



**THE WOR(L)D IN YOUR STRIDE**  
*A Course on Communication Development (Bridge Course)*



**Tamil Nadu State Council for Higher Education**  
**Chennai - 600 005.**



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**Project Coordinator:**

Dr. N. Anitha  
Research Officer  
Tamil Nadu State Council for Higher  
Education Chennai

**Editor:**

Dr. Maria Preethi Srinivasan  
Associate Professor of English  
Queen Mary's College  
Chennai

**Reviewer:**

Dr. V. Murugan  
Head (Retired), Department of English  
Presidency College  
Chennai

**Contributors**

Dr. Anitha Balakrishnan  
Associate Professor of English  
& Head, Department of English  
Queen Mary's College  
Chennai

Dr. Maria Preethi Srinivasan  
Associate Professor of English  
Queen Mary's College  
Chennai

Dr. Suganthi  
Associate Professor of English  
Quaid-E-Millath College for Women  
Chennai

Ms. M. Latha Kumari  
Assistant Professor of English  
Ethiraj College for Women  
Chennai

Dr. Vinitha Francis  
Assistant Professor of English  
Queen Mary's College  
Chennai

**Acknowledgement for support:**

Dr. Geetha  
Associate Professor of Physics  
Government Arts College for Men  
Nandanam, Chennai

Dr. G. Sukanyaa  
Assistant Professor of Chemistry  
Queen Mary's College  
Chennai

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## Message

Tamil Nadu has the distinction of a GER (Gross Enrolment Ratio) of 44.3% in higher education, which is higher than the national GER of 24.5%. We owe this achievement to our beloved leader **Dr. Puratchi Thalaivi Amma Selvi. J. Jayalalitha** who set Tamil Nadu on a trajectory of exponential growth through Vision 2023. Among the ten vision themes enshrined in this document is her aspiration that "Tamil Nadu will be known as the innovation hub and knowledge capital of India, on the strength of world class institutions in various fields and the best of human talent."

**Dr. Puratchi Thalaivi Amma's** passion to develop the latent potential of the youth of the State has found fulfilment in *The Wor(l)d in Your Stride, A Course on Communication Development (Bridge Course)*. **Amma** also charted the roadmap for higher education in the State. With her clear focus and far-sightedness she declared, "I envision that institutions of higher education emerge as centres of innovation, excellence and development - that world-class education is offered to our youth in an all encompassing and inclusive system." (Hon'ble Chief Minister's speech at the 155th Convocation of University of Madras). The Higher Education Department endeavours to realize the goals set by our beloved leader.

I am thankful to the Hon'ble Chief Minister of Tamil Nadu, **Thiru. Edappadi. K. Palaniswami**, for his commitment to fulfil the vision of **Amma** in the field of higher education.

I am happy to place this book in the hands of the students who are entering the undergraduate programme in Government Arts and Science Colleges and hope that it will set them on the path of academic excellence.



**Thiru. K.P. Anbalagan**  
Hon'ble Minister for Higher Education

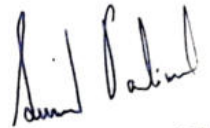
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## Message

The Higher Education Department is committed to developing the potential of the youth of the state by widening the reach of higher education as well as qualitative improvements. *The World in Your Stride*, a course on communication development (bridge course) is the outcome of this drive to reach the unreached. The project to prepare this course material was initiated during the tenure of the then Secretary to Government Selvi. Apoorva I.A.S. and was further developed and announced in the Assembly in the period of Secretary to Government, Thiru. A. Karthik. I.A.S.

The book has now been fine tuned and published. This book has been prepared with a view to unleash the potential in every student by orienting them to the requirements of tertiary education and encouraging them to make optimal use of their undergraduate course. To the student who holds this book, my message is,

The rock is unearthed.  
A diamond is born.  
Unclear and jagged,  
What it will become,  
Is what it already is.  
It just doesn't know it yet.....  
You are the diamond in the rough.  
Shine on! (Ryan Lee Morris, *Diamond in the Rough*)



**Thiru. Sunil Paliwal. I.A.S**  
Principal Secretary to Government  
Higher Education Department



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## Foreword

From the time of its inception in 1992, Tamil Nadu State Council for Higher Education has made strategic interventions in higher education in the State. Being holistic in vision and dynamic in function, TANSCHÉ has provided immense support to Arts and Science colleges in the State through its faculty development programmes. The Council has also published quality textbooks. Now, in its 25th year, the Council is addressing an area of need through the bridge course book, *The Wor(l)d in Your Stride: A Course on Communication Development*.

I recommend that students make optimal use of the book and work towards developing their communication skills.



**Thiru. M.A. Siddique I.A.S**  
Member Secretary (FAC)  
TANSCHÉ



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## Preface

The *Wor(l)d in Your Stride* was envisioned keeping in mind the student who is making the transition from secondary to tertiary education. On the one hand are the students' aspirations to secure a degree and on other the standards that they have to achieve. As the three years of education in the undergraduate programme groom the student for positions of responsibility in society, a bridge course enables the student to make the best use of college education. In the light of this objective, the emphasis in this book is on having a good orientation to college education. The lessons in this book cover a wide spectrum of topics ranging from communicating fluently in English to cultivating good practices and values in their academic pursuits. The foundation laid in the bridge course will stand the students in good stead even after they complete their undergraduate studies.



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***The chapters in this book are like a set of keys.  
They unlock doors and give you ACCESS TO SUCCESS!***



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## **A Note to the Student**

TAKE THE WOR(L)D IN YOUR STRIDE is an idiomatic expression that means being cool, confident and having the ability to face challenging situations. The title of this book has an element of word play: it shows you that if you have the WORD at your command, you can succeed in the WORLD. Having “the word at your command” means the ability to communicate. Quite often people lose out on success in life only because they are not able to communicate in English.

A famous Chinese proverb says, “Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.” Placing this textbook in your hand is similar to providing gear for fishing. The role of guide and mentor played by your teacher is invaluable. With this input from the makers of the book and the teacher of the course, you can fend or rather “fish” for yourself.

There is another Chinese proverb which says that a journey of a thousand miles begins with a single step. This book is saturated with positive energy and encouragement to make you take that first step. After that first step, the rest of the journey is a success story!

The first two chapters are literally about taking THE WORD IN YOUR STRIDE. The chapters and lessons in the book are graded – beginning with the use of words, making sentences and graduating to more challenging tasks like narrating, skills for independent learning and lateral thinking.

In keeping with the visual on the cover page, the step by step approach outlined in the book takes you to a higher plane and soon you will find yourself on top of the world!



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## A Note to the Teacher

The course on communication development (bridge course) is designed to help post-secondary students navigate tertiary education. It takes cognizance of the struggles of the first year undergraduate. The lessons in this course help the student develop confidence to communicate. The role of the teacher in this endeavour is paramount. Teachers who handle the modules play the role of mentors. While the book is a resource, the resourcefulness of the teacher is what will make the ultimate difference in the life of the student.

Embedded in these lessons are the four skills for communication development, namely, listening, speaking, reading and writing. While reading and listening are “passive skills”, Writing and Speaking are “active skills”. In today’s world the marketing of “Spoken English” has made the spoken word a commodity. Speech is indeed primary (a child first learns to speak, so also a new learner). However an experienced teacher knows that the approach that integrates the four skills is healthy. One’s ability to communicate, i.e. to speak/write hinges on the time spent in reading and listening. The lessons in this book are designed to encourage the student to express his/her thoughts and ideas and be competent with regard to communication. While ‘teacher talk’ has its place in the classroom, the teacher should also make utmost use of the exercises in this book to encourage every student to speak.

In the traditional approach to teaching grammar, students are accustomed to “converting” sentences (direct to indirect, simple to complex etc). However, teaching “grammar in context” is the approach endorsed by this book. Passages which showcase the grammar item being taught are included in every chapter. The Recommended Audio Visual Aids listed at the end of each chapter will make a world of difference to the teaching/learning process.

The course also aims at fostering two cardinal principles of tertiary education, namely original thinking and independent learning. Three chapters - *Read and Speak*, *Refer and Write* and *Lateral Thinking* - address these principles. *Refer and Write* emphasizes the use of the library.

With this course you and your student are embarking on an important journey. May the experience be rich and rewarding!



## CHAPTER 1

### Sounds and Sounding Good

#### Lesson 1

#### Let's warm up!

Just as athletes warm up their muscles before running, let us exercise our organs of speech to speak easily.

English pronunciation is widely different from the way Tamil is pronounced. The learner's speech organs need to be adapted to produce sounds as used in the English language. To speak fluently and confidently the words should flow easily. The lips, tongue, and lower jaw need exercise to help the learner utter the desired sounds effortlessly. To master the art of speaking easily you should first stop feeling shy or scared of English sounds and probably jog your jaws every day. Jaw jogging is a pronunciation activity. You will love it!

English, unlike Tamil, is not pronounced the way it is written. There is no one-to-one correspondence between the spelling of a word in English and its pronunciation. The letter 'a' is pronounced differently in the following words: are, man, cage, above. Similarly, many words spelt differently have the same sound. For example, the sound /f/ as in office, fan, rough, graph. As a result, awareness about the different sounds in English is necessary.

Some facts you may wish to take note of:

No. of alphabets	01
No. of letters	26
No. of sounds	44
No. of Words as on 08052015	1,080,646

*Speaking in a lighter vein about the lack of one to one correspondence between spelling and pronunciation, George Bernard Shaw said that the word "fish" should be pronounced as "ghoti"!*



# F I SH

for F as in cough, if O stands for I as in women,  
if TI stands for SH as in nation.

then the right way to spell FISH should be:

# GHOTI

English has 44 sounds: 24 consonants and 20 vowels. All the twenty-six letters in the language combine in different ways to represent 44 sounds.

Learners should read each string of words slowly and carefully so that the beginning and end of each word is crisp. Repeat the string of words till you feel that you are reading it effortlessly.

### Consonants

Consonants are speech sounds produced by a partial or complete obstruction of the air stream by a constriction of the speech organ.

### Vowels

Vowels are speech sounds made with vibration of the vocal cords but without audible friction.

### American English variations

In British English, we say /r/ only when the next word begins with a vowel sound, as in *far away*. Otherwise the /r/ is omitted. For American English, all the /r/ sounds should be pronounced. There are other variations as well. You may consult an online dictionary as well as a learner's dictionary to know the difference between American and British pronunciation and spelling.

#### vowels

IPA	examples
ʌ	cup, <u>l</u> uck
ɑ:	arm, f <u>a</u> ther
æ	cat, bl <u>a</u> ck
ə	away, cin <u>e</u> ma
e	m <u>e</u> t, b <u>e</u> d
ɜ:	t <u>u</u> rn, l <u>e</u> arn
i	h <u>i</u> t, s <u>i</u> tt <u>i</u> ng
i:	s <u>e</u> e, h <u>e</u> at
ɒ	h <u>o</u> t, r <u>o</u> ck
ɔ:	c <u>a</u> ll, f <u>o</u> ur
ʊ	p <u>u</u> t, c <u>o</u> uld
u:	bl <u>u</u> e, f <u>o</u> od
aɪ	f <u>i</u> ve, <u>e</u> ye
aʊ	n <u>o</u> w, <u>o</u> ut
əʊ	g <u>o</u> , h <u>o</u> me
eə	w <u>h</u> ere, <u>a</u> ir
eɪ	s <u>a</u> y, <u>e</u> ight
ɪə	n <u>e</u> ar, h <u>e</u> re
ɔɪ	b <u>o</u> y, j <u>o</u> in
ʊə	p <u>u</u> re, t <u>o</u> urist

#### consonants

IPA	examples
b	bad, lab
d	did, lady
f	find, if
g	give, flag
h	how, hello
j	yes, yellow
k	cat, back
l	leg, little
m	man, lemon
n	no, ten
ŋ	sing, finger
p	pet, map
r	red, try
s	sun, miss
ʃ	she, crash
t	tea, getting
tʃ	check, church
θ	think, both
ð	this, mother
v	voice, five
w	wet, window
z	zoo, lazy
ʒ	pleasure, vision
dʒ	just, large

IPA: International Phonetic Alphabet

## Diphthongs

Diphthongs are also called glides because during their articulation there is a movement from one vowel sound to another.

Iə here	eɪ wait	
ʊə tourist	ɔɪ boy	əʊ show
eə hair	aɪ my	aʊ cow

## Sounding good with diphthongs

You will notice that native speakers of English articulate the diphthongs unconsciously and they sound really good! On the other hand Indian speakers tend to cut short the vowel glide. Practise the vowel glides in the list of words given above if you want to really sound good.

## Minimal pairs

Minimal pairs are pairs of words that differ only in one sound. Sometimes just one sound can make a difference in meaning.

→ Minimal pairs at the initial sounds

bin /bɪn/	Pin /pɪn/
Mine /maɪn/	Nine /naɪn/
Uncle /'ʌŋkl/	Ankle /'æŋkl/

Identify the minimal pairs with initial sound /t/-/k/



Ans : tea, key, tick, kick  
tub, cub, top, cop

### Commonly mispronounced words

1. Tier sounds the same as tear. It is wrongly pronounced as 'tyre'(i.e. tyre of a car/bike)
2. Pronunciation (It is pr-nun-ciation. People often say pr-noun-ciation)
3. Buffet (It is boo -fey. 'Boo' as in *loose* and 'fey' as in *fake*)

### What if you mispronounce?

1. Dessert - When you order a sweet dish after a meal, you are ordering dessert (dizz -urt). On the other hand if you travel to a country in the Middle East, you are going to a desert (dez -urt). Notice the difference in spelling as well.
2. Scrap & Scrape: Be careful about how you pronounce these two words. In 'scrap' the 'rap' rhymes with tap and in 'scrape' the 'rape' rhymes with tape. Often people complain that a course which is not good should be "scraped", when they actually mean that it should be "scrapped". "Scrap" and "scrape" are two different words which differ in pronunciation. "Scrape" means 'to drag' or 'pull' a hard or sharp implement across. Example:

Remove the green tops from the carrot and scrape them.

3. Suite - A suite is a set of rooms designated for one person's or a family's use or for a particular purpose. For example *Book a suite at the Taj*. This word sounds exactly like "sweet". On the other hand people wrongly articulate it as "suit" as in "suitcase"

You realize that if you mispronounce you can convey a different meaning altogether.

Check out the way these subjects are pronounced

1. Photography
2. Geography
3. Economics
4. Astrology,
5. Astronomy,
6. Ecology
7. Environmental Studies

Check out the way these professions are articulated

1. Policeman
2. Photographer
3. Railway Engineer
4. Musician
5. Film Maker

### Task 1

Make a list of seven words for each consonant sound and read it to the class.

Example

1. /p/ post, pant, rope, slope, mop, cup, rap.
2. /b/ book, blade, bear, bubble, cable, table, tab, cab

### Task 2

First answer the question. Next spell the answer. Pronounce the answer and write 'C' for the consonant sound and 'V' for the vowel sound.

L W S  
(C-V)

Eg.: Which letter is a form of 'be'?

1. Which letter is the second person?
2. Which letter is a drink?
3. Which letter is a source of salt?
4. Which letter is a vegetable?
5. Which letter is an insect?
6. Which letter is an interjection?

L - Letter

W - Word

R Are V

↓ You ↓

T Tea C

S Sea C

P Pea C

B bee C

O Oh! ↓

S - Sound

7. Which letter is a part of our body?

e eye V

8. Which letter is a question?

Q who C

9. Which letter is a form of a line?

Q Que C

10. Which letter is the third person plural?

W We C

first

### Tongue twister time:

Read the following slowly and steadily. You may gradually increase the speed:

- a. Round and round the rugged rock the rugged rascal ran.
- b. Eat fresh fish free.
- c. Quickly the queen questioned the quiet quizzers standing in the queue.

### Practice activity

Diction exercises for a few consonant sounds are given below. You may practise them and challenge your classmates. Remember practice makes a man perfect and of course a woman as well!

- < G Grass grew green on the graves in Grace Gray's grandfather's graveyard.
- < F Four furious friends fought for the phone. Five flippant Frenchmen fly from France for fashion.

- ◀ P Peter piper picked a peck of pickled peppers.
- ◀ J James just jostled Jean gently.  
Jack the jailbird jacked a jeep.
- ◀ D Do drop in at the Dewdrop Inn.
- ◀ H How was Hari hastened so hurriedly from the hunt?
- ◀ K My cutlery cuts keenly and clean.
- ◀ R Reading and writing are richly rewarding.
- ◀ T Ten tame tadpoles tucked tightly in a thin tall tin.
- ◀ V Veera valued the valley violets
- ◀ S Sister Suchi sat on the seashore sewing shirts for sailors.

Try this song, 'Place in the Choir'. It is a tongue twister. It is racy and quite a challenge to master. If you can get get your speech organs to work on the rush of words in this song, you have gained mastery!



*PLACE IN THE CHOIR (Celtic Thunder)*

*All God's creatures got a place in the choir  
Some sing low and some sing higher  
Some sing out loud on the telephone wire  
Some just clap their hands or paws or anything they got, now  
(Repeat- All God's creatures.....anything they got now)  
Listen to the top where the little birds sing  
And the melodies and the high notes ringing  
And the hoot-owl cries over everything  
And the blackbird disagrees  
Singing in the night time, singing in the day  
And the little duck quacks and he's on his way  
And the otter hasn't got much to say  
And the porcupine talks to himself  
All God's creatures.....anything they got now*

*Dogs and the cats, they take up the middle  
Where the honeybee hums and the cricket fiddles  
The donkey brays and the pony neighs  
And the old gray badger sighs*

*Listen to the bass, it's the one on the bottom  
Where the bullfrog croaks and the hippopotamus  
Moans and groans with a big to do  
And the old cow just goes moo*

*All God's creatures...anything they got now*

*It's a simple song, living song everywhere  
By the ox and the fox and the grizzly bear  
The dopey alligator and the hawk above  
The sly old weasel and the turtledove*

*All God's creatures.....anything they got now*

**Do you feel like this ? Then sing along!**



### **Top of the World (By the Carpenters)**

*Such a feeling is coming over me  
There is wonder in 'most everything I see  
Not a cloud in the sky, got the sun in my eyes  
And I won't be surprised if it's a dream*

*Everything I want the world to be  
Is now coming true especially for me  
And the reason is clear, it's because you are here  
You're the nearest thing to heaven that I've seen*

*I'm on the top of the world looking down on creation  
And the only explanation I can find  
Is the love that I've found ever since you've been around  
Your love's put me at the top of the world*

*Something in the wind has learned my name  
And it's telling me that things are not the same  
In the leaves on the trees and the touch of the breeze  
There's a pleasing sense of happiness for me*

*There is only one wish on my mind  
When this day is through I hope that I will find  
That tomorrow will be just the same for you and me  
All I need will be mine if you are here*

*I'm on the top of the world looking down on creation  
And the only explanation I can find  
Is the love that I've found ever since you've been around  
Your love's put me at the top of the world*

#### **Recommended audio visual aids**

*A Place in the Choir by Celtic Thunder (<https://www.youtube.com/watch?v=-iP27eatYxE>). You can also view a line dance of this song and try it out with your classmates. ([https://www.youtube.com/watch?v=fC8n\\_ijQ48k](https://www.youtube.com/watch?v=fC8n_ijQ48k))*

*Listen to the song "Top of the World" by the Carpenters at (<https://www.youtube.com/watch?v=rzbZaVPz0I>)*



## Lesson 2

Why should the English confuse us with 'a' and 'an' before a singular noun?

Let's read and find out!

Read the following aloud. Check which of the following are easy to read and circle them:

Did you notice that 'an' before a vowel sound and 'a'

- |                    |                      |
|--------------------|----------------------|
| 1. a ball          | 11. an teacher       |
| 2. a palace        | 12. a egg            |
| 3. a game          | 13. a university     |
| 4. an apple        | 14. an ox            |
| 5. an gate         | 15. a leather jacket |
| 6. an order        | 16. a rose           |
| 7. a useful animal | 17. an rocket        |
| 8. an umbrella     | 18. a frog           |
| 9. an table        | 19. an angel         |
| 10. an doctor      | 20. an fridge        |

before a consonant sound is easy to read, while the sound is strained when 'a' precedes a vowel sound and 'an' a consonant sound?

Try again to check for yourself!

- |                |                 |
|----------------|-----------------|
| an vowel sound | a vowel sound   |
| an grand party | a grand party   |
| an prize       | a prize         |
| a easy passage | an easy passage |

Cheat Code: When you are confused whether to use 'a' or 'an' just try pronouncing and that which feels easy should be the right choice.

### Task 1

Use 'a' or 'an' before the following words and read them aloud:

- |             |          |               |            |
|-------------|----------|---------------|------------|
| door        | finger   | knee          | church     |
| tractor     | insect   | girl          | ear        |
| dress       | colour   | letter        | school     |
| alarm clock | flag     | curtain       | afternoon  |
| woman       | umbrella | newspaper     | rubber     |
| tape        | hour     | record        | angry lion |
| flower      | friend   | easy question | morning    |

## Task 2

### Sounding good - Check up time!

These words will indicate the health of your English. Try to pronounce these words casually and with some style. Seek the help of your instructor or the Internet to get the correct pronunciation. In pairs try to construct a short conversation around these commonly used expressions and enact it.

Hi!	Wish you the same	February
Excuse me	Bye-bye	Home
Hello!	Eraser	History
Please	College	Economics
Sorry	Professor	Politics
Thank you	Section	Chicken
Good day!	Laboratory	Kitchen
All the best!	Hotel	Airport
Congratulations!	Power cut	Session
Superb!	Holiday	Workshop
Pardon	Yesterday	See you

### An extra byte!

The words, 'hour' and 'our', are pronounced the same way. Just say 'r'!

In the words, 'honest', 'heir' and 'honour', like in the word 'hour', the initial 'h' is silent, **do not** pronounce the /h/ sound.

But in these words beginning with h - *her, his, him, high, heart, home, house, health and humble* - you should pronounce the /h/ sound.

## CHAPTER 2

### Naming Words, Action Words and Describing Words

#### Lesson 1

Read the following poem "Life" by Mother Teresa:

#### Life

Life is an opportunity, benefit from it.

Life is beauty, admire it.

Life is bliss, taste it.

Life is a dream, realize it.

Life is a challenge, meet it.

Life is a duty, complete it.

Life is a game, play it.

Life is costly, care for it.

Life is wealth, keep it.

Life is love, enjoy it.

Life is mystery, know it.

Life is a promise, fulfill it.

Life is sorrow, overcome it.

Life is a song, sing it.

Life is a struggle, accept it.

Life is tragedy, confront it.

Life is an adventure, dare it.

Life is luck, make it.

Life is too precious, do not destroy it.

Life is life, fight for it.

In the above poem words like *life, opportunity, beauty, bliss* are naming words, also called nouns. Identify the other naming words in the poem. Similarly, words like *benefit, admire, taste* are action words, also called verbs. Identify the other action words.

All words in a language are categorized into word classes or parts of speech according to the part they play in a sentence. Nouns and verbs are word classes. The other word classes in English include describing words like adjectives and adverbs. Some words can function as more than one part of speech.

For example,

1. If I don't go I'll be breaking my *promise*. (N)  
He *promised* to forward my email yesterday. (V)
2. The *benefit* of club membership is that you enjoy discounts. (N)  
He *benefitted* from his friend's advice. (V)

Here words like *promise* and *benefit* function as both noun and verb.

### Naming Words or Nouns

A noun is a thing, place, person, action, quality or an idea.

Person	Place	Thing	Quality	Action	Idea
Kumar	Delhi	paper	joy	celebration	democracy
man	space	desk	size	massage	friendship
Mary	garden	pen	density	reading	philosophy
Child	Asia	orange	anger	loss	beauty
minister	hotel	sandwich	colour	exchange	justice
doctor	village	disease	taste	dismissal	freedom

#### Task 1

Look at the way the six columns are segregated in the above table. Could you give five more examples for each title?

## The Types of Nouns

Types of Nouns	Examples
Common	car, dog, room, chair
Proper	Chennai, Arush, Taj Mahal
Collective	family, team, choir, jury(singular if the group is considered as a whole, plural when the individuals are concerned)
Verbal	I love <i>reading</i> , (noun derived from the verb)
Compound	toothbrush, mother-in-law
Abstract	justice, love, wit (nouns for things that have no physical existence)
Concrete	sun, road, heat (nouns for things that can be verified through the senses)
Countable	apple, person, book (nouns that can be used in the plural or with <i>a</i> or <i>an</i> )
Uncountable	water, traffic, sugar (nouns that cannot be made plural or used with <i>a</i> or <i>an</i> )

## Task 2

Identify the nouns in the following quotes

1. Love is an irresistible desire to be irresistibly desired.  
– Robert Frost
2. I do not think that there is any other quality so essential to success of any kind as the quality of perseverance. It overcomes almost everything, even nature. – John De Rockefeller
3. Justice means minding one's own business and not meddling with other men's concerns. – Plato
4. Fear is the main source of superstition, and one of the main sources of cruelty. To conquer fear is the beginning of wisdom. -Bertrand Russell
5. The important thing is not to stop questioning. Curiosity has its own reason for existing.– Albert Einstein
6. Anger is the enemy of non-violence and pride is a monster that swallows it up. – Mahatma Gandhi
7. By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest.– Confucius

## Task 3

### The longest list

Students may break into groups for this activity. Each group may prepare a four-column chart under these noun heads - person, place, thing and idea.

Within the stipulated time they have to fill out each column with as many nouns as they can think of. This fast-paced noun activity should take less than 2 minutes. Students may be encouraged to share their lists in the class. The student with the longest fully-correct list is the winner.

## Task 4

### Guess the sport

For this noun game, have students pick a sport that they enjoy. Then have them write a list of nouns that relate to the sport. For example, basketball: they might choose *court, basket, blackboard, rim*.

These students may stand up and read their lists aloud. Others may guess which sport the list describes.



### Task 5

Students may choose partners for reading a book or a newspaper article. As they read, let them record all the nouns they see in it. If they encounter a new word, they can look it up in the dictionary to see if it is a noun.

### Task 6

From the list given below identify proper, collective, abstract, compound and uncountable nouns

Mallika	logic	oxygen
workshop	New Delhi	fuel
Paris	carbon	Uranus
Neptune	Africa	Toyota
sauce	Hip-Hop Tamizha	quicksand
teardrop	air	rice
Brahmaputra	Wall Street	hair
greenhouse	keyhole	mealtime
rainbow	Red Sea	Downing Street
justice	sorrow	pleasure,
Janpath	crowd	team

regiment	The Alps	Red Fort
gang	board	troop
dream	bunch	care
trend	ability	marriage
Eiffel Tower	flock	wisdom
goodness	loss	bathroom
Herd	stress	furniture
pack	tribe	copycat
driveway	earthquake	footprint
range	password	thrill
aircraft	briefcase	chairman
army	sleep	group
talent	punctuality	beauty
colony	truth	fiction
slavery	nap	band
railway	collection	coffee
choir	bread	class
corruption	troupe	stack
string	flour	earth
wine	wood	

The following is a list of irregular verbs

Present	Past	Past Participle
am, is, are	were	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
sit	sits	sat	sat
speak	speaks	spoke	spoken
spend	spends	spent	spent
stand	stands	stood	stood
teach	teaches	taught	taught
tell	tells	told	told
take	takes	look	taken
write	writes	wrote	written



### Task 1

Fill in the blanks with the correct past tense form of the verbs given (irregular verbs)

1. I \_\_\_\_\_ (lose) my watch in the park.
2. David \_\_\_\_\_ (not hurt) his knee.
3. I kicked the ball and it \_\_\_\_\_ (break) a window.
4. My new shoes \_\_\_\_\_ (not cost) much money.
5. I \_\_\_\_\_ (get) this book from the library.
6. We had a garage where we \_\_\_\_\_ (keep) our car.
7. Ali \_\_\_\_\_ (cut) his knee.
8. The glass \_\_\_\_\_ (fall) off the table.
9. The glass \_\_\_\_\_ (not break).
10. We \_\_\_\_\_ (sell) our old car.
11. We \_\_\_\_\_ (buy) a new car.
12. The bell \_\_\_\_\_ (not ring).
13. We all \_\_\_\_\_ (go) to school.
14. The dog \_\_\_\_\_ (catch) the ball.
15. The man \_\_\_\_\_ (not kneel) down.
16. Our cat \_\_\_\_\_ (run) onto the road.
17. Jane \_\_\_\_\_ (not write) a letter.
18. I \_\_\_\_\_ (buy) a new camera last week.
19. We \_\_\_\_\_ (drive) to a safari park yesterday.
20. Yesterday Dad \_\_\_\_\_ (not take) me to the carnival.
21. Elizabeth \_\_\_\_\_ (give) Eva a chocolate.
22. Jack and Jill \_\_\_\_\_ (not go) up the hill.
23. Her ring \_\_\_\_\_ (cost) ten Euros.
24. I \_\_\_\_\_ (put) sugar in my coffee.
25. He \_\_\_\_\_ (not hit) the ball over the net.

## Task 2

### Verb – Noun Charades

This game can be played as a whole class, or you can divide the class into teams. Students also can play the game in two or more teams. If playing in teams, you will want to alternate students, calling one student from each team before calling a second student from any team. You might give each student's team the first chance to guess the verb, he or she is acting out. If a teammate does not guess the word by the end of a set time limit, then anyone from another team can call out the word and win those points.

### Verb-Noun List

The following is a list of verbs along with nouns that might be included in your game. This list is only a "starter" list. Feel free to add to it or subtract from it:

Ringling phone, cleaning car, drinking lemon tea,  
laughing child, counting coins, listening to the radio,  
tasting chilly, teaching History, painting scenery,  
opening a box, cutting cake, eating halwa,  
celebrating Diwali, folding clothes.

## Task 3

Did you enjoy Mother Teresa's poem "Life?" Try composing a few lines on the following topics:

1. Friendship
2. Youth
3. Love
4. Happiness
5. Sorrow

## Task 4

### Verbtionary

This is a variation of the game, Pictionary. The class may break into groups. One member from the team has to draw the verb on the blackboard. First the team members are given a chance to give the answer. If they are not able to guess the correct verb, then other teams may guess the answer.

## Task 5

### Proverb and verbs

It is good to learn proverbs, not only for the values they teach, but also for the words employed. Identify the verbs contained in these proverbs:

We have worked out an example for you

### Proverb

You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building nests in your hair.

### Verbs

1. Cannot prevent
2. Flying
3. Can prevent
4. Building

### Meaning of the proverb

People cannot stop bad/sad things from happening to them, but they have control over how long they allow the bad/sad things to make them feel sad.

Now you can work on the following:

1. People who live in glass houses should not throw stones.
2. Hope for the best, but prepare for the worst.
3. Don't bite the hand that feeds you.
4. A penny saved is a penny earned.
5. You can lead a horse to water, but you can't make him drink.

### One Verb and its Many Faces!

Eg. *look*

It is perfectly acceptable to use the verb *look*, but don't hesitate to replace this fairly ordinary-looking word with one of its many more photogenic synonyms. Many of these substitutions come in especially handy when it comes to finding one word to take the place of



look-plus-adverb or look-plus-adjective-and-noun, as the definitions demonstrate.

1. **blink**: to look at with disbelief, dismay, or surprise or in a cursory manner
2. **browse**: to look at casually
3. **consider**: to look at reflectively or steadily
4. **contemplate**: to look at extensively and/or intensely
5. **dip (into)**: looking to examine or read superficially
6. **eye**: to look at closely or steadily
7. **fixate (on)**: to look at intensely
8. **gape**: to look at with surprise or wonder, or mindlessly, and with one's mouth open
9. **gawk**: see/gape
10. **gawp**: see/stare rudely (generally limited to British English)
11. **gaze**: to look steadily, as with admiration, eagerness, or wonder
12. **glare**: to look angrily
13. **glimpse**: to look briefly
14. **gloat**: to look at with triumphant and/or malicious satisfaction
15. **glower**: to look at with annoyance or anger
16. **goggle**: to look at with wide eyes, as if in surprise or wonder
17. **leer**: to look furtively to one side, or to look at lecherously or maliciously
18. **observe**: to look carefully to obtain information or come to a conclusion, or to notice or to inspect
19. **ogle**: to look at with desire or greed
20. **outface**: to look steadily at another to defy or dominate, or to do so figuratively
21. **outstare**: see outface
22. **peek**: to look briefly or furtively, or through a small or narrow opening
23. **peep**: to look cautiously or secretly; see also peek (also, slang for "see" or "watch")
24. **peer**: to look at with curiosity or intensity, or to look at something difficult to see
25. **peruse**: to look at cursorily, or to do so carefully
26. **pore (over)**: to look at intently
27. **regard**: to look at attentively or to evaluate
28. **rubberneck**: to look at in curiosity
29. **scan**: to look at quickly, or to look through text or a set of images or objects to find a specific one
30. **skim**: see scan
31. **stare**: to look at intently
32. **stare (down)**: to look at someone else to try to dominate

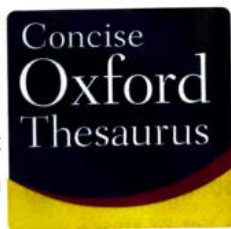
- 
33. **study**: to look at attentively or with attention to detail
34. **watch**: to look carefully or in expectation
35. **wink**: to look at while blinking one eye to signal or tease another person

### Use a thesaurus

A thesaurus is a type of dictionary in which words with similar meanings are arranged in groups. A thesaurus provides a list of synonyms. A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language.

For example *shut* is a synonym of *close*.

A thesaurus is also handy in finding antonyms (the opposite) When you write reports or articles, a thesaurus will come to your aid and help you to avoid repeated use of a word. You will also realize as you get familiar with using the thesaurus that you will get into the habit of using the most appropriate word for what you wish to express.



### Task 7

Ask the students to prepare a list of common verbs (e.g. *say*, *talk*). The students should add two or more synonyms. Students may use the thesaurus to prepare the list.

### 116 Verbs that energize your writing

Looking for a “workhorse” verb? Select from this list.

abolish, accelerate, achieve, act, adopt, aim, align, anticipate, apply, assess, avoid, boost, break, bridge, build, burn, capture, change, choose, clarify, comprehend, compromise, confront, connect, conquer, convert, create, cross, decide, define, defuse, deliver, deploy, design, develop, diagnose, discover, drive, eliminate, emphasises, ensure, establish, evaluate, exploit, explore, filter, finalise, find, focus, foresee, gain, gather, generate, grasp, identify, ignite, illuminate, implement, improve, increase, indicate, innovate, inspire, intensify, interfere, jump, keep, lead, learn, leverage, manage, master, maximise, measure, mobilise, motivate, overcome, penetrate, persuade, plan, pinpoint, position, prevent, profit, raise, realise,

reconsider, reduce, refresh, replace, resist, respond, retain, save, scan, segment, setup, shatter, show, sidestep, signal, simplify, solve, stimulate, stop, stretch, succeed, supplement, take, train, transfer, transform, understand, unleash, use, win.

Non-work horse verbs, usually called stative verbs do not take the -ing form, for example verbs like feel, taste, know, like and so on.

I am not liking you. (X)

I do not like you. (✓)

### Lesson 3

#### Describing words

Read the following excerpt from Arundhati Roy's book *The God of Small Things*

#### Paradise Pickles & Preserves

May in Ayemenem is a hot, brooding month. The days are long and humid. The river shrinks and black crows gorge on bright mangoes in still, dustgreen trees. Red bananas ripen. Jack fruits burst. Dissolute bluebottles

hum vacuously in the fruity air. Then they stun themselves against clear windowpanes and die, fatly baffled in the sun.

The nights are clear but suffused with sloth and sullen expectation.

But by early June the south-west monsoon breaks and there are three months of wind and water with short spells of sharp, glittering sunshine that thrilled children snatch to play with. The countryside turns an immodest green. Boundaries blur as tapioca fences take root and bloom. Brick walls turn mossgreen. Pepper vines snake up electric poles. Wild creepers burst through laterite banks and spill across the flooded roads. Boats ply in the bazaars. And small fish appear in the puddles that fill the PWD potholes on the highways.

#### Note

Ayemenem is a place in Kerala. This excerpt describes the summer season.

The words like *hot*, *brooding*, *long* and *humid* describe the weather. These words are called describing words or adjectives. An adjective is a word that tells us more about a noun. Can you identify more such words? Make a list of these words.

### Task 1

#### Adjectives from A to Z

Start at the beginning of the alphabet and brainstorm to find as many adjectives that begin with each letter. Play the game with a different letter every day. You may use your dictionary.

### Task 2

Students may rewrite each sentence they are given by adding adjectives to describe one or two nouns in the sentences.

For example,

The musician performed at the Opera House

The talented musician performed at the  
stately Opera House .

1. The gardener is planting flowers.
2. He went to the market to buy fruits.
3. The doctor is treating the patient.
4. Manoj is reading a book in the library.
5. The tiger is chasing the deer.

### Task 3

Identify the adjectives in the following poem.

#### There is a Storm Brewing

*There is a storm brewing and it is in my head,  
Words are swirling in a mighty roaring wind;  
Like colourful leaves tumbling and twirling,  
And then it is raining adjectives and nouns;  
The dark clouds are sailing across the sky.  
I try to grasp the words and put them together,  
Now syllables are cascading from above my head;  
The metaphors, similes, alliterations at my feet,  
A whirlwind takes them away as I pick them up;  
Periods and commas and semi-colons drift by.  
In my head I am putting a poem together,  
Stanzas like beautiful wet trees are sparkling;  
And the wind is blowing, the thunder is booming,  
My dreams of verse gliding away in the tempest;  
A violet explosion and a thunderbolt, an idea.  
Leaf strewn leaves utter a wail like a violin,  
Oh the sky is painfully dark and angry;  
I gather all my words to my weeping heart;  
Holding them like precious gems I love,  
Then I wake- the birds are singing outside.*

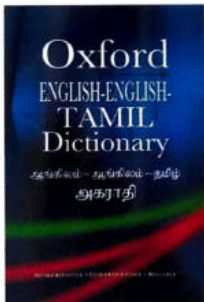
- Kelly Deschler

## Use a dictionary

A dictionary is of immense value in building your vocabulary. A learner's dictionary such as the the *Oxford Learner's Dictionary* or the *Oxford Advanced Learner's Dictionary* (OALD) is recommended. The OALD provides

- synonyms
- collocations (words which go together)
- phrasal verbs and idioms
- topic dictionaries
- wordlists
- guided activities to improve your writing

The *Oxford Learner's Dictionary of Academic English* (OLDAE) is useful for students as the meanings of words vary when used in the technical sense. For example, the OLDAE defines the word 'significance' in the context of statistics as 'the extent to which a result is different from what would be expected from random variation or errors.' This is a technical definition. When required you can use subject labels pertaining to your discipline to help you skip quickly to the meaning



that fits your context. For example, the meaning of 'reaction' under the subject label 'chemistry' is more technical than the general meaning.

If you are looking for a bilingual dictionary, ensure that you go in for a standard one. *The Oxford English - English - Tamil Dictionary* is used not only by learners but translators as well.

## Word games using a dictionary

You can devise word games with the help of your dictionary. A crossword is one such game. Each student can prepare a crossword and exchange his crossword with his classmate. Try to do the exercise with only 4 or 5 words.

Use your dictionary to put these words into three categories, namely, clothing, household appliances, people

hard-wearing	space-saving
labour-saving	high-heeled
left-handed	round-necked
long-sleeved	remote-controlled
long-suffering	drip-dry
meat-eating	short-sighted
nail-biting	mass-produced



## Lesson 4

Read this colour coded story

### Fly High But be Wise!

Daedalus and his **young** son, Icarus, had to escape from Crete. Daedalus worked **hard**, and made a **large** pair of wings for himself and his son. The wings were made of feathers and wax. Before they left Crete, he told his son two things. He said, you must fly **carefully**. Don't fly too **high**, because the **hot** sun will melt your wings. Don't fly too **low** because the sea will wet your wings. They left Crete and flew **slowly** up into the **blue** sky. Icarus **quickly** forgot his father's words and began to fly **carelessly**. He flew too high and the sun melted his wings. He fell into the **deep** blue sea and died **immediately**.

Can you distinguish between the adjectives and adverbs in the story?

Adverbs are also "describing words". An adverb is a word or phrase that adds to the meaning of an adjective, a verb or another adverb. For example, "running slowly" ('slowly' is the adverb)

## Adverb-only Activities

### Task 1

#### List brainstorming

Once students have a full understanding of what an adverb is, you can ask them to brainstorm lists of adverbs. You can also make this game more fun by giving them a verb, an adjective or another adverb.

### Task 2

- Ask each student to think up different adverbs relating to activities such as singing, biking, learning, thinking, or any type of action that you wish to choose.
- Have the students go around the room to see who can come up with the most creative adverb to describe the verb at hand.

You can also use a similar technique to illustrate the fact that adverbs describe adjectives and other adverbs.

#### *Recommended Audio Visual Aids*

Observe the use of "noise", "noisy" and "noisily" in the narrative Too Much Noise on Bookbox.com (<https://www.youtube.com/watch?v=OUIPXTaPoVM>)

## Lesson 5

### Expressing Idiomatically

The English language is extraordinarily rich with idioms and phrasal verbs, and the genius of this language owes much to its wealth of idiomatic expressions. From the user's point of view, the more we use these expressions in our discourses the more are freshness, vigour and energy we add to our language use. Consequently, use of English that is not flavoured by phrasal verbs and idioms run the risk of becoming clichéd, commonplace and run-of-the-mill, with the additional danger of not receiving attention from the reader/listener. There is also the great danger of our being shut off from a major chunk of English usage. It is therefore essential that the learners acquire this unique asset of English through extensive reading of native writing as well as constant use of a learner's dictionary.

### Guess the Idiom

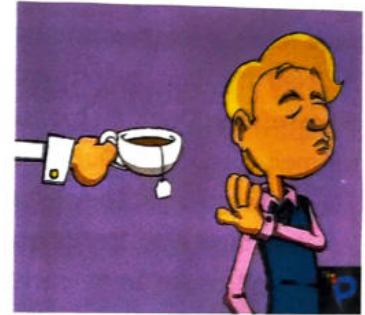


Ans  
:  
Kill two birds  
with one stone



Ans  
:  
Don't judge a  
book by its cover

Ans  
:  
Not my cup of tea



Ans  
:  
Fish out of water

## Phrasal verbs

A phrasal verb is a verb combined with an adverb or a preposition, or sometimes both, to give a new meaning.

Example

*look after* take care of

*win over* persuade somebody to support you or agree with you

*make up for* compensate for something bad with something good

Note that in all these cases the meaning of the phrasal verb is different from the meaning of its separate parts. Here are a few more examples:

*look out/watch out* be careful

<i>speak up</i>	speak more loudly
<i>give up</i>	stop trying
<i>fill in</i> ( a form)	complete (a form)
<i>put out</i> (a fire)	stop (a fire) from burning
<i>put up with</i>	tolerate
<i>drop off</i>	fall asleep
<i>dust somebody up</i>	beat up or kill somebody

## Idioms

An idiom is a group of words whose meaning is different from the meanings of individual words. Here are some examples:

<i>let the cat out of the bag</i>	tell a secret by mistake
<i>kick up a dust</i>	create a disturbance
<i>old flame</i>	a former lover
<i>see the light of the day</i>	be born
<i>the light of somebody's life</i>	a much loved person

## Task

Look up the dictionary and write down the meaning of the idiomatic expressions underlined in the following sentences:

1. My sister broke down when she heard the news.
2. The college breaks up on Thursday.
3. Please call in a doctor at once.
4. The bride was over the moon at her wedding.
5. My achievements are now water under the bridge.
6. This math problem is a piece of cake for her.
7. I advise you to look before you leap.

## CHAPTER 3

### Sentences

#### Let's begin with a funny song!

You can sing the song in two groups, one representing **HENRY** and the other **LIZA**.



There's a hole in the bucket, dear Liza, dear Liza,  
There's a hole in the bucket, dear Liza, a hole.  
Then mend it, dear Henry, dear Henry, dear Henry,  
Then mend it, dear Henry, dear Henry, mend it.  
With what shall I mend it, dear Liza, dear Liza?  
With what shall I mend it, dear Liza, with what?  
With a straw, dear Henry, dear Henry, dear Henry,  
With a straw, dear Henry, dear Henry, with a straw.

The straw is too long, dear Liza, dear Liza,  
The straw is too long, dear Liza, too long,

Then cut it, dear Henry, dear Henry, dear Henry,  
Then cut it, dear Henry, dear Henry, cut it.

With what shall I cut it, dear Liza, dear Liza?  
With what shall I cut it, dear Liza, with what?

With a knife, dear Henry, dear Henry, dear Henry,  
With a knife, dear Henry, dear Henry, with a knife.

The knife is too dull, dear Liza, dear Liza,  
The knife is too dull, dear Liza, too dull.

Then sharpen it, dear Henry, dear Henry, dear Henry  
Then sharpen it, dear Henry, dear Henry, sharpen it.

On what shall I sharpen it, dear Liza, dear Liza?  
On what shall I sharpen it, dear Liza, on what?

On a stone, dear Henry, dear Henry, dear Henry,  
On a stone, dear Henry, dear Henry, a stone.

The stone is too dry, dear Liza, dear Liza,  
The stone is too dry, dear Liza, too dry.

Well wet it, dear Henry, dear Henry, dear Henry,  
Well wet it, dear Henry, dear Henry, wet it.

With what shall I wet it, dear Liza, dear Liza?  
With what shall I wet it, dear Liza, with what?

Try water, dear Henry, dear Henry, dear Henry,  
Try water, dear Henry, dear Henry, water.

In what shall I fetch it, dear Liza, dear Liza?  
In what shall I fetch it, dear Liza, in what?

In a bucket, dear Henry, dear Henry, dear Henry,  
In a bucket, dear Henry, dear Henry, a bucket.

There's a hole in my bucket, dear Liza, dear Liza,  
There's a hole in my bucket, dear Liza, a hole.

Use your head, then! dear Henry, dear Henry,  
Use your head, then! dear Henry, dear Henry,  
Use your head!

(Read more: <http://www.scoutsongs.com/lyrics/theres-a-hole-in-the-bucket>)

Now that you have enjoyed the song, you can work on observing the types of sentences in this song.

We classify sentences into four kinds namely Assertive/ Declarative, Interrogative, Imperative and Exclamatory.

**Assertive (declarative) sentences** make statements.

For example:

There's a hole in the bucket.

Identify the other assertive sentences in the song

**Interrogative sentences** ask questions.

With what shall I mend it dear Liza?

Identify the other interrogatives in the song.

**Imperative sentences** give instructions of many kinds like orders, commands, request, entreaty etc. 'You' is the implied subject of these sentences.

For example:

Mend it (Identify the other imperatives in the song "There's a hole in the bucket")

In most cases the imperative sentence begins with the main verb and the subject is implicit.

**Exclamatory sentences** express strong feelings of joy, grief, warning, concern, and fear.

For example  
Use your head!

### Task 1

Read the sentences below and say whether they are assertive, interrogative, imperative or exclamatory.

1. They have invited us.
2. What a shame!
3. Stop it.
4. She does not like knitting.
5. Please pass it on.
6. If only I could finish it in time!
7. This is not enough.
8. Nobody was happy with him.
9. He has done only two projects.
10. Is this large enough?
11. Oh that I were Miss Universe!
12. She was waiting for the bus.
13. Please note it down.
14. The parrot is a beautiful bird.
15. Is she waiting for us?

### Task 2

Whole group activity

The teacher prints the four sentence types and posts them at the four corners of the classroom.

Then a sentence is read out or written on the board. Students are to move to the corner with the appropriate sentence type. Students who are in the wrong corner are OUT and leave the game.

The students who remain at the end of ten minutes are the champions!

### Task 3 Pair Work

Students are encouraged to converse with their partners for one minute using only one type of sentence.

### Task 4

Students can select any passage or use the one given below. They are asked to underline the sentences according to the following colour code system:

Assertive: pink

Imperative: green

Interrogative: yellow

Exclamatory: blue

Last week Ajay and I found a puppy. I named the puppy Tommy. We found him by the playground. I asked my mom, "Can I keep it?" She said, "No!" Then, she said, "Go and clean your room." While I was cleaning my room, I thought about how I could convince my mother to let me keep Tommy.

### Task 5 Imperatives

Use the imperative to express how to

Make a cup of tea

Boil an egg

Make a cup of coffee

Make a salad/ fruit salad

How to open a door

Put on a shirt

Cross the road

### Task 6 Interrogatives.

Students are asked to practice short dialogues with each other.

An example:

A: What are you doing?

B: Going outside.

A: Why? Why are you going outside?

B: None of your business.

In order to avoid boredom they could be asked to use a squeaky voice, a gruff voice, a low/ high voice.

### Sentence patterns/Clause patterns

To strengthen your ability to form grammatically correct sentences, it is advisable to engage with sentence patterns.

By sentences/clause patterns we mean the nuclear part of the clause with the optional elements (such as adverbial. conjunctions, interjections and so on) left out.

#### Look at the following sentence

Hurrah! He has won the match without difficulty.

Leaving out the optional elements (*Hurrah* and *without difficulty*), we are left with the nucleus:

He has won the match.

Such sentences/clauses are called basic sentence/clause patterns.

These basic patterns in terms of their word order are eight in number as shown in the following table.

S. No	Clause pattern	Illustrative clause	Some verbs characteristic of the pattern
1.	SV	The bird flies.	walk, die, work, come, run, sleep, dream
2.	SVO <sub>d</sub>	She sang a song.	catch, hit, kiss, find, pull, teach, read
3.	SVO <sub>i</sub> (a rare pattern)	They rewarded us.	serve, tell, teach, present
4.	SVOO <sub>d</sub>	I wrote him a letter.	give, teach, sell, tell, send, buy, make, write, etc.
5.	SVC <sub>s</sub>	He was mad.	be, become, seem, look, appear, grow, turn
6.	SVO <sub>d</sub> C <sub>o</sub>	She made him her secretary.	call, prove, make, think, consider, etc.
7.	SVA	He is in a university.	be, stand, lean, live, reside, know, think, talk, grieve, worry
8.	SVO <sub>d</sub> A	He learnt English with little difficulty.	put, keep, tell, inform

The symbols in column 2 above represent elements of sentence/clause structure. These elements are, Subject-S, Verb-V, Object (direct)-O<sub>d</sub>, Object (indirect)-O<sub>i</sub>, Complement(subject)-C<sub>s</sub>, Complement(object)-C<sub>o</sub>, Adverbial - A

Note that:

*The subject* normally comes before the verb.

*The verb* comes after the subject.

And there is an agreement between the subject and the verb with regard to number and person.

Examples

The tree *is* high yielding.

The trees *are* high yielding.

*The object* denotes a person or thing that is directly and most intimately affected by the action/state of the verb. The object normally follows the verb.

There are two kinds of objects: a direct object (O<sub>d</sub>) and an indirect object (O<sub>i</sub>). A direct object is the most usual kind, and an indirect object when it occurs comes between the verb and the direct object.

Example

He teaches grammar. (SVO<sub>d</sub>)

He teaches us grammar. (SVO<sub>i</sub>O<sub>d</sub>)

There are also two kinds of complement: subject complement (C<sub>s</sub>) and object complement (C<sub>o</sub>). The complement like the object, normally follows the verb and it provides a definition or characterization of the subject or the object.

Example

He looks innocent. (SVC<sub>s</sub>)

They appointed him secretary. (SVC<sub>o</sub>)



*Adverbials* are optional in most clause types, that is, they can be omitted from the clause. Example

The girl is *now* a student *at a private university*.

An adverbial usually answers the questions

*where* (on a box)

*when* ( on Sunday)

*how long* ( for a month)

*how often* ( once a week)

*how*( quickly, with confidence)

*by whom* or *to whom* (by Mary/to Mary/ for Mary)

*why* (because of bad weather)

*how much* or *how far* (completely , to some extent)

### Task 1

Identify the clause elements in the following clauses/ sentences.

1. The child grows.
2. We grow trees.
3. We grow trees in our garden

4. She grew angry
5. He has become a mad man now.
6. Sometimes, She sings beautifully.
7. He painted the wall blue.
8. She often becomes restless.
9. The tree looks withering.
10. He has given the girl an apple.

### Task 2

Make two sentences each on the following patterns:

1. SVA
2. SVC
3. SVO
4. SVOA
5. SVOC
6. SVOO
7. SV

*Recommended audio visual aids*

1. You can watch the famous Harry Belafonte and Odetta perform "There's a Hole in the Bucket" @ (<https://www.youtube.com/watch?v=9RadejyaApl>)
2. The song "Where have you been Billy Boy" ([https://www.youtube.com/watch?v=\\_fuJz2u7oCM](https://www.youtube.com/watch?v=_fuJz2u7oCM)) is an enjoyable way of learning Interrogative sentences and Affirmative Sentences.

## CHAPTER 4

### Get It Right

#### Lesson 1

*One day a teacher was seated beside his student on a bus. The bus was headed for Oragadam. Both the teacher and the student had boarded the bus at Anna Square. The teacher asked the student, "How long does it take for you to reach home?" The student replied, "Eight kilometers". Knowing that the student was misled by the word "long", the teacher rephrased the question. Tapping his finger on his wrist watch, the teacher asked, "How much time does it take to reach your house?" The student replied, "Forty-five minutes."*

This anecdote highlights the importance of conveying and comprehending utterances that are a part of day to day life. Just think about what happens when people do not communicate clearly or when their listeners do not follow what they wish to say. There are many instances in college and other public places where you will have to

- follow instructions
- make announcements
- read rules and regulations

- give directions
- carry out tasks assigned
- respond to requests/enquiries

Don't you see how important it is to GET IT RIGHT?

So, GET, SET & GO!

#### **Listen and do (mime, move, obey)**

Students should not talk during this activity. The facilitator will give instructions mime them:

Please raise your right hand.

Please bring it down.

Please touch your right ear with your left thumb.

Please bring it down.

Please touch your left ear with your right thumb.

Please bring it down.

Please tap your left foot.

Please turn to your right.

Please turn to face the teacher.

Please hold your right arm with your left hand.  
Please hold the right arm of the person on your left.  
Please clap your hands  
Please bring me a glass of water.  
Please collect the notebooks.  
Please turn off the fan.  
Please switch on the light.  
Please open the windows  
Please close the windows.  
Please open the door.  
Please shut the door.  
Please pick up the chalk piece lying on the floor.  
Please write on the blackboard.  
Please write in your notebook.  
Please clean the blackboard.  
Please clean your chair with a cloth.

Any one student can give the following commands to the rest of the class:

Please do not touch your nose with your right hand but do so with your left.

Please form groups such that there are not more than five and not less than two members.

Please form groups such that there are at least 8 hands and not more than 12 hands.

Please stand beside a person wearing the same coloured clothes as yours.

Please do not sit next to a person who is wearing white today, however you may sit close to some one wearing red.

## **Lesson 2**

### **Articles and Prepositions**

The following tasks will reinforce your knowledge of articles and prepositions

#### **Task 1**

Rahul and Anu are studying in the undergraduate class and Virat and Suchi are doing their masters. Read aloud the Library rules and regulations for them.

## Library Rules and Regulations

### Opening Hours

Monday – Friday                      8:00 am to 6:00 pm

Saturday                                      9:00 am to 4:00 pm

The library is closed on Sundays and all public holidays.

- All users must observe total silence in the library and its environs at all times.
- All users are required to show their college IDs to the security officer upon entrance to the library.
- Use of mobile phones is strictly prohibited in the library.
- All bags, cases, folders etc. must be left in the luggage area outside the library.
- Users are not allowed to leave their baggage overnight in the library.
- All users are required to show all items to the security officer before leaving the library.
- Good conduct must be observed in the library at all times, for example, placing of feet on the furniture, eating and drinking, smoking, sleeping etc. will not be allowed.
- Use of sound equipment like radios, iPods, music players, cell phones etc. is strictly prohibited in the library and its environs.
- Users are not allowed to replace books after removing them from the shelf. Leave the books on the table or on the trolley near the door.
- Postgraduate students are allowed to borrow a maximum of six books for a period of two weeks.
- Undergraduate students are allowed to borrow a maximum of four books for a period of two weeks.
- All borrowed materials must be returned on or before the due date.
- Each user is allowed to photocopy only 20 pages of reference material per day.

Clarify their doubts!

1. How many books can Rahul borrow from the library?
2. Anu did not bring her ID card. Will she be allowed to enter the library?
3. Can Anu listen to the radio while she waits for her friends near the library entrance?
4. Virat has borrowed a book, which is due on 15<sup>th</sup> July 2016. Can he return it on 13<sup>th</sup> July 2016?
5. Rahul has an assignment to submit on Monday, can he go to the library the previous evening?
6. Suchi's book is also due on 15<sup>th</sup> July, but she has not finished reading, can she return hers on the 15<sup>th</sup>?
7. Can Suchi photocopy 4 pages from 6 reference books each?

Fill in and discover!

1. The library is open \_\_\_\_\_ 8 am \_\_\_\_\_ 6 pm on Tuesdays.
2. Virat should show his ID card \_\_\_\_\_ the security officer \_\_\_\_\_ the entrance.
3. \_\_\_\_\_ entering the library Virat should leave his backpack at the luggage deposit counter.

4. Suchi can borrow a maximum \_\_\_\_\_ four books.
5. Virat takes a book to refer \_\_\_\_\_ the shelf. After reading the book, he should place it \_\_\_\_\_ the table.
6. Suchi is feeling tired but she cannot sleep \_\_\_\_\_ the library.
7. Anu is hungry and she can eat because she is \_\_\_\_\_ the library.
8. The security officer will check all items \_\_\_\_\_ users leave the library.

Did you notice that the words filled in the blanks are prepositions?

### Task 2

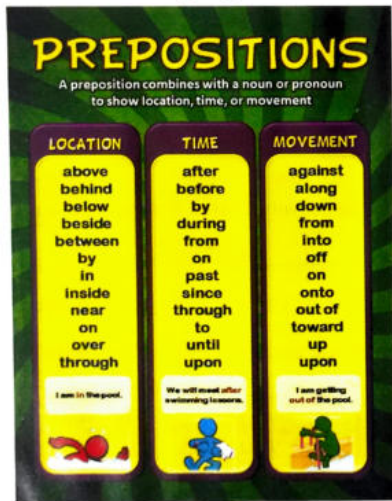
Complete these familiar and proverbial expressions

1. Don't cry \_\_\_\_\_ spilt milk.
2. Don't judge a book \_\_\_\_\_ its cover.
3. Don't put all your eggs \_\_\_\_\_ one basket.
4. Don't put the cart \_\_\_\_\_ the horse.
5. Look \_\_\_\_\_ you leap.
6. A stitch \_\_\_\_\_ time saves nine.

7. There is no smoke \_\_\_\_\_ fire
8. There is always sunshine \_\_\_\_\_ the rain.
9. A journey \_\_\_\_\_ a thousand miles begins with a single step.
10. You can't make an omelette \_\_\_\_\_ breaking a few eggs.

You will notice that the blanks in the above exercise are filled by prepositions.

**Let's look at the use of prepositions today!**



**Let's begin with the preposition of time**

**When did it happen?**

Think about an important event in your life and begin writing about it. You can begin your paragraph by supplying the details in the template below and continue to complete it and share it with your class.

I was at/on/in \_\_\_\_ (place) when it happened. It was at \_\_\_\_ (time) on \_\_\_\_ (day). It was in \_\_\_\_ (month), in \_\_\_\_ (year). I remember that I felt \_\_\_\_ (how did you feel?).

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Preposition of time	Explanation	Example
<b>on</b>	days	Many shops don't open <b>on</b> Sundays.
<b>in</b>	months / seasons / year morning / evening / afternoon period of time	I visited Italy <b>in</b> July, <b>in</b> spring, <b>in</b> 1994 <b>In</b> the evenings, I like to relax. This is the first ice-cream I've had <b>in</b> three years.
<b>at</b>	night  weekend (British English)  used to show an exact or a particular time:	It gets windy at night.  What did you do at the weekend?  There's a meeting <b>at</b> 2.30PM this afternoon / <b>at</b> lunch time.
<b>since</b>	from a particular time in the past until a later time, or until now	England has not won the World Cup in football <b>since</b> 1966
<b>for</b>	used to show an amount of time.	I'm just going to take a nap for an hour or so.
<b>ago</b>	back in the past; back in time from the present:	Dinosaurs became extinct 65 million years ago.
<b>before</b>	at or during a time earlier than	Renu's always up <b>before</b> dawn.
<b>to</b>	used when saying the time, to mean before the stated hour	It's twenty to nine.

<b>past</b>	telling the time	it is already five <b>past</b> ten and I have not reached college
<b>to</b>	until a particular time, marking end of a period of time	It's only two weeks to Pongal.
<b>from</b>	used to show the time when something starts	The park is open <b>from</b> 9.30 AM to 6.00 PM Tuesday to Sunday.
<b>till/until</b>	up to (the time that)	We waited <b>till/until</b> half past ten for him.
<b>by</b>	not later than; at or before	He had promised to be back <b>by</b> three o'clock.

### College Times questionnaire

Complete this questionnaire by answering the questions. Write the time, day, month or year.

#### The first one is done for you

- When do you leave for college?    at 8 am
- When do you get back home?
- When do you eat lunch?
- When do you have holidays?
- When did you last take a day off?
- When do you have to take your exams?
- When did you first come to this college?
- Which is the busiest time of the year for you?
- Which is the slowest time of year for you?
- When is there a lull in your academic schedule?



Preposition of place	Explanation	Example
<b>in</b>	inside	I watch TV <b>in</b> the living-room. I live <b>in</b> Srinagar. Look at the picture <b>in</b> the book. He looks at himself <b>in</b> the mirror. He is <b>in</b> the car. Look at the flowers <b>in</b> the photograph. Ours is the best team <b>in</b> the world.
<b>at</b>	used to show an exact position or particular place  table  events  place where you are to do something typical (watch a film, study, work)	I met her <b>at</b> the entrance, <b>at</b> the bus stop  She sat <b>at</b> the table.  <b>at</b> a concert, <b>at</b> the party  <b>at</b> the movies, <b>at</b> university, <b>at</b> work
<b>on</b>	attached  next to or along the side of (river)  used to show that something is in a position above something else and touching it.  left, right  a floor in a house	Look at the picture <b>on</b> the wall. Cambridge is <b>on</b> the River Cam.  The book is <b>on</b> the desk.  The classroom is <b>on</b> the left.  My office is <b>on</b> the first floor.



Preposition of place	Explanation	Example
<p><b>by, next to, beside, near</b></p> <p><b>between</b></p> <p><b>behind</b></p> <p><b>in front of</b></p> <p><b>under</b></p> <p><b>below</b></p> <p><b>over</b></p>	<p>used for showing some methods of traveling</p> <p>television, radio</p> <p>not far away in distance</p> <p>in or into the space which separates two places, people or objects</p> <p>at the back (of)</p> <p>further forward than someone or something else</p> <p>lower than (or covered by) something else</p> <p>lower than something else.</p> <p>above or higher than something else, sometimes so that one thing covers the other.</p> <p>more than.</p> <p>across from one side to the other.</p> <p>overcoming an obstacle</p>	<p>I love traveling <b>on</b> trains / <b>on</b> the bus / <b>on</b> a plane.</p> <p>My favorite program <b>on</b> TV, <b>on</b> the radio</p> <p>The girl who is <b>by</b> / <b>next to</b> / <b>beside</b> the house.</p> <p>Bangalore lies halfway <b>between</b> Chennai and Mangalore.</p> <p>I hung my umbrella <b>behind</b> the door.</p> <p>She started talking to the man <b>in front of</b> her.</p> <p>The cat is <b>under</b> the chair.</p> <p>The plane is just <b>below</b> the cloud.</p> <p>She held the umbrella <b>over</b> both of us.</p> <p>Most of the carpets are <b>over</b> Rs1000.</p> <p>I walked <b>over</b> the bridge.</p> <p>She jumped <b>over</b> the gate.</p>





Preposition of place	Explanation	Example
<b>above</b>	higher than something else, but not directly over it	Take the path <b>above</b> the lake to reach the hotel.
<b>across</b>	from one side to the other of something with clear limits / getting to the other side	She walked <b>across</b> the field/road. He sailed <b>across</b> the English channel.
<b>through</b>	<ul style="list-style-type: none"><li>• from one end or side of something to the other</li></ul>	They walked carefully <b>through</b> the forest.
<b>to</b>	<ul style="list-style-type: none"><li>• in the direction of</li><li>• bed</li></ul>	We went <b>to</b> Kashmir last year. I go <b>to</b> bed at ten.
<b>into</b>	<ul style="list-style-type: none"><li>• towards the inside or middle of something and about to be contained, surrounded or enclosed by it</li></ul>	Shall we go <b>into</b> the auditorium?
<b>towards</b>	<ul style="list-style-type: none"><li>• in the direction of, or closer to someone or something</li></ul>	She stood up and walked <b>towards</b> him.
<b>onto</b>	<ul style="list-style-type: none"><li>• used to show movement into or on a particular place</li></ul>	I slipped as I stepped <b>onto</b> the platform.
<b>from</b>	<ul style="list-style-type: none"><li>• used to show the place where someone or something starts:</li></ul>	What time does the flight <b>from</b> Tokyo arrive?

### Task

Prepare a similar chart with prepositions of movement .



### Lesson 3

#### Locate yourself

Try to use as many prepositions as you can to describe where you are right now!

Example: I am sitting next to Preethi in room number 14 on the second floor in G block. The G Block of RAC college is behind the auditorium and opposite the canteen...

Imagine that you are in your favourite place, now locate yourself there and describe your position and location to your friends.

#### Task 1

Fill in the blanks with *in/on/at*.

1. When you are \_\_\_\_\_ the road, obey traffic rules.
2. Stop \_\_\_\_\_ traffic junctions, when the signal turns red.
3. Do not touch any un-attended baggage \_\_\_\_\_ the rail or bus stations.
4. He is \_\_\_\_\_ Kerala at the moment.
5. Why don't you sit \_\_\_\_\_ the floor?
6. We met her \_\_\_\_\_ the IIT in New Delhi.

#### Task 2

Fill in the blanks with the correct prepositions.

- a) A monkey walked \_\_\_\_\_ my living room when I was reading the newspaper. Suddenly the steam \_\_\_\_\_ the pressure cooker went \_\_\_\_\_. The monkey got scared and ran \_\_\_\_\_ of the room \_\_\_\_\_ the rear door.
- b) Last summer we made a trip \_\_\_\_\_ Darjeeling. The journey \_\_\_\_\_ the hills \_\_\_\_\_ the toy train was exciting. A few children got scared when the train went \_\_\_\_\_ tunnels. The train became slow as it started climbing \_\_\_\_\_. I could see a few people jumping \_\_\_\_\_ the train and getting \_\_\_\_\_ again at the next curve. It was indeed a sight to see the train going \_\_\_\_\_ sharp curves!

#### Task 3

Fill in the blanks with the correct prepositions.

- 1) I was \_\_\_\_\_ a few of my colleagues.
- 2) Do you have any news \_\_\_\_\_ the match?
- 3) I'm calling \_\_\_\_\_ my order Number.120.
- 4) Can we talk \_\_\_\_\_ next week's reception?
- 5) She bought two packets \_\_\_\_\_ sweets.

## Task 4

Choose the correct prepositions.

- 1) We are late. So do you think we should go *in / by* a taxi?
- 2) She is living *by/with* an old classmate of hers.
- 3) Are you looking for a jar *by/with* a handle?
- 4) The dog sat *at/by* the fireplace.
- 5) The water level in the dam rose *at/by* 2 cm every hour.
- 6) Do you know anything *of/about* their plan?

## In a Nutshell!

Use this mind map to remember a few prepositions of time and place:



## Task 5

Practise the prepositions in the picture with your facilitator using objects available in your classroom.



## Lesson 4

### Rules and Instructions

Here are a few common instructions you may come across while on the campus, in the classroom, in the laboratory, or in the library. Become familiar with them. Read them aloud (and don't fail to notice the prepositions in the instructions)

Switch off your mobile phones.

Maintain silence in the library/classroom/auditorium.

Meet me in the staff room during the break.

Please bring the English workbook for tomorrow's class.

Collect ten rupees for Pongal celebrations.

Pay 100 rupees for library membership.

Complete the exercise before the next class.

Read the text before you come for the next class.

Please fill up this application and return it to your class teacher.

Complete the record and submit on Friday.

Please go out and eat.

Smoking on campus is an offence.

Please do not write on library books.

Do not scribble on furniture.

Please do not write on the walls, doors and windows.

Submit the assignments on Monday before 10.00 am.

Please collect the records on the 25<sup>th</sup> before 2 pm.

Library will be closed from 1 pm to 2 pm for lunch.

College office is open from 9.15 am to 4.15 pm on all working days.

Please rise for the invocation.

Please rise for the National anthem.

Please disperse after the bell rings.

Please leave the auditorium after the guest leaves.

Please fill the form in BLOCK LETTERS only.

Please fill the form in BLUE INK only.

### Task 1

Learners may write down similar instructions and read it to the class.

### Task 2

Learners may be encouraged to make a poster with general instructions and display it in a relevant spot on campus.

### Task 3

Find out the rules and regulations of your college library and make a poster. You may use Rahul's and Anu's college library regulation as a template.

### Task 4

Choose any one of the following instances:

1. You are the director of a play. Write down ten instructions for your cast.
2. You are coordinating a study trip, list out a set of ten instructions for your classmates.
3. You are the captain of the cricket/football team. Write down ten instructions you want your team to follow.
4. You are organising a class quiz. Write down a set of ten instructions you would like to give the class before they begin writing.

### Task 5

#### Read and reflect!

#### Perfection

A gentleman once visited a temple under construction where he saw a sculptor making an idol of God. Suddenly he noticed a similar idol lying nearby. Surprised, he asked the sculptor, "Do you need two statues of the same idol?"

"No," said the sculptor without looking up, "We need only one, but the first one got damaged at the last stage."

The gentleman examined the idol and found no apparent damage. "Where is the damage?" he asked.

"There is a scratch on the nose of the idol," said the sculptor, still busy with his work.

"Where are you going to install the idol?"

The sculptor replied that it would be installed on a pillar twenty feet high.

"If the idol is that far, who is going to know that there is a scratch on the nose?" the gentleman asked.

The sculptor stopped his work, looked up at the gentleman, smiled and said,

"I know it and God knows it!"

(www.moral-stories.org)

Underline the articles and prepositions in the above passage.

*Recommended Audio Visual Aids*

*Are you tired of instructions from your mother? Mom's song by Anita Renfroe strikes a familiar chord with young people. Tune in and enjoy!*

*Look up The Mom Song on Youtube @ <https://www.youtube.com/watch?v=CXgoJ0f5EsQ>. It is also a good way to brush up on the 4 types of sentences. You'll see all 4 types in this song.*

## CHAPTER 5

### Polite Conversation

Politeness is better than logic. You can often persuade when you cannot convince. - Joss Billings

#### Lesson 1

#### Expressing politeness

#### Seeking permission

##### a. A conversation between passengers on a train

Suresh: Excuse me. Would you mind my opening that window?

David: Not at all. Please go ahead.

Suresh: Thank you. It's very hot here.

David: True. Can I take some water from your bottle?

Suresh: Certainly. Can I have that magazine for a while?

David: I'm sorry. I haven't finished reading it. I'll give it to you as soon as I've finished.

Suresh: Thank you.

##### b. A conversation between a librarian and a student in a library

Student: Good morning.

Librarian: Good morning. What can I do for you?

Student: Could I use the Reading Room? Or is it open only for members?

Librarian: You can certainly use the Reading Room. It is open to the public.

Student: Thank you. I'd also like to refer to the Encyclopaedia Britannica. Could I do that?

Librarian: I'm afraid that's not possible. The Reference Section is open only to the members.

Student: That's all right. Thank you.

As seen above, permission is sought in the form of questions, using *can*, *could*, *would* and *may*.



## Lesson 2

### Making Requests

Polite requests with "I"

1. Could I . . . please?
2. Can I . . . please?
3. May I . . . please?
4. Would you mind if . . . ?
5. Would it be possible to . . . ?
6. I wonder if I could . . .

The response to these questions could be positive/yes or negative/no.

Saying Yes	Saying No
Yes, sure.	Sorry, it's not possible.
Yes, of course.	I'm sorry. It's not possible.
Certainly.	I'm afraid that is out of question.
By all means.	You're not allowed to.
Go ahead.	I'm refusing.
You may.	No, you may not.
You can.	You can't.
It is perfectly alright.	No, it isn't possible.
I can't see any objection.	Permission will not be granted.

We use *can* to ask for permission to do something:

Can I ask a question, please?

Can we go home now?

*Could* is more formal and polite than *can*:

Could I ask a question please?

Could we go home now?

*May* is another more formal and polite way of asking for permission:

May I ask a question please?

May we go home now?

We use *can* to give permission:

You can go home now if you like.

You can borrow my pen if you like.

*May* is a more formal and polite way of giving permission:

You may go home now, if you like.

We use *can* to say that someone has permission to do something:

We can go out whenever we want.

Students can travel free.

However *may* is a more formal and polite way of saying that someone has permission:

Students may travel free.

### Examples of polite conversation

#### Lesson 3

##### a. Talking to a friend on the telephone

Priya: Hello, Mona. How are you?

Mona: Hi, Priya. I'm fine. How are you?

Priya: Fine, thank you. Mona, I need your help. Do you think you could lend me some money?

Mona: How much?

Priya: Two thousand rupees.

Mona: Oh, certainly. Can you send someone to collect the money?

Priya: I'll come myself. I'll be there in half an hour. Thank you Mona.

Mona: Most welcome. See you then.

##### b. At the Railway booking office

A: Excuse me. Could you give me your pen for a moment, please?

B: I'm really sorry. It doesn't write well.

A: That's all right.

A: (to another person): May I borrow your pen for a moment please?

C: Certainly. Here you are.

A: Thank you.

The conversations you have read are examples of different ways of making polite requests in English. If you don't want to sound rude when speaking English, then you need to know how to make a request in a polite way. Requests in English are usually made in the form of questions, using *can*, *could*, *would* and *may* in patterns such as:

1. Can/Could you . . . please?
2. Can/Could I . . . please?
3. Would you mind . . . please?
4. Do you think you could . . . please?
5. Do you mind . . . please?

6. I'd be grateful if you could . . .
7. I wonder whether you could . . .
8. Do you think it would be possible . . . ?
9. Would you be so kind as to . . .



## Request

CAN	COULD	MAY	WILL	WOULD
<p>*It is used to ask for something</p> <p>*It is used to ask for permission and to ask someone to do something for us.</p>	<p>*It is used to ask for something</p> <p>*Less Direct and more polite</p> <p>*It is used to ask for permission and to ask someone to do something for us</p>	<p>*It is used to ask for something</p> <p>*The most formal</p> <p>*It is used to ask for permission</p>	<p>*We use it to ask someone to do something for us.</p>	<p>*We use it to ask someone to do something for us, but is more polite.</p> <p>*Would like: Polite way of saying what we want.</p> <p>*I would like a glass of water, please"</p>

### A note on question tags/tag questions

A tag question is a short clause (such as *isn't it?*, *don't you?* etc.) that is added to the end of a statement in order to turn it into a question or check that the statement is correct.

#### Example

You like mushrooms, don't you?

She can drive, can't she?

A tag question consists of an auxiliary verb and a pronoun, with or without a negative particle, depending upon whether the statement is positive or negative.

#### Examples

It is a fine day, isn't it?

Mary didn't sing well, did she?

I am sad, aren't I?

Let's leave the place, shall we?

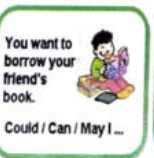
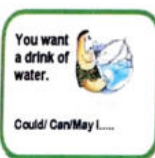
#### Task 1

#### Add tag questions to the following:

1. Mukil likes playing.
2. The boy read the book.
3. We must discuss the matter.
4. The crowd refused to disperse.
5. Everyone of them looks to be a stranger.
6. We are amazed by her extraordinary talent.
7. Jane speaks French very fluently.
8. I am older than most boys in the class.
9. A page is missing from the book.
10. No shops will be open today.

## Compare

POLITE	MORE DIRECT
It's kind of cold in here, isn't it? Could we close the window?	It's cold in here. Let's close the window.
Could you just turn the radio down a little, please?	Turn down the radio.
Your playing could possibly be improved.	You must improve your playing.
You may need to spend more time working a little bit on the rhythm.	You need to spend more time working on the rhythm



Direct questions can seem impolite at times, especially when you are asking a stranger. For example, asking a person,

- What time is it?
- Can you move?

is certainly correct. But it is very common to make these types of questions more polite by adding 'excuse me' or 'pardon me' when you begin your question. For example

- Excuse me, what time is it?
- Pardon me, may I sit here?

Questions with 'can' are made more polite by using 'could':

- Excuse me, could you help me pick this up?
- Pardon me, could you help me?
- Pardon me, could you give me a hand?
- Could you explain this to me?

'Would' can also be used to make questions more polite.

- Would you lend me a hand with the wash?
- Would you mind if I sat here?
- Would you let me borrow your pencil?
- Would you like something to eat?

Another way of making direct questions more polite is to add 'please' at the end of the question:

- Could you fill in this form, please?
- Could you help me, please?
- Can I have more soup, please? (NOT Please, can I have more soup?)

'May' is used as a formal means to ask for permission and is very polite. It is usually used with 'I', and sometimes 'we'.

- May I come in please?
- May I use the telephone?
- May we help you this evening?
- May we make a suggestion?

'Might' is more frequently used in indirect questions, as an indirect question softens the request.

- Might I leave work a bit earlier today? I've got a doctor's appointment at 5.
- I wonder if I might leave work a bit earlier today. I've got a doctor's appointment.

When we are not sure if someone will be able to do what we ask, we sometimes use you wouldn't ..., would you? or you couldn't ..., could you?:

- You wouldn't drop this into the post office for me, would you?
- You couldn't stop at a bank machine, could you?

You must have realised by now the importance of polite expressions. However, these expressions ought to be intonated correctly. In English, we often change our intonation to make things more polite. Please check with your teacher how these polite expressions should be intonated.

# Uses of MODALS

A. *May, can, and could* are used in polite expressions that request permission. In a polite request, *could* may have a present or future meaning, not past. *Can* is used in informal conversation. *Can* also expresses ability or capability while *may* and *could* expresses possibility.



You look very pale. You **should** go to the doctor.  
You **shouldn't** eat so many sweets. It's bad for your teeth

ADVICE

ABILITY (present)

OUGHT TO  
OUGHTN'T TO

SHOULD/  
SHOULDN'T

CAN

REQUEST

PROBABILITY

NECESSITY

NEED TO

MODAL VERBS

MIGHT

WEAK PROBABILITY

DON'T/DOESN'T HAVE TO

NO NECESSITY

You don't have to do all the exercises, only the first one.

EXTERNAL OBLIGATION

You **have to** take off your shoes before you get into the mosque.

HAVE TO  
HAS TO

ABILITY (past)

When he was 5, he **could** ride a bike.

COULD

MUST

REQUEST

Could you Pass the salt, please?

PERSONAL OBLIGATION

MAY

POLITE REQUEST

PROBABILITY

MUSTN'T

DEDUCTION

She fled to the police. She **must** be the murderer.

PROHIBITION

You **mustn't** smoke in this restaurant. It's forbidden.

## Task 2

### Choose the most appropriate answer

1. You told me the peanuts were free!
  - There must have been a misunderstanding. The peanuts are 10 rupees.
  - You misheard me, sir.
  - No I didn't. I would never say that.
2. I'm not sure. Can I get back to you tomorrow?
  - Sure, whatever you say.
  - Yes, that's fine.
  - If you say so.
3. Why is this flight always late?
  - I really don't know, sir.
  - Sir, how should I know?
  - Sir, I understand that you feel anger, but your anger is misguided.
4. Apart from the Old Town, is there anything worth checking out here?
  - Yes. Take this and read it.
  - Yes, here's a brochure with all the important sights.
  - Yes.
5. Am I doing this correctly? It doesn't seem to work!
  - Oh no, you're doing it totally wrong.
  - Oh no, that is completely wrong!
  - Oh, I see what the problem is.
6. Is this where Chopin was born? I thought he was born in France.
  - Sorry, but you're wrong.
  - No, he was born here. I wouldn't lie to you.
  - Yes, that's a common misconception.
7. Where are all the designer shops?
  - They're on Via Montenapoleone.
  - They're on Via Montenapoleone, but you have to be rich to shop here.

- They're on Via Montenapoleone, but they're really expensive.
8. This section of the city was rebuilt after the war?
- Yes, read your pamphlet.
  - Yes, that's right.
  - Yes. What else do you want to know?
9. Can you recommend a hotel that is close to all the main sights?
- Do you want to pay a lot or do you want a cheap place?
  - Do you want to spend a lot of money or a little money.
  - What price range did you have in mind?
10. How long has this tour operator been in business? Are they trustworthy?
- They've been around for 10 years. They're a very reputable company.
  - 10 years. They're very successful.
  - 10 years. Are you worried?

### Task 3

**Choose the most appropriate answer for expressing the idea specified in parentheses.**

1. ....I speak to Mr. Smith, please? (Formal polite request)
- Can  May  Would  Would you mind if
2. ....you open the window, please? It's hot in here. (polite request)
- Could  Couldn't  Won't  Wouldn't
3. ....buying two loaves of bread on your way home? (polite request)
- Could you  Will you
- Would you  Would you mind
4. Would you mind if I .....your dictionary for an hour or so? (polite request)
- borrowed  will borrow
- would borrow
5. Would you mind if I .....come to your party? (asking for permission)
- didn't  won't  wouldn't



6. Mrs.Kumar,..... lend me two hundred dollars till next week, please? (polite request)
- can't you     could you
- do you mind     would you mind
7. Would you mind ..... here? I have a headache. (polite request)
- not to smoke     not smoke
- no smoking     not smoking
8. Betty, .....help me with this grammar exercise, please? (informal request)
- can you     can't you
- won't you     do you mind
9. Could I use your cell phone, please? Sorry, you. ....(permission not given)
- can't     couldn't
- mustn't     won't
10. Could I stay here for a while? Yes, you..... (permission given)
- could     can
- will     must

#### Task 4

**Choose the correct alternative for the following:**

1. \_\_\_\_ I borrow a pen, please?
- will     Could     would
2. 'I've forgotten my wallet.' - Don't worry. I \_\_\_\_ lend you some money if you like.
- could     will     would
3. \_\_\_\_ you like to come to the cinema tonight?
- could     can     would
4. Do you mind \_\_\_\_ the window please?
- to close     closing     closed
5. Would you mind \_\_\_\_ me with these boxes?
- help     helping     if helping

6. \_\_\_\_ I left early tomorrow morning? I have a doctor's appointment.

- Do you mind if
- Would you mind if
- Could

### Task 5

**In the following sentences, can you decide which sentence sounds more polite? Tick your answer.**

1.  I want that one.  
 I'd like that one please.
2.  Where is the station?  
 Could you tell me where the station is please.
3.  Move please!  
 Excuse me, I'm in a hurry.
4.  I do not have a clue  
 I am afraid I do not know.
5.  I need to leave early, OK?  
 Would you mind if I left a bit early?

6.  Could you repeat that please?  
 Say that again!

7.  Don't mention it.  
 Whatever.

### Task 6

**Make the following sentences more polite by using *please/ can you/ could you/ would you/ would you mind/***

- Fill in this form.
- Bring us some water.
- Send them an email.
- Shut the window.
- Switch off your cell phones.

## Song on Politeness

Could we make a pledge  
Just to be nice  
And treat people right?  
For life's too short  
Yes life's too short  
For meanness of any kind

To make requests  
With "Could you please...?"  
Or, a simple, "May I..."  
To be sensitive  
Saying, "Would you mind  
Or, "Is it okay if I...?"

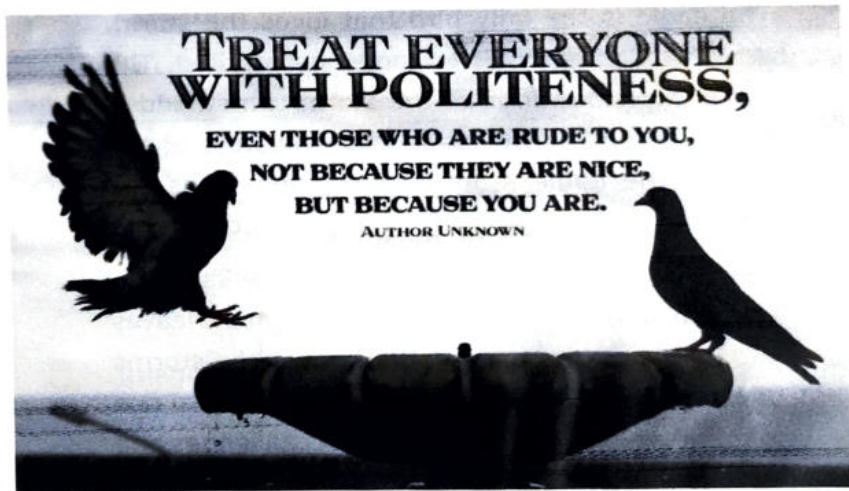
Lets put our words  
To the best use  
And try walking in another's shoes  
For life's too short  
Yes, life's too short  
For meanness of any kind.

Could we make a pledge  
Just to be nice  
And to use our words just right?  
To put our words  
To the best use and treat people right

*(by Maria Preethi Srinivasan)*

NB: A recording of the song is available on the DVD  
which accompanies the teacher's copy.

## BE POLITE



## CHAPTER 6

### Express, Explain, Narrate

#### (Use of tenses)

##### Lesson 1

Most often when your assignment/test paper is corrected, you will notice that your teacher circles/underlines mistakes in relation to tenses. Mastery of tense will help you to express, explain or narrate things without making mistakes.

Study this passage and see how the simple present tense is used to describe facts:

The eagle is the only bird that loves the storm. When clouds gather, the eagles get excited. The eagle uses the wings of the storm to rise and is pushed up higher. Once it finds the wing of the storm, the eagle stops flapping and uses the pressure of the raging storm to soar and glide.

This gives the eagle an opportunity to rest its wings. In the meantime all the other birds hide in the leaves and branches of the trees. We can use the storms of our lives (obstacles, troubles and so on) to rise to greater heights. Achievers relish challenges and use them profitably.

Note the relationship between the subject and the verb

Example: The Eagle.....loves, clouds.....gather, The eagle uses, it [the eagle] finds...

(You can complete the above list.)

##### Task 1

The simple present is used to state facts such as

1. The sun rises in the east.
2. The earth revolves around the sun.

Make sentences stating well known facts.

##### Task 2

Describe the process by which a caterpillar becomes a butterfly (Use simple present tense)

OR

Describe the process by which a tadpole becomes a frog (Use simple present tense)

The simple present is also used to describe habitual actions/ fixed procedures

### Task 3

Can you describe your daily routine?

### Task 4

Give a recipe/ describe the preparation of a dish.

For example

It is easy to prepare a cup of tea. To prepare one cup of tea, take one cup of water and bring it to a boil. Add ½ a teaspoon of tea leaf. Let it boil for a few seconds and turn off the flame. Strain the tea. Add hot milk and sugar according to your requirement.

In a similar fashion you can explain how to conduct an experiment.

### Lesson 2

Read this inspiring story. The expressions in the present continuous tense have been highlighted.

#### Everyone has a Story

A 24 year old boy was looking out from the train's window and shouting

"Dad, look **the trees are going behind!**"

Dad smiled and a young couple sitting nearby, looked at the 24 year old's childish behavior with

pity, suddenly he again exclaimed...

"Dad, look the **clouds are running with us!**"

The couple couldn't resist and said to the old man...

"Why don't you take your son to a good doctor?" The old man smiled and said..."I did and we are just coming from the hospital, my son was blind from birth, he just got his eyes today.

Every single person on the planet has a story. Don't judge people before you truly know them. The truth might surprise you.

The present continuous is used to describe an action going on now (or at the time of speaking).

#### Task 1

Can you identify the use of the simple past and the past continuous in Everyone has a Story?

#### Task 2 (Use present continuous tense)

Imagine that you are a commentator at a cricket match and give the commentary for an exciting moment in the match

OR

Imagine that you are doing the commentary for Sports Day in your college. Give a commentary on the march past.

### Lesson 3

Here is yet another inspiring story! Notice that the simple past and the past continuous tense are used in this passage.

#### Hang in There

Nicolo Paganini was a well-known and gifted nineteenth century violinist. He was also well known as a great showman with a quick sense of humour. His most memorable concert was in Italy with a full orchestra. He was performing before a packed house and his technique was incredible, his tone was fantastic, and his audience dearly loved him. Toward the end of his concert, Paganini was astounding his audience with an unbelievable composition when suddenly one string on his violin snapped and hung limply from his instrument. Paganini frowned briefly, shook his head, and continued to play, improvising beautifully.

Then to everyone's surprise, a second string broke and shortly thereafter, a third. Almost like a slapstick comedy, Paganini stood there with three strings dangling from his Stradivarius. But instead of leaving the stage, Paganini stood his ground and calmly completed the difficult number on the one remaining string.

The simple past and past continuous tense are used to express any action completed in a specific time in the past.

#### Task 1

Do you have an unforgettable experience like Paganini's? Narrate your experience.

### Lesson 4

#### Perfect tense (past & present)

##### Present perfect tense

1. To indicate an action completed in the recent past

The train has just left.

To indicate an action completed before time

She has already completed the work

To indicate an action not completed until now

She is yet to come

2. To indicate the impact of a past action in the present.

I have finished my homework. (so I am playing now.) My car has broken down. (so I am going by bus now.)

3. To express actions of unknown time.

I have read the Bible.

I have never known him to be angry.

#### 4. To express repeated actions

Kumar has visited Mumbai twice.

He has come late to class again.

Present Perfect Continuous Tense:

To indicate actions that started in the past and continue in the present

I have been waiting for you.

Past Perfect Tense

Used to express the idea that something occurred before another action in the past

The thieves had escaped before the police arrived.

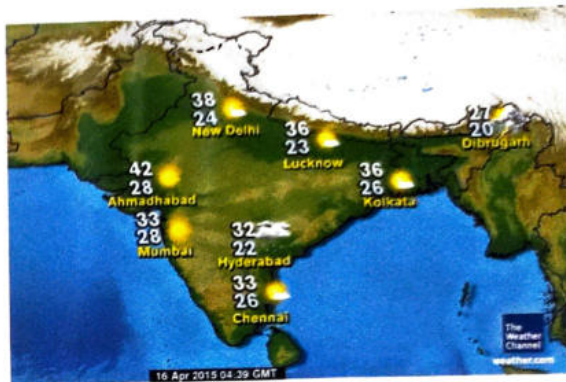
Past Perfect Continuous Tense

It indicates a continuous action that was completed at some point of time in the past

1. Everything had been going so well, when suddenly the lights failed.
2. By midnight, it had been raining for four hours.

#### Task 2

Imagine that you are giving a late night report on the weather. In your statements you will use the simple past and present perfect tenses.



The maximum temperature in New Delhi was 38 degrees C during the day. But the temperature has come down to 24 degrees C. Now write more such sentences based on the map below.

#### Task 3

Use the correct tense form of the verb given in brackets and fill in the blanks.

I ..... (live) in this city all my life. I .....(leave) school in 2009. It .....(is) seven years since I met my school mates. Last Friday, I ..... (shopping) at Phoenix Mall. I .....(see) a cute little girl. She .....(smile) at me and befriended me. Suddenly a fat woman came and grabbed her and said, "Where did you go? I've been searching for you." The fat woman was obviously the child's mother. She had the same brown eyes as her

little daughter. When I looked into the eyes of the child's mother, I .....(feel) that I .....(see) her somewhere. Instantly, I recalled that she was Sheila, my classmate in school. She .....(grow) so fat.

## Lesson 5

Read this excerpt from the famous speech of Dr. Martin Luther King Jr.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

Future tense is used for actions relating to the future time. Make a note of what Dr. Martin Luther King Jr says about the future. He uses "will" in talking about the future.

The use of "will" and "shall"

"Shall" is used to express certainty/determination

1. If you do not save me, I shall drown
2. I shall be twenty next year ("I will be twenty next year" is also correct)

In relation to the future tense "shall" is used only with the first person, i.e. I/We shall.

### Task 1

Sing this familiar song

We shall overcome (2)

We shall overcome some day

Oh deep in my heart I do believe

We shall overcome some day.

### Task 2

Do you have a dream? Speak about your dream.

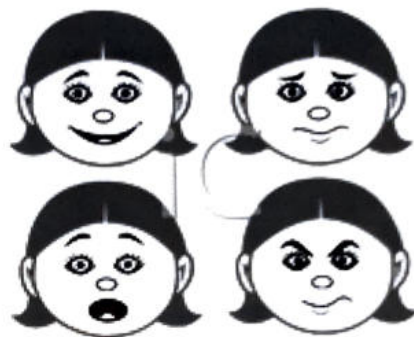


## Lesson 6

### Understanding the verb in relation to person and tense

The place that a verb has in a sentence is very much like the place that the face has in the human body. The face is expressive: it reflects change in mood/situation. Similarly the verb undergoes a change, with change in tense and person.

Study the chart below to understand the change that a verb undergoes in relation to person and tense



### Present Tense

Verb	Person	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous
see	I You We/They	I see You see We/They see	I am seeing You are seeing We/They are seeing	I have seen You have seen We/They have seen	I have been seeing You have been seeing We/They have been seeing
sing		I sing You sing We/They sing	I am singing You are singing We/They are singing	I have sung You have sung We/They have sung	I have been singing You have been singing We/They have been singing



### Past Tense

Verb	Person	Simple Present	Present Continuous	Present Perfect	Present Perfect Continuous
reach	I	I reached	I was reaching	I had reached	I had been reaching
	You	You reached	You were reaching	You had reached	You had been reaching
	We/They	We/They reached	We/They were reaching	We/They had reached	We/They had been reaching
solve	I	I solved	I was solving	I had solved	I had been solving
	You	You solved	You were solving	You had solved	You had been solving
	We/They	We/They solved	We/They were solving	We/They had solved	We/They had been solving

### Task 1

Make a similar chart and practice with verbs of your choice.

*Recommended audio visual aids*

Observe how Kiran Bedi narrates her experience of being the Inspector General of Tihar Jail. Look up Bookbox.com @ ([https://www.youtube.com/watch?v=0NdPgykDX\\_E](https://www.youtube.com/watch?v=0NdPgykDX_E))

Observe the use of the simple present in describing sharks and their world on YouTube @ <https://www.youtube.com/watch?v=tfjWMwG6aYzQ>



## CHAPTER 7

### Read and Speak

The ability to express your thoughts is accelerated by awareness. Being well informed is vital to expressing yourself. You ought to have something to say and that something must be worth listening to! Does the conversation between Kim and Don strike a familiar chord?

### Read and Speak



Kim: Hi! What's up?

Don: Nothing good.

Kim: What's wrong with you?

Don: Didn't you see the papers today?

Kim: No.

Don: Not even the news on TV?

Kim: No.

Don: Terrorists gunned down a group of school children!

Kim: Oh, no!

Don: Buddy, you are sadly out of touch with reality.

FOR HEAVEN'S SAKE

TUNE IN!

LISTEN!

READ!



The newspaper has rightly been called “the living textbook” and it lives up to that name. Unlike textbooks, which are several years outdated by the time they get into students’ hands, newspapers come alive with information. When the newspaper is part of the curriculum it expands the scope of learning with its unlimited amount of information.

Newspapers can be used to enhance skills in reading, writing, listening, speaking, social studies and science. Critical thinking is the natural outgrowth of reading the newspaper: since the topics of discussion are current and thought-provoking students naturally acquire this skill.

An article in a newspaper is also called a news story. The style of writing a news story is known as the inverted pyramid style, because the most important information is given in the first paragraph and the content of the narrative tapers down to broader details and the final summing up.



## Manage your time with the Newspaper

1. The inverted pyramid style of a news story helps you to get the gist of the article. The headline and the first paragraph give you a fairly clear idea of the issue at hand. You can have this type of cursory reading with your morning cup of coffee.



2. News items are usually categorized under

- City
- State
- National
- International
- Editorial
- Letters to the Editor
- Sports
- Supplements (like Metro Plus, Education Plus, Cinema Plus, Book Review *The Hindu*). Supplements are light reading with interesting information.

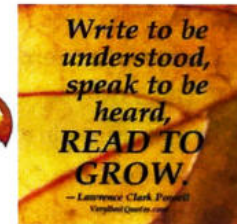


3. How will you prioritize the above categories and what will you select for your CURSORY READING of the paper in the morning, when you are gearing up to reach your college/office?
4. EDITORIALS ARE AMAZINGLY EDUCATIVE. Read the editorials to have a well informed opinion on issues that are current in the socio-political and cultural scenario. Catch up with the editorials when you have more time on hand, perhaps the end of the day, or the ride back home in the evening.
5. REINFORCE YOUR READING of the newspaper with

LISTENING to the news. Perhaps you could do this as you unwind at the end of a long day at work/in college.



☺ ☺ ☺



Here are some models of thought provoking newspaper articles. Read them and have a discussion with your peers.

## HEALTH IS NATION'S WEALTH

The Union government has made public the draft National Health Policy 2015. The policy takes cognizance of health as a fundamental right whose "denial will be justiciable". While it makes a strong case for moving towards universal access to affordable health-care services, there are innumerable challenges to be overcome before the objectives become a reality. Currently the government is spending 1.04 per cent of the gross domestic product (GDP) on health: this is a dismal figure. It is one of the lowest in the world and translates to Rs.957 per capita in absolute terms.

The draft policy aims to redress this situation by championing an increase in government spending to 2.5 per cent of GDP (Rs.3,800 per capita) in the next five years. But even this increase in allocation falls short of the requirement to set right the dysfunctional health-care services in the country. Citing the health-care



system's low absorption capacity and inefficient utilisation of funding as an alibi for not raising the spending to 3 per cent of GDP is nothing but a specious argument. Insufficient funding over the years combined with other faulty practices have led to a dysfunctional health-care system in the country. Undivided focus is imperative to strengthen all the elements of health-care delivery. The failure of the public health-care system to provide affordable services has been the main reason that has led to increased out-of-pocket expenditure on health care. As a result, nearly 63 million people are driven into poverty every year.





The nation must draw lessons from the Ebola crisis in Liberia, Guinea and Sierra Leone, which underlined the repercussions of a weak public health-care system.

### **Draft on National Health Policy 2015**

At present the national programmes provide universal coverage only to interventions such as maternal ailments that account for less than 10 per cent of all mortalities and overlooks 75 per cent of the communicable diseases, while only a limited number of non-communicable diseases are covered. It is, therefore, crucial for the Union government to undertake proactive measures to upgrade the health-care services.

పాఠం పాఠం పాఠం



### **YOU ARE ALL GEARED UP!**



With the habit of reading, you keep the wheels of your mind turning. Reading lubricates your mind. People have the misconception that they can build their vocabulary by cramming words from the dictionary. That is not the case. Words are ideas/ concepts. When you need to express an idea, the word that you require will surface – it will be right at the top of your head and the tip of your tongue! So just relax and **KEEP READING!**



## A LEAF FROM GERMANY'S GREEN ENERGY DRIVE

India has much to learn from Germany's bold energy transformation. In their parlance on sustainable energy, the Germans use the word *energiewende*. It refers to the profound energy transition Germany is going through.

Today, something like 30 per cent of Germany's electricity supply comes from solar and wind energy and the country is actually exporting power. The nation is all geared up to increase this contribution to 50 per cent by 2030 and a staggering 80 per cent by 2050. Smaller countries in Scandinavia have similar



achievements. Germany however is and has been different from its neighbours: this is because it is the world's pre-eminent industrial economy and has a population of slightly over 80 million. The scale of what Germany has accomplished over the past decade and a half is what gives it wider relevance, especially to large countries like India.

At present, Germany has around 37,000 megawatts of installed solar energy capacity. In addition, it has another 29,000 megawatts of installed wind energy capacity. What has given renewable energy new momentum is the decision of Chancellor Angela Merkel to completely phase out Germany's present nuclear power generating capacity of about 12,000 megawatts by the year 2022. As a backdrop to this move is the strong anti-nuclear movement in Germany and this got a fresh impetus following the Fukushima catastrophe in 2011: This incident prompted the Chancellor's dramatic volte-face: when Fukushima happened, Germany was getting between a fifth and a quarter of electricity supply from its nuclear power plants. The German Chancellor Angela Merkel is credited for this bold decision. It is the complete decommissioning of all such plants in eight years coupled with an overriding emphasis on energy efficiency that gives *energiewende* a unique dimension.



This remarkable change can be traced to the need for meeting domestic and international environmental objectives. A legislation for promoting renewable energy was first enacted 14 years ago. It has undergone many changes subsequently, but the anchor remains the concept of a “feed-in tariff” that depends on the technology being used. Anybody can invest in solar or wind power, sell surplus power to the grid and get a generous income that covers investment and running costs, guaranteed for 20 years, regardless of demand. The grid operator has a legal obligation to connect the installation and an obligation to accept electricity whenever it is produced. As a result, there are now close to 5 million small producers — individuals and cooperatives — accounting for around half of the installed renewable energy capacity. This means that some 6 per cent of Germans are energy producers. This is the nearest equivalent to the mobile phone revolution.

### **Controversies**

Germany’s green drive is not without controversy. The most contentious issue is whether consumers are paying more now than they were earlier. The cost of renewables is financed out of a surcharge on the bills of



consumers. Of course, many consumers have themselves turned producers, but that apart, there appear to be two views. One view is that German household expenditure on electricity has not changed over the past decade and that the latest increase will cost the consumer every month the equivalent of a pint of beer. But the fact remains that energy prices will continue to increase since the large-scale use of renewable sources does require extensive grid, storage and backup infrastructure. The move in the direction of green energy is criticised as being expensive but it cannot be denied that it is expensive!

**CAPTIONS, SLOGANS AND  
ADVERTISEMENTS**

Newspaper articles have a way of engaging your mind and remaining in your memory. One of the reasons for this is the inverted pyramid style of writing which puts the most important details in the first paragraph and tapers down with less important information. An equally important factor is the headlines. They are catchy.

Advertisements also catch your attention. The eye-catching visuals and captivating slogans form indelible impressions on your mind. Moreover, we live in a consumer society and one of the subjects we discuss is products and their value. So get talking with your friends about advertisements and products. It's a great way of staying tuned!



"Just do it"



"Impossible is Nothing"



"I'm lovin' it"



"Reassuringly Expensive"



"The Ultimate Driving Machine"



Audi

"Vorsprung durch Technik"

L'ORÉAL **Gillette**

"Because I'm worth it"

"The Best A Man Can Get"



"Every Little Helps"

John Lewis

"Never Knowingly Undersold"



"The World's Local Bank"



"Always Coca-Cola"



"A Diamond Is Forever"



"For Successful Living"



"The Totally Tropical Taste"



"Does exactly what it says on the tin"

## CHAPTER 8

### Refer and Write

Time flies! It really does! You are a college student now! Till just a few months ago, you were in a school for boys/girls. Today you are in a college for men/women. You've taken a leap from one world to another. In your new world, college, you will listen to lectures, present assignments and seminars. Your teachers in college will have higher expectations of you. Especially with regard to your assignments and seminars you will be expected to do independent work. Moreover, you ought not to keep your mind like a blank slate before a lecture. A good student always prepares ahead for the lecture.

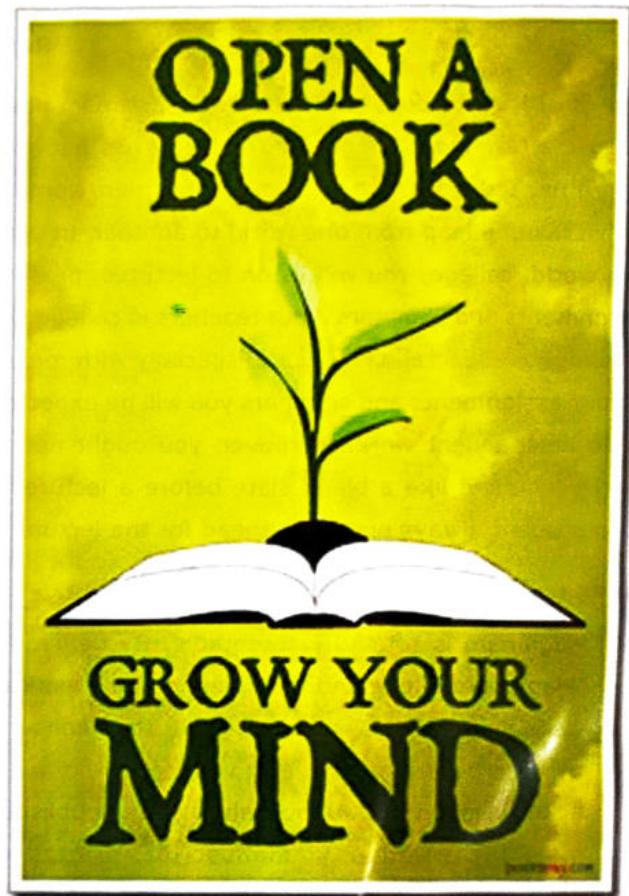
#### Rules and guidelines for assignment writing

1. Plagiarism is totally unacceptable. By definition, "Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.
2. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. (<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=>)
3. Acknowledge every source of information either as a quote or in reported speech citing the source of information.
4. Surf the net for information but acknowledge your source. When you take information from the Internet, it should be a reliable source (a published article). For. e.g. Wikipedia is not a source which can be quoted.
5. Provide the bibliography.
6. Expressing your thoughts and point of view is important. Originality is the key to a successful presentation.

6. Reference work is essential. When you refer to books on the subject, you will see that some of your thoughts have already been expressed.
7. Every piece of writing should have three parts – introduction, body and conclusion.
8. Focus on the information you are looking for. You don't have to read a reference book from cover to cover. If the 'Contents' page does not have what you are looking for, check the Index and you will find the page number of the subject/topic of interest to you.

#### **Low-cost library membership**

1. Connemara Library, Chennai
2. Anna Centenary Library, Chennai
3. District libraries (in the respective districts)



## CHAPTER 9

### Debate and Discussion

As young adults you surely have good times with your friends, when you discuss topics that interest you. When you discuss, it is quite certain that you will not agree with your friends totally. There will be some points where you differ in your opinions. But that doesn't break a friendship. Does it? GOOD FRIENDS AGREE TO DISAGREE.

Debate and discussion is good to develop your analytical thinking and to make cogent presentations. Remember that when you speak in public or write an essay or article, you should sound convincing. You should anticipate all the arguments that are contrary to your line of thinking. The practice of debating helps you develop a strong argument. Your convictions and beliefs are also strengthened. Sometimes, you have to change your mind on opinions that you hold. But this is an important part of growing up

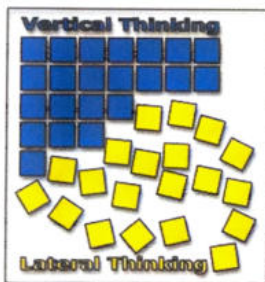
This list of topics could help you get started

1. Social media : merits and demerits (A discussion about the use of Facebook/Twitter)
2. Reel life and real life: The impact of cinema
3. Privatisation of services Vs public sector undertakings
4. Is modernisation westernisation?
5. Do we need an educated electorate?



## CHAPTER 10 Lateral Thinking

For some people thinking creatively or coming up with ideas that are different from set/fixed patterns of thinking is natural. All of us have creativity and innovation lodged within us. It only has to be unleashed. We are conditioned to think and act in certain ways, which come from the environment in which we grew up (school, home, place of residence). Our conditioned responses are called VERTICAL THINKING. Creativity, innovation and the ability for problem-solving is the outcome of LATERAL THINKING



Lateral thinking is also called THINKING OUT OF THE BOX. That is what it is exactly. Very often our thinking is limited and circumscribed by convention. In order to be progressive you need to think outside the box.

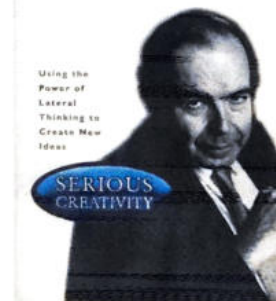
In the chapters that preceded, i.e. Read and Speak, Debate and Discussion, you were being prepared to understand, value and appreciate lateral thinking. Brainstorming is also practised in contexts where innovative and result-oriented solutions are sought.



If you are considering doing an MBA after your graduate studies, this introduction to lateral thinking is sure to help you in your course. However, the ability for lateral thinking is more significantly a LIFE SKILL.

Edward  
de BONO

**Edward de Bono – Progenitor  
of Lateral Thinking**



The term "lateral thinking" coined in 1967 by Edward de Bono, and outlined in a book of the same name, is a solution-oriented set of techniques which aim to re-frame a problem by highlighting new associations and relationships that may not be

clear when a problem is approached through "vertical" problem solving. ("Vertical" means step-by-step thinking) Conversely, lateral thinking employs different paths to solve a problem, and these different paths lead to different solutions. This is more than merely brainstorming; it is a whole process which follows through from ideation to solution. Edward de Bono is also the author of *Po: Beyond Yes and No* and *Six Thinking Hats*. Reading these books will certainly accelerate your thinking and enable you to come up with brilliant ideas and solutions.

#### Look at these lateral thinking puzzles

1. Acting on an anonymous phone call, the police raid a house to arrest a suspected murderer. They don't know what he looks like but they know his name is John and that he is inside the house. The police bust in on a carpenter, a lorry driver, a mechanic and a fireman all playing poker. Without hesitation or communication of any kind, they immediately arrest the fireman. How do they know they've got their man?

**Solution:** The fireman is the only man in the room. The rest of the poker players are women.

2. A man and his son are in a car crash. The father is killed and the child is taken to hospital gravely injured. When he gets there, the surgeon says, 'I can't operate on this boy - for he is my son!!!' How can this possibly be?

**Solution:** The surgeon cannot operate on her own son; she is his mother.

#### Try these puzzles on your own

1. A man walks into a juice shop and asks the shopkeeper for a glass of water. The shopkeeper pulls out a gun and points it at the man. The man says thank you and leaves. Why?
2. A man is lying dead in a field. Next to him there is an unopened package. There aren't any animals in the field. How did he die?
3. Anthony and Cleopatra are lying dead on the floor of a villa in Egypt. Nearby is a broken bowl. There is no mark on either of their bodies and they were not poisoned. How did they die?
4. Five pieces of coal, a carrot and a scarf are lying on the lawn. Nobody put them on the lawn but there is a perfectly logical reason why they are there. What is it?

5. A man rode into town on Friday. He stayed for three nights and then left on Friday. Explain.
6. Sudden realisation - A man was walking downstairs in a building when the lights went out. Suddenly he realised that his wife had just died. How?
7. Mystery suicide - One stormy night, a person switches on the TV and watches the news. The person leaves the room in a rush, runs up the stairs and turns on the light. Then the person commits suicide. Why?

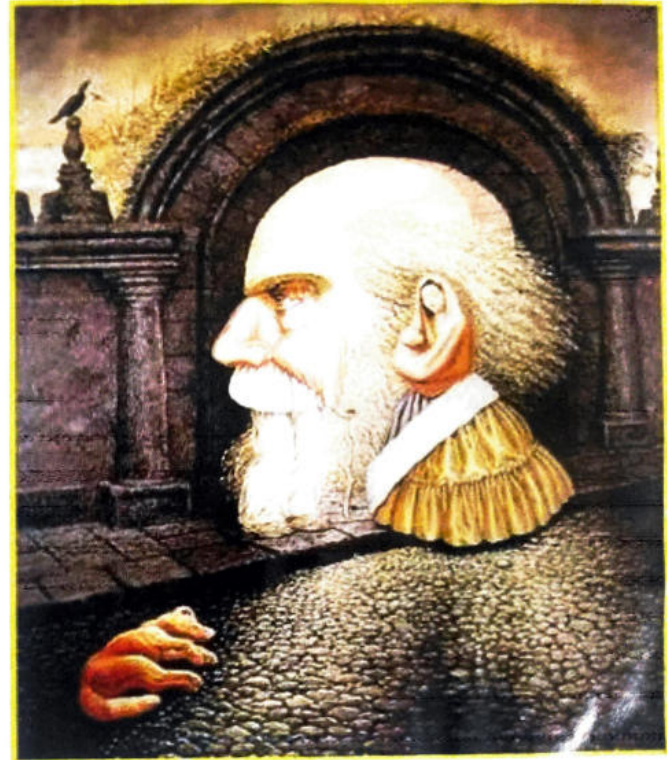
(From - More free resources for learning English at [www.autoenglish.org](http://www.autoenglish.org))

Answers 1. The man had hiccups. 2. The man had jumped out of a plane and his parachute had failed to open. 3. The bowl of water broke -Anthony and Cleopatra were goldfish. 4. A snowman had melted. The coal, carrot and scarf were left. 5. The horse's name was Friday 6. The Realization-His wife was on a life support machine. 7. The person was a lighthouse keeper who forgot to turn on the light. On the news there was a terrible shipwreck which was the lighthouse keeper's fault.

*Recommended websites and audio visual aids*

1. [www.rinkworks.com](http://www.rinkworks.com)
2. [www.thecourse-pm.com](http://www.thecourse-pm.com)
3. *The Four Friends from Bookbox.com* @ <https://www.youtube.com/watch?v=lcwT3sdV960>

**How many faces can you see in this picture?**



Answer: Seven is good, but if you can see 10 you are doing better.



## Read to Widen Your Horizon

1. *You Can Win*, Shiv Khera
2. *Getting a Job*, Maya Angelou
3. *The Monk Who Sold His Ferrari*, Robin Sharma
4. *Jonathan Livingston Seagull*, Richard Bach
5. *The Alchemist*, Paulo Coelho
6. *The Prophet*, Khalil Gibran
7. *The Power of Positive Thinking*, Norman Vincent Peale
8. *Little Women*, Louisa May Alcott
9. *Gitanjali*, Rabindranath Tagore
10. *Wings of Fire*, A.P.J. Abdul Kalam
11. Short stories by  
Leo Tolstoy  
Guy de Maupassant  
Somerset Maugham  
O'Henry
12. Reader's Digest (magazine)



**Stay on Top of the World!**