Chapter IV

DESIGNING A VIDEO PACKAGE FOR INTERMEDIATE-LEVEL LEARNERS

4.0 Introduction

The previous two chapters dealt with syllabus models and the use of video for language teaching purposes. The former explained the shifting paradigms in syllabus design while the latter explained theoretically in detail the need for video as a language-teaching aid in the present scenario and outlined the benefits derived from the audio-visual medium so far as language learning is concerned.

4.0.1 In light of the arguments advanced in the previous chapter, this chapter will deal with the actual practicalities of designing video materials for exploitation in the classroom. Designing and producing such a package being an elaborate and expensive affair, it was decided that a pilot survey should be conducted with some video materials adapted for ELT purposes by the researcher. Such a survey would lead to a needs analysis of the learners concerned and this would in turn serve as a point of departure for designing the final package.

4.1 Pilot Survey

Initial enquiries and observations revealed that in most schools, there is still a heavy reliance on the formal lecture style. In spite of the fact that many schools possess a television set and a video cassette recorder, nobody seems to make use of it for language learning purposes. Thus before embarking on the ambitious project of designing a video package, the need was felt to record
through a pilot survey the learners' opinions about learning English with an audio-visual aid through a pilot survey.

4.1.1 For this purpose, clippings of 'The World this Week' (February, 1994), a weekly programme on the television, Channel DD1 were chosen. Four different news items (see transcripts in Appendix 1) stretching to twenty-five minutes of viewing time were chosen. This is the second kind of video material that was referred to in P 69. A video recording of domestic television broadcast was adapted to be used for language teaching-learning purpose. The BBC Newsbrief was used as a kind of a model in this case with specific modifications to suit the local context. This programme was chosen as it is quite popular with many and covers a wide range of topics-politics, sports, miracles and feminism. This wide range also gave each learner a chance to relate himself/herself at least to one topic that s/he was particularly interested in.

The first clipping deals with the life and problems of Indians residing in Hong Kong, and contains a few short interviews with some of the Indians living there. This clipping highlights the multiracial teamwork of people from diverse cultures who have come together to make Hong Kong one of the richest places in the world. The narrator focuses on the plight of Indians in the face of the imminent transfer of power in Hong Kong from the British to the Chinese. The uncertainty about the future is more pronounced among lower income group Indians who feel that they may have to settle elsewhere after 1997. For the well-to-do Indian community, there is too
much at stake to be unduly pessimistic. Many businessmen feel that they will be better off so long as they stay out of politics. A permanent return to India is not an option considered seriously by these Indians who are of the view that India poses too many bureaucratic problems. The narrator is optimistic and feels that the Indians will be able to weather through the uncertainties of 1997.

The second clipping deals with sports and the focus is the Davis Cup scheduled to begin in Delhi on the next day. The reporter, Amar Talwar, draws up a short profile of the Indian and the American teams. Tom Galixon is the new American captain who is bent on taking all kind of precautions on the foreign soil. The players have had six inoculations each and have brought their own food and water. The American captain is depending heavily on Courier and is keeping his team away from public scrutiny. In the absence of Ramesh Krishnan, the Indian team headed by Jaideep Mukherjee, is depending a great deal on Leander Paes as he is the most experienced amongst all the players. Not very confident about the scoreline, the Indian team is confident of winning a couple of matches at least.

The third clipping, a "newsmaker", reports the miraculous recovery of a toddler. Two year old Carly Kaslovsky was found frozen and clinically dead on the doorstep of her house in Western Canada. When Carly slipped out of the house after her father left for a night shift, the door shut behind her and she was found frozen by her mother six hours later. But one of the specially equipped hospitals had a machine that warmed and resuscitated her heart and within three hours Carly's temperature was normal.
The last clipping is an interview of the Bangladeshi feminist writer, Taslima Nasreen who speaks out against the campaign of intimidation against her. Since the publication of *Lajja*, the Muslim fundamentalists took an exception to the novel and imposed a 'fatwa' on her for blasphemy. Speaking of her fight against communalism and social injustice, Nasreen describes how people are stoned to death and penalised for falling in love and how 'fatwas' are imposed on girls who go to school in Bangladesh. She stresses the need for secularism in the country and vows to fight for it in her own capacity.

Thus of the four clippings, the first one deals with politics, the second one with sports and the last two are of human interest. After the selection of these clippings, work-sheets were designed involving multiple-choice type questions, global and local comprehension questions, group discussions and debates.

### 4.1.2 Work-sheets

#### I. The Hong Kong Indians

**A. Fill in the blanks:**

(i) It is an ______ display of ______ team-work.

(ii) It is an ______ of the ______ ______ which have come together to make Hong Kong one of the ______ places in the world. (iii) Indian ______ and ________ today control an ________ ________ of the colony's ________ dollar economy.
(iv) Indians in Hong Kong are ______ about the ______ transfer of power in Hong Kong.

(v) For the well-to-do Indians in Hong Kong there is too much at ______ to be

B. Tick the suitable choices:

(i) Who plays a game of hockey regularly?

(a) Indians and Chinese

(b) Chinese, Englishmen and French

(c) Indians, Chinese and Englishmen

(ii) Indians arrived in Hong Kong as

(a) students

(b) students and businessmen

(c) petty traders and civil servants

(iii) Who is most pessimistic about the transfer of power?

(a) low-income group Indians

(b) middle-income group Indians

(c) high-income group Indians

(iv) A return to India after 1997 poses

(a) social problems
(b) bureaucratic problems
(c) economic problems

C. Answer the following questions:

(i) Explain with specific references to the text, how the Indians of Hong Kong are divided in their opinion about what the future holds for them.

(ii) According to Nayan Chandra, which category of Indians is likely to be affected most and why?

(iii) Do you think that the Hong Kong government is taking any special care to resolve the issue?

(iv) Explain why Hari Harilela favours the Chinese Government.

(v) Give a short description (5-8 sentences) of Hong Kong from what you have viewed on the cassette.

II. The Davis Cup

A. Fill in the blanks:

(i) As the ________ builds with the Americans playing on the ________ ________ for the first time in ________ years, Amar Taiwar ________ both teams.

(ii) In Davis Cup play however, the US is looking to ________ an image that took a ________ last year.

(iii) He knows only too well that ________ ________ and a ________ can create an element of ________.
(iv) The Americans are keeping their _________ close to their _________ and keeping their players away from _________ _________.

B. Answer the following questions:

(i) Describe the tennis-court and the stadium in 5-8 sentences.

(ii) What do you think of the Indian team with reference to Paes, Mukherjee and Natekar?

III. A Miraculous Recovery

A. Can you re-write the story of Carly by rearranging the sentences?

   (i) Carly slipped out of the house after her father left for a night shift and she began to freeze as the door shut behind her.

   (ii) The machine helped to warm and resuscitate the heart.

   (iii) But Carly may still lose one badly frost-bitten leg.

   (iv) When her mother found her, she was sure Carly was dead.

   (v) After 90 mts., there was the first heart beat and within three hours Carly's temperature was normal.

   (vi) Carly was taken to the hospital; she was rock-hard like meat from the deep freeze.

B. Group Discussion: Discuss with your friends a situation where a friend or relative of yours suffered from a severe illness or went through a similar crisis. Do you remember some people who were of great help in that situation? What qualities are required of a person in such trying circumstances?
C. You have seen a picture of the Canadian winter. Compare and contrast it with the winter of your home-town.

IV. Taslima Nasreen: the feminist with a 'fatwa'

A. Answer the following questions:

(i) Why was the 'fatwa' imposed on Nasreen?

(ii) With reference to the text, portray the prevalent orthodoxy in the Bangladeshi society.

(iii) With reference to the brief interview, explain how Nasreen protests against communalism and social injustice.

B. Group discussion:

(i) What is the role of the woman in your society?

(ii) Do your friends share the views of current feminists?

(iii) How far do you think you and your friends practise feminism?

(iv) Can you state some instances of injustice to women in your society?

(v) Can you contrast the life of your more orthodox friends with that of the more progressive ones?

(vi) If you were asked to organise an awareness programme (of their political and social rights and strengths) for the less-privileged group, how will you plan it out? Discuss your plan of action in detail.
4.1.3 These four clippings along with the work-sheets were administered to a group of thirty students and the entire exercise took three hours. These thirty students were drawn from four different English and Tamil medium schools of Pondicherry and the students were from classes IX and XI. After watching the video and filling in the work-sheets, the students were interviewed to elicit their opinions about the whole activity. The pilot survey revealed the following:

1. None of the four schools used audio-visual aids in the language classroom.

2. Instruction is mostly given in the form of lectures.

3. Ninety seven per cent of the students regarded the video presentation as more interesting and helpful than materials usually used in their classrooms. The remaining 3 per cent of the students were diffident and felt that they did not have enough competence to understand the video clippings. However, they expressed their willingness to work with video materials, provided they are pitched to their level.

4. The evaluation of the work-sheets revealed that the students of class IX from the English medium schools were competent enough to compete with those from class XI in Tamil medium schools. It was thus felt, that it might be more useful to group these students according to their ability-levels rather than age groups. Thus students of different ages shared the same ability-level due to differences in socio-economic backgrounds and in terms of their exposure to the target language.

5. With regard to the tasks, the cloze-test for listening comprehension was difficult due to the accent of the speakers and the relevant sections had to be replayed many times. The students
found the group discussions interesting and useful but had considerable difficulty with the written tasks, organisation was poor and grammatical mistakes were numerous.

6 The students found the second and the fourth clipping most interesting as they could relate themselves to the content of the clippings. This shows that if the content is relevant then the students will have greater motivation and will participate more in trying to articulate their views.

7 As a feeler, a small part of Person to Person, a video package produced by BBC for the intermediate level learners was played to these students. Though they found the focus on communication in this case very helpful, they reported that it was non-realistic due to the cultural gap. Similar packages, but which are more 'Indian' would certainly interest them.

8 This BBC package was also played to a small group of fourteen learners in a different situation. The learners were a part of sub-managerial staff in a company (EID, Parry, Nellikuppam) and were undergoing a training in communicational abilities. They too found the package non-realistic for the same reason. In spite of being senior in terms of age, their ability levels were much the same as that of the previous group of students. This again confirms the need to group students according to the level of their aptitudes.

4.2 Needs Analysis

After this informal interview, a needs analysis questionnaire (see Appendix 2) was administered to the students. An awareness on the part of the learners regarding what they want from a course and also the failure of the current syllabus to cater to specific needs of the learners has led to the development of ESP over the years. An awareness of needs on the part of the learners and
educators form the backbone of ESP. What these needs are is determined by conducting a survey or needs analysis. Needs analysis is an important step, for otherwise,

there is the risk of producing a course for an audience which does not exist and if it did, it would not require this course (Candlin et al. 1978:30)

4.2.1 Needs can be described as the circumstance(s) in which something is lacking or is necessary or requires some course of action. Berwick differentiates between 'felt' needs and 'perceived' needs. The 'felt' needs are seen by the students and the 'perceived' needs by teachers and language experts. According to Berwick, these 'felt' needs are either taken into consideration in planning a course or are discarded as 'mere wants'. But at times, 'perceived' needs too can result in the designing of a course which has no conception of learners' actual needs. The course designed after a needs analysis will hold relevance to learners and they'll know what they're doing which will lead to better performance in the area concerned. Hence in this case it was thought that the results of a needs analysis and the implications of the pilot survey would provide an authentic framework for the design of the video materials.

4.2.2 Richterich (1983) sees needs analysis as a part of the curriculum itself. Both subjective and objective information is made use of in needs analysis through various methods like questionnaire, interview, test and observation. Information is collected on

- the situation in which a language will be used,

- various types of communication that will be used; and
4.2.3 The needs analysis revealed that most students think it is important to develop their communicational abilities as they all have to face job interviews very soon. They feel that in the language classrooms, they do not speak enough in English and thus lack confidence when confronted with English speaking situations.

Forty per cent of the learners rated themselves as having medium proficiency in English and only 4 per cent rated themselves at very high, 35 per cent rated themselves at very low, 12 per cent at low and remaining 9 per cent at high. A majority of the learners (85 per cent) stressed the importance of learning study-skills and 80 per cent of the learners wanted to study texts of general interest. This implies their interest in learning the language through the study of global issues rather than through literature only.

A few informal interviews in addition to this survey, revealed that students feel a large inadequacy in English language-learning in the context of the current syllabus. They expressed the need to gear the syllabus to their actual needs so that they can actually use the language uninhibitedly after they leave school. They feel that the inadequacy in the English syllabus is often pushing them to Spoken-English courses which though very expensive, often turn out to be as useless, but this is their only hope for a good job or a career.
4.2.4 The pilot survey led to the following implications:

1. Learners have a strong tendency to slip into passive viewing and it is important for the teacher to be a good and efficient moderator especially as the learners are just being initiated into this new mode of working (vide 3.2.5)

2. Video materials should be realistic and of immediate relevance to the learners. Unless they are able to relate themselves to the materials, they’ll be unable to participate actively in the group discussions.

3. It’s not enough to develop listening and oral skills, writing skills too have to be taken care of. The annual examination is an important objective for the learners and they have to be taught to write letters, summaries and dialogues. Hence the need for extension tasks (vide 3.3.5).

Thus with these pointers it will now be seen how video materials can be designed that can be used as a supplement to the regular syllabus.

4.3 Design of the Video Film

Two important implications were drawn from the pilot survey and needs analysis which have been taken as the base for deciding on the content and the structure of the film:

1. Learners feel a large inadequacy in the field of spoken English.

2. More than literature, learners are interested in learning the language through the study of current topics of interest.
4.3.1 It was thus decided that the video film will have a functional focus and these functions will be taught in a relevant context. First, nine basic language functions were selected (after having made reference to the available BBC video packages): Greetings and Introductions; Asking for Information; Advice and Suggestions; Offers, Invitations and Thanks; Preferences; Regrets; Asking for Permission; Expression of Doubt and Requests and Instructions. Instead of sequencing the functions, it was felt that they should occur naturally as the plot evolves since in our everyday life we do not use language functions in an isolated or an ordered manner.

4.3.2 The theme of the film is eco-tourism- its definition, principles of implementation, advantages and relevance for the future. Environmental issues being of great interest and concern to almost everybody right now, this theme was thought to be of general interest and provided the scope for conveying an important message through the film. Hence, it was expected that after the viewing, the learners will not only acquire a competence in the language but will also have some thoughts to reflect upon.

4.3.3 The film is entitled 'A Holiday with a Difference' and has four episodes. The first and the last episodes focus on language interaction in informal contexts while the second and the third episodes focus on formal contexts. Episode 1 - 'What shall we do', has as its backdrop a moderately furnished flat where three friends, Amit, Tamal and Minnie are playing 'scrabbles'. Their college is closed for the summer vacation and they are spending their holidays at home. After some time, a fourth friend Tulika joins them in Amit's house. The four friends discuss how
boring the holidays are and envy their rich friends who have gone to Bangalore and Goa for the holidays. Not knowing what to do with so much of time, they too wish to visit some new places but can't afford it. Tulika suggests seeking help from her aunt who works in a travel agency and the others agree. They ring up Raj Travels and fix an appointment with her for the next day. Tulika gives the directions to the office to her friends and they all decided to meet there the next morning.

In Episode - 2, 'Where shall we go', the four friends meet at Raj Travels and the secretary, Mrs. Patel directs them to Mrs. Prasad. After the formal introductions are over, Tulika explains the purpose of their visit. Mrs. Prasad offers two choices -- the first, to go to a big city and do shopping and stay in a big hotel and the second, to go to a smaller place and have a few new and interesting experiences. The friends having chosen the latter, Mrs. Prasad proceeds to explain the principles of eco-tourism. She cites the tourism industry's responsibility to conserve the natural resources and explains it by drawing examples from Switzerland. An interesting conversation ensures around the environmental problems in Kashmir and Taj Mahal and they decide to have a short trip to a forest. Mrs. Prasad promises to arrange their stay in the forest guest-house and gives a note to her friend, Mr. Mallik, the Deputy Forest Officer (DFO) there. She assures them that wildlife tourism will be fun and wishes them a good holiday.

In Episode-3, 'Fun in the Wilderness', the four friends are in the DFO's office. While answering their queries, Mr. Mallik explains at length the concept of wildlife tourism. He emphasizes the importance of wildlife conservation and stresses the need for the participation of
the tourists to make their conservation programmes successful. Explaining the newness of ecological tourism, he tells the four youngsters what they should look for in the forest. He gives them some pamphlets to read so that they are informed about the reserve forest. One should not visit forests merely to see big animals but should watch out for the smaller and fascinating ones, of course not forgetting its vast treasure of trees and plants. The episode ends with a shot of the four friends in the guest-house just after a drive through the forest.

Episode - 4, 'Let's tell them' takes place in the college canteen. The students share their holiday experiences and everyone is surprised to hear of their friends' trip to the forest. The four friends give a brief account of their holiday and recount the many new things that they have learned from this trip. The film ends on a positive note as the college-goers decide to have a regular green column in their college journal. They acknowledge their responsibility to create an awareness amongst their teachers and friends of the current environmental problems being faced by the world.

4.3.4 In each episode, different forms of the same language function occur depending on the context and the interpersonal relationship of the dialogue partners. To reinforce these forms, the freeze-frame device is made use of at the end of each episode. The shot where a particular form has been used is frozen on the screen for a second preceded by a short commentary and the caption of the function on the screen. This technique ensures assimilation of the functions and the structures on the part of the learner and in the work-sheets these forms are taken as a point of
departure to introduce the other possible forms of the same function Thus while retaining the interest of viewing a film, the purpose of language acquisition is subtly built into the structure of the script

**4.3.5 Script**

**VIDEO SCRIPT**

*A HOLIDAY WITH A DIFFERENCE*

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**SEQUENCE I**

Setting  
*A moderately furnished single-bed room. The music system is on. Amit and Tamal are playing chess. Minnie is reading a book - sprawled on the bed.*

Tulika-  
*(There is a knock on the door)* Hello, everybody!

The rest-  
Oh! Hi Tuli!

Amit-  
I rang you up a while ago and your mother said that you were not at home

Tulika-  
Oh really? I had been to the club, had a nice swim and I'm coming straight from there. I feel so awfully bored at home

Minnie-  
*(Thumps the bed and sits up)* Exactly! I think I'll finish reading all the novels in our library in another week if the holidays go on at this rate
It's so strange! When the exams are going on, we look forward to holidays. And see now we don't know what to do with so much time on our hands. Mina and Satish are lucky, they have gone to Bangalore and Goa. But everyone can't afford it.

But can't we go for a short holiday and just for three or four days to some place near by and not expensive.

Oof! Amit! But travelling is so expensive and good and safe hotels cost a lot of money.

Wait, I have an idea. An aunt of mine works in a travel agency. Can we all go and meet her tomorrow at her office? She might be able to help us in some way.

I'm not so sure. How can she make our holiday more interesting?

Amit, don't be stupid! What do you think the travel agencies are for? They are there to help people plan their holidays according to their budget and means. Tuli, I think it'll be a good idea to meet her.

(Changing the cassette) Yes, Amit, let's do it. So Tuli, will you please fix up an appointment with your aunt as soon as you can.

I have her telephone number. And we can give her a ring just now, but I'll just go and get myself some water. Amit, is your mother in the kitchen?

She has gone out but Ron's in the kitchen.

(In the kitchen) Hello, Ronita! How are you?
Roni- Oh Tuli! I'm fine. And how are you? (Hugs Tuli) How are mummy and
daddy? We haven't met for a long time. So, what are you doing in the
holidays?

Tulika- Oh! Nothing much except for swimming. But we are wondering if we can
plan a short holiday, just the four of us. You know my aunt who works in
Orient travels...

Mother- Er..Suman, or is it Sneha?

Tulika- Yes, Suman, and I thought he might help us. We'll see, I'm thirsty. May I
have some water, please?

Mother- Oh sure! But why don't you have a drink? What would you like, a Pepsi or
some lemon squash?

Tulika- I prefer a Pepsi..

Mother- Just a minute, Tuli. I'll pour it for you. ....Here you are (Hands over the
glass to Tuli)

Tulika- Thanks. But I'm sure they'll all want a drink now.

Amit- (As Tuli enters the room) Ah Pepsi! I'll ask Ron to send some for us too.

(Goes to the door) Ron can you send three Pepsis for us- and also
something to munch, please.

Tamal- Tuli, find out the telephone number.

Tulika- (At the telephone) Hello.

Good morning. Could I speak to Mrs Prasad please?

May I know who is calling please?

I'm her niece Tulika Prasad.

Will you please hold on for a minute. I'll connect you to her. (Pause) Sorry, madam! Mrs Prasad has just left for a meeting. Can I take a message for her?

Can you tell me when she will be back?

Mrs. Prasad will be back only after lunch.

Well, I wanted an appointment with her tomorrow morning. Do you possibly know if I can meet him tomorrow at the office with three friends of mine?

Just a minute, madam, I'll check up her schedule (Pause). Okay, I think she is free at 10 a.m. Will it suit you?

Oh yes! That's fine. Thank you very much.

You're welcome (Hangs up).

(Turning to the rest). So tomorrow, at her office, at 10 a.m. Is that okay?

Fine.

I think Minnie and Amit can go over to your place, Tuli and you can go together. If you give me the address and directions, I'll meet all of you at the office at 10 O'clock.
Tulika- *Gets a paper and pen and draws the direction* The address is this. *(Writes the address)* Now, you get off at the Book Point Stop and walk towards Chung King restaurant. Adjacent to Chung King, there is a road going to the left. Take this left turn, walk straight till you reach May Fair apartments. Take the next left and you will find the office, it's the third house on the right.

Tamal- *(Taking the note)* Thanks Tuli, I'll be there tomorrow morning.

Amit- Why don't you stay and have lunch with us?

Tamal- Sorry, Amit! I would have loved to, but I have to pay the electricity bills and the office will close before lunch. Some other time. Bye, all of you. See you.

The rest- Bye!

**SEQUENCE II**

Setting: *A plush office. All four are walking in talking amongst themselves. The Secretary sitting at the table.*

Tulika- Excuse me, please. Secr- *(Looks up)* Yes.

Tulika- I would like to meet Mrs. Prasad.

Secr- Mrs. Prasad? Do you have an appointment with her?
Tulika-
Yes. I fixed an appointment with her, today at 10'o clock. I'm her niece, Tulika Prasad.

Secr-
Ah, Good Morning, Miss Prasad! I'm Mrs. Patel, her secretary. I took your call yesterday.

Tulika-
Good morning, Mrs. Patel. Can we meet her now?

Secr-
Will you please wait here with your friends? I'll just go in and find out if she is free.

Tulika-
Thank you, we'll wait here.

Secr-
(Knocks, peeps in)

Prasad-
(Voice) Come in.

Secr-
Excuse me, madam. Your niece Tulika Prasad is waiting outside with her friends. Shall I send them in?

Prasad-
Oh yes. Of course.

Secr-
All right, madam. (comes out, closing the door behind her). Miss Prasad, you can go in with your friends.

Tulika-
(Get's up) Thank you, Mrs. Patel (To her friends) Come on, let's go in (Knocks and enters with the rest). Good morning, aunty.

Prasad-
(Leaves her seat) Good morning, Tuli! What a surprise! You in my office! Sit down all of you. So they are your friends.

Tulika-
Yes. Let me introduce them. He is Amit, this is Tamal and that’s Minnie. We are all classmates.
Tell me, what can I do for you?

Aunty, we have come to you for some help. We are having our vacation now. Most of our friends have gone out for holidays, and we are getting bored at home. We wonder, if you could suggest a place where we can have a short holiday.

An inexpensive and interesting one.

You see, I think it's easier to choose a place once you know what you want out of this trip - Just sleep, good food in big restaurants and fun, or would you like to explore new places, have fun, obviously, otherwise what's a holiday for? (laughs) But may be not too much of luxury but instead, a few new and interesting experiences?

I think, we prefer the second one.

Yes, we always go to big hotels or resorts when we are with our parents.

I agree with Minnie. It will probably be interesting to try something new.

Let me explain. Demands for tourism are as diverse as the resources. It is not easy to match the supply with the demand, for tourism can create pressure on local facilities, can affect the landscape and the life style of people. Ours is a country of great resources. But the tourism industry has the power to destroy or conserve our natural treasures. With a lot of planning and care, tourism can in fact assist in the preservation of the ecological balance.
May be, it will be clearer if you explain with an example how tourism helps in the environmental preservation.

*(Stands up and walks around)* Take Switzerland, for example. Today it appears well managed and environmentally well ordered. But only a hundred years ago, population pressures and inadequate technology threatened their environment. Overgrazing, overfelling of trees and excess population were producing the same pattern of erosion on the hillsides as we find in the Himalayas today. So there, tourism was a major factor in reversing the trend and helping the country to become what it is today - a tourists' delight.

What about our country?

If tourists in our country become more conscious of our natural resources and take the message of conservation to their heart, it will directly help in conserving the natural heritage of our country. This is what is nowadays being called ecological tourism. The underlying theme of this is 'tourism to increase our understanding of nature..tourism to conserve nature'.

Then isn't the Dal Lake in Kashmir or our famous Taj Mahal facing the same problem?

Of course! If we are not careful, then the lake will soon be full of junk and will be saltladen, and the Tajmahal will collapse someday if we don't take care to check pollution from the oil refinery closeby. *(Sits down, Knock.*
Secretary serves coffee. All smile and thank her) As I was saying, it is our duty to make our tourists more conscious, to tell them what tourism really stands for, that it is not only fun but educative too. So, for you I would suggest a short trip to a nearby sanctuary.

Minnie- (With surprise) A F-O-R-E-S-T

Tulika- (With a note of scepticism) Will it be fun, you think?

Prasad- See, it will be a new place. You don't want big resorts. Here you will have a lot of greenery, birds, insects and other animals. I can arrange your stay at the forest guest house and they will take you on animal spotting tours. It's safe, very enjoyable. you will learn to appreciate nature.

Amit- Wow! Animal spotting.

Prasad- And you will learn a lot about our wildlife. The DFO, that's the Divisional Forest Officer, there Mr. Mallick will tell you more about wildlife tourism, how one should go animal spotting, what kinds of animals you can find there, how they live, what their habits are and so on. If you don't want this, then the other option is to go to some big city and do some sightseeing and shopping like most people do.

Amit- I'd prefer the sanctuary. It will be thrilling (To Tamal) What do you think?

Tamal- I'm game for it.

Minnie & Tulika- So that's it. It's decided.
Tulika- Aunty, can you please give us the details about our travel and stay?

Prasad- Yes, you may go and meet Mrs. Patel. She will tell you everything. I'll speak to her. Collect all the details and if you need anything else come and meet me again. I hope you will have a good trip.

All Four- Thank you, aunty. We'll meet you after we come back.

SEQUENCE III

Setting: The DFO's office. DFO is sitting with the four and is reading the letter given by them.

Mallick- (Looking at the four). So you are Sneha's niece and they are your friends. I'm sorry that I could not meet you in the morning, I had to go out for some work. But, are your rooms comfortable?

Tamal- Oh Yes. The guest house is lovely and Mr. Rajan is very helpful.

Minnie- Did you have your lunch?

Mallick- Yes, thank you.

Mallick- Tell me, how can I help you? Sneha is an old friend of mine. We were at college together. Have you ever been to a sanctuary before?

Tulika- No, this is the first one. And aunty helped us to choose this place and plan this short visit.
Amit- We know nothing about wildlife tourism. Would you please tell us something about it?

Mallick- Certainly. You see, tourism is a type of recreation. Wildlife tourism, as it is now, is the interface of the wildlife domain and the tourism business. Wildlife tourism can be passive—when you visit zoos or natural history museums, or active, when you are actually in the habitat of wild animals, or interactive, which involves visitor participation in conservation efforts and research. At your age and with your spirits, I think yours should be the third one.

Tamal- But how can we participate in your conservation programmes?

Mallick- It's not enough for you to see wild animals, photograph them and have fun. You should understand why wildlife conservation is important. You can help us by taking back the message of conservation to your friends. You should be able to create awareness among your friends about this kind of tourism and its importance. We might undertake a lot of conservation projects but none of them will be successful without the participation of tourists. They must understand that a short stay in the forest can be more refreshing and interesting than any big luxurious resort. Wildlife tourism is a recent concept and people have to be familiarised with it.

Minnie- How can we go animal spotting, and when?
Mallick-

Every morning at 7 am we arrange tours for the visitors. If you are at the office by 7 o'clock, then our vans will take you around and the guide will explain everything to you. Remember, never panic or run in the wild, it could be disastrous. For example, while photographing elephants or tigers, if someone runs out of film and rushes back to his car, the animals will chase him. It is best to have some information about the wildlife of the area so that you will know what to expect. (hands over pamphlets) Here are some pamphlets about this sanctuary. Read through them tonight. That will make your trip easier and interesting.

Minnie-

May we keep them?

Mallick-

It's for you.

All Four-

Thanks.

Mallick-

You're welcome. You should be able to choose good spots and water holes, the guide will help you. But you might have to wait for quite a while. Have patience and if you still don't see the big animals, don't get disappointed. There are always the smaller ones around. They too are fascinating. Look at the different insects in the one square metre around you. Try to observe and admire the plants. They are often more interesting to watch. Try to make the best of the trip. And if you need anything, don't hesitate to disturb me. I'm here to help you.
Tulika- Thank you for all the help, Mr. Mallick. We are looking forward to an exciting stay here. We shall meet you before we leave. If there is any message for aunty, I can take it. Good night.

Others- Good night and thank you.

Mallick- Good night.

(In the room after a hike. Undoing the laces. Drinking water, Cameras and bags are thrown around)

Amit- Quite a day!

Minnie- Absolutely. If that elephant hadn't come after the long wait...

Tulika- Oh! I was getting quite impatient. My legs are so tired that, I don't even feel like lifting myself out of this chair (stretches her leg on the table).

Tamal, pass that bottle of water here, please...Thanks.

Tamal- Where are those pamphlets (looks around)? Tuli, they were with you...

Tulika- But you took them from me this morning...check Amit's bed...

Tamal- Here they are. Amit, you are so messy, you will never change.

Amit- But you are always there to arrange my things (laughs). That's why I love to have you by my side. (Laughter). When we go back and tell these stories, others will really envy us, I'm sure nobody is having as much fun as we are...
Tulika- I hope the photographs will be good and clear, that baby elephant was very cute!

Minnie- But, if we don't go and wash, we'll be late for dinner.

Amit- Of course we'll Grandma!

Tamal- What will we do without you! (Laughter)

SEQUENCE IV

Setting Eight boys and girls around coffee table in the canteen. Bags and books are thrown around. They are looking at the photographs.

Friend 1- Wow! A real Gaur!

Friend 2- Let's see. Pass it here.

Friend 3- (Bending over the photo) But Minnie, weren't you afraid to go so near the animals?

Tulika- It was great fun to watch them. If you don't disturb them, they will do nothing...

Friend 1- Look, papa elephant-mama elephant (laughs) and baby elephant!

Friend 2- But how did you all discover this place? Whose idea was it?

Amit- Tuli's aunt. She works in Orient Travels.

Tamal- She explained to us what eco-tourism is all about and then Mr. Mallick, the DFO talked to us at length about wildlife tourism. You can read the
pamphlets they gave us and also listen to this cassette, we recorded parts of what they told us. That will help you to understand the whole thing better.

Friend 3- I think, you four should share these new ideas with our other friends. We all had a holiday but I'm sure yours was really different. Moreover, there is so much that you have learnt.

Tamal- *(Turning to the other three)* Do you remember, what Mr. Mallick said, about making our friends more aware of the environment around us.

Minnie- Why don't we have a short write-up on wildlife tourism in our college mag.

Others- That'll be great and with all these snaps.

Friend 1- In fact, we can have a regular green column and all of us can contribute short articles on different environmental issues.

Friend 2- After all, such awareness is really needed now. We hear about it all the time on radio, and on TV, reading about it in newspapers and magazines, and this is a small way in which we can participate in it.

Amit- Let's go and tell them in the common room.

*(For shooting script see Appendix 6)*

The following forms corresponding to specific language functions occur in the script. In the workseets, these forms will be used as points of departure to introduce other forms related to similar functions.
Greetings and Introductions

- Hello everybody!

- Oh! Hi Tuli!

- Hello! How are you? How are Mummy and Daddy?

- Ah! good morning.

- He's Amit. This is Tamal. That's Minnie.

- It's a pleasure meeting you.

Asking for Information

- Is your mother in the kitchen?

- What are you doing in the holidays?

- Do you possibly know ...

- Are your rooms comfortable?

- Did you have your lunch?

- Where are those pamphlets?

- But how did you all discover the place?

Advice and Suggestions

- I think it's a good idea.

- It'll probably be interesting.

- May be...
• You go and meet Mrs. Patel.
• You might have to wait...
• But I think ...
• Why don't we ...
• Let's go and tell them.

IV. Offers, Invitations and Thanks

• Thanks.
• That's fine.
• Thank you so much.
• How can I help you?
• Why don't you have lunch with us?
• But why don't you have a pepsi?
• And if you need anything, don't hesitate to disturb me. I'm here to help you.

V. Requests and Instructions

• May I have some water please?
• Can you please send ...
• Find out the telephone no

• Excuse me, I would like to meet

• Can you give us the details?

• Could you please tell us

• May we keep them?

• Pass it here

VI. Asking for Permission

• Excuse me

• Shall I ask them to wait?

VII. Agreeing and Disagreeing

• Exactly!

• Yes Let's do it

• Okay

• I agree with Minnie

• I'm game for it.

• So that's it It's decided.
VIII Regrets

- I am sorry, I couldn't meet you

IX Preferences

- I prefer a Pepsi

X Explanation

Let me explain

As I was saying

X Expressing doubt

It'll be fun, you think?

4.4 Designing of the Work-sheets

It was seen in the last chapter, that a video tape is not an end in itself, it cannot be the final part of a language teaching sequence. It is essential to have adequate follow-up work after any video sequence. The video materials are a supplement to the main language course and these materials should relate to the rest of the class-work. Thus after having designed and structured the script the next step was to design the work-sheets.

4.4.1 The work-sheets aim at aiding the comprehension of the learners rather than testing it. This is the guiding principle for the designing of work-sheets. The work-sheets are task-based and
include search questions, keynote questions and summary-type tasks. The summary-type tasks require some form of note-taking. Before designing the tasks, the whole process of viewing was divided into six steps and the model was adapted from one formulated by Kelley (1985). Each step of viewing will now be discussed with reference to the specific tasks. The broad division of tasks and their nature depending upon the kind of viewing is the same for all the episodes.

4.4.2

<table>
<thead>
<tr>
<th>Step 1 Pre-Viewing Procedure</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduce the video topic, discuss it and relate it to the learners' interests</td>
<td>To motivate the learners</td>
</tr>
<tr>
<td>2 Outline the content of the video without giving away any answers</td>
<td>Learners should understand what they see and hear</td>
</tr>
<tr>
<td>3 Provide key vocabulary and terminology</td>
<td>Learners should recognise as well as discover</td>
</tr>
<tr>
<td>4 Introduce the tasks designed for this section</td>
<td>Learners experience the thrill of anticipation and drawing inferences</td>
</tr>
</tbody>
</table>

Before actually viewing the cassette, the teacher has to introduce the topic and the purpose of viewing. Outlining the aims of the package and the language functions to be taught, s/he provides the key vocabulary. Next, the stills of some of the shots are shown to the learners who guess the age, profession and the interpersonal relationships of the different characters. For example, the exercise on task-sheet 1, requires the learners to guess who the four people are and what they are
doing or the exercise on task-sheet 3, requires them to imagine the telephone conversation. These are open-ended tasks which serve as warm-up exercises and when they begin viewing the cassette, they can check how far their anticipations were correct.

4.4.3

<table>
<thead>
<tr>
<th>Step 2 Global viewing procedure</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Play the tape through once without pausing</td>
<td>Encourage the learners to focus on the message rather than the meaning</td>
</tr>
<tr>
<td>2 Check answers and clarify broad comprehension of the video</td>
<td>Establish certainty about overall meaning before looking for detail</td>
</tr>
</tbody>
</table>

First, the tape is played without pausing so that the learners get an overall idea of the content, they can focus on the message rather than the meaning. The teacher can clarify the broad comprehension of the video by checking the answers to the exercise on task-sheet 4. Such short questions aid in global comprehension of what has been viewed. After such global viewing the learners move on to a more intensive viewing of the cassette.
### Step 3 Intensive viewing procedure

<table>
<thead>
<tr>
<th>Play-Pause-Check-Review</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Direct learners' attention to the first task</td>
<td>Learners know what to look for</td>
</tr>
<tr>
<td><strong>2.</strong> Instruct them to watch without writing.</td>
<td>Learners learn to rely on short-term verbal memory, and to watch and listen simultaneously.</td>
</tr>
<tr>
<td><strong>3.</strong> Pause the tape, allow time for completion of the task. Check answers and review video segments if necessary.</td>
<td>To establish certainty in comprehension before moving on to the next task.</td>
</tr>
</tbody>
</table>

At this stage, having understood the overall meaning of the video segment, the learners are now ready to direct their attention to the smaller details and the focus shifts from the message to the meaning. The task with multiple-choice type questions on task-sheet 5, helps the learners to understand in greater detail what is happening on the screen. First, they should read the directions on the task-sheet carefully so that they know what to look for while viewing the video. They should watch the segment once or twice without writing and then the video can be paused, allowing time for the completion of the task. This kind of task will teach the learners to rely on short-term verbal memory and to watch and listen at the same time. At this stage, the learners can do a cloze-test on the dialogues, as seen in the exercise on task-sheets 6 & 7 and the answers can be checked to reinforce the different forms of language functions that occur in the video segment. The video segment can be reviewed if necessary.
In this stage, there are no specific tasks which have to be done by the learners but at this stage they can clarify their doubts and review the segments to make sure that they have consolidated the message and the meaning.

### 4.4.5

<table>
<thead>
<tr>
<th>Step 4 Review and discuss procedure</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Replay the tape, stopping and reviewing when students request it or when they ask questions</td>
<td>Allow the students to revise their work-sheets and drop into the video text when they want to</td>
</tr>
<tr>
<td>2 Replay segments without sound and elicit commentary from the students</td>
<td>Activates the learners' use of the language used in the video</td>
</tr>
<tr>
<td>3 Discuss the language and the speakers</td>
<td>Allows the learners to focus on the language and consolidate their retention of concepts and words</td>
</tr>
</tbody>
</table>

**Step 5 Reconstruction activities procedure**

| Using picture prompts the students reconstruct the sequence and write a narrative of the storyline or they prepare a written or oral summary of the content. | These exercises activate students' use of the new language in some interactive way, using their own notes |

In this stage, working in groups, the learners interact with one another in the second language and while summarising the content get some practice in writing. Examples of this task can be seen on task-sheet 28 where a series of questions have to be answered in writing to make sure that the learners have understood the principles and aspects of eco-tourism. With picture prompts as in
task-sheets 12 & 13, the learners are required to reconstruct the sequence and write out a picture-composition. They learn to use the new language with the help of their own notes and the data in their work-sheets.

### 4.4.7

<table>
<thead>
<tr>
<th>Step 6 Extension activities procedure</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample activities</td>
<td></td>
</tr>
<tr>
<td>1. Group discussions on some of the issues raised in the video film.</td>
<td>To encourage the learners to use other related information that they have acquired elsewhere in a meaningful way.</td>
</tr>
<tr>
<td>2. Role-play activities.</td>
<td>To encourage the learners to use the language in a given context.</td>
</tr>
<tr>
<td>3. Creative writing tasks.</td>
<td>To help them to move away from the language used in the video to a wider exploration of the topic.</td>
</tr>
</tbody>
</table>

In this stage the learners are engaged in the most creative tasks. After having consolidated the information given by the film, they move on to a wider exploration of the topic and the language. For instance, the exercise on task-sheet 21 & 22 helps them to choose the correct form of different language functions, the context being given in the form of cartoon strips. This is a multiple-choice type question and they only have to choose the right form. Or for instance, the exercise on task-sheet 23 requires them to cast the jumbled-up telephone conversation in the right order.
In the next step, as in the role-play activities on task-sheets 27 & 40 the outline of the context and the dialogue partners are given and the learners are required to act out the given situation. In this process, they have to choose the appropriate form from their language repertoire depending on their roles.

For group discussions, as in the exercise on task-sheet 41, the two different pictures of the animal in the wild and in the cage elicit the learners' views on animal conservation. After having listened to the principles of animal conservation in the video film, they now try to use other related information in a meaningful way.

The letter-writing task on task-sheets 29 & 30 provides the learners with practice in letter-writing, while framing the task in the context of the film just viewed. They are given a real-life situation and hence the task is relevant to their needs. More creative and open-ended writing tasks are to be seen on task-sheets 44 and 50 where the learners are asked to write the script of an adventure film or a green column in the college journal. Information-organisation tasks given on task-sheets 42 and 47 require the learners to sort and organise the information logically.

Thus this set of fifty-page work-sheets is designed to ensure the active viewing and comprehension of the video film. Going through the six steps of viewing, the learners engage
themselves in global and local comprehension tasks, reconstruction activities, role-play activities and group discussions to interact with the video materials maximally. Such interaction activates the learners' use of the language in the classroom and reinforces the functions to be taught.

4.4.9 Another set of work-sheets were designed for a group of learners who will be taught the same nine language functions, but in a more conventional and prescriptive way. This set of work-sheets, containing ten units (each unit dealing with a specific language function) highlights the different forms of the function with examples from the different contexts. Then a set of mechanical exercises are given to test the learners' understanding and application of what has been explained before. These materials are similar to those being currently used in the syllabus and the effectiveness of this methodology as against a more innovative one (video method) will be compared in the next chapter while analysing the data of the field experiments conducted with these materials.
UNIT I
WHAT SHALL WE DO?

TASK SHEET 1

I Pre-viewing activities: 15 min x 3 = 45 min

Divide yourselves into groups of five and discuss the following with reference to the picture above.

- Who are these boys and girls? How are they related to each other? How old are they?
- Where are they sitting and talking?
- What are they talking about?
- Imagine this is the living room of a house; can you describe this room and compare it with your own living room?
- Imagine balloons each on their heads and write down what they might be thinking or saying?
Divide yourselves into groups of five and discuss the following:

- Working (individually) study the picture carefully and note down your ideas about the following:
  1. Where is she?
  2. What is she about to say?
  3. Her mood (or emotion) at this moment

- Compare the notes among yourselves and consider the following:
  1. Her right hand is raised. How do you interpret the gesture?
  2. Is she angry, explaining, happy, greeting...?
  3. Are there people in front of her? Who could they be?
Divide yourselves into pairs and consider the following:

- Is she calling from an office, a telephone booth, a restaurant, an antique shop or home? Explain what details in the picture help you to draw your conclusion.

- Who do you think she is calling?

- What does the expression on her face suggest: Is she worried, anxious, unsure of something...?

- Imagine what she is talking about and note down her thoughts.

- Change partners. Discuss your different versions of her thoughts (try to speak to at least 4 other people), then return to your first partner and exchange the information you have gathered from others.

- Imagine this is a scene from a film and write out a short imaginary telephone conversation.
II. Post Viewing Activities

What's it about? 15 min

a. What is the name of the friend who rings the door bell?

b. Whose house is she visiting?

c. Where is she coming from?

d. Why are these (boys and girls) at home instead of going to school or college?

e. Whom does Tuli meet in the kitchen?

f. Whom does Tuli ring up?

g. Why does she ring up that person?

h. When and where do all the four decide to meet the next day?

i. Is the setting in this unit formal, semi-formal or informal?
TASK SHEET 6

What did they say? 20 min

(There is usually more than one word in each space)

Complete the following exchanges.

a. Tulika : Hello, everybody!

Minnie : __________

b. Tulika : Oh ______! I had been to the _____ had a nice swim and I am coming straight from there. It's ________

Minnie : _______! _______ I'll finish reading all the novels...

c. Tulika : Wait! __________________. An aunt of mine works in a travel agency.

Amit : _________________. How can she make our holiday more interesting?

d. Tamal : _____ Amit, let's do it. ____________________ fix up an appointment with your aunt as soon as you can.

e. Tulika : ______ Ronita, ________________?

Ronita : Oh! Tuli __________
f. Tulika : I am thirsty ________ please?

Ronita : Oh sure! But ________ What would you like ....

Tulika : ________ a Pepsi.

g. Secr. : Hello ________

Tulika : Good morning ________

Secr. : May I know ________

Tulika : ________ Tulika Prasad.

h. Secr. : Just a minute... I think she's free at 10 O' clock. ________ you?

Tulika : Oh yes! ________ so much.

Secr. : You're ________.
TASK SHEET 5

What's happening?  15 min

Match the persons with the activities they are engaged in

a. Tulika  * is playing scrabbles
        Amit     * is reading
        Minnie  * has come from a swim

b. Amit    * considers travelling expensive
        Tulika  * suggests a short holiday
        Minnie  * offers to seek help from a travel agency

c. Tamal   * asks (his) sister for Pepsi
        Tulika  * changes the cassette
        Amit    * is thirsty and wants a drink

d. Ron     * invites his friend for lunch
        Tamal   * is cooking
        Tulika  * goes to pay the electricity bills
        Amit    * gives directions to Orient Travels
**TASK SHEET 8**

**Decide what to say:** 20 min

*Make the correct choice for each of the following?*

a. You meet your friend in the shop and you greet each other.
   - Good morning, Mr. Mohan. Good morning.
   - Hello Mohan! Oh! Hi!
   - How do you do, Mr. Mohan? Fine, thank you and you?

b. You are asking your guest at the table for some salt.
   - Can you pass me the salt, please?
   - I want some salt
   - Give me some salt, please.

c. You are asking for some stamps at the post office.
   - Can you please give me some stamps?
   - Give me some stamps
   - I need some stamps.
TASK SHEET 9

d. You are inviting your friend to a film

- Come with me for the film
- Could you like to see this film with me?
- Why don't you come to this film?

e. You are asking your friend to choose between tea and coffee.

- What would you like to have? Tea or coffee?
- Do you want tea or coffee?
- Have tea or have coffee.

f. You are suggesting a picnic to your class.

- Do you want to go for picnic on Sunday?
- Let's go for a picnic on Sunday?
- Is Sunday suitable for picnic?

g. You (are) regretting that you can't attend your cousin's wedding.

- No, I can't come.
- Sorry.
- I am very sorry, I can't come as I have my exams the next day.
**TASK SHEET 10**

*Keep talking*

a. *Role-play 15 min*

*At the Birthday Party*

- Divide yourselves into groups of 5.

- Imagine that one of you is the host and rest are your friends.

- As the door bell rings, the host opens the door and all of you greet each other.

- The friends give the birthday gifts and they are thanked.

- The host invites you all to the table, where there is a variety of foodstuff; the host asks what you would all like to have and you express your preferences.

- After the meal the host offers to show you a video film.

- But you (all) decline the offer as it is getting late; you (all) thank him for a nice evening and bid each other good bye.

b. *How should we go? 10 min x 2*

(I) Divide yourselves into pairs.

- Give your friends directions to the nearest hospital/post office/market from your school/college.
TASK SHEET 11

(II) Change partners.

Look at the plan given below and give directions to reach Ananda Theatre from Kasturba Nagar.

Diagram:
- Perumal Koil St.
- Anna salai
- Ananda theatre
- Martin St.
- Balaji Theatre
- Pakamudianpet
- Ilango Nagar
- Hotel Singapore
- Mohan Nagar
- Kamaraj Salai
- Muruga Theatre
- Bharati Rd.
- Kasturba Nagar
- Bus stop
TASK SHEET 12

Write it out

a. Picture composition 15 min x 2

- Divide yourselves into groups of five.

- Arrange the photographs in the right sequence as (seen) in the cassette.

- Discuss among yourselves and write 2/3 sentences describing each photograph (so as to write out a short composition)

- Put these sentences together and suggest a suitable title for your composition.
• Repeat the same activity as in Task Sheet 12.
b. Divide yourselves into groups of 5 and discuss the following. 15 min + 15 min

- How do you usually spend your holidays?
- Do you find them boring at times? If so, what do you do to make them more interesting?
- If you like holidays and find them useful, then explain why/how?
- Do you think travelling is a good way to spend your holidays?
- Is travelling an important part of education? If so, why?
- How are you planning to spend your next holidays?
- After discussing these questions, write out a group report, with a short paragraph on each of them.

c. Divide yourselves into groups of 5. 20 min

- Consider all the nine photographs on Task Sheets 12 & 13.
- Imagine they are taken from a film (different from the one that you have just watched).
- Rearrange the photographs according to your imaginary plot.
- Write a short paragraph describing the plot and give it a suitable title.
UNIT 2  WHERE SHALL WE GO?

TASK SHEET 15

I  Pre-viewing activities  15 min x 2

a.  

Divide yourselves into groups of 5 and consider the following:

- Where do you think the scene is taking place?
- Point out the details in the photographs that helped you to draw your conclusion.
- What is the relationship between the two ladies (colleagues/friends/relatives).
- Guess the profession/age of the lady behind the desk and substantiate your argument.
- Imagine a short dialogue between these two people and write it out.
b.

Divide yourselves into groups of five and discuss the following:

- Is she entering or leaving the room? what clues in the picture help you to decide?
- What is there behind the door?
- Do the posters in the door and the wall suggest anything?
- Imagine she is facing many people and write out what she is about to tell them.
- Imagine the picture appeared in an advertisement. What product is she advertising? Write the caption and text that accompanied the picture (not more than five lines).
TASK SHEET 17

II. Post viewing activities

What's it about? 15 min

a. With whom does Tulika have an appointment?

b. Why have they fixed this appointment with Ms Prasad?

c. What kind of help do they expect from her?

d. Does Ms. Prasad suggest a place straightaway or does she offer a choice. If so, what is it?

e. What are the two countries she compares while explaining the concept of eco-tourism?

f. Ms. Prasad points out two possible impacts of tourism on the environment. What are they?

g. Eventually, what does Ms. Prasad suggest for them?

h. Where does she arrange their stay?

i. Who is Mr. Mallick?

j. What does D.F.O. stand for?

k. From whom does Tulika collect the details of their travel and stay?
TASK SHEET 18

What's happening?  15 min.

a. Tulika * checks if Ms. Prasad is free.

    Ms. Patel * wait in the office lounge.

    Minnie & Tamal * introduces herself to Ms. Patel.

b. Tulika * explains the concept of eco-tourism.

    Ms. Prasad * serves coffee.

    Ms. Patel * introduces her friends to her aunt.

c. Amit * goes to big resorts with his parents.

    Tamal * wish to explore a new place.

    All four * feels it's easier to see animals in the zoo.

d. Amit * thanks Ms. Prasad for her help.

    Tulika * is excited about animal spotting.

    Minnie * feels hesitant about a trip to a forest.
TASK SHEET 19

What did they say? (There is usually more than one word in each space)  20 min.

a.  Secr. : Ah! __________. I'm Ms. Patel, her secr. I took your call yesterday.

   Tulika : __________ Ms. Patel. __________ her now?

   Secr. : __________ wait here with your friends. I will just go in and find out if she's free.

   Tulika : __________ we'll wait here.

b.  Tulika : Yes, he's Amit.

   Amit: __________.

   Tulika : __________ Tamal.

   Tamal : __________.

   Tulika : __________ Minnie.

   Minnie : __________.

   Ms. Prasad : Hello! Tell me __________

c.  Ms. Prasad : ..Otherwise what's a holiday for! __________ not too much of luxury,

   __________ a few new and interesting experiences.

   Minnie : I __________ the second.

   Tamal : __________ go to big hotels and resorts with our parents.

   Amit : I __________ Minnie. __________ to try something new.
TASK SHEET 20

d Minnie: A F-O-R-E-S-T!

Tulika: Will it

Ms Prasad: ____________ a new place ____________ big

resorts. ____________ you will have a lot of birds, insects and other animals

___________ your stay at the forest guest house and ____________ animal spotting
tours

e. Ms. Prasad: ...site-seeing and shopping like most people do.

Amit: ____________ the reserve forest. It'll be thrilling, ____________?

Tamal: ____________ it.

Minnie: _______________ I.

Tulika: ____________ so ____________ ask the details about our travel and stay?

Ms. Prasad: ____________ and meet Ms. Patel. she'll tell you everything. I'll

speak to her. ____________ all the details and _________ come and meet me again.

___________ have a good trip.
TASK SHEET 21

Decide What to say. 20 min.

a. Your father introduces you to the director of his company.
   
   (i) He is my boy, Prakash.
   
   (ii) Let me introduce you to my son Prakash.
   
   (iii) This is Prakash.

b. How will you greet the Director?
   
   (i) Hi! sir.
   
   (ii) Morning.
   
   (iii) Good Morning sir. It's a pleasure meeting you.

c. In the bank the cashier requests the clerk to bring the ledger to him.
   
   (i) Pass the ledger.
   
   (ii) I want the ledger.
   
   (iii) Please bring the ledger to my table.

d. You offer a lift to your boss whose car has been punctured.
   
   (i) Hop in, I'll drive you home.
   
   (ii) Do you want to be dropped at your place?
   
   (iii) May I offer you a lift home?
 TASK SHEET 22

e. The headmaster of a school invites the director of Education to their annual day programme.

   (i) We'll be very glad if you could attend our our Annual Day Programme on 23 January.

   (ii) Come and see our Annual Day Programme on 23 January.

   (iii) Can you make it to the Annual Day Programme on 23 January?

f. A meeting is held to invite suggestions from the workers for renovating the factory.

   (i) I think the working conditions will improve if the ventilation is better.

   (ii) You must make arrangements for better ventilation.

   (iii) We demand better ventilation.
TASK SHEET 23

g. There is a teachers' meeting to invite suggestions for improving the general standard of English in the School.

(i) Perhaps, we should insist that every student must read at least one English story book every week.

(ii) The students must be made to read at least one English story book per week.

(iii) The students should either read the story book or stay away from class.

Keep Talking

a. Rearrange the following sentences into a telephone conversation, in which the telephonist puts the caller through to the person he wants. 10 min

• OK
  Hello, Bimal, Harish here.
• Oh, listen! I'm a bit busy at the moment.
• Yes, this is Bimal Sharma.
• Hello? Extension seventy three.
• Green Orchards Development Corporation, Good afternoon
• Putting you through.
• Hello. Is that Bimal?
• Thanks for calling. Bye.
• Extension seventy-three, please.
• Could you call me back, please.
b. Divide your selves into groups of 5 and discuss amongst yourselves how you can frame a telephone conversation suggested by the cartoon strips given below: 15 min x 2

I. Ring up your doctor to fix up an appointment for your brother who is unwell.
II. You book a double bedded room for your friend who is coming with his wife and son for three days.
TASK SHEET 26

c. Divide yourselves into groups of 5. 20 min

- Each of you tell the others in the group of a place that you like visiting during your holidays.

- Imagine your class will go for an excursion for three days. Decide on a suitable place.

Each group reports back to the class of your choice and the reasons for choosing it.
d. Role play: At the bank 20 min

- Divide yourselves into groups of five.
- Imagine yourselves in a bank as the clerk, the cashier, the customer, the customer's friend and the manager.
- Decide on which role each of you is going to take.
- Read through the following model and try to understand your part in the conversation. The situation focusses on the customer who wishes to open an account in this bank.
Clerk greets the customer

Clerk directs customer to the cashier

Cashier gives the form and necessary information

Friend obliges readily

Manager endorses the signature

Customer deposits money with the cashier

Cashier receives the money

Customer acknowledges greetings, enquires about the person who deals with new accounts

Customer meets the cashier and makes enquiries

Customer requests his friend working in the bank to give him an introduction

Customer thanks his friend

Customer meets the manager and requests him to sign the form

Customer thanks the manager

Customer thanks the cashier
TASK SHEET 28

Put it in Writing

a. Watch the cassette carefully and answer the following questions in two or three sentences.

35 min

i) What is the 'different' kind of holiday suggested by Ms. Prasad?

ii) Why is it difficult to meet the growing demands of tourism?

iii) What is the responsibility of tourism towards the environment?

iv) How did tourism help in preserving the Swiss ecological balance?

v) What are the hazards being faced by the Dal lake and the Taj Mahal in our country?

vi) What is ecological tourism? What are its underlying principles?

vii) How can a holiday in a forest be educative?
b. The forest guest house in Bandipur has received this letter:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Manager</td>
<td>112, Mariamman Koil St.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourist Guest House</td>
<td>Pondichery - 12</td>
<td></td>
<td>Manager</td>
</tr>
<tr>
<td>Project Tiger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bandipur</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karnataka</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dear Sir,

We stayed at your guest house when we visited Bandipur last year. We are now planning a second visit during February this year and we hope it will be possible to stay at your rest house again. I will be arriving with three of my friends on 7th February and we require two double bedded rooms with baths for three nights from 7th February. Please let me know if an advance is required.

Thanking you,

Yours Sincerely,

(P.L. BHATIA)
**KARNATAKA FOREST DEPARTMENT**  
Project Tiger: BANDIPUR NATIONAL PARK  
Tel. 85216

<table>
<thead>
<tr>
<th>Mr. P.L. Bhatia</th>
<th>Date 1st Feb'95</th>
</tr>
</thead>
<tbody>
<tr>
<td>112, Mariamman Koil St.</td>
<td></td>
</tr>
<tr>
<td>Pondicherry - 12.</td>
<td></td>
</tr>
<tr>
<td>Ref. KFD/GH/12/95</td>
<td></td>
</tr>
<tr>
<td>Dear Mr. Bhatia,</td>
<td></td>
</tr>
<tr>
<td>Thank you for your letter of 29th Jan'95. We have much pleasure in confirming your booking of 2 double bedded rooms with baths from 7th Feb'95 to 10th Feb'95. No advance is required. We look forward to your visit.</td>
<td></td>
</tr>
<tr>
<td>Thanking you,</td>
<td></td>
</tr>
<tr>
<td>Yours Sincerely,</td>
<td></td>
</tr>
<tr>
<td>(K.P. JOHN - Advance Reservations)</td>
<td></td>
</tr>
</tbody>
</table>
Divide yourselves into groups of 5 and do the following: 20 min

- Study the given examples carefully

- Using the examples, write out a reservation request to Hotel Sea View, 1, Kanyakumarika St., P.O. Kanyakumari, Dt. Tirunelveli, Pin 623149; double room/bath from 03-04-95 - four nights - lower floor requested.

- Write a letter of reply accepting the booking.
I Pre-viewing activities  15 min x 2

a. Divide yourselves into groups of five

- Consider the following and report back to the class.
- Compare Minnie in the three photographs:

  The setting is the same but her facial expressions are different.

  How will you compare the different expressions?

  What do they tell you about her moods and emotions?

  Can you imagine what she might be thinking and fill up the balloons?
Divide yourselves into pairs and discuss the following:

- Describe Amit to your partner.
- Why does he have the scarf around his head?
- Suggest what he has been doing just before this. (where was he/what was he doing/is he coming from a particular place).
- He seems to be saying something. Can you think of it?
TASK SHEET 33

What's it about?  15 min

- Where do the children meet Mr. Mullick?
- How does Mr. Mullick knows Sneha?
- What are the three kinds of wildlife tourism that Mr. Mullick talks about? Name them.
- At what time do the visitors go animal spotting?
- What animal did the children see after a long wait?
- How do they go animal spotting and with whom?
- What does Mr. Mullick give the children to make their stay in the forest easier?
- Whose nickname is 'grandma'?
- Who is very 'messy' amongst the four friends?
- Is the situation in this unit formal/semiformal/ informal?
- What are the two different settings that you see in this unit?
TASK SHEET 34

What's happening? 15 min

a.  Tamal  * went out for some work in the morning.

       Mr. Mullick  * request the D.F.O to explain what wildlife tourism is all about.

       Amit  * finds the guest house lovely.

b.  Tamal  * takes the pamphlets from Mr. Mullick.

       Tulika  * wants to know how they can help in the wildlife conservation programmes.

       Minnie  * offers to take any message back to Ms. Prasad.

c.  Minnie  * is thirsty and wants water.

       Amit  * unties her shoes.

       Tulika  * cuts an apple and offers it to his friend.

d.  Tulika  * nicknames Minnie 'grandma'.

       Minnie  * finds the baby elephant cute.

       Amit  * is amused when Tamal is teased.
TASK SHEET 35

What did they say?  (There is usually more than one word in each space?)  20 min.

a. Mullick : __________ Sneha's niece and they are your friends. __________

meet you in the morning. I had to go out for some work. __________ rooms

comfortable?

Tamal : __________. The guest house is lovely and Mr. Rajan is __________.

Mullick : __________________ your lunch?

Minnie : __________

Mullick : __________? Sneha is an old friend of mine. We were at college

together. __________ a reserve forest before?

b. Amit : We know nothing about wildlife tourism. ______________ about it?

Mullick : __________. __________, tourism is a type of recreation. At your age

and with your spirits, __________ should be the third one.

Tamal : ________________ in your conservation programmes?

c. Minnie : How can we __________?

Tamal : ________________?
Mullick: Every morning at 7 O'clock we arrange tours for the visitors.

___________ the office by 7 O'clock, __________ will take you around and the guide will explain everything to you. Remember, __________

Tulika: But ?

Mullick: ... __________ some pamphlets about this reserve forest.

___________ . That will make your trip easier and interesting.

Minnie: __________ then?

Mullick: __________ you.

Minnie: .
TASK SHEET 37

Decide what to say:  20 min

a. You are receiving a call for your father but you are not sure of the caller's surname.
   (i)  I didn't understand your name.
   (ii) Didn't get the name.
   (iii) Could you please repeat your surname?

b. You enquire of a visiting salesman the company where he works.
   (i)  What company are you from?
   (ii) Can you give me the name of your company please?
   (iii) Where do you work?

c. Upon asking the secretary, whether you can meet Mr. Singh, she asks you to wait until she finds out.

Is it possible to meet Mr. Singh? No.
Can you tell me if Mr. Singh is free? Just a minute, I'll check up with him.
I want to meet Mr. Singh. Wait
d. Your mother's persuading your friend to stay for lunch.

Rina, I really think you should have lunch with us.
Rina, do you think you'll be interested to lunch here?
Rina, do stay and have lunch with us

No. I've to go.
Not really
Sorry, I'd have loved to. But, I've to go somewhere.

e. Your brother has lost your shirt and says he's sorry. You accept the apology.

I'm sorry. I lost your shirt
I can't tell you how sorry I am. I've lost your shirt
Sorry, the shirt is lost.

Don't worry, it was an old one.
Forget it!..
That's ok.

f. You are expressing the probability of a heavy shower to your friend.

(i) It's sure to rain.
(ii) There's no doubt that it'll rain
(iii) Perhaps it'll rain.
TASK SHEET 39

g. In a teacher's meeting a teacher is expressing his opinion about his student.

(i)  In my opinion, Suman should have done better.

(ii) I wish Suman had done better!

(iii) I am convinced, Suman could have done better.

h. You are thanking a guide who took you around a new place.

(i)  Thanks very much.

(ii) Thank you for everything.

(iii) Thank you very much. Our stay would have been difficult without you.
TASK SHEET 40

Keep talking

a. Role Play 15 min x 2

- Divide the class into pairs and let each pair improvise a conversation with reference to the flow chart.

1. At the railway station

<table>
<thead>
<tr>
<th>STUDENT A - traveller</th>
<th>STUDENT B - railway clerk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks for ticket to Trivandrum</td>
<td>Checks return or single?</td>
</tr>
<tr>
<td>Asks for return</td>
<td>Checks 1st class or 2nd class</td>
</tr>
<tr>
<td>Specifies 2nd class</td>
<td>Gives ticket</td>
</tr>
<tr>
<td>Exclaims ticket is single</td>
<td>Apologises, gives correct ticket</td>
</tr>
</tbody>
</table>
2. At the gift shop.

**STUDENT A - Customer**

- Greets the shopkeeper.
- Asks for price of souvenir item of his choice
- Exclaims that it's expensive
- Agrees to buy it
- Expresses thanks

**STUDENT B - Shopkeeper**

- Responds to greeting.
- Gives price.
- Explains why it's expensive.
- Explains how to take care of it.
- Says good bye.
TASK SHEET 41

b.

• Show the two pictures to the class. 20 min.

• Elicit their reactions by asking questions like

  Have you ever been to a zoo?

  Do you approve of zoos or not?

  Can you prove your point with the help of examples or anecdotes?

  Do you think animals should be kept in zoos?

  Do you think animal conservation is important? If so, why?
The receptionist at the forest guest house does a number of jobs in order to satisfy the needs of the management and the customer alike. For example, the receptionist will:

- Prepare arrival/departure lists
- Welcome guests
- Deal with departures
- Deal with cancellations
- Deal with correspondence
- Allocate rooms
- Take advance bookings
- Deal with guests' problems
- Deal with enquiries

Discuss with your partner and place these jobs in what you think is the order of preference.

Give reasons for your choice of order. 15 min
A. Watch the cassette carefully and answer the following questions: 30 min

a. Explain the three kinds of wildlife tourism.

b. Why does the D.F.O suggest interactive wildlife tourism for them?

c. How can the young people participate in the wildlife conservation programmes?

d. What are the difficulties in photographing wild animals?

e. Why should the 4 friends read the pamphlets?

f. Other than big animals what else can one see in a forest?

g. Describe a forest guest house as seen in the cassette.

h. How is it different from a big hotel?

i. How are the visitors taken for animal spotting and where are the animals usually seen?
B. Rearrange the photographs in the sequence as seen in the cassette.  
Write out a picture composition with the help of the photographs.  
Choose a suitable title for your composition.

C. With reference to the photographs given above, imagine that the photographs are of an adventure film for children.  
What can be the plot of such a film? Who are these three characters?  
Are there any additional characters?  
Can you write a brief outline of the plot?
UNIT 4 LET'S TELL THEM...

TASK SHEET 45

What's it about 15 min

a. What are the animals that the friends see in the photographs?

b. Where does the scene take place?

c. What details help you to decide the setting of the sequence?

d. Who suggests a write-up on the holidays for the college magazine?

e. How do you think they'll make the write-up realistic?

f. What do the boys and girls decide to do in order to participate in the general efforts of increasing environments awareness?
Put it in writing:

a. Use the information below to complete the following flowchart of a guest's stay in a hotel.

10 min

RECEPTION TASKS

Checks booking details

1. Arrival

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

GUEST ACTION

Arrival
TASK SHEET 47

- Checks changes and close bill
- Receives room back to relet
- Departs
- Uses hotel facilities
- Registration
- Opens bill
- Allocates room
- Informs departments of departure
- Pays bill Informs departments of arrival
- Goes to room
b. In the two telexes below the following abbreviations are used: 20 min

- **PLS** - PLEASE
- **TLX** - TELEX
- **OCC** - SUBSCRIBER IS ENGAGED
- **ATT** - ATTENTION
- **RE** - CONCERNING

*Read the telexes and answer the questions that follow:

<table>
<thead>
<tr>
<th>Time</th>
<th>OCC</th>
<th>Number</th>
<th>Name</th>
<th>Time</th>
<th>Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:50</td>
<td>OCC</td>
<td></td>
<td></td>
<td>13:20</td>
<td>57715</td>
<td>HPTCL G</td>
</tr>
<tr>
<td>10:05:94</td>
<td>ATTN</td>
<td>RAMESH DESAI</td>
<td>MANALI BROCHURES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COULD YOU PLS SEND US 20 COPIES OF SKI ING IN MANALI BROCHURES. PLS ADVISE US BY TLX THAT YOU HAVE SENT THEM TO OUR MADRAS OFFICE FOR THE ATTN. OF MR SRIRAM.

THANK YOU

HINDUSTAN PAPERS LTD
P M GUPTA

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>27143</td>
<td>HPL G</td>
</tr>
<tr>
<td>57715</td>
<td>HPTCL G</td>
</tr>
</tbody>
</table>
ATTN P M GUPTA

RE YOUR TLX 10.05.94 BROCHURES YOU REQUESTED HAVE BEEN SENT TO MR SRIRAM AT MADRAS TODAY.

THANK YOU
R DESAI

1. What has Mr. Gupta requested from Mr. Desai?

2. Who does Mr. Gupta work for?

3. At what time did Mr. Gupta first try to contact Mr. Desai?

4. On what date were the brochures sent?

5. What is the telex no. of Hindustan Papers Ltd.?
TASK SHEET 50

Write out the following telex messages, choose an appropriate time and date for each message.

- Ms. Patel of Orient Travels (TLX 21034 OTNL) has requested 40 copies of the report 'Sanctuaries and National Parks of India' for her office.

- Mr. Sundaram of ITDC (TLX 04137 ITDC MDS) has replied that these brochures are not available until next week. He will send copies then.

c. Imagine that you are Minnie and prepare a short write up on eco-tourism for the college magazine. (50 words) 15 min
Requests are more polite than demands. They often include a politeness word such as please. In case the politeness word is absent, then the tone of the speaker’s voice, his stress and intonation make it clear that it is a request are not a demand. Would you, Could you or Would you mind are common ways of introducing requests.

Study the following examples:

- (In the office lounge)
  - Would/Could you open the window please?
  - Certainly.

- (To a stranger in the street)
  - Please could you tell me the time?
  - It's eleven-thirty.

- (Friends)
  - May I borrow your pen?
  - Of course.
TASK SHEET 2

Simple and informal requests begin with can or may:

- (To the teacher)
  - Can I leave early today, please?
  - Can/May I have an ice-cream please?

More formal requests make use of be so kind as to or be kind enough to and sometimes of an introductory I wonder if.

- (Acquaintances)
  - Since you're going to his house, would you be kind enough to find out if the Board Meeting is on Monday?
  - Certainly.

- (To a Stranger, in the train)
  - I wonder if you'd be so very kind as to let me have the magazine when you have finished with it.
  - You can take it now.

- (Very polite friends)
  - Be so kind as to deposit this cheque in the bank.
  - Sure.
Instructions do not make use of any politeness word like please. Verbs are used in
the imperative to make clear that it is an instruction.

- Give me that book.
- Leave the room, immediately.
- Go and post this letter.
- Switch on the lights.

Many types of utterances may be interpreted as requests in particular contexts.

- (Somebody at the door)
  - Have you anything for jumble sale, please? (= Please give it to me)

- (Volunteers on the street)
  - Do help the world wildlife fund. (= A request for donations)
  - Vimla Sharma requests the pleasure of your company at the dinner party on 03.03.88 at
    7.30 p.m. (Written)

Exercises

A. You are at a friend’s house. Make a request for each of the given situations:
   (i) You are thirsty. (Do you think you could get me some water?)
TASK SHEET 4

(ii) Your cycle is punctured.

(iii) You've spilt coffee on your shirt.

(iv) You want to watch a serial on the TV.

(v) You want to add some sauce to the cutlets.

B. Negative Requests: Write different forms of requests using the prompts below:

(i) Shout (Do you think you could stop shouting? The children are asleep)

(ii) Smoke

(iii) Sing

(iv) Speak loudly

(v) drive fast

C. Reporting Requests: Report these short conversations:

(i) Amit : Do you think you could lend me Rs.100/-?

Sheila : I'm totally broke.

(Amit asked Sheila to lend him Rs.100/- but she refused)

(ii) Shiva : Would you mind posting this letter for me?

Amita : Sure
TASK SHEET 5

(iii) Alok : Can I come with you?

Farook : No, I'm already late.

(iv) Jita : Is it all right if I take this sheet?

Anu : Sorry - this is the last one.

(v) Charu : May I use your telephone please?

Nima : Sure, go ahead

D. Change the forms of requests into B to instructions

(i) (Stop shouting. The children are asleep.)

E. Frame the following dialogues:

(i) You are a paying guest and have some relatives visiting you. Ask your landlady to prepare a special dinner.

(ii) How would you ask an acquaintance (a) politely, (b) very politely, (c) not very politely to lend you his bicycle?

(iii) Your new servant doesn't know much about the post-office. You want him to post a letter for you. He has to weigh the letter, affix stamps and post it. How will you give him the instructions?

(iv) How will you instruct your younger sister while teaching her how to make dosa?

(v) Write a letter to your head office requesting them to send copies of a particular report immediately.
UNIT 2  OFFERS, INVITATION'S & THANKS

TASK SHEET 6

Offers and invitations are of various kinds. Simple everyday offers, beginning with **shall** is very commonly used. **Will** is often used with the second person (you); when used with other persons (I, he, she, they, we) the meaning changes to a suggestion or an enquiry. Offers and invitation's may be accepted or refused in a number of ways. Formal offers and invitations may also be expressed in writing.

Study the following examples:

- **(At home)**
  - Shall I switch off the lights?

- **(Two friends on the phone)**
  - There's not much work this evening. Do you want to go for the film tonight or sometime next week?

- **(Mother to a Teacher)**
  - Should I send my daughter for the rehearsals tomorrow?

- **(Clerk to Manager)**
  - Would you like me to go through the books from beginning to end? Shall/Should I do that?
TASK SHEET 7

- (Teacher to a Student)
  - Will you open the window please?
  - Certainly.
  - Will you help us to see these tickets for the Raffles?
  - Of course.

- (To a sick person)
  - Shall I get you a more comfortable chair?
  - Oh, Thank you very much.
  - Shall I switch off the TV?
  - Yes, please.

- (Planning a picnic on the weekend)
  - Shall we go to Mahabalipuram this weekend?
  - That’s good idea.

- (To an Acquaintance)
  - Why don’t you spend the evening with us today?
  - That’s very kind of you, but I’m afraid I’ve another appointment.

- (To a guest)
  - Would you like to have a drink?
  - No, thanks.
TASK SHEET 8

- (Parachuting Trainees)
  - Come and join us at the practice on Saturday.
  - I don't like heights. I'd be scared stiff.

Written Offers and Invitations:

- (In a letter to an acquaintance)
  - If I can be of further assistance to you, do let me know.

- (From a business circular)
  - We would be glad to offer you our services if you need advice on investment.

- (Notice of sale)
  - All goods are offered at half-price or less during the whole of April.

Normally thanks are expressed for normal courtesies and services. Everyday thanks for minor services are expressed by simply saying thanks or thank-you or by a smile without accompanying words. Thanks/thank-you can be intensified in various ways, e.g. as many thanks/thank you very much/thanks a lot/thanks awfully.
TASK SHEET 9

- Ordinary everyday thanks can pass over into expression of gratitude:
  - I am most/very/extremely/tremendously/awfully/immensely/terribly grateful to you.
  - Thank you very much indeed.
  - I can't tell you how grateful I am (for having lent me Rs.100/- when I was robbed of my purse).
  - I can't thank you enough.

- Expressions of gratitude can be acknowledged in various ways:
  - Not at all / That's all right.
  - Don't mention it.
  - It's no trouble at all.
  - It's my pleasure.
  - You're welcome.
  - It's the least I could do; there's no need to thank me.

- Gratitude in more general terms may be expressed colloquially by means of phrases such as

  Thank God; Thank Heaven; Thank the Lord; Thank goodness.

  - It stopped raining at last, thank goodness/god/heaven.
TASK SHEET 10

Exercises

A. Make two offers for each of the six situations:

(i) Your brother is unwell. (Shall I fix an appointment with the doctor?)
(ii) Your manager's car won't start.
(iii) Your guest has missed the last bus home.
(iv) Your mother needs help in the kitchen.
(v) A blind man is trying to cross the street.
(vi) A stranger has lost his way to the hotel.

B. Report the offers you made in A.

(I offered to fix an appointment with the doctor)

C. A friend of yours is ill and cannot meet you. You offer to do a number of things.

D. (i) Invite a fellow student to go to the cinema with you.
(ii) You find that a new acquaintance is interested in music. Invite him to a meal and to a concert afterwards.
(iii) Write out the text of the invitation card printed for your sister's wedding.
E. (i) You have a flat tyre and a passer-by helps you to change the wheel. What do you say?

(ii) Thank your uncle for the birthday present a) over the phone; b) in writing.

(iii) How would you reply politely to somebody who thanks you profusely for a service which you regard as a minor one?

(iv) Write to thank your tutor for the extra help during the exams.

(v) Thank in writing a stranger who took the trouble to mail to you your diary, which you had forgotten in the bank.
UNIT 3 AGREEMENTS & DISAGREEMENTS

TASK SHEET 12

Often we agree or disagree with an opinion expressed or something that is a fact.

Unemphatic agreeing is expressed by Yes, That's right, I agree, I know, I share the same view, That's what I think, Very likely/true, You're probably right, I am sure you're right, I'm afraid you're right (reluctant agreement).

Study the following examples:

• (Acquaintances over a cup of coffee)
  - It's time we had a new government.
  - I agree.

• (Two friends)
  - He's rather difficult to get on with, I believe.
  - I know.

• (Two teachers)
  - If the class is interesting, the children would love to come to the class, you don't have to force them.
  - That's right.
More emphatic agreements make use of Absolutely, Exactly, Precisely, You're absolutely right, I do agree completely, You're/That's dead right.

Study the following examples:

- (Two friends)
  - The cost of living is increasing everyday.
  - I could not agree more.

- (Parents)
  - If he'd worked regularly, he wouldn't have failed the exam.
  - I completely agree.

- (Shoppers)
  - I think the prices are pretty unreasonable.
  - You're dead right.

- (Friends)
  - This really is one of the best restaurants.
  - Absolutely.
Disagreement is usually expressed with No. I disagree, I don't think so, I'm afraid I take another view, I can't go along with that, I don't see it quite that way. Colloquially: Oh, come on, you must be joking. Formally: I venture to disagree, I oppose the motion, I really can't accept that, Do you really mean what you say?

Study the following examples:

(Acquaintances)
- It's time we had a new government
- I don't think so.

(Friends)
- Let's go there by car.
- You must be joking. Don't you know what the roads are like?

(Neighbours)
- The strikers have gone back to work.
- Are you sure that's right?
Tactful disagreements are marked by: Do you really think so? Well, that's one way of looking at it, You could say that, But..., that can't be right, Oh come now, Wouldn't it be better to ....?

More emphatic expressions of disagreement include: I disagree totally, I completely / strongly / thoroughly / utterly / wholly disagree, I don't think so at all, I don't see it that way at all, you've got it all wrong

- Still more emphatic disagreement is voiced by protesting exclamations: Nonsense, That's load of rubbish, Don't give me that, I've never heard such rubbish.

Study the following examples:

6 (Teacher and parent)
- My son works hard and yet his results are not good.
- Rubbish! He never submits his homework on time.

- (Old ladies in a queue)
- People are getting less and less polite.
- Nonsense!
TASK SHEET 16

- (Parents)

- It's becoming really expensive to keep this house.

- Well, that's one way of looking at it, but elsewhere the rents will be very expensive.

Exercises

A Somebody you dislike suggests that you should carry his/her suitcase to the station. How would you reply a) politely b) impolitely?

B You are discussing the importance of including sports in the school curriculum with a friend. Write a dialogue of 20 sentences in which he agrees or disagrees with what you say.

C 'Hooligans and vandals should be made to pay for the damage they cause'. Agree strongly.

D Disagree gently with the statement made in C.

E Your boss suggests that you transfer one of your clerks to another department. Express your disagreement (a) politely b) tactfully.
It is often necessary for us to seek permission, either formally or informally in our everyday situations. May I /We/He/She/They or Do you mind are commonly used.

Study the following examples:

- (Child to parent)
  - May I sit up late tonight?
  - No, You may not.

- (Child to teacher)
  - May I come in?
  - Yes.

- (Neighbours)
  - May I borrow your grinder?
  - Certainly.

- (Colleagues)
  - Can I use your name as a reference in this application?
  - Well, I'm not sure.
TASK SHEET 18

- (Debtor to Creditor)
  - Do you mind if I pay back the loan next month?
  - Well, I'd rather have the money sooner.

- (Friends)
  - Do you mind if I drop you here? The hotel's just round the corner.
  - Oh, that's all right.

- (Car driver to attendant)
  - Are we allowed to park here?
  - Oh yes, certainly.

Formal Writing

(Letter from a researcher)

- I would request you to permit me into your library for reference work after 6.00 p.m from 03-01-93 to 03-04-93.

(Possible Replies)

- Permission is hereby granted for you to visit the library after 6.00 p.m from 03-01-93 to 03-04-93.

- We very much regret that at present it is not possible to grant you the permission you seek, owing to the renovation in progress.
Exercises

A. Fill in the spaces below with the following expressions, in order of formality.

With your permission I should like to leave.

Mind if I open the window? Can I borrow your pen?

Would it be possible to change jobs? Could I see your passport?

I wonder if I could borrow your toothpaste?

Would you mind if I looked in your bag?

Okay if I borrow your pen?

All right if I make a cup of coffee?

Do you mind if I smoke?

Do you have any objection to going abroad?
B. Fill the spaces using the given expressions:

Of course. Fine.
That seems perfectly acceptable.
I'm afraid ...
'Fraid not ...
I'm very sorry. I'm afraid ...
I can't see any objection.
I'm very sorry, but that's not possible.
Sure.
Sorry.

Giving Permission

Informal

Go ahead.

Yes, that's all right.
No, not at all.

Refusing Permission

I'd like to, but...

I'm sorry, I'm afraid..

Formal
C. Fill in the blanks in the dialogues below:

(i) A: __________ I sit down?
   B: No

(ii) A: I _______ if I _______ borrow your cycle.
     B: _______ that's ________

(iii) A: _______ I see your driving license?
     B: Of ________.

(iv) A: Do _______ objection to coming on Friday instead?
     B: I'm _______ but I've _______ to go to Auroville on Friday.

D. Ask someone else if you can look at his/her newspaper.

(i) a close friend of your own age;

(ii) an acquaintance;

(iii) somebody you do not know well;

(iv) somebody you do not know at all;

E. Write a letter your teacher, seeking his/her permission to leave school early as you have a function at home.
Ways of asking for information are numerous. For example, various types of questions may be asked, e.g. Yes/No questions and Wh - questions (beginning with What, Where, Who, Why and How). In formal conversations, questions sometimes have the form of statement and the rising intonation helps us to recognise them as information-seeking questions. Tag-questions too are often used (ending with isn't it, was it, didn't I, etc.).

Study the following examples:

- (Friends)
  - What are you doing here?
    I'm waiting for the last bus.
  - Until last week I hadn't seen him for years.
    And you recognised him?
    Immediately.
  - How did the thieves get in?
    They broke the lock.
- (Boss to Clerk)
  - I told you not to do this, didn't I?
    You know what has to be done in this case, don't you?
TASK SHEET 23

- (Acquaintances)
  - Tell me why you don't like cats.
  - Would you mind explaining what eco-tourism really means?

- (Tourists to a guide)
  - We are new to this place. It would be good if you can give us a few tips about the place.

- (To a stranger on the street)
  - Could you please direct me to a nearby telephone booth?
  - Walk straight till the traffic signal there, turn left and you'll find the booth on your right.

Exercises

A. How would you ask for directions to the nearest theatre in each case:
   
   (i) a close friend
   (ii) an elderly neighbour
   (iii) a stranger on the street

B. Change the following from reported speech to direct speech.
   
   (i) We asked if the museum was open on Thursday.
   (ii) Arul asked Mala where she had been.
   (iii) Ajit asked his professor to explain the problem again.
   (iv) I asked him where the station was.
   (v) I asked Mr. Sharma for his address and telephone number.
C. You had an interview yesterday for a job as a sales representative in a pharmaceutical company. Write a dialogue of 20 sentences between you and the interviewers.

D. Give the directions to a nearby restaurant, post office, and a chemist to a newcomer in your town.

E. You are a tourist visiting Auroville for the first time. Ask ten questions to your guide, seeking information about the place.
UNIT 6  ADVICE AND SUGGESTIONS

TASK SHEET 25

While giving advice or seeking it, one makes use of should, ought to, think, recommend, advise (verb), advice (noun), why not and suggest.

Study the following examples:

- (An expert to a novice)
  - Have you ever grown dahlias? You ought to try - the soil is just right here.

- (Friends)
  - I think you should go to the cardiologist immediately.
  - Why don't you try homeopathy, sometimes it really works.
  - I advise you not to buy that house, you may run into legal complications.

- (Teacher to student)
  - If you care for my suggestion, concentrate more on Physics than Chemistry.
  - I think you should take the practicals more seriously.

- (To a more experienced person)
  - I want to ask you advice. This job is very strainuous. What should I do?

- (To a subordinate)
  - I recommend you try another career, you are not suitable for this environment.
TASK SHEET 26

Exercises

A. Fill in the blanks with the following:

You should; it’s best to; if; in case; might; you ought to; it’s a good idea to;

Usually ________________ to arrange study tours for the students. ________________
choose places about which they are studying in the classes. But ________________ plan
well in advance __________ you ____________ run into problems of various kinds.
_______________ book the tickets and make arrangements for accommodation.
_______________ the children are small, ________________ take more teachers to
ensure a safe trip; ________________ they are more responsible ___________ give them
responsibilities for arranging the tour.

B. Give three pieces of advice to each of the people below.

Use: should/ought to; If I were you; try... -ing.

(i) Anita has lost her cheque book.

(ii) Rajesh has to attend an interview but he has high fever.

(iii) Manish has failed in Mathematics in the pre-test examination.

(iv) Shivan wants to build a house but doesn't have enough money.

(v) Beenu is a rash driver.
TASK SHEET 27

C. Give three different reasons for these pieces of advice. Begin with

a) ... in case

b) ... because otherwise you might

c) ... so that

   (i) You'd better drive slowly...

   (ii) You'd better carry a big pullover...

   (iii) You'd better have a good breakfast...

   (iv) You'd better give me your telephone number...

   (v) You'd better give me your duplicate key...

D. Your friends are leaving their house empty for a week. Make a list of six precautions (in the form of suggestions) that they should take in this case.
UNIT 7  PREFERENCES

TASK SHEET 28

In our everyday situations, we express preferences for people, food, drinks, books, authors, colours, courses of action and so on. The verb prefer and expressions like would rather and would rather not are used for this purpose. Prefer is usually followed by to + infinitive, or by not to or by a noun/pronoun. Prefer can be intensified with the help of much or greatly. Rather is followed by the infinitive and rather not by the infinitive or nothing.

Study the following examples:

- (Friends)

  - Shall we take a taxi?

    I'd prefer to wait for the bus

  - Which do you prefer? This dress or that one?

    The green one. It's brighter.

  - Shall we go for a film tonight?

    I'd rather not, it's quite cold outside.

  - What about eating out?

    I'd prefer to eat at home.
TASK SHEET 29

• (Mother about her daughter)

- Jamini is a great reader. She prefers reading a book to going out for a walk.
- I'd much rather my daughter finishes her education than get married so early.

Exercises

A. For each of the choices below say which you prefer and why. (Use prefer and rather)

(i) watch TV/listen to the radio
(ii) eat in restaurants / eat at home
(iii) play cards / play tennis
(iv) learn English / learn Maths
(v) tea / coffee
(vi) see a film / read a book

B. (i) Your are helping to produce a play for the college- day function. Express your preference to the producer for a particular actor to play a part.

(ii) You are invited out for dinner on a cold, wet night. How do you decline the offer, by making your preference clear.
TASK SHEET 30

C. Express a strong preference for doing or not doing the following things:

(i) Sitting at home/goi~ng for a walk;

(ii) Go to Madras by train/bus;

(iii) Borrow a particular book from the library/buy it immediately

(iv) Study late at night / get up early in the morning.

(v) Buy a new shoe now / wait for the old one to wear out.

D. You are casually discussing a future holiday with a friend who suggests many things; but you like some more than others. Write an imaginary dialogue between the two of you.
UNIT 8 REGRETS, APOLOGIES AND EXCUSES

TASK SHEET 3

I'm sorry is the commonest form of apology. Other variants may be I'm so sorry; I'm terribly sorry; I can't say how sorry I am; I can't apologise enough. I beg your pardon can be a very polite way of saying sorry

Study the following Examples

• (Friends/Colleagues)
- I'm sorry for being late.
- It's all right.
- I'm very sorry, I've bought the wrong tickets.
- Don't worry, we'll change them.

• (During an argument)
- I'm sorry, but you don't know the facts.

• (Policeman to a motorist)
- Sorry, you were exceeding the speed limit.

• (When interrupting a conversation)
- Excuse me, I'm sorry to interrupt, but your taxi's waiting outside.
TASK SHEET 32

* (Letters)

- We are sorry to have to point out that we have not received your cheque as yet.
- I am sorry to say that your son has been late to school since the last three days.
- He was extremely sorry to hear of your brother's death.
- We regret to say that your apology is unacceptable, we shall be taking further action.
- Do please forgive me for not writing earlier.

Exercises

A.  (i) Your are late for a group meeting. What do you say when you arrive?
    (ii) You accidentally hurt a friend's feelings. What do you say?
    (iii) Apologise to your teacher for having not understood what he/she said.
    (iv) Respond politely to a visitor who arrives late at your house for dinner.
    (v) Apologise to a friend for having lost his raincoat.

B.  (i) Write a letter of apology to your friend for being unable to attend his wedding.
    (ii) Write a letter of apology to your client for having supplied glass panes of wrong specifications.
UNIT 9  OBLIGATION

TASK SHEET 33

Obligation is commonly expressed with the help of *must and have to* while *need not and do not have to* expresses an absence of obligation. There is a strong element of obligation in *need to* and *it is necessary* is a more formal way of expressing obligation. Public notices are printed regulations employ words such as *requirements, compulsory and prohibited*.

Study the following examples

- (Friends)
  
  - There's a bus strike today. We *must* walk.
  
  - You *don't* have to go that way. You can go by the main road.
  
  - Must I provide two photographs.

- (Doctor to patient)
  
  - You *must* take these tablets for a fortnight. You *needn't* come and see me before completing this course.
TASK SHEET 34

• (Colleagues)
  - You'll have to book your tickets a month in advance.
  - There's no need to return the files immediately.
  - What time have you got to be at the station?

• (Notice in a Museum)
  - Cameras and bags must be left here.
  - Smoking prohibited.

• (Instructions at the head of the question paper)
  - You must indicate the number of each question in the margin.

• (Employee to Employer)
  - I'm not obliged to work for you, so if our principles clash, you may employ someone else.

Exercises

A. Fill in the blanks using must, mustn’t, have to or don’t have to.

(i) It's all night. I've found my pencil so I ______ use yours.

(ii) He insists. I ______ be there at 7 O'Clock.

(iii) My new job pays more money, so I ______ work overtime any longer.

(iv) Transport will be provided, so you ______ take your car.

(v) We ______ move out of our flat by the end of May.

(vi) Shhh! You ______ make noise.
TASK SHEET 35

(vii) You _______ go to bank. I can lend you some money.

B. Continue each of the sentences below with another sentence using the ideas in brackets.

Choose an appropriate verb from the list given below.

- must
- needn't
- can
- mustn't
- don't need to
- can't

(i) You can take your jacket off (keep it on).
   You needn't keep it on.

(ii) You can't keep using my scissors (buy a pair of your own).

(iii) You can't drive around with those tyres (get them changed).

(iv) You can stay for coffee (go home straightaway).

(v) You don't need to work so hard (take a few days off).

(vi) You can leave out the next exercise (do all of them).

(vii) You mustn't move while I take this photo (stay still).

C. You have jaundice and the doctor has instructed you to be careful about certain things.

Explain to your friend all that he said.

D. Explain some of the rules and regulations at your school/college.
UNIT 10  GREETINGS AND INTRODUCTIONS

TASK SHEET 36

Appropriate greeting depends on many circumstances - the time of the day, who the people are, where they meet and how well they know each other. Good morning, good afternoon and good evening are neutral greetings. Hello! and Hi are commonly used in informal situations. More formal introductions are marked by Let me introduce you to...; I'd like you to meet ...; Let me have the pleasure of introducing you to ....

Study the following Examples

- (Friends in a party)
  - Hi! Venki, how are you?
    Oh fine, thanks.

- (Hostess to her guest)
  - Hello, do come in. They're my friends, Hema and Kavitha.

- (In the office)
  - Let me introduce you to Mr. Khanna, our Personnel Manager. He's Mr. Bhaskaran from Foxco.
    Glad to meet you.
TASK SHEET 37

Exercises

A. What would you say in the following situations?

(i) As the captain of your school cricket team you have to introduce your team to the chief guest.

(ii) You have gone to receive your father's friend at the railway station.

(iii) As a Principal you have to introduce a new teacher to the class.

(iv) You have gone to visit your friends on Diwali. How will you greet them?

(v) Write a letter of introduction for your nephew who is going to meet the director of a company for collecting funds for an inter-collegiate festival. The director of the company is your friend.