,000 |
| 4. | 1927 | Tsinghai, China | 7.9 | 2,00,000 |
| 5. | 1923 | Tokyo, Japan | 7.9 | 1,43,000 |
| 6. | 1948 | Turkmenistan | 7.3 | 1,10,000 |
| 7. | 1908 | Messina, Italy | 7.2 | 1,00,000 |
| 8. | 2005 | Kashmir / Pakistan | 7.6 | 80,000 |
| 9. | 1932 | Gansu, China | 7.6 | 70,000 |
| 10. | 1935 | Quetta, Pakistan | 7.5 | 60,000 |

Activity 3

Write paragraphs using the chart of the deadliest earthquakes using past tense forms. The first one is done as an example.

1. An earthquake struck Tangshan, China, in the year 1976. The magnitude of the earthquake was 7.8 on the Richter scale. The number of people who lost their lives was 6,50,000.
- 2.
- 3.
- 4.

Reading

Pre-reading

Have you heard of the Uttarkhand landslides?

Can we prevent such natural calamities? How?

LANDSLIDES AND AVALANCHES

Why do landslides and avalanches occur?

You must have heard of landslides and avalanches that cause great damage and kill many people. But, do you know what they are and how they are caused?

Landslides are a mass of rock, debris and soil that suddenly flow down the slopes of a mountain, covering everything in its path. An avalanche, on the other hand, is a rather large mass of snow that slides down a mountainside. Landslides and avalanches occur in mountainous areas, especially on steep slopes.

On a rocky or muddy hillside, unstable rocks and loose soil can cause a landslide, especially after heavy rains. Earthquakes and volcanic eruptions also make the slopes of a mountain unstable, and this instability causes a landslide.

Avalanches are caused by weather that makes the snow unstable. Earth tremors, heavy winds, and explosions can also cause avalanches. Sometimes, even a very loud noise can start snow tumbling and trigger an avalanche. Both landslides and avalanches are natural disasters that happen frequently in almost all parts of the world.

Activity 4

Answer the following questions.

1. Where do landslides and avalanches occur?
2. What is the difference between a landslide and an avalanche?
3. How do rains cause landslides?
4. What makes mountains slopes unstable?
5. List some factors that cause avalanches.
6. Landslides and avalanches are natural disasters. Does human activity make them occur often? How do you know?

Activity 5

Speaking

Read the following passage. Note down some points on how disasters can be prevented. Discuss with a partner on your views.

Why did a dreadful tragedy occur in Bhopal in 1984?

The Bhopal gas tragedy was no doubt, a human disaster of epic proportions. It was caused by the negligence of a mammoth company called Union Carbide, which allowed 40 tons of deadly fumes to leak into the air on a cold December night in 1984. The people of Bhopal were sleeping when a suffocating cloud of a chemical used for making pesticides spread throughout the city. Thousands were killed, and many more were seriously injured.

The first to suffer were babies, children and old people who suddenly found that they could not breathe. Even a year later, people were suffering from kidney failure, blindness and other serious side effects of the deadly chemical. Though Union Carbide admitted responsibility for the accident, and paid a huge amount as compensation to the government, the suffering of the victims continues, and their anguish has not lessened with time.

Degrees of Comparison

Objective(s): Students will be able to:

Identify positive, comparative & superlative degrees

Practice writing / speaking using degrees of comparison

Produce sentences using degrees of comparison

PRESENTATION

- Choose 3 students of various heights.

- Ask them to stand in a line.

- Elicit – Who is the tallest?

Who is the shortest?

Name the 3 people.

The names of the students are nouns.

What distinguishes the three nouns?

HEIGHT of the students

Height is a quality and it describes a noun.

So the heights of the students (tall, small, short) are adjectives.

Comparison is based on qualities.

Activity 6

Name some words denoting qualities according to size.

(fat, thin, slim, lean, short, small, tall, stout...)

Name some words denoting behaviour.

(good, bad, famous, notorious, well known...)

Add nouns to these qualities denoting size and behaviour. Qualities can be expressed in degree.

Examples

1. An earthquake is as destructive as a tsunami.
For similar comparisons use: as + adjective + as
2. The 2004 tsunami was the most destructive Tsunami.
For superlative comparisons use: the adj + est or the most + adj

PRACTICE

Underline the degrees of comparison using the adjectives as an aid.

1. The 1792 tsunami in Japan was as destructive as the 1771 tsunami.
2. The 1703 tsunami had the least casualties.
3. Very few tsunamis were as destructive as the 1896 tsunami.
4. The 2004 tsunami caused more damage than any other tsunami.
5. The 1771 tsunami was less destructive than many other tsunamis.

6. Many tsunamis between 1771 and 1883 were more destructive than the 1703 tsunami.
7. No other tsunami was as destructive as the 2004 tsunami.
8. The 2004 tsunami was the worst of all tsunamis.
9. The 1896 tsunami was one of the most destructive tsunamis in the 19th century.

Activity 7

Using the table “10 Deadliest Tsunamis of the world” – write 10 sentences using positive, comparative and superlative degrees.

10 WORST TSUNAMIS OF THE WORLD

The 2004 tsunami was undoubtedly the most destructive tsunami on record, and caused more casualties than any other natural disaster since the Tangshan earthquake of 1976. Many past tsunamis have also caused great loss of life.

| Year | Place | Estimated Deaths |
|------|-----------------|------------------|
| 2004 | Indian Ocean | 2,50,000 |
| 1782 | South China Sea | 40,000 |
| 1883 | Krakatoa | 36,000 |
| 1707 | Japan | 30,000 |
| 1826 | Japan | 27,000 |
| 1868 | Chile | 25,674 |
| 1896 | Japan | 22,070 |
| 1792 | Japan | 15,030 |
| 1771 | Japan | 13,486 |
| 1703 | Japan | 5,233 |

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

FRAMING QUESTIONS – Verbal questions

Objective(s) students will be able to:

Frame verbal questions

| | | | |
|--------------------------------|-------------|-----------|-------|
| auxiliary verb have / has | + noun (or) | main verb | + sub |
| is / am / are/ was / were will | pronoun | | |

| |
|---|
| do/does/did + noun or pronoun + main verb + sub |
|---|

| |
|------------------------|
| Do + I + insult + you? |
|------------------------|

Did + I + insult + you?

Does + he + insult + you?

Read the following dialogue:

Mom : Son, are you ready for school.

Son : No, Mom, I am getting ready. Have you prepared breakfast?

Mom : Yes, I have prepared breakfast. Did you inform Dad that you are going for a picnic?

Son : No, Mom I went to bed a little earlier so I did not have a chance to talk with him.

Mom : That's O.K. I will inform him. Have a Nice day!

Ask the following questions:

1. Is the son ready for school?
2. Has the mom prepared breakfast?
3. Did the son inform the father about the picnic?

Activity 8

Fill in the blanks.

1. No, the son is ____ ready for school.
2. Yes, the mother _____ prepared the breakfast.
3. ____, the son did not _____ the father about the picnic.
4. Yes, I _____ up early in the morning.
5. ____, he is _____ my friend.
6. ____, they _____ completed their work
7. ____, she _____ my girlfriend.
8. ____, I went to _____ yesterday.

FRAMING QUESTIONS – Wh QUESTIONS



Complete the table using the above pictures.

| | | | | | | |
|-------|---|------|---|--------------|---|-----------------------|
| Who | | am | | pronoun/noun | + | rest of the sentence? |
| What | | is | | | | |
| Where | + | are | + | | | |
| Which | | was | | | | |
| When | | were | | | | |
| How | | will | | | | |

| | | | | | | |
|-------|---|------|---|--------------|---|------------|
| Who | | does | | pronoun/noun | + | main verb? |
| What | | do | | | | |
| Where | + | did | + | | | |
| Which | | | | | | |
| When | | | | | | |
| How | | | | | | |

Activity 9

Form pairs and ask each other the following questions.

Questions for A

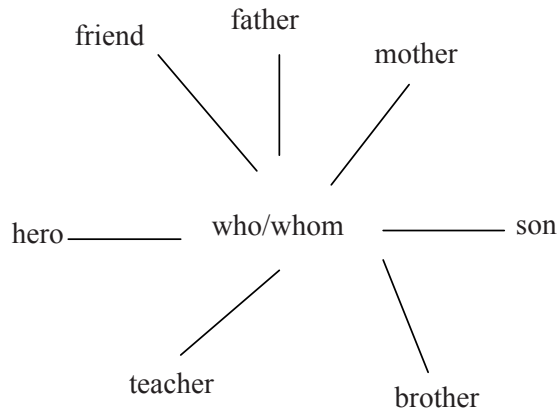
1. What is your father's name?
2. Where do you come from?
3. When do you get up in the morning?
4. Who is your friend?
5. How do you come to college?

Questions for B

1. When were you born?
2. Where did you do your school studies?
3. Who gave you your shirt?
4. What did you eat this morning?
5. How many marks did you score in IX std?

Activity 10

Frame questions for the responses given using the diagrams.



Responses:

1. My favourite hero is Arnold.
2. He met his friend yesterday.
3. They are my father and mother.
4. She likes her teacher.
5. My close friend's name is Deepak.

Questions:

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

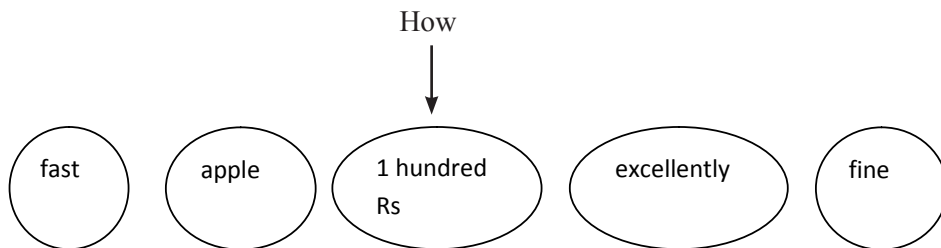
| | | | | |
|--------|-----------|---------|--------|----------|
| Friend | breakfast | Project | school | homework |
|--------|-----------|---------|--------|----------|

Responses:

1. They will meet their friend tomorrow.
2. He submitted his project in the morning.
3. I used to eat breakfast at 8 O'clock.
4. She came home from school at 7 P.M.
5. It is your duty to complete your homework in the evening.

Questions:

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

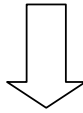
**Responses:**

1. He ate two apples quickly.
2. They ran fast.
3. This book costs one hundred rupees.
4. She has done the work excellently.
5. I am fine.

Questions:

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

where



Responses:

1. I live in Palani.
2. They have planned to go to theatre.
3. She bought the vegetables from the market.
4. The shopping mall is located near Mount Road.

Questions:

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

Activity 11

Frame at least 10 questions using the box

| | | | | | | | |
|-------|---|------|---|-------|---|--------|---------|
| Who | | am | | he | | go | cricket |
| What | | is | | she | | write | college |
| Where | | are | | it | | play | Krishna |
| Which | | was | | they | | smell | sweet |
| When | + | were | + | you | + | choose | friend |
| How | | will | | I | | find | game |
| | | do | | we | | use | course |
| | | does | | Muthu | | mean | food |
| | | did | | | | | |

Questions:

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?
6. _____ ?
7. _____ ?
8. _____ ?
9. _____ ?
10. _____ ?

Activity 12

Answer the following verbal questions in both affirmative and negative.

1. Do you like coffee?
Yes, _____.
No, I _____.
2. Has he sent his resume to the company?
Yes, _____.
No, _____.
3. Did they come here?
Yes, _____.
No, _____.
4. Will the people accept the changes?
Yes, _____.
No, _____.
5. Did she perform well on the examination?
Yes, _____.
No, _____.

Speaking: Opinion Gap

Activity 13

Objectives:

1. Analyse the given situation.
2. Practise the negotiating skill.
3. Practise the options.
4. Enhance the speaking skill.

Imagine a helicopter gets crashed in a very dense forest, which is almost 10 km away from the nearest town; the helicopter is carrying a lifesaving medicine package for 25 patients in the hospital in the town; the package weights almost 20 kg.

In the crash, 1 person dies on the spot, 2 are severely wounded and only 1 is safe. He has to carry the medicine package to the hospital within 20 minutes. In groups choose 5 essential items he has to carry while running quickly to get to the town, but keep the people safe who will stay behind. Justify your choices.

1. black box 2. rain coat 3. compass 4. torch 5. walkie talkie 6. gun 7. food parcel 8. water bottle 9. watch 10. gun

As a group, discuss and agree upon one list of 5 materials. Be prepared to justify your choices.

Read your list to the class and explain your choices.

Speaking: Opinion Gap

Activity 14

Objective(s) students will be able to

1. Interact among themselves.
2. Negotiate / convince / explain / and arrive at a conclusion.

Presenting a task : Mission Mars – Film production.

Imagine that you are producing a science fiction movie. Discuss among yourselves and select a: hero, heroine, director, music director, and comedian from the following options. Select only five people.

1. Rajinikanth
2. Vikram
3. A.R. Rahman
4. Ilayaraja
5. Samantha
6. Nayanthara
7. Santhanam
8. Vadivelu
9. Shankar
10. A.R. Murugadass
11. Surya

You have to reason out why you prefer the particular person.

Interactive tips / sentence beginners

1. I think _____
2. In my opinion, he is _____
3. Why don't we choose _____
4. We can consider _____ instead of _____
5. Let us _____
6. I prefer _____ over _____
7. Of course he is _____ but _____ is more suitable / better.
8. _____ is preferable because _____
9. No other persons is as _____ (good / popular / apt) as _____
10. I'm sorry, to disagree, but _____
11. We had better _____
12. I am afraid _____

FINAL CHOICE

1. Hero: _____
2. Heroine: _____
3. Director: _____
4. Music Director: _____
5. Comedian: _____

Speaking: Opinion Gap

Activity 15

Objective(s):

Students will be able to work in a group to arrive at a consensus.

Read the following passage and make an informed choice.

Most parts of West Africa have been affected by a serious disease—Ebola—that has claimed more than 23,000 lives, including that of voluntary doctors & nurses. It has become a challenge for the doctors to find a suitable medicine for preventing the spread of the disease. A team consisting of a doctor and some assistants is getting ready for an expedition to the dangerous Amazon forest in search of medicinal herbs. The vehicle can accommodate only 3 people besides the doctor, but there are five people who are prepared to join the expedition. Decide which three of the following five people will accompany the doctor on this expedition.

As a group, think of reasons for and against each person.

Person A: A mechanic – friendly but short tempered, middle aged

Person B: A cook – has good leadership qualities, 50 years old, alcoholic

Person C: A military personnel – middle aged, bad tempered

Person D: A scientist – expert in photography, physically challenged but active

Person E: An expert swimmer – age unknown, very religious

Explain your selection to the class and justify your choices.

UNIT 4

COMPOSITION

Objectives

At the end of this unit, the students should be able to:

- ✓ Use passive structures to write reports
- ✓ Recognize & write emails
- ✓ Develop hints by framing sentences & write paragraphs
- ✓ Make notes for academic purposes
- ✓ Read texts using higher order thinking skills (academic reading comprehension)

COMPOSITION

Writing Newspaper Reports

Objectives: Students will be able to:

Recognize the structure of newspaper reports

Use passive structures to write newspaper reports

Procedures:

Step 1:

1.1 Introduce the topic by asking questions such as:

- How many of you read English newspapers?
- What newspaper do you read?
- Can you name some well-known English newspapers?
- What type of news item do you generally prefer to read?

Introduce the structure of a newspaper report

Without explaining the headline, place line, etc., the teacher may elicit them from the students and then offer specific terms for them.

Teacher may present a sample newspaper report as the one that follows:

Denied Leave for Festival, Man Kills Tea Shop Owner's Wife

Sundar, Staff Reporter

Wed Jan14, 2015

Chennai: A 21-year-old man was denied bonus and leave for Festival. Consequently, the employer's wife and two children were stabbed by him at Ambattur on Monday. While the woman died on the spot, the two children were hospitalized. The accused was arrested on the same night with the help of the visuals which had been recorded by a CCTV camera in an adjacent building. "He initially denied his role in the crime but later confessed," said the police.

Passive structure

Quotes – What someone actually said of the incident?

Headline

Byline

Place line

Without explaining the headline, place line, etc., the teacher may elicit them from the students and then offer specific terms for them.

Activity 1

Fill in the elements with reference to the newspaper item given to you:

| Elements | As seen in the newspaper report |
|--|---------------------------------|
| 1. Headline | |
| 2. Byline | |
| 3. Placeline | |
| 4. Lead : identify the 5Ws a) What? b) Where? c) When? d) Why ? e) Who? | |
| 5. Quotes | |

Step -2: Recognizing passive structures of a newspaper report

Activity 2

Divide the students into groups and ask them to take 2 minutes and identify the passive structures in the given new newspaper report. Elicit from the students the other features of the newspaper report by asking questions such as:

1. Which person is used here – 1st person or 2nd person or 3rd person?
2. Underline the passive structures you are able to find out.
3. Why have they used passive structures?
4. How many passive structures here are in past tense?

Activity 3

Give 2 minutes for each group and ask them to find the right answer:

Which one among the three is the most suitable expression for the newspaper report?

Activity 4

Fill in the elements with reference to the newspaper item given to you:

| Elements | As seen in the newspaper report |
|--|---------------------------------|
| 1. Headline | |
| 2. Placeline | |
| 3. Lead : identify the 5Ws a) What? b) Where? c) When? d) Why ? e) Who? | |
| 4. Quotes | |

Step -2: Recognizing passive structures of a newspaper report**Activity 2**

Divide the students into groups and ask them to take 2 minutes and identify the passive structures in the given new newspaper report. Elicit from the students the other features of the newspaper report by asking questions such as:

1. Which person is used here – 1st person or 2nd person or 3rd person?
2. Underline the passive structures you are able to find.
3. Why has the author used passive structures?
4. How many passive structures here are in the past tense?

Activity 3

Give 2 minutes for each group and ask them to find the right answer:

Which one among the three is the most often used expression in the newspaper report?

1. a) He murdered.
b) He killed.
c) He was accused of the murder.
2. a) Somebody said that....
b) They said that...
c) It was said that...
3. a) The company based the results on selected samples.
b) The results were based on selected samples.
c) They put the results on selected samples.
4. a) He has been taken under custody.
b) The police have taken him into custody.
c) The police have caught him now.

The group may also explain why the other two are not the best options.

Step – 3: Preparing the rough draft of a newspaper report**Activity 4**

Look at the following picture. Prepare rough notes by answering the 5w's and other questions. A few are done for you.



Rough Notes:

| | |
|------------------------|---|
| Headline | One killed and 33 injured in an accident on NH |
| Byline | |
| Placeline | |
| What kind of accident? | |
| Where did it happen? | Thiruvananthapuram |
| Who died? | |
| When did it happen? | |
| Why? | A Kerala transport bus tried to overtake another vehicle. |
| quotes | |

Activity 5

Write a rough draft of a newspaper report for a rail accident that occurred near Madurai on Thursday which took the life of 50 people.

_____ (Headline)

_____ (place line)

What? _____

Where? _____

When? _____

Why? _____

How? _____

Who? _____

Quotes _____

Step: 4 Editing

Edit your rough draft in a group by checking the following items:

- | | |
|--|----------|
| a) Is the the headline clearly related to story? | Yes / No |
| b) Are all 5 Ws present? | Yes / No |
| c) Are quotes used? | Yes / No |
| d) Is any personal opinion given | Yes / No |
| e) Are passive structures used? | Yes / No |
| f) Is proper spelling & grammar used? | Yes / No |
| g) Is the third person used? | Yes / No |

Step 5: Final Draft

After editing each group should prepare a final draft and exchange them with another group; then check the answers for the check list in Step 4 again. Read out the final draft and discuss the features in it.

Activity 9

Sample questions:

1. Write a newspaper report on the annual day celebration of your college which may appear in the Hindu on the next day.
2. Imagine you are a news reporter and draft a newspaper report on a fire accident that occurred in Trichy yesterday.
3. Write a newspaper report on a technical exhibition / symposium conducted in your college.
4. Write a newspaper report on a bus accident that resulted in the death of 20 people.

Writing a Process Report

Objectives: Students will be able to:

1. Recognize the structure of process reports
2. Use passive structures to write process reports

Procedures

5 step writing process: Introducing & familiarizing with the structure – Recognizing passive structures in reports – rough draft – editing – final draft

Step 1: Introducing & familiarizing with the structure of a process report

Introducing the topic

Activity 10

Look at the following pictures. What are they doing?



Have they completed the work? Is the process over?

Is a man or woman essential for any process to take place?

What is common in these four pictures?

What are the things needed for a process to take place in each picture?

Recognizing the structure of a process report

The teacher may present a sample process report so as to enable the students to understand its structure.

Making Wooden Furniture

The highest quality materials are used in the production of ‘Teale’ brand furniture. The wood is carefully selected from trees grown in their own plantations. The individual components of each piece of furniture are cut at specially designed mills and are then assembled individually by hand. Each piece is tested for durability and strength. The whole process is supervised by trained craftsmen and women. Only when they are completely happy with the product will it be approved for sale.

- » Is the heading essential for a process report?
- » What is the heading given here?
- » Have they used past tense anywhere? Why?
- » Are you able to see a beginning, a process and an end? Which sentence indicates the beginning of a process? Which sentence in the report shows the end of a process?
- » Have they used first person or third person?
- » Can you mention some third person pronouns used in the report?

Step -2: Recognizing and using passive structures in a process report

Activity 11

Analysis of a Process Report

A Process Report on Preparation of Coffee

A kettle is kept on a lit stove. Water is poured into it and it is boiled. A teaspoon of instant coffee powder is taken and is put into the boiled water. Two teaspoons of sugar are added to it. Then, a sufficient amount of hot milk is poured into it. The hot water along with its milk is stirred until the ingredients blend evenly. The stove is unlit and the prepared coffee is poured into a cup.

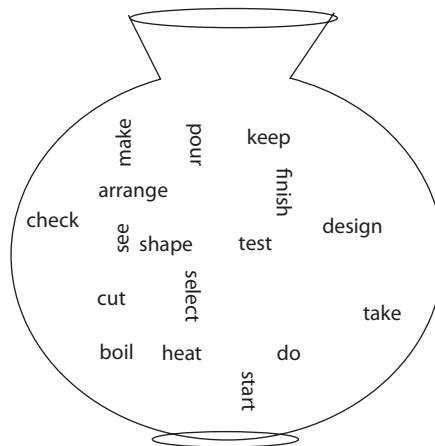
- » Which structures are frequently used in the above report – active or passive?
- » Identify and underline the passive structures in the report.
- » How many passive structures are there in this report?
- » Why have they used passive structures? Can you sort out the reasons? [Generally a passive form is used when the doer of the action is unknown; when the action is more important than the person who performed it; in order to be objective; or to make a generalization which is not limited to the action of the individuals. For which reason was the passive structure used in this text?]
- » Which tense has been used for the passive structures? Why?

Elicit answers from the students and make them familiar with the passive structures used in the report.

Activity 9

(Each group of students should be given 3 minutes.)

Pick a main verb from the pot below and fill in the blanks to make a passive form in the present tense.



- The oil is poured.
- It _____.
- The product is _____.
- They are _____ into pieces.
- Fine materials _____.
- It _____ kept on the table.
- They _____ of fibre.
- _____ is _____ off the tube.
- Water _____ before it _____ used.
- The work _____ by skilled persons.

Step 3: Rough Draft

Topic: A Process Report on the Preparation of Apple Juice

Activity 13

Note: Teachers have the students brainstorm and collect ideas.

Organizing / Grouping

The teacher may ask the students to arrange the above ideas in order as follows:

| Initial stage | Processing stage | Final stage |
|------------------|---------------------------------|-------------|
| fresh apples | peeled off, knife, apple cutter | ice cubs |
| delicious apples | cut into pieces | glass |
| washed | mixing jar | straw used |
| | mashed, ground | |
| | sieve to filter | |

Writing rough notes

Students may be asked to make a rough draft with reference to the above table.

Fresh apples are selected. Delicious apples are taken. They are washed. The skins are peeled off with a knife. They are cut into pieces. An apple cutter is used. A mixing jar is used. They are mashed and ground. A sieve was used to filter. Ice cubes are used. Glass is taken. A straw is used for drinking.

Step 4 : Editing

Students may be asked to correct and edit the rough draft with the help of the following check list.

| | |
|--|----------|
| Is a heading given? | Yes / No |
| Are the sentences in passive form? | Yes / No |
| Are they in the present tense? | Yes / No |
| Is there any 1st person pronoun? | Yes / No |
| Is spelling and grammar right? | Yes / No |
| Is there any repetition? | Yes / No |
| Are there proper conjunctions to maintain coherence? | Yes / No |
| Is there anything missing? | Yes / No |

The remaining editing work should be done by the students in a group.

Step 5: Final Draft

Students may be asked to write a final draft with reference to the edited rough copy. After writing the final copy, each group should exchange their process reports with another group and present it for discussion.

Activity 14

Sample Questions

1. Write a process report on how lemon juice is prepared.
2. Write a process report on collecting information on the Internet.
3. Report the step by step process involved in ice-cream making.
4. Explain the process of preparing vegetable soup in report form.
5. Draft a process report on changing engine oil for a bike.

Writing a Lab Report

Objectives: *Students will be able to:*

- Recognize the structure of lab reports
- Use passive structures to write lab reports

Procedure:

5 step writing process: Introducing & becoming familiar with the structure – Recognising passive structures in reports – rough draft – editing – final draft

Step 1: Introducing and becoming familiar with the structure of a lab report

Introducing the topic

Activity 12

Look at the following pictures in Group A and Group B.

Group A



Group – B



- What does the first picture present to us?
- How can you describe the second picture in a single word?
- What do the people do in 3rd and 4th picture?
- What is the relationship between the third and fourth picture?
- Pictures in Group A are opposite to those in Group B. How?
- Which pictures are more relevant to lab reports?

Recognizing the structure of a lab report

Observe the following report and say - “What are the essential elements of a lab report?”

Balloon Rocket Car

Objective:

The experiment is aimed at a demonstration of Newton's Third Law of Motion - "Every action has an equal and opposite reaction" by constructing a balloon-powered rocket car.

Materials Used:

A Styrofoam tray, four wheels, 4 pins, cello tape, flexi-straw, party balloon and ruler are used to conduct the experiment.

Step-by-Step Procedure:

Four wheels are attached to the tray with pins. The flexi-straw is fixed on to the centre of the tray with cello tape. The balloon nozzle is inserted over the short end of the straw. It is also taped tightly. The air is blown into the balloon through the straw. The car is kept on the floor with one end of the straw closed with a finger. The air is released to make the car move.

Result:

It is found that the air escaping through the straw is the action and the car's movement in opposite direction is the reaction. Thus, Newton's third law of motion is demonstrated.

Source: <http://www.sciencefairadventure.com/ProjectDetail.aspx?ProjectID=137>

Step 2: Identifying and using passive structures in a lab report

Activity 13

Go back to the same report and underline the passive structures you find in them. The task is to be completed within 2 minutes in a group.

- How many passive forms are there?
- Is there any passive form in the past?
- Have they used any 1st person pronouns? Why?

Step - 3: Writing the rough draft of a lab report on a blood test

Look at the following picture and write rough notes for a lab report.



Have you ever done a blood test? With what purpose?

What are the other reasons for a blood test? (objective)

Look at the picture and list out the things you need for a blood test. (materials used)

What is the man doing in the picture? (Experiment)

Activity 17

Elicit from the students the ideas they have in their mind about blood tests and fill in the right side of the column.

| Elements | Fill in the blanks with what you would like to add... |
|---------------------------|---|
| 1. Title | a lab report on a blood test |
| 2. Aim | to detect drug abuse in sports |
| 3. Materials | needle, gloves, pieces of glass, cotton |
| 4. Step-by-step Procedure | blood is extracted –cotton was applied – the sample has been taken to the lab – It is tested in the lab –drug substances were looked for – a deep investigation and analysis was done –testosterone is detected |
| 5. Result | drug substances are detected – drug abuse is confirmed – The objective is fulfilled. |

Step 4: Editing

Students may be asked to correct and edit the rough draft with the help of the following check list.

| | |
|---|----------|
| Is the title given? | Yes / No |
| Are the sentences in the passive form? | Yes / No |
| Are they in the present tense? | Yes / No |
| Is there any 1st person pronoun? | Yes / No |
| Is spelling and grammar right? | Yes / No |
| Is there any repetition? | Yes / No |
| Are there proper conjunctions to maintain coherence? | Yes / No |
| Is there any emotion or feeling found in the scientific report? | Yes / No |

Step 5: Final Draft

Students may be asked to write a final draft with reference to the edited rough draft. After writing the final copy, each group should exchange their process reports with another group and present it for discussion.

Sample questions:

1. Write a lab report on energy conservation.
2. Write a lab report on any one of the experiments you did in your physics lab.
3. Write a lab report on any one of the experiments you conducted in your chemistry lab.

DEVELOPING HINTS

GUIDELINES

1. Read the given outline carefully.
2. Use grammatically correct, simple language and short sentences.
3. Maintain the order in which the hints are presented.
4. Check that each hint is suitably connected to the next one in logical order.
5. Use imagination for filling in the gaps.
6. Use signal words, phrases and linkers like the following for clarity and proper sequence in narrating stories.
 - Cause and effect words: therefore, as a result, because of
 - Time words: meanwhile, at that time, later on, as soon as, just then, during
 - Contrast words: though, even then, but, on the contrary
 - Addition words: in addition, also, further, moreover, not only _____ but also
7. Adjectives may be used suitably to enrich descriptions.
8. Elaborate the hints into as many idea units as possible and write one sentence for each idea.
9. Impersonal passive and present tense are preferable for factual information/describing a process and past forms for narrating stories.
10. After writing a rough draft, rewrite it to make it as good as possible and give it a title.
11. For the title use the name of the main character/object/incident of the story/proverb or quotation suiting the theme.

Activity 18

Convert the following hints into a paragraph of 50 words.

1. A bee – falls into a tank – a dove flies past – drops a large leaf into the water – the bee climbs on the leaf – starts to fly – a boy takes aim at the dove – the bee stings – the dove is saved
2. Students – not serious in studies – waste time – watching unwanted T.V channels – seeing serials and movies – accumulate the portions of study – at time of examination – become serious and nervous – study day and night – become worried and tired – faint in exam hall – fail or get low marks – message
3. Nature – a kind mother – feeds the living beings – takes care – we are unkind – materialistic – don't care about the future of the Earth – disfigure the Earth – pollute the land, water, air, space – greediness – message create forests

Writing Emails

Objectives:

Students will be able to recognize the structure of e-mails.

Students will be able to compose e-mails.

Procedure:

Teacher Motivation:

Ask the students the following questions and collect responses.

How do you communicate to your friends in distant places?

by land phone?

by cell phone?

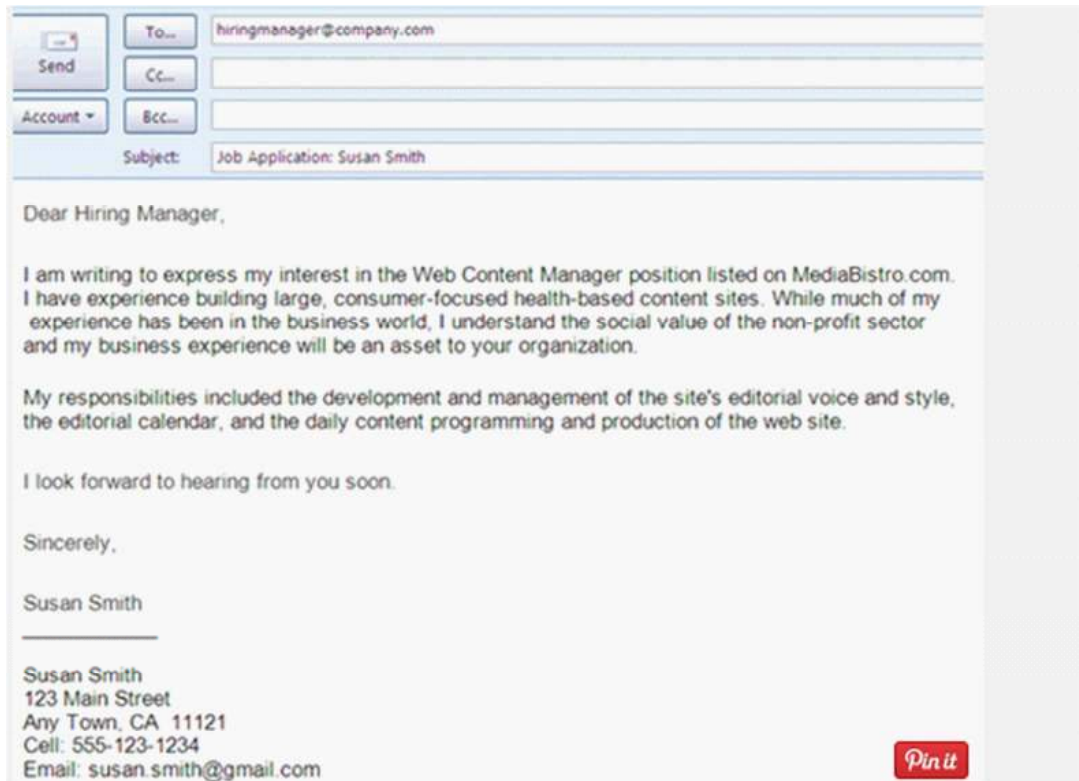
through post card or letters?

by e-mail?

E- Mail

Describe the parts of an email looking at the email below. How is it different from regular mail?

(Source: <http://jobsearch.about.com/od/jobsearchemailsamples/ig/Email-Message-Examples/Job-Application-Email-Message.htm>)



Activity 19

Compose an e-mail on the topic of your choice. Be sure to include all of the components of an email.

What is an e-mail ?

Electronic mail or email is a means of sending messages, text, and computer files between computers via the Internet.

Features of email

- automatic reply to messages
- auto forward and redirection of messages
- facility to send copies of a message to many people
- automatic filing and retrieval of messages
- addresses can be stored in an address book and retrieved instantly
- notification if a message cannot be delivered
- emails are automatically dated and time stamped
- signatures can be attached
- files, graphics or sound can be sent as attachments, often in compressed formats
- webmail and mobile email can be used to receive and send messages while on the move

Advantages and disadvantages of using email.

Talk in pairs. List the advantages and disadvantages of using email. Then compare your list with the ones below.

Advantages

- Emails are delivered extremely fast when compared to traditional post.
- Emails can be sent 24 hours a day, 365 days a year.
- Webmail means emails can be sent and received from any computer, anywhere in the world, that has an Internet connection.
- Cheap - when using broadband, each email sent is effectively free.
- Emails can be sent to one person or several people.

Disadvantages

- The recipient needs access to the Internet to receive email.
- Viruses are easily spread via email attachments.
- **Pushing** - sending an email to a user falsely claiming to be a legitimate company to scam the user into providing information, such as personal information and bank account numbers on a bogus website. The details will then be used for identity theft.
- No guarantee the mail will be read until the user logs on and checks their email
- Spam - unsolicited email, i.e. junk mail

Activity 20

1. Your friend has gone to visit his parents as he is staying in the hostel. Write an email to your friend stating that you need his mark sheets, identity card and his address proof scanned and sent to your e-mail immediately as the college principal has asked for it.
2. You are travelling to Singapore. You need to book your tickets. Write an email to the travel agent seeking rates of tickets for a specified day of travel on three different airlines.

UNIT 5

COMPOSITION

Objectives

At the end of this unit, the students should be able to:

- ✓ Recognize and compose formal letters – job, orders, complaints
- ✓ Interpret visuals & write paragraphs
- ✓ Make notes (visuals) on given texts
- ✓ Write resumes

COMPOSITION

When applying for a job, a cover letter should be sent or posted with your resume. A cover letter should be specific to the position you are applying for, relating your skills and experience to those noted in the job posting. Your cover letter is your first and best chance to sell the hiring manager on your candidacy for employment, so make sure it's perfect!

The following cover letter format lists the information you need to include in the cover letter you submit with your resume. Since a cover letter is a formal letter, it's important to adhere to these formatting standards. Use this as a guideline to create customized cover letters to send to employers.

(A sample covering letter is in the next page.)

Sample Cover Letter

H. Ram Ganesh
S/o. C. Hari Krishnan
129, Patel Road
Goripalayam
Madurai – 625 002

To:
Mr. K. Ashok
ABC Constructions
434, Cross Cut Road
Coimbatore – 634 001

Dear Sir,

I am submitting herewith my resume for your kind perusal and favourable consideration for the post of “Site Engineer” in your esteemed organization.

I am a qualified diploma holder in civil engineering from AVK Polytechnic College, Coimbatore affiliated to the Directorate of Technical Education, Chennai. I possess comprehensive knowledge on civil engineering related subjects. Exceptional communication and interpersonal skills, an innovative approach and quick adaptability are my biggest assets.

I am seeking a challenging job that would synergize my skills and experience with the objectives of your organization. I look forward to getting a favourable reply from you.

Thanking you,

Yours faithfully,

H. Ram Ganesh

Encl.: Resume

Activity 1**Cover Letter Format**

Name

Address

City, State, Pin Code

To (Employer - Contact Information)

Name

Title

Company

Address

City, State, PIN Code

Salutation

Dear Sir / Dear Sirs/ Dear Madam/ Dear Mr./ Dear Mrs.

Body of Cover Letter

The body of your cover letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph

The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for and where you found the job information.

Middle Paragraph(s)

The next section of your cover letter should describe what you have to offer the employer. Mention specifically how your qualifications match the job you are applying for.

Final Paragraph

Conclude your cover letter by thanking the employer for considering you for the position.

Thanking you,

Yours faithfully / truly/ sincerely,

Your name

WRITING RESUME

Activity 2

KWL Chart:

K-W-L charts are graphic organizers that help students organize information before, during and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor learning. Have students fill in the first two columns in pairs or small groups before working on resumes and then come back and fill in the third column after working on resumes.

| What do I know about resumes? | What do I want to know about resumes? | What did I learn about resumes? |
|-------------------------------|---------------------------------------|---------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Activity 3

Information Gap Activity:

Resume (Source :<http://en.wikipedia.org/wiki/R%C3%A9sum%C3%A9>)

STUDENT A

A **résumé** also spelled “resume”, is a document to present personal backgrounds and skills. Résumés can be used for a variety of reasons, but most often they are used to secure new employment.

A typical résumé contains a summary of relevant job experience and education. The résumé is usually one of the first items, along with a cover letter and sometimes an application for employment, which a potential employer sees regarding the job seeker and is typically used to screen applicants, often followed by an interview. The résumé is comparable to acurriculum vitae (CV) in many countries. However, it is substantially shorter than a CV. CVs are generally used by people who have a lot of job experience and publications. In French, résumé means summary.

In many contexts, a résumé is typically limited to one or two pages, highlighting only the experience and qualifications that the author considers most relevant to the desired position.

A résumé is a marketing tool in which the content should be adapted to suit each individual job application and/or applications aimed at a particular industry.

Styles:

Résumés may be organized in different ways. The following are some of the more common formats:

- ✓ Reverse chronological résumé - A reverse chronological résumé lists a candidate's job experiences in reverse chronological order, with the most recent experience listed first.
- ✓ Functional résumé - A functional résumé lists work experience and skills sorted by skill area or job function.
- ✓ Hybrid résumé - The hybrid résumé balances the functional and chronological approaches

Resume (Source : <http://en.wikipedia.org/wiki/R%C3%A9sum%C3%A9>)

Now answer the following questions about the text:

1. What do you mean by the word 'resume'?
2. What is the main difference between a resume and a CV?
3. What is the typical size of a resume?
4. What is generally attached with a resume?
5. How many types of resumes are discussed in the passage?

Then ask your partner these questions:

1. What is the main purpose of a resume?
2. Define reverse chronological resume.
3. Which type of resume targets professional capabilities and utilizes experience summaries?
4. Why are online resumes popular nowadays?
5. What is a hybrid resume?

STUDENT B

A **résumé** also spelled 'resume', is a document used by persons to present their backgrounds and skills. Résumés can be used for a variety of reasons, but most often they are used to secure new employment. A résumé is a marketing tool in which the content should be adapted to suit each individual job application and/or applications aimed at a particular industry.

Styles:

Résumés may be organized in different ways. The following are some of the more common formats:

Reverse chronological résumé

A reverse chronological résumé lists a candidate's job experiences in chronological order, generally covering the previous 10 to 15 years. Positions are listed with starting and ending dates.

Functional résumé

A functional résumé lists work experience and skills sorted by skill area or job function. The functional résumé is not used to focus on skills that are specific to the type of position being sought. This format directly emphasizes specific professional capabilities and utilizes experience summaries as its primary means of communicating professional competency.

Hybrid résumé

The hybrid résumé balances the functional and chronological approaches. A résumé organized this way typically leads with a functional list of job skills, followed by a chronological list of employers.

Online résumés

As the search for employment has become more electronic, it is common for employers only to accept résumés electronically, either out of practicality or preference. This has changed much about the way résumés are written, read, and processed. Many employers now find candidates' résumés through search engines, which makes it more important for candidates to use appropriate keywords when writing a résumé. Many employers, and recruitment agencies working on their behalf, insist on receiving résumés in a particular file format. Some require Microsoft Word documents, while others will only accept résumés formatted in HTML, PDF, or plain ASCII text. One advantage for employers with online résumés is the significant cost saving compared to traditional hiring methods.

Now answer the following questions about your text:

1. What is the main purpose of a resume?
2. Define reverse chronological resume.
3. Which type of resume targets professional capabilities and utilizes experience summaries?
4. Why are online resumes popular nowadays?
5. What is a hybrid resume?

Then, ask your partner these questions:

1. What do you mean by the word 'resume'?
2. What is the main difference between a resume and a CV?
3. What is the typical size of a resume?
4. What is generally attached with a resume?
5. How many types of resumes are discussed in the passage?

SAMPLE RESUME

| | |
|----------|--------------------------|
| Name | R. Rengarajan |
| E-mail | rengarajan1994@gmail.com |
| Mob. No. | 091145 55545 |

Objective: To work in a reputed organization where there is a scope for personal and professional development and to serve tirelessly to take the organization to lofty heights.

Educational Qualifications:

| Course | Month and year of passing | Name of the institution | Class | Percentage |
|---------|---------------------------|---|-------|------------|
| SSLC | April 2010 | Government Higher Secondary School, Salem | I | 92.40 |
| Diploma | April 2014 | AVK Polytechnic College, Coimbatore | I | 94.50 |

Technical skills

Operating Systems: WINDOWS 2000

MS-Office (Excel, Word & PowerPoint)

AutoCAD, STAAD pro, Prospect Management System (PMS)

Academic project details

Completed two month summer project on "XXXX" at ABC

Duration: January 20XX-April 20XX

Project: Traffic Engineer

Description: Supervised site activities, collected data and analysed information and prepared studies and reports

Trainings

1. Underwent industrial training for 1 month at ABC Constructions Limited, Madurai
2. Obtained hands-on training for 15 days at a construction site

Academic awards

1. Won prizes at interschool competitions on “Elocution” and “Verse-writing”
2. Participated in intramural and external competitions and won various prizes

Extra-curricular Activities

1. Acted as a volunteer in NSS
2. Possess “C” Certificate in NCC

Personal Details

DOB: 05/06/1994

Sex: Male

Hobbies: Reading books and listening to music

Languages known: Tamil, English and Hindi

References

1. Mr. A. Krishnan, HOD / Civil, AVK Polytechnic College, Coimbatore
2. Mr. K. Raman, Head Master, Government Higher Secondary School, Salem

Place : Salem

Signature

Activity 3

Complete the following with your personal details

DIPLOMA FRESHER RESUME FORMAT

| | |
|------------|--|
| Name | |
| E-mail ID. | |
| Mob. No. | |

Objective:

Educational Qualifications:

| Course | Month and year of passing | Name of the institution | Class | Percentage |
|--------|---------------------------|-------------------------|-------|------------|
| | | | | |
| | | | | |

Technical skills**Academic project details****Trainings****Academic awards****Extra-curricular activities****Personal details**

DOB

Sex

Hobbies

Languages known

References

1. Mr. X

2. Mr. Y

Place

Signature

Activity 5

Presentation:

Students read the following dialogue and then take turns presenting it to the class.

Student A : What comes first in a resume?

Student B : Name, e-mail and mobile number of the candidate

Student A : What is the purpose of an objective?

Student B : The objective statement declares the mind-set of the candidate.

Student A : Do we need to mention educational qualification?

Student B : Yes, preferably in the form of a table. We must give the complete details of our educational qualification. By the way, is it necessary to mention our technical skills?

Student A : Yes, it is absolutely necessary to mention technical skills that include our proficiency in computer and software.

Student B : Should I mention the details of my industrial training?

Student A : Yes, a brief note about your industrial training has to be mentioned in the resume.

Student B : I have won many prizes in school and college. Do I need to mention them in the resume?

Student A : Of course. It will give you added advantage. What about personal details?

Student B : Personal details are essential.

Student A : Moreover, don't forget to give two references because the employer might contact them to get first-hand information about you.

Student B : Thank you very much for your information.

Giving Directions

Hints for directing someone to some destinations/landmarks

Turn right

Go straight

Look for the post office

Keep going until you reach...

It's adjacent to ...

It's on the way to ...

It's within walking distance from...

It's near...

Turn the second corner...

It's on the third street from...

Don't go beyond...

Use the subway to go...

Pass two roads on the left and...

It's in between...

It's just opposite to...

It's just a few metres away from...

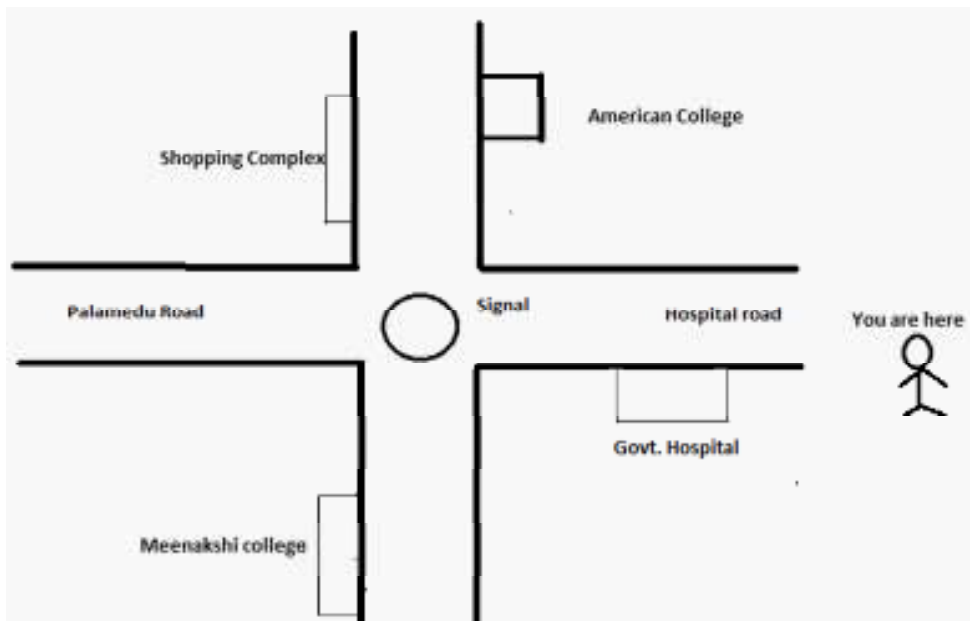
At the junction of three roads...

It's in front of...

Since it's too far from here, you had better hire...

Activity 6

You are standing near the government hospital. A girl wants to go to Meenakshi College to get an application.



1.1 Giving directions without landmarks:

Go straight.....

Turn left.....

Go ahead.....

Just a hundred meters away, you will come across Meenakshi college.

1.2 Giving directions with landmarks:

Go straight until you reach the signal.

Then turn left at the corner and walk ahead.

A hundred meters away you will come across Meenakshi College on the right hand side of the road.

1.3 Cloze :

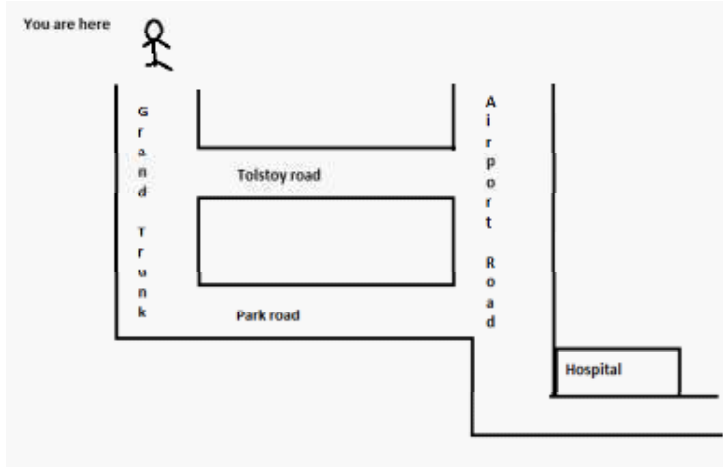
Go _____ until you reach the _____

Then turn _____ and walk _____

A _____ away you will come across _____ on the right hand side of the road.

Activity 7

A man approaches you to direct him to a nearby hospital. Write three instructions:



1.1 Giving directions without landmarks:

Go straight

Turn left

Turn right

Turn left

1.2 Giving directions with landmarks:

Go straight via grand trunk.

Skip Tolstoy road and take the second left via Park Road.

Turn right on the airport road till you reach the hospital at the left turn.

1.3 Cloze :

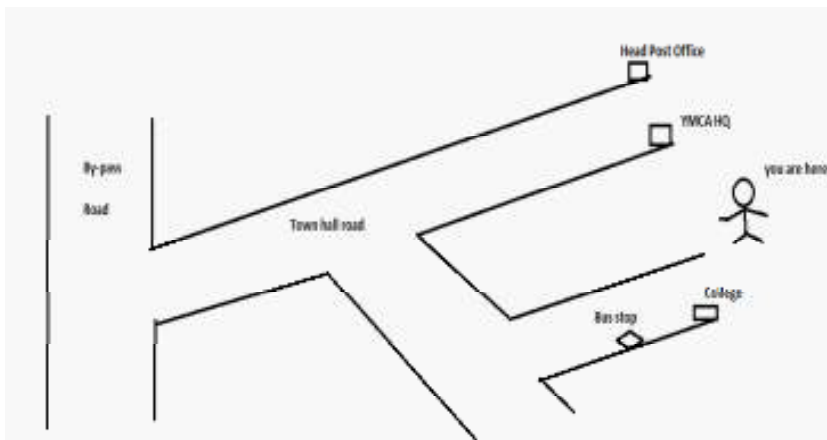
Go _____ via Grand Trunk.

Skip _____ and take the second left via Park Road.

Turn right on the _____ until you reach the hospital at the _____.

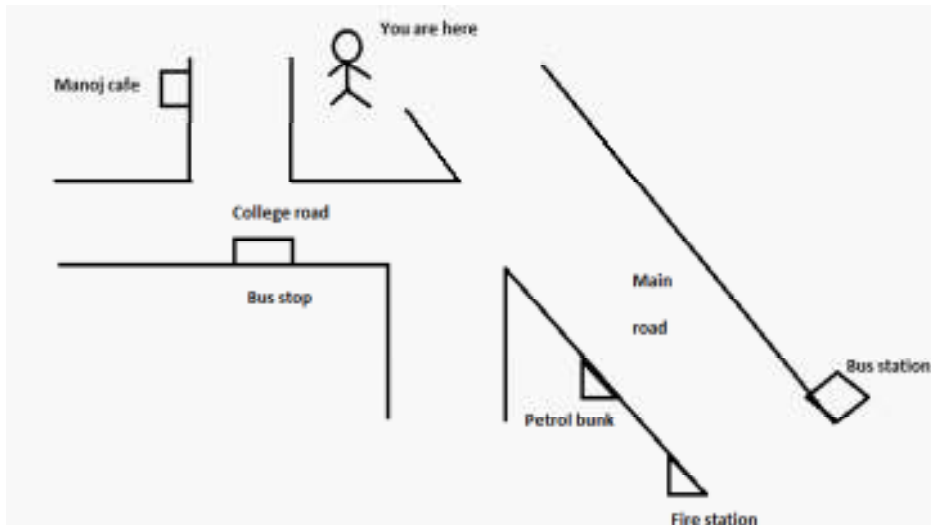
Activity 8

A stranger wants to meet his friend at the YMCA headquarters. Write two instructions to help him.



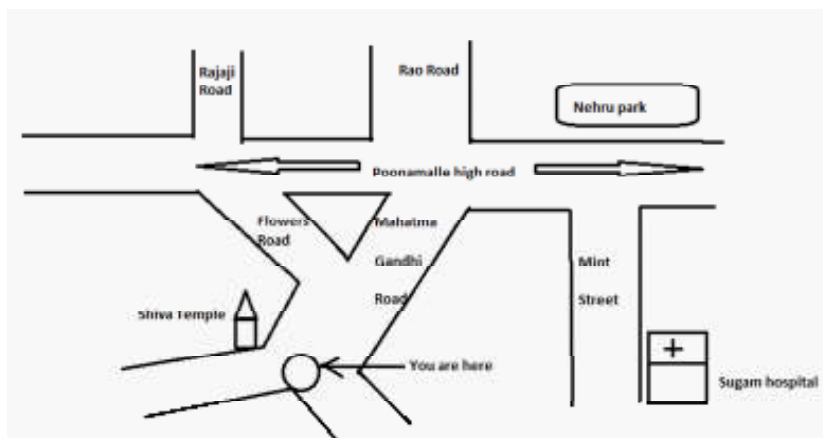
Activity 9

Two strangers want to go to your city bus station. Direct them. Write two instructions to help them.



Activity 10

Here you find a road map. Write three instructions to help a person to reach Sugam hospital.



Reading

Activity 11

Simputer for the Poor Goes on Sale
New computer costs \$240.

A cheap handheld computer designed by Indian scientists is on sale after three years of waiting.

The team of computer scientists first got the idea for the Simputer in 2001, but development of the computer was slowed because the team didn't have enough money and because computer manufacturers weren't interested. The Simputer was launched on Friday and the basic model costs around \$240.

The Simputer was developed by scientists and engineers at the Indian Institute of Science in Bangalore. They were looking for a way of taking the Internet revolution to people living in villages in India. Only nine in every 1,000 Indians own a computer because they are too expensive. The Simputer was designed to make using computers cheap and easy.



The company that made the computer hopes to sell 50,000

But the scientists had a hard time going from the laboratory to factory. Finally, government-owned Bharat Electronics agreed to make the handheld computer. The computer goes on sale in April and the scientists want to sell 50,000 in the first year.

The Amida Simputer comes in three versions: the basic model has a black and white screen and 64MB of memory. It also has a microphone, speakers for listening to music and a battery that lasts for six hours. People can use the Simputer to work on the Internet, send e-mails or organize their money, using a special “pen” to write on the screen.

Adapted from <http://news.bbc.co.uk/gov/em/fr/-/2/hi/technology/3578309.stm>

Objectives:

By the end of the lesson students should be able to:

Use new vocabulary

Explain conceptual meaning

Pre-reading:

Show a picture of a Simputer to the students to have background knowledge of the topic and pre-viewocabulary.

Vocabulary check: new words are predicted from the article before students read the passage. Add to the list below.

1. Simputer
2. manufacturer
3. version
4. scientists

While-reading:

Skimming:

Quickly glance through the text and answer the general questions:

1. What is a computer?
2. Do you have access to Simputers?
3. Simputers are designed for poor people. Do you agree with this picture and why?



Scanning:

Search the text for the answers to these questions:

1. When was Simputers first launched?
2. How many Indians own a computer?
3. Who developed simputers and where?
4. What are the three versions in Amida Computers?

Answer the following questions according to the text.

The team of computer scientists first got the idea for the _____ in 2001, but development of the computer was slowed down because the _____ didn't have enough money and because computer _____ weren't interested.

Post-reading:**Group activity:**

Discuss in groups: imagine if you were a millionaire. What are the changes would you like to bring in the life of the poor children?

Individual activity:

Suggest a suitable title for the text and read it in class with pairs

Grammar test:

Identify the parts of speech in the first two paragraphs of the text.

VERBAL TO VISUAL**Objectives:**

Students will be able to:

1. Communicate facts clearly, concisely, attractively and eventually in a compact form.
2. Convert verbal documents into non-verbal documents.
3. Present statistical data for reports in conferences, meetings and seminars.
4. Use different types of non-verbal representation (bar chart, pie chart, organisational chart, flow chart, table, graphs etc.)

Procedure: Ask students

1. What are the two types of communication?
2. How is verbal communication different from non-verbal communication?
3. Which communication is effective when presenting statistical data or reports in conferences and seminars?
4. Name some types of non-verbal communication in writing.

Pair work:

Work with a partner. Read the text below and fill in the table with information from the text.

There are flightless birds like ostrich of Africa, the emu of Australia, the rheas of South Africa and the kiwi of New Zealand. Some birds are ornamental, like the peacock in India and the swan and teal in England. All countries have some domestic and game birds like ducks, chickens, turkeys and pigeons. Nearly 80 kinds of birds are in danger of becoming extinct, like the whooping crane, the flamingo of West Indies and the California condor. About 40 kinds of birds have become extinct like hornbill of India and the ivory billed woodpecker of South East Asia.

Step 1

| Kinds of Birds | Species | Habitat |
|----------------|----------------------|------------------------|
| flightless | | |
| | peacock, goose, swan | |
| game | | all countries |
| | | |
| | | India, South East Asia |
| domestic | | |

Step 2: Now compare your chart with the one below.

| Kinds of Birds | Species | Habitat |
|------------------|-----------------------------------|---|
| flightless | ostrich, emu, rhea, kiwi | Africa, Australia, South America, New Zealand |
| ornamental | peacock, geese, swan | India, England |
| game | turkey, duck, pigeon, chicken | all countries |
| endangered birds | whooping crane, California Condor | West India, California |
| extinct birds | hornbill, ivory billed woodpecker | India, South East Asia |
| domestic | duck, turkey, pigeon, chicken | all countries |

MODEL QUESTION PAPER

SEMESTER - II

TIME: 3 Hours

Max. Marks: 75

I. Answer any ten of the following:

10 × 3 = 30

1. Write 3 words related to a 'place of worship'.

2. Match the following with the relevant opposite word:

- a) idle × begin
- b) basic × ugly
- c) foolish × slow
- d) fast × active
- e) end × advanced
- f) beautiful × intelligent

3. Write the synonyms for the following words using the words given in brackets:

- a) shut ----- (open / close / end)
- b) complete ----- (final / relevant / part)
- c) important ----- (hide / loose / primary)

4. Convert the following verbs into nouns:

- a) sing b) conduct c) free

5. Convert the following nouns into verbs:

- a) exhibition b) examination c) derivation

6. Convert the following verbs into adjectives:

- a) play b) risk c) beautify

7. Identify the Degrees of comparison and write as positive degree / comparative degree / superlative degree for the following sentences.

- a) Rama is the cleverest boy in the class.
- b) This cell tower is taller than our building.
- c) Black colour is not as bright as yellow.

8. Write suitable prefixes for the following words:

- a) proper b) able c) pleasure

9. Write suitable suffixes for the following words:

- a) free b) meaning c) develop

10. Identify and write the passive verb in the following sentences:

- a) People weren't forced to buy anything when they were in an exhibition.
- b) The students have been informed to bring their textbooks, without fail.
- c) Some questions are being asked from the exercises which are in the book for the examination.

11. Choose and fill in the blanks with suitable prepositions / articles:

- a) Peter goes _____ bus to _____ theatre. (by/in/an/the)
- b) Nathan buys _____ watch _____ the Titan Show-room. (the/a/on/form)
- c) Senthil wants to eat _____ apple which is _____ Himachal Pradesh. (a/an/from/in)

12. Answer the following verbal question first in affirmative and then in negative.

Do you like to drink coffee?

II. Answer any five of the following.

$5 \times 3 = 15$

1. Identify and write as active/passive sentences against each of the following:

- a) They are playing football.
- b) I have read a book.
- c) The class test was conducted by my teacher.

2. Convert the dialogue into reported speech:

Ravi : Where are you going?

Gopi : I am going to the market.

3. Supply suitable tags for the following sentences:

- a) They went to Chennai.
- b) We don't like to swim.
- c) He is my dearest friend.

4. Fill in the blanks with suitable tense forms of the verbs given in the brackets.

Substances _____ (be) made up of smaller particles which _____ (move) around. Some of these particles _____ (split) further into yet smaller particles.

5. Correct the errors in the following sentences.

- a) He going to the market.
- b) Water has flown to the fields.
- c) We are fond in music.

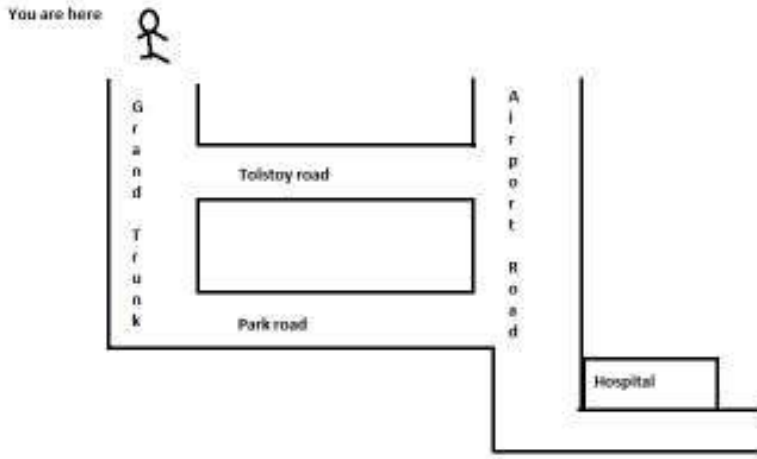
6. Convert the following into direct speech.

My mother asked me if I had taken my breakfast. I replied to her that I had taken it at my friend's home.

7. Match the following idioms/phrases with their relevant meaning:

- a. this or that
 - b. dos and don'ts
 - c. friend or foe
- 1. In human relationships
 - 2. Efforts taken
 - 3. Options that can be explored
 - 4. Instructions

8. A man approaches you to direct him to a nearby hospital. Write three instructions.



III. Answer the following questions as directed.

$3 \times 5 = 15$

1. Read the questions and find the answers in the newspaper report.

- What was the 8th international conference about?
- Which is under the conceptual stage?
- When is the manned expedition to moon expected to be carried out?
- Give the full form of IAA and ASI.
- How much did India spend for launching Chandryaan-1?

Panaji: Indian Space Research Organization Chairman Mr.G.Mahdavan Nair indicated on Monday that India planned to launch a mission to explore Mars. It was under the conceptual stage.

Mr. Nair was addressing the inaugural session of the 8th International conference on 'Low Cost Planetary Missions' here. He said ISRO was poised to launch the Chandrayaan-2 mission to land on the Moon and conduct experiments in 2012-13. This would be followed by a manned expedition to the Moon in 2015 and plans to explore Mars later.

The five-day conference, organized by ISRO in collaboration with the International Academy of Astronautics (IAA) and the Astronautically Society of India (ASI), was inaugurated by Chief Minister Mr. Digambar Karnat. The Goa Minister for Science and Technology Mr. Churchill Almas was also present.

Speaking about low-cost planetary missions. Mr. Nair said India had set a trend in building low-cost satellites with Chandrayaan-1 being the best example. It was below \$100 million as compared to the nearly \$500 million that were spent on similar expeditions by other developed countries.

- You wish to apply for the post of "supervisor" in a multi-national company. Write a resume, with a cover letter.
- Place an order for the purchase of sports items for your college.

IV. Answer any three of the following.

$3 \times 5 = 15$

- Write a short report (in 50 words) of the process of preparing lemon juice / any item you think of / lab report / news report.

2. Convert the verbal text into a visual representation (graphics / flow chart).

THE SOLAR SYSTEM

Our solar system consists of the sun, the nine planets and the asteroids, comets and meteoroids that are associated with the planets. The nine planets that make up our solar system are Mercury, Venus, Earth, Mars, Jupiter, Uranus, Neptune and Pluto. Mercury is closest to the sun. It is hot and dry. Venus is one of the brightest objects in the sky after the sun and the moon. Venus is also the hottest planet in the solar system. Next is the Earth, the only living planet. After Earth is Mars which is also called the Red Planet. Mars is very dry now.

Jupiter is the largest planet. Its bright colour comes from its clouds. Saturn is the second largest planet and has wide rings. The planet Uranus is in bright blue colour. After Uranus is Neptune, that rotates around the sun once in every 164 years. Pluto is the farthest planet from the sun.

3. Write an email to your friend inviting him to spend the weekend at Mahabalipuram.

4. Convert the following table into a paragraph of 50 words.

Placement details of XYZ Polytechnic in 2015

| Branch | Accenture | IBM | TCS |
|-------------|-----------|-----|-----|
| Civil | 10 | 25 | 45 |
| Mechanical | 50 | 30 | 55 |
| Electrical | 30 | 45 | 70 |
| Electronics | 20 | 35 | 20 |

5. Develop the following hints into a passage of about 50 words.

Books – best companions – some books entertain – time pass – other books instruct us – enrich knowledge – improve logical thinking – reasoning ability – overall – treasure house of knowledge