APPENDICES
APPENDIX A

Questionnaire for Managers
NEEDS ANALYSIS QUESTIONNAIRE

1. Name………………………………………

2. Designation………………………………..

3. Name of the organization you work in………………………………………..


6. Contact Numbers [landline]………………..[mobile]…………………

7. Approximately how many fresh MBA graduates has your organization recruited in the year 2006/07

8. On an average, over the last 5 years, has there been a decrease/ increase in the number of MBAs being recruited every year. Tick the appropriate column.
a. …. increase   b. ……. decrease   c…. no change

9. What is the working language of the organization on an informal level.

10. How often is English used for business purposes in the organization
a. Over 90% of the time   b. Between 90% and 50% of the time   c. Between 50% and 10% of the time   d. Below 10% of the time

11. Indicate which areas of business communication newly appointed MBAs would have to be proficient in, as soon as they are recruited. Put an[X] in the appropriate column

<table>
<thead>
<tr>
<th>Area of Business Communication</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talking to clients /colleagues</td>
<td></td>
<td></td>
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<tr>
<td>2. Oral reports</td>
<td></td>
<td></td>
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<tr>
<td>3. Formal telephone conversations</td>
<td></td>
<td></td>
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<tr>
<td>4. Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Attending meetings</td>
<td></td>
<td></td>
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<tr>
<td>6. Negotiating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. E-mails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Long reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Short reports
11. Note taking at meetings
12. Conducting interviews
13. Attending formal interviews
14. Newspaper article writing

Any other areas of managerial communication that need to be improved [please specify in the space below]

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

12. In your organization which managerial function/s are fresh management graduates mainly recruited for, at the initial stage of their career

a. Marketing
b. Systems
c. Finance
d. Operations
e. Any other [specify] .................................................................

13. Four language skills have been listed below. Rank them to indicate the comparative importance of each skill in the functional areas mentioned in question 12 as far as your organization is concerned.

[Rank them from 1 to 4 where 1 indicates highest importance and 4 indicates least importance]

<table>
<thead>
<tr>
<th></th>
<th>marketing</th>
<th>finance</th>
<th>operations</th>
<th>systems</th>
<th>Other(specific)...........</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Writing</td>
<td></td>
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</tbody>
</table>

14. On the basis of your interactions with management graduates /post graduates/ students from Kerala either within the company or employed in other companies indicate their proficiency level in the following skills with an[X] in the appropriate column using the 5 point scale below
15. From your interactions with management graduates /post graduates/ students from Kerala either within the company or employed in other companies please rate their general language abilities with an[X] in the appropriate column using the 5 point scale below.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>average</th>
<th>Can improve</th>
<th>poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1 Pronunciation  
2 Grammar [correctness in spoken and written English]  
3 Vocabulary [use of appropriate words]  
4 Ability to summarize  
5 Organization of content [spoken and written]  
6 Comprehension of written documents  
7 Comprehension of spoken discourse  
8 Ability to speak in precise and correct language  
9 Ability to write in correct language

16. As this research is for business schools in Kerala, your comments on the communication skills pertaining to post graduates in management from Kerala will be helpful and relevant.
APPENDIX B

Questionnaire for Management Students
Communication Needs Analysis Questionnaire
for Students of Management Studies in Kerala

This questionnaire is designed to understand the profile of management students in Kerala with a view to formulate a communication training programme suitable for their future communication requirements. This will be used for research purposes only and is done on an anonymous basis. All the information will be kept confidential.

1. Gender: Male / Female

2. Name and address of the institution you are presently studying in:

   Name of institution: ..........................................................
   Address .................................................................
   Affiliated University ....................................................

3. How many years of college education have you completed in institution/s within Kerala State

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

4. How many years of school education have you completed in school/s within Kerala State (Tick the correct answer)

   a. 0-5 years    b. above 5 years

5. Do you have work experience: (Circle the correct answer)......Yes../ No

6. If Yes, Please fill the following

   Name of organization/s [please indicate whether the organizations are in Kerala State and the number of months / years spent in each organization]:

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

   ........................................................................................................
7. Which language is usually used informally by the majority of college students in your college: (Tick the correct answer)

   a) English          b) Malayalam      c) Any other (specify).....................

8. Which language do you use most often in informal conversations with friends/family members

   a) English          b) Malayalam      c) Any other (specify).....................

9. How often is English used for formal interaction and classroom teaching in your present institution. (Tick the correct answer)

   a) Over 90% of the time  b) Between 90% and 50% of the time  c) Between 50% and 10% of the time  d) Below 10% of the time

10. The following questions are designed to assess certain important factors that have to be considered while formulating a communication training programme. Please read through them and indicate with a [X] in the appropriate column, the extent to which you agree with each of the following statements. **Do not answer how you think you should be, or what other people do. There are no ‘right’ or ‘wrong’ answers to these statements.** Use the five point scale given below.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1 I am keen to improve my English communication because my parents encourage me to speak good English

2 I feel that e-mails and letters can be easily formulated without any prior training in written
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<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>3</td>
<td>I feel that listening and reading skills are <strong>less</strong> important in a managerial job than speaking and writing.</td>
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<tr>
<td>4</td>
<td>I feel that a manager should have good knowledge of current affairs in business but need not be fluent in English to succeed.</td>
</tr>
<tr>
<td>5</td>
<td>I would rather spend my time on other subjects than English.</td>
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<tr>
<td>6</td>
<td>I admire people who can speak English fluently.</td>
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<tr>
<td>7</td>
<td>In presentations, I feel that the use of correct grammar and vocabulary is not important if the content is good.</td>
</tr>
<tr>
<td>8</td>
<td>I feel that grammatically correct English is an essential part of good business communication.</td>
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<tr>
<td>9</td>
<td>I feel that Keralites who speak English in informal conversations are trying to show their superiority.</td>
</tr>
<tr>
<td>10</td>
<td>I think that English communication training is an important part of a management course.</td>
</tr>
<tr>
<td>11</td>
<td>I am determined to use every opportunity I get to better my English communication skills inside or outside class.</td>
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<tr>
<td>12</td>
<td>I don’t think that written communication ability is very important for a manager.</td>
</tr>
<tr>
<td>13</td>
<td>I want to improve my English language skills to be able to take part in group discussions and activities.</td>
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<tr>
<td>14</td>
<td>Studying English is important to me because I would like to interact with foreigners and English speaking colleagues.</td>
</tr>
<tr>
<td>15</td>
<td>I want to learn English because my career growth will depend on it.</td>
</tr>
<tr>
<td>16</td>
<td>I am keen to learn English to be able to interact with clients in business.</td>
</tr>
<tr>
<td>17</td>
<td>I want to learn to communicate in English fluently so that I can go abroad to work.</td>
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<tr>
<td>18</td>
<td>I feel that being able to use English language fluently will give me a higher status.</td>
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<tr>
<td>19</td>
<td>I want to speak English fluently because it will increase my confidence.</td>
</tr>
<tr>
<td>20</td>
<td>My primary interest to improve my English language is to get a good job.</td>
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<tr>
<td>21</td>
<td>I learn new words by guessing the meaning in a reading context.</td>
</tr>
<tr>
<td>22</td>
<td>I like to consult a dictionary when I come across a...</td>
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<tr>
<td>23</td>
<td>I get a great sense of satisfaction when I have my English communication assignments graded</td>
</tr>
<tr>
<td>24</td>
<td>I learn better in classes where students, rather than teachers play an active role in English communication training workshops</td>
</tr>
<tr>
<td>25</td>
<td>I like to work individually rather than in a team in English communication class assignments</td>
</tr>
<tr>
<td>26</td>
<td>I can easily understand all the points when a teacher delivers a lecture in English in class</td>
</tr>
<tr>
<td>27</td>
<td>I find it difficult to follow English news on T.V.</td>
</tr>
<tr>
<td>28</td>
<td>I am able to clearly follow instructions that are told to me in English</td>
</tr>
<tr>
<td>29</td>
<td>I learn better with individual corrections rather than with general corrections in English training programmes</td>
</tr>
<tr>
<td>30</td>
<td>I believe business communication is best taught through T.V/films/Tapes/CDs</td>
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<tr>
<td>31</td>
<td>I feel role plays and games improve fluency in communication</td>
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<td>32</td>
<td>I find it difficult to express my thoughts clearly in English because I cannot find the right words</td>
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<td>33</td>
<td>I need to improve my business vocabulary</td>
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<tr>
<td>34</td>
<td>I find it difficult to summarize the main points of a reading passage or discussion and present it in writing</td>
</tr>
<tr>
<td>35</td>
<td>I find it difficult to summarize the main points of a reading passage or discussion and present it orally</td>
</tr>
<tr>
<td>36</td>
<td>I find it difficult to organize my ideas when writing business letters in English</td>
</tr>
<tr>
<td>37</td>
<td>I find it difficult to organize my ideas when speaking in English</td>
</tr>
<tr>
<td>38</td>
<td>I find it difficult to read and understand English newspapers</td>
</tr>
<tr>
<td>39</td>
<td>I find it difficult to read and understand business newspapers and magazines</td>
</tr>
<tr>
<td>40</td>
<td>I can easily read and understand English text books and reference books that are specific to my specialization</td>
</tr>
<tr>
<td>41</td>
<td>I feel that I can speak in grammatically correct English</td>
</tr>
<tr>
<td>42</td>
<td>I feel that I can write clearly in grammatically correct English</td>
</tr>
</tbody>
</table>
# Business English Certificate (BEC) Diagnostic Test

## Information Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>:</th>
<th>Organisation</th>
<th>:</th>
<th>Designation</th>
<th>:</th>
<th>Age</th>
<th>:</th>
<th>Male / Female</th>
<th>:</th>
<th>Qualifications</th>
<th>:</th>
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<tr>
<th>Place</th>
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<th>Signature</th>
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<th>Date</th>
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For Examiners use only

<table>
<thead>
<tr>
<th>Sections</th>
<th>Marks</th>
</tr>
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<tbody>
<tr>
<td>Reading I</td>
<td></td>
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<tr>
<td>Reading II</td>
<td></td>
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<tr>
<td>Reading III</td>
<td></td>
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<tr>
<td>Writing I</td>
<td></td>
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<tr>
<td>Writing II</td>
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<tr>
<td>Listening I</td>
<td></td>
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<tr>
<td>Listening II</td>
<td></td>
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</table>
Reading

Part One
Questions 1 – 5
- Read this text which is about issues of health and safety in a factory
- Choose the best sentence from the list A-I on page 3 to fill each of the blanks
- For each blank (1 – 5) mark one letter (A – I) on your answer sheet
- Do not mark any letter twice
- One answer has been given as an example

Memorandum

To: D I Law
   M O Oxenhope
From: R S Hilton
Date: 25.2.2000
Ext: 2354
Ref: SG/267/1

Re: DNC Machine Health and Safety

I am now growing increasingly concerned about the dust levels in and around the DNC machine and the surrounding offices. Since the beginning of January we have experienced a number of serious breakdowns of the computer equipment in this area. On each occasion when the equipment has been opened for inspection and repair, there has been such an excessive amount of dust as to cause us considerable concern ..........F........... In particular, we have experienced frequent memory failures and disc problems as a result of contamination. Other important equipment has also been affected .1..................

Of even greater concern is the effect on the health of the machinists and office staff working in the area. Several have complained of eye irritation problems, sneezing and general difficulty in breathing, lasting for as long as an hour in certain cases 2................... I recommend that the following action be taken:

1. Damaged pipes from the extraction system on the machine should be repaired immediately.
2. All dust levels should be constantly checked in a controlled way and carefully recorded.
3. A much more satisfactory method of dust extraction should be developed as a matter of urgency.

...
**Answer List**

A. If such a system cannot be produced, improved methods of dust limitation should be investigated.

B. For example, there have been several instances of photocopiery and printers being damaged by dust.

C. Otherwise the DNC machine has been functioning without too many problems.

D. There can be no excuse for operating with defective extraction pipes: repairs are needed now.

E. We should explore relocating the machine in another part of the building.

F. The large amounts of dust have gathered in spite of regular cleaning of both the work area and the equipment itself.

G. The findings of this monitoring should be reported to health and safety officials.

H. Inexperienced employees are not permitted to operate the DNC machine.

I. Even more serious than these immediate health problems, however, is the possible effect on the future health and well-being of our employees.
Part Two
Questions 6 – 13

- Read this text about how to negotiate, and answer questions 6 to 13 on page 5

At the Harvard Negotiation Project we have been developing a new method of negotiation explicitly designed to produce good results efficiently and amicably. This method, called principled negotiation or negotiation on the merits, can be boiled down to four basic points.

1. The first point recognises that human beings are not computers. People have strong emotions, often see things very differently, and do not always communicate clearly. In negotiation it often happens that emotions get mixed up with the objective rights and wrongs of the situation. Taking up a fixed position makes this worse because people’s personalities become identified with their positions. So before the actual negotiation begins we need to distinguish between personal differences and differences over solutions to the problem.

2. The second point distinguishes between what people say they want, their stated positions, and what they really want, their underlying interests. Negotiating positions often hide what you really want. A compromise between two positions is not likely to produce an agreement which satisfies the need underlying each position.

3. The third point acknowledges the problem of having to find a perfect solution while you’re under pressure. Making up your mind in the presence of your opponent restricts your ideas. Deciding on something very important or trying to find the perfect answer limits creative thought. You can get around these limitations by arranging a set amount of time to think up a wide range of possible solutions which help both sides and creatively bring them together.

4. When both sides find that their interests are directly opposed, one negotiator may try to win simply by being stubborn. However, you can respond to such tactics by insisting that his opinion alone is not enough and that some fair independent standard is needed. This does not mean that you yourself select the independent standard, rather that both of you decide on one, such as market value, expert opinion, or law. By discussing such criteria neither side need give in to the other.
Questions 6 – 13

- For questions 6 – 9, choose the correct title for each paragraph from the box below.
- For each paragraph (1 – 4) mark one letter (A – G) in the space provided
- Do not mark any letter twice

6 Paragraph 1 .............................

7 Paragraph 2 .............................

8 Paragraph 3 .............................

9 Paragraph 4 .............................

| A | Opening negotiation |
| B | Firmness and Success |
| C | Objective reference points |
| D | Separate people and problem |
| E | Invent options |
| F | Compromise and flexibility |
| G | Interests not positions |

Questions 10 – 13

- Using the information in the text, complete each sentence 10 – 13, with a phrase from the list below (A – G)
- For each sentence (10 – 13) mark one letter (A – G) in the space provided
- Do not mark any letter twice

10 You need to agree a fixed period to .............................

11 An example of the use of objective reference points is to .............................

12 It can be difficult to see the problem clearly if you .............................

13 A negotiating position often makes it hard to .............................

| A | analyse problems systematically |
| B | take an emotional approach |
| C | make up lots of options |
| D | consult a specialist |
| E | show strength and firmness |
| F | identify real needs |
| G | insist on your opinion |
Part Three

Questions 14 – 18

- A colleague of yours has written a letter and asked you to check it.
- In each line there is one wrong word.
- For each numbered line (14 – 18) write the correct word in the space provided

Example:
There should not be any **needy** for this request .....need....

---

Dear Sir/Madam

We have received your letter of June 10th asking us to

14. cancelling part of your order of April 8th for CD players.

15. We are sorry you had now found it necessary to make this

16. request especially at this lately stage. To be able to meet our

17. customer's needs promptly we order early, and to estimated quantities

18. We rely on orders received. We regret that a cancellation charge by 10%

of the order value will be added to your invoice
Writing

Section One

You work for a company which produces laser printers. You are visiting another company, Softcell, to buy some computer software for your department. They have expressed an interest in your company's printers and you would like to take twenty brochures and three sample printers with you.

➢ Write a short note to Mr Jim Asano, the sales manager.

• Ask for his permission to take these items
• Explain why you want them
• Mention the time and date when you want to collect them

➢ Write 30 - 40 words in the space provided.
Section Two

- Frank Stevens, Managing Director of Cyber International, Coral Park Estate, Melbourne, Australia is going to visit your company. The aim of the visit is to discuss the manufacture of products for Cyber by your company.
- You make some telephone calls to check the arrangements. You make hand-written notes on Mr Stevens' programme.

<table>
<thead>
<tr>
<th>Mr F Stevens, Cyber International</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programme of your visit</strong></td>
</tr>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>1800 Arrive International Airport. Our driver will take you to the</td>
</tr>
<tr>
<td>Club Hotel - fully booked, Pilton Hotel instead.</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>0900 Driver collects you from hotel - needs to collect 30 minutes earlier as further away</td>
</tr>
<tr>
<td>Tour of factory with Factory Manager</td>
</tr>
<tr>
<td>1600 Return to hotel</td>
</tr>
<tr>
<td>1930 Dinner with President</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td>0800 Driver collects you from your hotel</td>
</tr>
<tr>
<td>Tour of warehouse</td>
</tr>
<tr>
<td>Lunch with company President - Cancelled</td>
</tr>
<tr>
<td>1400 Meeting with Managing Director at head office</td>
</tr>
<tr>
<td>2100 Depart from International Airport - (now 19.30)</td>
</tr>
</tbody>
</table>

Use the programme and the hand-written notes to write a letter (about 100 – 120 words) to be faxed to Mr Stevens telling him about the changes to his programme.

You are advised to lay out your letter properly. The words in the addresses will not count on the 120 word limit.
Name: 
Course: MBA, MHRM & PGDM  

Listening

Questions 13-22

Section One

Questions 13 – 17

- You will hear five short recordings. The five speakers are explaining what their jobs involve.
- For each recording decide what the speaker's job is.
- Write one letter (A – H) next to the number of the recording.
- Do not use any letter more than once.
- You will hear the five recordings twice.

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<td>13</td>
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<td>14</td>
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<tr>
<td>15</td>
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<tr>
<td>16</td>
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<td>17</td>
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</tbody>
</table>

Section Two

Questions 18 – 22

- You will hear another five short recordings. Each speaker is describing a problem within a company.
- For each recording decide in which area there is a problem.
- Write one letter (A – H) next to the number of the recording.
- Do not use any letter more than once.
- You will hear the five recordings twice.

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<tbody>
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<td>18</td>
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<td>20</td>
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Topic

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<td>F</td>
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</table>
Part Three

Questions 23 – 30

* You will hear a radio interview with the Managing Director of a restaurant chain.
* For each question 23-30 mark one letter (A, B or C) for the correct answer in the space provided

23  Olivia says that as a teenager she
    A  was taught at home
    B  was very competitive
    C  spent little time in one place

24  What does Olivia say about her studies at university?
    A  She ignored her parents' advice.
    B  She chose the subject she was best at in school
    C  She got better results than she expected

25  Olivia claims that her success as a business woman is a result of
    A  her university studies
    B  her natural abilities
    C  continuous learning through reading

26  Olivia and her brother sold their soft drinks company because
    A  it was uninteresting.
    B  they were offered jobs overseas.
    C  they wanted to have a long vacation.

27  At the restaurant in Australia, Olivia worked as?
    A  a chef.
    B  a waitress.
    C  an assistant manager.

28  What does Olivia say about her working relationship with her brother?
    A  They both work long hours
    B  She can depend on him.
    C  He never gets upset.

29  According to Olivia, people who own restaurants
    A  have difficulty sleeping.
    B  are stressed by deadlines.
    C  rarely need time on their own.

30  Olivia says that people entering her field of business have to
    A  go through a good recruitment agency.
    B  be interested in all aspects of the food industry.
    C  let others in the business teach them.
APPENDIX D

Pre-test

&

Post-test

For Receptive and Productive Vocabulary
PRE-TEST

Name : .......................................................... Gender: Male/Female
Class: ..........................................................
ORTHOGRAPHY [P]

- apathy
- elite
- reminiscent
- disquieting
- outstripping
- strife
- waging
- pruned
- cess
- flagship
- cornerstone
- liturgy
- gluttons
- sheathed
- enviable
Circle the correctly spelt word

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MEANING [P]

Write the meaning of the word in the blank next to the word

1. apathy .................................................................
2. elite ........................................................................
3. reminiscent ..............................................................
4. disquieting ...............................................................  
5. outstripping ............................................................
6. strife .................................................................
7. waging ....................................................................
8. pruned ......................................................................
9. cess ...........................................................................
10. flagship .....................................................................
11. cornerstone ............................................................
12. liturgy .....................................................................
13. gluttons .................................................................
14. sheathed ..............................................................
15. enviable ...............................................................
Use the word in a sentence

1. apathy
2. elite
3. reminiscent
4. disquieting
5. outstripping
6. strife
7. waging
8. pruned
9. cess
10. flagship
11. cornerstone
12. liturgy

13. gluttons

14. sheathed

15. enviable
SEMANTIC ASSOCIATIONS

Write a word that has a relationship with the given word in the blank next to the word. Eg the word ‘write’ can have ‘letter’ or ‘diary’ but not ‘compose’ as words which have a relationship.

- apathy
- elite
- reminiscent
- disquieting
- outstripping
- strife
- waging
- pruned
- cess
- flagship
- cornerstone
- liturgy
- gluttons
- sheathed
- enviable
ASSOCIATION [P]

Write an associate word for the following words. Associate words are words with (1) the same meaning (2) the larger concept to which this word belongs (3) the opposite word. Eg lady – woman [synonym] human [superordinate], man [antonym]

- apathy
- elite
- reminiscent
- disquieting
- outstripping
- strife
- waging
- pruned
- cess
- flagship
- cornerstone
- liturgy
- gluttons
- sheathed
- enviable
Choose the sentence that is grammatically correct from the following sets of 3 sentences. Tick the correct ones at the appropriate bullet point

- Sunil and his friends apathy with the poor
- Elections lead to an apathy situation.
- We can sense a general apathy in this group.

- We elite to take part in workshops
- The elite are walking to the room
- This cuisine is meant for the elite group

- The reminiscent in the picture is interesting
- He reminiscents me to come to his house
- This is reminiscent of the painting

- He is disquieting the class
- Disquieting is a good hobby
- It was a disquieting experience

- The outstripping is kept on the chair
- He was keen on outstripping his friend
- The outstripping child was not present

- The strife lasted for sometime
- It is a strife crowd that gathered
• They like to strife once in a way

• The waging was not correct
• They are waging a war
• The race went on wagingly

• The boy pruned the plants
• The pruned bushes were decorated with lights
• The pruned are not kept in order

• My cess account has to be transferred
• The cess has decreased this year
• If I cess my work I will achieve success

• He flagships his fleet
• It is a flagship company
• It acts as a flagship for the entire organization

• They cornerstone all policies
• He is the cornerstone of the club
• If he cornerstones the work he will win the contract.

• The liturgy is important
• He is liturgying in his class today
• I don’t like them speaking liturgily

• Glutton food is much in demand
• The gluttons are watching closely
• He gluttons his coffee everyday

• A sheathed has come inside
• He is sheathedly hiding from me
• I have sheathed the knife

• It is an enviable post
• He enviables his things for others to see.
• Can I find an enviable, please?
SEMANTIC ASSOCIATION [R]

Underline the word that has a relationship with the main word from among the four choices eg the word ‘write’ can have ‘letter’ or ‘diary’ as words which have a relationship but not ‘compose.’

- apathy
  (a) paper (b) environment (c) machine (d) pavement

- elite
  (a) class (b) biscuit (c) consensus (d) need

- reminiscent
  (a) health (b) childhood (c) investment (d) suggestion

- disquieting
  (a) peace (b) price (c) problem (d) resources

- outstripping
  (a) welfare (b) education (c) machine (d) competitors

- strife
  (a) excess (b) nations (c) touch (d) scheme

- waging
  (a) standard (b) sales (c) access (d) war

- pruned
  (a) merit (b) assembly (c) shrubs (d) strand

- cess
  (a) education (b) brand (c) allocation (d) forest

- flagship
• cornerstone
  (a) building (b) dropout (c) ratio (d) population
• liturgy
  (a) satisfy (b) supply (c) church (d) crop
• gluttons
  (a) landscape (b) food (c) market (d) nucleus
• sheathed
  (a) corporate (b) gap (c) secret (d) sword
• enviable
  (a) prospect (b) empty (c) deforestation (d) collapse
ASSOCIATION [R]

Mark an associate word from the four choices for the following words. (Associate words are words with (1) the same meaning (2) the larger concept to which this word belongs (3) the opposite word. Eg lady – , woman [synonym] human [superordinate] , man [antonym])

- apathy
  (b) medicine  (b) environment (c) empathy  (d) suggestion
- elite
  (a) class  (b) condition (c) problem  (d) need
- reminiscent
  (a) healthy  (b) touching  (c) investment (d) resemblance
- disquieting
  (a) relieving  (b) peaceful  (c) persisting (d) silencing
- outstripping
  (a) building  (b) educating (c) contriving (d) defeating
- strife
  (a) excess (b) famine  (c) harvest (d) war
- waging
  (a) spending  (b) selling (c) engaging (d) crying
- pruned
  (a) satisfied (b) revised  (c) competed (d) gardening
- cess
  (a) tax (b) race (c) freedom (d) resort
- flagship
  (a) potential (b) segment (c) lead (d) gap
- cornerstone
• liturgy
  (a) suggestion (b) supply (c) memorandum (d) worship
• gluttons
  (a) landlord (b) dictator (c) greed (d) persecutors
• sheathed
  (a) enclosed (b) raised (c) selected (d) lowered
• enviable
  (a) inflexible (b) desireable (c) important (d) expert
MEANING [R]

Choose the meaning of the word from the 4 choices given

- apathy
  - sympathy (b) medicine (c) indifference (d) suggestion
- elite
  - (a) bright (b) condition (c) poverty (d) privileged
- reminiscent
  - (a) suggestive (b) touching (c) intimate (d) central
- disquieting
  - (a) loud (b) disturbing (c) advising (d) silencing
- outstripping
  - (a) escaping (b) destroying (c) contriving (d) defeating
- strife
  - (a) effort (b) memory (c) machine (d) conflict
- waging
  - (a) earning (b) demanding (c) engaging (d) achieving
- pruned
  - (a) criticized (b) cut (c) completed (d) fired
- cess
  - (a) storm (b) waste (c) tax (d) rule
- flagship
  - (a) objective (b) pretence (c) main (d) symbol
- cornerstone
  - (a) gathering (b) archeology (c) ratio (d) keystone
• liturgy
  (a) worship (b) poetry (c) art (d) cinema

• gluttons
  (a) reform (b) dictator (c) greedy (d) dropout

• sheathed
  covered (b) discarded (c) concerned (d) punished

• enviable
  (a) justifiable (b) desireable (c) stagnant (d) puzzling
Name: ..................................................................................
Class: ................................................................................
Gender: Male/Female
ORTHOGRAPHY [P]

- lucrative
- consensus
- caveat
- archaeologist
- conspicuous
- realm
- undermining
- catapult
- defunct
- enumerated
- big-bang
- parvenus
- pedagogical
- inexplicable
- peddler
**ORTHOGRAHY [R]**

Circle the correctly spelt word

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MEANING [P]

Write the meaning of the word in the blank next to the word

- lucrative
- consensus
- caveat
- archaeologist
- conspicuous
- realm
- undermining
- catapult
- defunct
- enumerated
- big-bang
- parvenus
- pedagogical
- inexplicable
- peddler
SYNTAX [P]

Use the word in a sentence

• lucrative

• consensus

• caveat

• archaeologist

• conspicuous

• realm

• undermining

• catapult

• defunct

• enumerated
• big-bang

• parvenus

• pedagogical

• inexplicable

• peddler
SEMANTIC ASSOCIATIONS

Write a word that has a relationship with the given word in the blank next to the word. Eg, the word ‘write’ can have ‘letter’ or ‘diary’ as words which have a relationship.

- lucrative
- consensus
- caveat
- archaeologist
- conspicuous
- realm
- undermining
- catapult
- defunct
- enumerated
- big-bang
- parvenus
- pedagogical
- inexplicable
- peddler
3. Write an associate word for the following words. Associate words are words with (1) the same meaning (2) the larger concept to which this word belongs (3) the opposite word. Eg. lady – woman [synonym] human [superordinate] man [antonym]

- lucrative
- consensus
- caveat
- archaeologist
- conspicuous
- realm
- undermining
- catapult
- defunct
- enumerated
- big-bang
- parvenus
- pedagogical
- inexplicable
- peddler
Choose the sentence/sentences that is/are grammatically correct from the following sets of 3 sentences. Tick the correct ones at the appropriate bullet point.

- Everyone believed that it was a lucrative
- He took it because it was a lucrative offer
- The work lucratives a lot of benefits

- There was a consensus on the choice of the leader
- There is no point in consensusing this election
- It is a consensusly taken decision

- He caveats us when there is a danger
- It is a caveat call
- The caveat should be enough to alert them

- The archaeologist discovery was a significant one
- Funds are made available to the archaeologist
- It is sensible to archaeologist the findings

- It is a conspicuous to believe that
- She must conspicuous her assignment
- Her absence was conspicuous

- He realms in a world of his own
- The realm movie did not do well at the box office
- The subject was beyond his realm of knowledge

- These activities will result in undermining their confidence.
- An undermining person is difficult to deal with
- Their laziness resulted in an undermining project

- The catapult economy was the result of globalization
- The catapult is used extensively by children
- Healthy living catapults one’s energy levels

- The protesters caused a defunct in the process
- It defuncts the issue when proper regulations are not observed
- These ancient rules are now defunct in the new economy

- The enumerate was evenly distributed on both sides of the field
- The prisoners were enumerated before leaving the battlefield
- The enumerated army took their positions

- The celebrations started with a big bang
- The big bang announcements had a great impact on us.
- If you big bang the responsibility, it will be viewed seriously

- Parvenus are prevalent in developing societies
- Does she parvenu among friends too?
- This is a parvenu trait.

- The pedagogicals are at a conference
- This is a pedagogical problem
- It is foolish to pedagogical over the question

- He was caught in an inexplicable situation
- The book claims to explain the inexplicable
- It was found to inexplicable the reality

- He peddlers his largestock of toys
- Peddlers are often found roaming the street
- He wanted peddler products
SEMANTIC ASSOCIATION [R]

Underline the word that has a relationship with the main word from among the four choices eg ‘hygiene’ is related to ‘hospital’/ ‘habits’ but not to ‘cleanliness’

- lucrative
  (a) rich  (b) job(c)poor (d) pavement
- consensus
  (a)group (b) biscuit (c)agreement  (d) need
- caveat
  (a) suggestion (b) warning(c)investment (d) court
- archaeologist
  (a) ruins(b) price (c)digger (d) price
- conspicuous
  (a) decoration(b)dull (c)important (d) write
- realm
  (a) excess(b) power (c)touch (d) scheme
- undermining
  (a) losing(b) strength (c)gaining(d) quarry
- catapult
  (a) stone(b) assembly (c)stealthy (d) strand
- defunct
  (a) legislation(b) ancient(c)allocating (d) forest
- enumerated
  (a) radiance(b) count(c)drought (d) ranks
- big-bang
(a) building(b) announcements (c) ratio (d) population

• parvenus
  (a) sober (b) supply (c) proud (d) crop

• pedagogical
  (a) landscape (b) discussions (c) market (d) nucleus

• inexplicable
  (a) corporate (b) difficult (c) secret (d) sword

• peddler
  (a) wares (b) empty (c) deforestation (d) seller
ASSOCIATION [R]

Mark an associate word from the four choices for the following words. (Associate words are words with (1) the same meaning (2) the larger concept to which this word belongs (3) the opposite word.

Eg lady - , woman [synonym] human [superordinate], man [antonym])

- lucrative
  (a) popular (b) environmental (c) beneficial (d) dishonest
- consensus
  (a) class (b) vote (c) problem (d) disagreement
- caveat
  (a) law (b) warning (c) investment (d) resemblance
- archaeologist
  an expert in (a) philosophy (b) theology (c) ancient history (d) rural society
- conspicuous
  (a) sharp (b) educated (c) harsh (d) noticeable
- realm
  (a) kingdom (b) famine (c) harvest (d) war
- undermining
  (a) spending (b) discouraging (c) engaging (d) crying
- catapult
  (a) satisfy (b) revise (c) compete (d) shoot
- defunct
  (a) tax (b) defeat (c) obsolete (d) restrict
- enumerated
  (a) repeated (b) segmented (c) counted (d) collected
- big-bang
  (a) outburst (b) prominent (c) destroyed (d) revenge
• parvenus
  (a) constellation (b) star (c) satellite (d) newly rich
• pedagogical
  (a) health problem (b) dictatorial (c) greedy (d) academic
• inexplicable
  (a) incomprehensible (b) intolerable (c) attractive (d) unbelievable

• peddler
  (a) cyclist (b) prisoner (c) street vendor (d) expert
Choose the meaning of the word from the 4 choices given

- **lucrative**
  - sympathy (b) medicine (c) profitable (d) suggestion

- **consensus**
  - (a) bright (b) condition (c) poverty (d) accord

- **caveat**
  - (a) suggestion (b) rule (c) warning (d) constitution

- **archaeologist**
  - (a) mathematician (b) expert on ancient remains (c) space expert (d) social scientist

- **conspicuous**
  - (a) eye-catching (b) hidden (c) planned (d) virtual

- **realm**
  - (a) effort (b) memory (c) machine (d) territory

- **undermining**
  - (a) earning (b) discouraging (c) engaging (d) achieving

- **catapult**
  - (a) criticize (b) cut (c) complete (d) throw

- **defunct**
  - (a) defeat (b) waste (c) invalid (d) rule

- **enumerated**
  - (a) recalled (b) pretended (c) numbered (d) issued

- **big-bang**
  - (a) unlawful (b) prominence (c) destroyed (d) pretence

- **parvenus**
(a) upstart (b) poet (c) art(d) character

- pedagogical
  (a) rule based (b) academic (c) informal (d) dullard

- inexplicable
  (a) mysterious (b) discarded (c) implicit (d) punishable

- peddler
  (a) hawker (b) mechanic (c) racer (d) puzzle
APPENDIX E

Lesson Transcripts for the four units of the Intervention
Lessons for the experimental group
Reading Comprehension

PART 1

Reading

Read the following Passage and the Supplementary information

Passage

1. At the Fourth World Water Forum held in Mexico City in March 2006, the 120-nation assembly could not reach a consensus on declaring the right to safe and clean drinking water a human right. Millions of people the world over do not have access to water supply. But it is good times for the bottled-water industry, which is cashing in on the need for clean drinking water and the ability of urban elite to pay an exorbitant price for this very basic human need. The fortunes of this more-than-$100-billion global industry are directly related to the human apathy towards the environment: the more we pollute our water bodies, the more the sales of bottled-water. It is estimated that the global consumption of bottled-water is nearing 200 billion litres—sufficient to satisfy the daily drinking water need of one-fourth of the Indian population or about 4.5 per cent of the global population.

2. In India, the per capita bottled-water consumption is still quite low—less than five litres a year as compared to the global average of 24 litres. However, the total annual bottled-water consumption has risen rapidly in recent times. It has tripled between 1999 and 2004—from about 1.5 billion litres to five billion litres. These are boom times for the Indian bottled-water industry, more so because the economics are sound, the bottom line is fat and the Indian government hardly cares for what happens to the nation's water resources. India is the tenth largest bottled water consumer in the world. In 2002, the industry had an estimated turnover of Rs 10 billion (Rs 1,000 crore). Today it is one of India's fastest growing industrial sectors. Between 1999 and 2004, the Indian bottled-water market grew at a compound annual growth rate (CAGR) of 25 per cent—the highest in the world. With over a thousand bottled-water producers the Indian bottled-water industry is big by even international standards. There are more than 200 brands, nearly 80 per cent of which are local. Most of the small-scale producers sell non-branded products and serve small markets. In fact, making bottled-water is a cottage
industry in the country today. Leave alone the metro, where a bottled-water manufacturer can be found even in a one-room shop, in every medium and small city and even some prosperous rural areas there are bottled-water manufacturers.

3 Despite the large number of small producers, this industry is dominated by the big players--Parle Bisleri, Coca-Cola, PepsiCo. Parle Agro, Mohan Meakins, SKN Breweries and so on. Parle was the first major Indian company to enter the bottled-water market in the country when it introduced Bisleri in India 25 years ago. The rise of the Indian bottled water industry began with the economic liberalisation process in 1991. The market was virtually stagnant until 1991, when the demand for bottled-water was less than two million cases a year. However since 1991-1992 it has not looked back, and the demand in 2004-05 was a staggering 82 million cases. Bottled-water is sold in a variety of packages: pouches and glasses. 330 ml bottles, 500 ml bottles, one-litre bottles and even 20 to 50 litre bulk water packs. The formal bottled-water business in India can be divided broadly into three segments in terms of cost: premium natural mineral water, natural mineral water and packaged drinking water.

4 Attracted by the huge potential that India's vast middle class offers, multinational players such as Coca-Cola and PepsiCo have been trying, for the past decade, to capture the Indian bottled-water market. Today, they have captured a significant portion of it. However, Parle Bisleri continues to hold 40 per cent of the market share. Kinley and Aquafina are fast catching up, with Kinley holding 20-25 per cent or the market and Aquafina approximately 10 per cent. The rest, including the smaller players have 20-25 per cent of the market share.

5 The majority of the bottling plants whether they produce bottled-water or soft drinks are dependent on ground-water. They create huge water stress in the areas where they operate because groundwater is also the main source-in most places the only source-of drinking water in India. This has created huge conflict between the community and the bottling plants. Private companies in India can siphon out, exhaust and export groundwater free because the
groundwater law in the country is archaic and not in tune with the realities of modern capitalist societies. The existing law says that "the person who owns the land owns the groundwater beneath". This means that, theoretically, a person can buy one square metre of land and take all the groundwater of the surrounding areas and the law of land cannot object to it. This law is the core of the conflict between the community and the companies and the major reason for making the business of bottled-water in the country highly lucrative.

Source: MAT May 2006
The Perumatty village panchayat in Palakkad district of Kerala has lost its legal battle for the right to water with Hindustan Coca-Cola Beverages Private Ltd., the soft-drink manufacturer. A Division Bench of the Kerala High Court ruled on April 7 that a "water-based industry, with a huge investment, has [a right] to receive water to quench its thirst without inconveniencing others". It said the panchayat was wrong in rejecting the company's application for renewal of its operational licence before it made "a scientific assessment" about the reasons for the water scarcity experienced in the region. It asked the local body to renew the licence if the company made an application within two weeks from April 7, provided it has the licence issued under the Factories Act and has the clearance from the State Pollution Control Board. The court allowed the company to extract up to five lakh litres of groundwater every day from the 34-acre (13.6 hectare) premises of its bottling plant, its largest unit in India, located at Plachimada in the panchayat, during 2005-06.

Coca-Cola may soon be dragged to the Supreme Court. The swelling ranks of protesters, who have been holding an agitation outside the factory gates demanding the closure of the company for over two years now, have threatened to appeal against the High Court verdict in the apex court. Member of Parliament and Janata Dal (Secular) State president M.P. Veerendra Kumar, whose party runs the Perumatty panchayat, said the local body would go on appeal and that the agitation by the local tribal people and Dalits would continue. The cause of the struggle was not within the purview of the judiciary; it involved the survival of the local people, he said.
Writing

Answer the following questions based on the Passage and the Supplementary information

1. The passage tells us that we are paying an exhorbitant price for something that should come free. Can you think of other things which future generations may have to pay for.
2. The ground water law is exploited by business people because it is archaic. Have you come across archaic methods used in classrooms which are ineffective now.
3. The bottled water business is highly lucrative. Describe another business line which could be equally profit generating.
4. Discuss five of the highlighted words that you feel is most useful for you with the group and fill your log.

Speaking

Work in pairs

Take any of the following roles and frame your arguments from your point of view on the Hindustan Coca-Cola Beverages Private Ltd case study. Take care to use some of the highlighted words.

- The Perumatty village panchayat
- Hindustan Coca-Cola Beverages Private Ltd
- Division Bench of the Kerala High Court
PART-2

TASK

Work in pairs

1. Summarize the main idea of each paragraph into single sentences
2. Using each sentence as a heading, use bullet points to add on the most relevant detail in the respective paragraphs, that would support the heading

3. Write it in a paragraph of 200-250 words

4. Rewrite the passage using graphs or tables to depict relevant information and reduce content further. Give it a relevant title
Reading Comprehension

PART 1

Reading

Read the following Passage and the Supplementary information

Passage

1 When I was little, children were bought two kinds of ice cream, sold from those white wagons with canopies made of silvery metal: either the two-cent cone or the four-cent ice cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child’s hand, and it was made by taking the ice cream from its container with it special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor’s hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretence of discarding it).

2 The four-cent pie was made by special little machine, also silvery, which pressed two disks of sweet biscuit against a cylindrical section of ice cream. First you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate the whole thing, the biscuit surfaces softening as they because soaked in creamy nectar. Granny had no advice to give here: in theory the pies had been touched only by the machine; in practice, the vendor had held them in his hand while giving them to us, but it was impossible to isolate the contaminated area.

3 I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one cone in their right hand and one in their left; and expertly moving their head from side to side, they licked first one, then the other. This liturgy seemed to me so sumptuously enviable, that many times I asked to be allowed to celebrate it. In vain. My elders were inflexible: a four-cent ice, yes; but two two-cent ones, absolutely no.

4 As anyone can see, neither mathematics not economy nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps, or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it.
Today, citizen and victim of a consumer society, a civilization of excess and waste (which the society of the thirties was not), I realize that those dear and now departed elders were right. Two two-cent cones instead of one at four cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied to me; because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents who encouraged this weakness, appropriate to little parvenus, were bringing up their children in the foolish theatre of “I’d like to but I can’t”. They were preparing them to turn up at tourist-class check-in with a fake Gucci bag bought from a street peddler on the beach at Rimini.

Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilization now wants even adults to be spoiled, and promises them always something more, from the wristwatch in the box of detergent, to the bonus bangle sheathed with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilization pretends to give more, but actually gives, for four cents, what is worth four cents. You will throw away the old transistor radio to purchase the new one, that boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new cheap car will have leather seats, double side mirrors adjustable from inside, and a paneled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick.

The morality of the old days made Spartans of us all, while today’s morality wants all of us to be Sybarites.

Source: CAT 2008
Global inequality in consumption, while reducing, is still high.

Supplementary information

Share of world’s private consumption, 2005

- World’s poorest 20% consume 1.5%
- World’s middle 60% consume 21.9%
- World’s richest 20% consume 76.5%

Source: World Bank Development Indicators 2008
And consider the following, reflecting world priorities:

<table>
<thead>
<tr>
<th>Global Priority</th>
<th>$U.S. Billions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetics in the United States</td>
<td>8</td>
</tr>
<tr>
<td>Ice cream in Europe</td>
<td>11</td>
</tr>
<tr>
<td>Perfumes in Europe and the United States</td>
<td>12</td>
</tr>
<tr>
<td>Pet foods in Europe and the United States</td>
<td>17</td>
</tr>
<tr>
<td>Business entertainment in Japan</td>
<td>35</td>
</tr>
<tr>
<td>Cigarettes in Europe</td>
<td>50</td>
</tr>
<tr>
<td>Alcoholic drinks in Europe</td>
<td>105</td>
</tr>
<tr>
<td>Narcotics drugs in the world</td>
<td>400</td>
</tr>
<tr>
<td>Military spending in the world</td>
<td>780</td>
</tr>
</tbody>
</table>

And compare that to what was estimated as additional costs to achieve universal access to basic social services in all developing countries:
Global Priority | $U.S. Billions
---|---
Basic education for all | 6
Water and sanitation for all | 9
Reproductive health for all women | 12
Basic health and nutrition | 13

Source: Consumption and Consumerism by Anup Shah
http://www.globalissues.org/print/issue/235

**Children as Consumers**

A stark example of this increasing consumption and its associated impacts is the use and promotion of consumption by children. Kid’s markets are enormous and there are many products and foods geared towards children. Parents on the one hand have a hard time raising children; while on the other hand, kids are being increasingly influenced by commercialism.

**Obesity**

Obesity is a growing problem. The number of people overweight or obese is now rivaling the number of people suffering from hunger around the world. Obese people were thought to be mainly from richer countries or wealthier segments of society, but poor people can also suffer as the food industry supplies cheaper food of poorer quality. Environmental, societal and life-style factors all have an impact on obesity and health. While individuals are responsible for their choices, other factors such as the food industry are also part of the problem, and solution. Unfortunately, the food industry appears reluctant to take too many measures that could affect their bottom line, preferring to solely blame individuals instead.
Speaking

1. Choose five words from the highlighted ones that you feel would be useful for you to know and use
2. Pick a word you are unfamiliar with and generate its meaning from context.
3. Create a word web for the word that consists of the following:
   - Other words that sound similar or are spelt similarly
   - Meaning clues from the word and its context.
   - Related words like opposites synonyms superordinates etc
   - Different ways you can use the word [eg I bite a sweet/Give me a bite/The truth bites]
   - Different forms of the word [eg bite, bit bitten etc]
   - What makes the word interesting

   (You are allowed to be adventurous and follow your own instincts)

4. Present each word to the class

Writing

1. Write up a log listing the 5 words you chose.
2. Write a paragraph on each word on the basis of the details you understood from the class. The details should include the 6 points given above in q3 of the speaking exercise
PART-2

TASK

Work in pairs

Discuss one of these issues on the basis of the Passage and the Supplementary information given. Draft a copy and write an appropriate introduction and conclusion.

1. Consumerism as a global issue
   - Inequality in world consumption
   - Global priorities in consumption

2. Children as consumers
   - Are parents to blame?
   - Advertisements of children’s products

3. Health hazards of consumerism
   - Smoking
   - Obesity
Reading Comprehension

PART 1

Reading

Read the following Passage and the Supplementary information

Passage

1. P. Chidambaram might have rubbed Corporate India the wrong way by putting the big-bang reforms on the backburner, but he has definitely tried to buy peace with the aam aadmi by increasing investment in big-ticket projects like Bharat Nirman and National Rural Employment Guarantee Programme (NREG). While the outlay for Bharat Nirman has been hiked by 31.6%, allocations for the education sector and health and family welfare schemes have gone up by 34.2% and by 21.9%, respectively. Chidambaram also surprised many by increasing the education cess to 3%, from 2%, to fund secondary and higher education. The government also proposed to increase funding for the mid-day meal scheme from the primary level to the upper primary classes in 3,427 educationally backward blocks. However, it has pruned allocation for the Sarva Shiksha Abhiyan (SSA) – a scheme started by the NDA government. To arrest the dropout ratio after eighth standard, a means-cum-merit scholarship scheme covering one lakh students has been announced. The first year of the Eleventh Plan period will also see the appointment of two lakh teachers and construction of five lakh classrooms.

2. As the saying goes, well begun is half done. But how many of these noble intentions will translate into actions? There are many unanswered questions. One, are the increased outlays enough to achieve the social goals enumerated in the UPA government’s common minimum programme (CMP)? Two, is the greater allocation to the flagship programmes in proportion to the GDP growth?

3. And more importantly, will the increased allocation also fix the lacuna in the delivery mechanism? The CMP, for instance, has set a 6% target for education spend (as a proportion of the GDP). However, the spend has hardly touched the halfway mark as the coalition government moves closer to the end of its tenure. The education cess has also been swelling the general pool without any firm commitment from the government on incremental spending to meet specific objectives. Experts also question the success of the Bharat Nirman project touted as “the cornerstone of the UPA government’s policies” to fight rural poverty. The IDFC, for instance raises doubts about the
sustainability of the project in its India Infrastructure Report 2007. According to Prof Jean Dreze, one of
the architects of the NREG and member of the Central Employment Guarantee Council, the two big
disappointments in the Budgets are the allocations for Integrated Child Development Services (UCDS)
and the Rural Employment Scheme.

4 “Both are virtually unchanged as a proportion of GDP. If anything, they have declined,” points
out Dreze. The universalisation of ICDS, one of the core commitments of the CMP, assumes importance
from another angle. The Supreme Court in a December 2006 directive called for the doubling of
operational anganwadis by 2008 and wanted the government to ensure that all ICDS services be
extended to all children under six. “This cannot be done without increasing financial allocations. The
absence of any such increase in the Budget is an alarming indication of lack of political commitment to
this programme. It is also, in effect, a violation of the court’s order,” he says.

5 In the case of Rural Employment Guarantee Schemes, it was estimated by the now-defunct
National Advisory Council (NAC) that at least around Rs.20,000 crores would be required for the fair
implementation of the NREG Act in the country’s 200 poorest districts. However, only Rs.6,000 crores
has been spent as of January 2007 and the implementation is also tardy in many states, says Dreze “The
need of the hour is not only to expand the number of districts covered by NREGA, but also to raise
expenditure levels much closer to the NAC projections. Instead of this, the government proposes to
extend NREGA to 330 districts without any increase in expenditure. This is another sobering indication
of lack of commitment to flagship programmes and to the rural poor, “ says Dreze. TV Mohandas Pai,
Director and HR Chief, Infosys, says that the government, instead of so many incremental steps, should
have undertaken certain path-breaking initiatives in irrigation and health insurance for the poor. “The
government should think of revolutionary steps to catapult the economy into a much higher orbit. For
instance, the subsidies for food, fertilizers, kerosene and LPG, which account for about Rs.75,000 crore,
can be done away with, and instead, a direct income transfer of Rs.1,000 each, to say 10 crore below-
poverty-line families, which the government has already identified, could have been done,” he says.
This way, at one stroke, nearly 50 crore people (assuming five people in a family) will get a kind of social
security, Pai argues.

6 While it is debatable whether the government would go in for such innovative methods to address
social inequalities, a reality check would be in order. Otherwise, the ghost of India Shining would come
back to haunt the UPA government as well. Source: MAT 2008
Supplementary information

ICDS

Report on state food security schemes paints dismal picture
Express news service

The report is based on a study conducted across seven districts covering nine blocks selected through sampling techniques. A total of 2,520 beneficiaries of different schemes and 85 anganwadi workers were studied in early 2006.

The report, which can be generalised for the entire state, looks at the Integrated Child Development Scheme (ICDS), Targeted Public Distribution System (TPDS), Antodaya Anna Yojana, Annapurna Scheme, National Old Age Scheme, National Maternity Benefit Scheme and National Family Benefit Scheme.

According to the report, there are 63,994 anganwadis in the state which is 40 per cent of the requirement, with 6,399,000 beneficiaries who constitute less than 50 per cent of the eligible. Also, only 27 per cent of the anganwadis have their own separate structure and one in three anganwadis do not have proper infrastructure, the report revealed.

One in five anganwadis did not maintain any attendance register for the staff and 50 per cent did not have any register, it said.

“The findings related to the attendance and maintenance of records raise concerns about the figures and facts presented by the government,” said Mahesh Kamble, a member of the research team. The team also found that 55.3 per cent of anganwadi workers were not paid their salaries and 25 per cent of the centres had not received funds or food.

The study of the mid-day meal scheme showed that five per cent of the schools have no kitchen. Eight per cent of the food was not palatable and in 41 per cent cases there was no committee for checking the implementation of this scheme.

Under the TPDS, more than half of the population covered did not get sufficient kerosene and only 8 per cent had a ration monitoring committee, the report said.

“It is not that there are no schemes, no food grain or money. There is a lack of will among the bureaucrats and politicians,” Josanthony Joseph said. “There is no need to say why there should be malnutrition in the state,” he added.
RURAL EMPLOYMENT

One of the initiatives of the UPA govt has been outlined below

The UPA Government will immediately enact a National Employment Guarantee Act. This will provide a legal guarantee for at least 100 days of employment, to begin with, on asset-creating public works programmes every year at minimum wages for at least one able-bodied person in every rural, urban poor and lower-middle class household. In the interim, a massive food-for-work programme will be started.
Chart 2
Budget outlays for 2004-05 according to Interim Budget

- Defence: 66000
- Subsidies: 45175
- Employment: 5100
- Additional cost: 39000
Answer the following questions based on the Passage and the Supplementary information

1. Give an overall title to the Passage. Summarize each paragraph into a single sentence.

2. Why do you think that the allocation for the Sarva Shiksha Abhiyan (SSA) has been pruned in the present budget? What other instances of pruning can you think of. In these different contexts can you explain if pruning is used in a positive or negative way.

3. Explain the lacuna in the delivery system as seen from the supplementary notes

Speaking

Work in pairs

1. Choose five words from the highlighted ones that you feel would be useful for you to know and use. Create a word web for these and add it to your log
WORK IN PAIRS

1. Draw a bar graph showing the problems concerning anganwadis in the report. The y axis should be in percentages. Any numbers should be converted into percentages before use. Think of appropriate titles for each factor on the X axis as seen in the example.

   Example:

   ![Bar Graph](image)

   - Suggest two areas where improvement is necessary. Draw up a budget for the new improvements and schemes you have thought of. An example of the format has been given below:

   Example

   **Infrastructure and facilities**
   Present status:
   Improvements suggested:
   Resources needed (under different heads):
   Budget allocation:
Reading Comprehension

PART 1

Reading

Read the following Passage and the Supplementary information

Passage

1 To summarize the Classic Maya collapse, we can tentatively identify five strands. I acknowledge, however, that Maya archaeologists still disagree vigorously among themselves— in part, because the different strands evidently varied in importance among different parts of the Maya realm; because detailed archaeological studies are available from only some Maya sites; and because it remains puzzling why most of the Maya heart land remained nearly empty of population and failed to recover after the collapse and after re-growth of forests.

2 With those caveat, it appears to me that one strand consisted of population growth outstripping available resources; a dilemma similar to the one foreseen by Thomas Malthus in 1798 and is being played out today in Rwanda, Haiti and elsewhere. As the archaeologist David Wheeler succinctly puts it, “Too many farmers grew too many crops on too much of landscape” Compounding that mismatch between population and resources was the second strand— the effects of deforestation and hillside erosion, which caused a decrease in the amount of useable farmland at a time when more rather than less farmland was needed, and possibly exacerbated by an anthropogenic drought resulting from deforestation, by soil problems, and by the struggle to prevent bracken forms from overrunning the fields.

3 The third strand consisted of increased fighting, as more and more people fought over fewer resources. Maya warfare, already endemic, peaked just before the collapse. That is not surprising when one reflects that at least five million people, perhaps many more, were crammed into an area smaller than the US state of Colorado (104,000 square miles). That warfare would have decreased further the amount of land available for agriculture, by creating no-man’s lands between principalities where it was now unsafe to farm. Bringing matters to a head was the strand of climate change. The drought at the time of the Classic collapse was not the first drought that the Maya had lived through, but it was most severe. At the time of previous droughts, there were still uninhabited parts of Maya landscape, and people at a site affected by drought could save themselves by moving to another site. However, by the
time of the classic collapse the landscape was now full, there was no useful unoccupied land in the vicinity on which to begin anew, and the whole population could not be accommodated in the few areas that continued to have reliable water supplies.

4 As our fifth strand, we have to wonder why the kings and nobles, failed to recognize to solve these seemingly obvious problems undermining their society. Their attention was evidently focused on their short-term concerns of enriching themselves, waging wars, erecting monuments, competing with each other, and extracting enough food from the peasants to supports all those activities. Like most leaders throughout human history, the Maya kings and nobles did not heed long-term problems, insofar as they perceived them.

5 Finally, while we have some other past societies to consider before we switch our attention to the modern world, we must already be struck by some parallels between the Maya and the past societies. As in Mangareva, the Maya environmental and pollution problems led to increasing warfare and civil strife. Similarly, on Easter Island and at Chaco canyon, the Maya peak population numbers were followed swiftly by political and social collapse. Paralleling the eventual extension of agriculture from Easter Island’s coastal lowlands to its uplands, and from the Mambres floodplain to the hills, Copan’s inhabitants also expand from the floodplain to the more fragile hill slopes, leaving them with a larger population to feed when the agricultural boom in the hills went bust. Like Easter Island chiefs erecting ever larger statues, and like Anasazi elite treating themselves to necklaces of 2000 turquoise beads, Maya kings sought to outdo each other with more and more impressive temples, covered with thicker and thicker plaster reminiscent in turn of the extravagant conspicuous consumption by modern American CEOs. The passivity of Easter Chiefs and Maya kings in the face of the real threats to their societies completes our list of disquieting parallels.

Source: CAT 2008
Supplementary information

Notes on a few places mentioned in the passage

**Mangareva** is the central and most important island of the Gambier Islands in French Polynesia. **Mangareva** was once heavily forested and supported a large population that traded with other islands via ocean-going canoes. However, excessive logging by the islanders during the tenth to the fifteenth centuries resulted in deforestation of the island, with disastrous results for its environment and economy.

Trees are sparse on modern **Easter Island**, rarely forming small groves. The island once had a forest of palms, and it has been argued that native Easter Islanders deforested the island in the process of erecting their statues.

In 1925, **Haiti** was lush, with 60% of its original forest covering the lands and mountainous regions. Since then, the population has cut down all but an estimated 2% of its original forest cover, and in the process has destroyed fertile farmland soils, contributing to desertification. Sources: Wikipedia

Unchecked Capitalism's Consequences

Something is morally and spiritually wrong with American capitalism when the average corporate **CEO** takes home more than 100 times what his workers earn. Disney's Michael Eisner is not an average corporate **CEO**, but he paid himself $203 million in salary and bonuses in 1993 while denying a 25-cent-an-hour raise to low-wage employees.

Author Gregg Easterbrook pointing out in his book, "A Moment on the earth:" "Had Mr. Eisner accepted a pittance of $10 million that year, he could have offered all 33,000 employees of Disney World a $5,800 raise."

Our society idolizes the lifestyles of the rich and famous. Ralph Waldo Emerson once said, "The greatest man in history was the poorest." It boggles the mind to think that Jesus stepped down from a divine throne to live on Earth in human form as a servant. Christ was born in a barnyard, lived in poverty and died on a cross so that all humankind could one day enjoy Heaven's eternal riches. Jesus stooped to our level to show His amazing grace and love. To walk in His steps would be to act in response to the question, "What would Jesus do?"

To whom much is given, much is required. All of our wealth and possessions really belong to our Creator. Good stewards, blessed with God's gifts, are willing to share out of their abundance. The CEOs who create jobs need workers just as much as workers need a job. In the spirit of compassionate community, we need each other. Security gates and protective walls will not be needed in a just society devoid of greed.

America's CEOs have a wonderful opportunity to lead by modeling what God requires of all of us. Sharing the wealth is one way of doing justice, loving kindness and walking humbly with our God.

Newspaper article; The Washington Times, September 22, 1996.

PAUL WHITELEY
Writing

Choose at least  words from here and do the following

• State its contextual meaning as you understand it
• State its real meaning
• Give a related word
• Use it in a real life context from your experience

Speaking

Work in pairs

1a.Give instances of the following from your own experience.
   b. Choose any two and give a preview of what you are going to say and support each point with detail and examples

• Industrial pollution exacerbated by overpopulation
• Crammed slum areas
• Endemic wasteful lifestyles
• The conspicuous absence of discipline
• Anthropogenic exploitation of natural resources
PART-2
TASK

Speaking

Work in pairs

1. What is the purpose served by labeling the reasons for the Maya collapse as “five strands” Discuss the extended use of this label through the passage

2. Give 2 examples of how the author has linked reasons together? What do these links achieve?

3. Imagine that the global civilization collapses by 2050. Identify the causes for it from what is happening in the world at present. Describe in detail the progress to the collapse as you imagine it. Support each point with details and examples.

Writing

Structuring a presentation

1. During the discussion, note down at least 2 relevant points with details. Expand these into comprehensive paragraphs which consist of a topic sentence and supporting details. Use labels and links wherever necessary.
Lessons for the Control Group
Passage

1. At the Fourth World Water Forum held in Mexico City in March 2006, the 120-nation assembly could not reach a consensus on declaring the right to safe and clean drinking water a human right. Millions of people the world over do not have access to water supply. But it is good times for the bottled-water industry, which is cashing in on the need for clean drinking water and the ability of urban elite to pay an exorbitant price for this very basic human need. The fortunes of this more-than-$100-billion global industry are directly related to the human apathy towards the environment: the more we pollute our water bodies, the more the sales of bottled-water. It is estimated that the global consumption of bottled-water is nearing 200 billion litres—sufficient to satisfy the daily drinking water need of one-fourth of the Indian population or about 4.5 per cent of the global population.

2. In India, the per capita bottled-water consumption is still quite low—less than five litres a year as compared to the global average of 24 litres. However, the total annual bottled-water consumption has risen rapidly in recent times. It has tripled between 1999 and 2004—from about 1.5 billion litres to five billion litres. These are boom times for the Indian bottled-water industry, more so because the economics are sound, the bottom line is fat and the Indian government hardly cares for what happens to the nation's water resources. India is the tenth largest bottled water consumer in the world. In 2002, the industry had an estimated turnover
of Rs 10 billion (Rs 1.000 crore). Today it is one of India's fastest growing industrial sectors. Between 1999 and 2004, the Indian bottled-water market grew at a compound annual growth rate (CAGR) of 25 per cent—the highest in the world. With over a thousand bottled-water producers the Indian bottled-water industry is big by even international standards. There are more than 200 brands, nearly 80 per cent of which are local. Most of the small-scale producers sell non-branded products and serve small markets. In fact, making bottled-water is a cottage industry in the country today. Leave alone the metro, where a bottled-water manufacturer can be found even in a one-room shop, in every medium and small city and even some prosperous rural areas there are bottled-water manufacturers.

Despite the large number of small producers, this industry is dominated by the big players—Parle Bisleri, Coca-Cola, PepsiCo. Parle Agro, Mohan Meakins, SKN Breweries and so on. Parle was the first major Indian company to enter the bottled-water market in the country when it introduced Bisleri in India 25 years ago. The rise of the Indian bottled water industry began with the economic liberalisation process in 1991. The market was virtually stagnant until 1991, when the demand for bottled-water was less than two million cases a year. However since 1991-1992 it has not looked back, and the demand in 2004-05 was a staggering 82 million cases. Bottled-water is sold in a variety of packages: pouches and glasses, 330 ml bottles, 500 ml bottles, one-litre bottles and even 20 to 50 litre bulk water packs. The formal bottled-water business in India can be divided broadly into three segments in terms of cost: premium natural mineral water, natural mineral water and packaged drinking water.

Attracted by the huge potential that India's vast middle class offers, multinational players such as Coca-Cola and PepsiCo have been trying, for the past decade, to capture the Indian bottled-water market. Today, they have captured a significant portion of it. However, Parle Bisleri continues to hold 40 per cent of the market share. Kinley and Aquafina are fast catching up, with Kinley holding 20-25 per cent or the market and Aquafina approximately 10 per cent. The rest, including the smaller players have 20-25 per cent of the market share.
The majority of the bottling plants whether they produce bottled-water or soft drinks-are dependent on ground-water. They create huge water stress in the areas where they operate because groundwater is also the main source-in most places the only source-of drinking water in India. This has created huge conflict between the community and the bottling plants. Private companies in India can siphon out, exhaust and export groundwater free because the groundwater law in the country is archaic and not in tune with the realities of modern capitalist societies. The existing law says that "the person who owns the land owns the groundwater beneath". This means that, theoretically, a person can buy one square metre of land and take all the groundwater of the surrounding areas and the law of land cannot object to it. This law is the core of the conflict between the community and the companies and the major reason for making the business of bottled-water in the country highly lucrative.

Source: MAT May 2006
Supplementary information

FRONTLINE
Volume 22 - Issue 09, Apr. 23 - May. 06, 2005
India's National Magazine
from the publishers of THE HINDU

Home • Contents

The Perumatty village panchayat in Palakkad district of Kerala has lost its legal battle for the right to water with Hindustan Coca-Cola Beverages Private Ltd., the soft-drink manufacturer. A Division Bench of the Kerala High Court ruled on April 7 that a "water-based industry, with a huge investment, has [a right] to receive water to quench its thirst without inconveniencing others". It said the panchayat was wrong in rejecting the company's application for renewal of its operational licence before it made "a scientific assessment" about the reasons for the water scarcity experienced in the region. It asked the local body to renew the licence if the company made an application within two weeks from April 7, provided it has the licence issued under the Factories Act and has the clearance from the State Pollution Control Board. The court allowed the company to extract up to five lakh litres of groundwater every day from the 34-acre (13.6 hectare) premises of its bottling plant, its largest unit in India, located at Plachimada in the panchayat, during 2005-06.

Coca-Cola may soon be dragged to the Supreme Court. The swelling ranks of protesters, who have been holding an agitation outside the factory gates demanding the closure of the company for over two years now, have threatened to appeal against the High Court verdict in the apex court. Member of Parliament and Janata Dal (Secular) State president M.P. Veerendra Kumar, whose party runs the Perumatty panchayat, said the local body would go on appeal and that the agitation by the local tribal people and Dalits would continue. The cause of the struggle was not within the purview of the judiciary; it involved the survival of the local people, he said.
Writing

Answer the following questions based on the Passage and the Supplementary information

1. Give some examples of how water bodies are polluted in your environment
2. Draw a pie chart to show the present market share of the major players of the industry. Title and label the chart.
3. Why is it unethical for companies to exploit ground water sources. Explain with an example

Speaking

Work in pairs

Take any of the following roles and frame your arguments from your point of view on the Hindustan Coca-Cola Beverages Private Ltd case study

- The Perumatty village panchayat
- Hindustan Coca-Cola Beverages Private Ltd
- Division Bench of the Kerala High Court
PART-2

TASK

Work in pairs

1. Summarize the main idea of each paragraph into single sentences
2. Using each sentence as a heading, use bullet points to add on the most relevant detail in the respective paragraphs, that would support the heading

3. Write it in a paragraph of 200-250 words

4. Rewrite the passage using graphs or tables to depict relevant information and reduce content further. Give it a relevant title
Reading Comprehension

PART 1

Reading

Read the following Passage and the Supplementary information

Passage

1 When I was little, children were bought two kinds of ice cream, sold from those white wagons with canopies made of silvery metal: either the two-cent cone or the four-cent ice cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child’s hand, and it was made by taking the ice cream from its container with its special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor’s hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretence of discarding it).

2 The four-cent pie was made by special little machine, also silvery, which pressed two disks of sweet biscuit against a cylindrical section of ice cream. First you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate the whole thing, the biscuit surfaces softening as they because soaked in creamy nectar. Granny had no advice to give here: in theory the pies had been touched only by the machine; in practice, the vendor had held them in his hand while giving them to us, but it was impossible to isolate the contaminated area.

3 I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one cone in their right hand and one in their left; and expertly moving their head from side to side, they licked first one, then the other. This liturgy seemed to me so sumptuously enviable, that many times I asked to be allowed to celebrate it. In vain. My elders were inflexible: a four-cent ice, yes; but two two-cent ones, absolutely no.
As anyone can see, neither mathematics nor economy nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps, or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it.

Today, citizen and victim of a consumer society, a civilization of excess and waste (which the society of the thirties was not), I realize that those dear and now departed elders were right. Two two-cent cones instead of one at four cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied to me; because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents who encouraged this weakness, appropriate to little parvenus, were bringing up their children in the foolish theatre of “I’d like to but I can’t”. They were preparing them to turn up at tourist-class check-in with a fake Gucci bag bought from a street peddler on the beach at Rimini.

Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilization now wants even adults to be spoiled, and promises them always something more, from the wristwatch in the box of detergent, to the bonus bangle sheathed with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilization pretends to give more, but actually gives, for four cents, what is worth four cents. You will throw away the old transistor radio to purchase the new one, that boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new cheap car will have leather seats, double side mirrors adjustable from inside, and a paneled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick.

The morality of the old days made Spartans of us all, while today’s morality wants all of us to be Sybarites.

Source: CAT 2008
Supplementary information

Global inequality in consumption, while reducing, is still high.

![Pie chart showing the share of world's private consumption in 2005.](chart.png)

Source: World Bank Development Indicators 2008
And consider the following, reflecting world priorities:

<table>
<thead>
<tr>
<th>Global Priority</th>
<th>$U.S. Billions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosmetics in the United States</td>
<td>8</td>
</tr>
<tr>
<td>Ice cream in Europe</td>
<td>11</td>
</tr>
<tr>
<td>Perfumes in Europe and the United States</td>
<td>12</td>
</tr>
<tr>
<td>Pet foods in Europe and the United States</td>
<td>17</td>
</tr>
<tr>
<td>Business entertainment in Japan</td>
<td>35</td>
</tr>
<tr>
<td>Cigarettes in Europe</td>
<td>50</td>
</tr>
<tr>
<td>Alcoholic drinks in Europe</td>
<td>105</td>
</tr>
<tr>
<td>Narcotics drugs in the world</td>
<td>400</td>
</tr>
<tr>
<td>Military spending in the world</td>
<td>780</td>
</tr>
</tbody>
</table>

And compare that to what was estimated as additional costs to achieve universal access to basic social services in all developing countries:
Global Priority | $U.S. Billions
---|---
Basic education for all | 6
Water and sanitation for all | 9
Reproductive health for all women | 12
Basic health and nutrition | 13

Source: Consumption and Consumerism by Anup Shah
http://www.globalissues.org/print/issue/235

**Children as Consumers**

A stark example of this increasing consumption and its associated impacts is the use and promotion of consumption by children. Kid’s markets are enormous and there are many products and foods geared towards children. Parents on the one hand have a hard time raising children; while on the other hand, kids are being increasingly influenced by commercialism.

**Obesity**

Obesity is a growing problem. The number of people overweight or obese is now rivaling the number of people suffering from hunger around the world. Obese people were thought to be mainly from richer countries or wealthier segments of society, but poor people can also suffer as the food industry supplies cheaper food of poorer quality. Environmental, societal and life-style factors all have an impact on obesity and health. While individuals are responsible for their choices, other factors such as the food industry are also part of the problem, and solution. Unfortunately, the food industry appears reluctant to take too many measures that could affect their bottom line, preferring to solely blame individuals instead.
**Writing**

Answer these questions on the basis of the passage

1. Give a title for the Passage and explain why you chose it

2. ‘As anyone can see, neither mathematics not economy nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded.’ Explain each of the highlighted words in its context to show why the author was not allowed to eat two 2 cent cones rather than one 4 cent cone

3. In para 5 the author explains why his parents denied him two ice-creams. Justify this stand on the basis of the supplementary notes for the passage.

**Speaking**

**Work in pairs**

Discuss examples of consumerism in our society in relation to the passage and supplementary notes

Think of a product in the market whose promotional techniques encourages consumerism and gauge the ill effects it will have in the future
PART-2

TASK

Work in pairs

Discuss one of these issues on the basis of the Passage and the Supplementary information given. Draft a copy and write an appropriate introduction and conclusion.

4. Consumerism as a global issue

   • Inequality in world consumption
   
   • Global priorities in consumption

5. Children as consumers

   • Are parents to blame?
   
   • Advertisements of children’s products

6. Health hazards of consumerism

   • Smoking
   
   • Obesity
Reading Comprehension

PART 1

Reading

Read the following Passage and the Supplementary information

Passage

P. Chidambaram might have rubbed Corporate India the wrong way by putting the big-bang reforms on the backburner, but he has definitely tried to buy peace with the aam aadmi by increasing investment in big-ticket projects like Bharat Nirman and National Rural Employment Guarantee Programme (NREG). While the outlay for Bharat Nirman has been hiked by 31.6%, allocations for the education sector and health and family welfare schemes have gone up by 34.2% and by 21.9%, respectively. Chidambaram also surprised many by increasing the education cess to 3%, from 2%, to fund secondary and higher education. The government also proposed to increase funding for the mid-day meal scheme from the primary level to the upper primary classes in 3,427 educationally backward blocks. However, it has pruned allocation for the Sarva Shiksha Abhiyan (SSA) – a scheme started by the NDA government. To arrest the dropout ratio after eighth standard, a means-cum-merit scholarship scheme covering one lakh students has been announced. The first year of the Eleventh Plan period will also see the appointment of two lakh teachers and construction of five lakh classrooms.

2 As the saying goes, well begun is half done. But how many of these noble intentions will translate into actions? There are many unanswered questions. One, are the increased outlays enough to achieve the social goals enumerated in the UPA government’s common minimum programme (CMP)? Two, is the greater allocation to the flagship programmes in proportion to the GDP growth?

3 And more importantly, will the increased allocation also fix the lacuna in the delivery mechanism? The CMP, for instance, has set a 6% target for education spend (as a proportion of the GDP). However, the spend has hardly touched the halfway mark as the coalition government moves closer to the end of its tenure. The education cess has also been swelling the general pool without any firm commitment from the government on incremental spending to meet specific objectives. Experts also question the success of the Bharat Nirman project touted as “the cornerstone of the UPA government’s policies” to fight rural poverty. The IDFC, for instance raises doubts about the sustainability of the project in its India Infrastructure Report 2007. According to Prof Jean Dreze, one of the architects of the NREG and member of the Central Employment Guarantee Council, the two big
disappointments in the Budgets are the allocations for Integrated Child Development Services (UCDS) and the Rural Employment Scheme.

4  “Both are virtually unchanged as a proportion of GDP. If anything, they have declined,” points out Dreze. The universalisation of ICDS, one of the core commitments of the CMP, assumes importance from another angle. The Supreme Court in a December 2006 directive called for the doubling of operational anganwadis by 2008 and wanted the government to ensure that all ICDS services be extended to all children under six. “This cannot be done without increasing financial allocations. The absence of any such increase in the Budget is an alarming indication of lack of political commitment to this programme. It is also, in effect, a violation of the court’s order,” he says.

5  In the case of Rural Employment Guarantee Schemes, it was estimated by the now-defunct National Advisory Council (NAC) that at least around Rs.20,000 crores would be required for the fair implementation of the NREG Act in the country’s 200 poorest districts. However, only Rs.6,000 crores has been spent as of January 2007 and the implementation is also tardy in many states, says Dreze “The need of the hour is not only to expand the number of districts covered by NREGA, but also to raise expenditure levels much closer to the NAC projections. Instead of this, the government proposes to extend NREGA to 330 districts without any increase in expenditure. This is another sobering indication of lack of commitment to flagship programmes and to the rural poor,” says Dreze. TV Mohandas Pai, Director and HR Chief, Infosys, says that the government, instead of so many incremental steps, should have undertaken certain path-breaking initiatives in irrigation and health insurance for the poor. “The government should think of revolutionary steps to catapult the economy into a much higher orbit. For instance, the subsidies for food, fertilizers, kerosene and LPG, which account for about Rs.75,000 crore, can be done away with, and instead, a direct income transfer of Rs.1,000 each, to say 10 crore below-poverty-line families, which the government has already identified, could have been done,” he says. This way, at one stroke, nearly 50 crore people (assuming five people in a family) will get a kind of social security, Pai argues.

6  While it is debatable whether the government would go in for such innovative methods to address social inequalities, a reality check would be in order. Otherwise, the ghost of India Shining would come back to haunt the UPA government as well.

Source: MAT 2008

Supplementary information
ICDS

Report on state food security schemes paints dismal picture
Express news service

The report is based on a study conducted across seven districts covering nine blocks selected through sampling techniques. A total of 2,520 beneficiaries of different schemes and 85 anganwadi workers were studied in early 2006.

The report, which can be generalised for the entire state, looks at the Integrated Child Development Scheme (ICDS), Targeted Public Distribution System (TPDS), Antodaya Anna Yojana, Annapurna Scheme, National Old Age Scheme, National Maternity Benefit Scheme and National Family Benefit Scheme.

According to the report, there are 63,994 anganwadis in the state which is 40 per cent of the requirement, with 6,399,000 beneficiaries who constitute less than 50 per cent of the eligible. Also, only 27 per cent of the anganwadis have their own separate structure and one in three anganwadis do not have proper infrastructure, the report revealed.

One in five anganwadis did not maintain any attendance register for the staff and 50 per cent did not have any register, it said.

“The findings related to the attendance and maintenance of records raise concerns about the figures and facts presented by the government,” said Mahesh Kamble, a member of the research team. The team also found that 55.3 per cent of anganwadi workers were not paid their salaries and 25 per cent of the centres had not received funds or food.

The study of the mid-day meal scheme showed that five per cent of the schools have no kitchen. Eight per cent of the food was not palatable and in 41 per cent cases there was no committee for checking the implementation of this scheme.

Under the TPDS, more than half of the population covered did not get sufficient kerosene and only 8 per cent had a ration monitoring committee, the report said.

“It is not that there are no schemes, no food grain or money. There is a lack of will among the bureaucrats and politicians,” Josanthony Joseph said. “There is no need to say why there should be malnutrition in the state,” he added

RURAL EMPLOYMENT

One of the initiatives of the UPA govt has been outlined below
The UPA Government will immediately enact a National Employment Guarantee Act. This will provide a legal guarantee for at least 100 days of employment, to begin with, on asset-creating public works programmes every year at minimum wages for at least one able-bodied person in every rural, urban poor and lower-middle class household. In the interim, a massive food-for-work programme will be started.
Chart 2
Budget outlays for 2004-05 according to Interim Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defence</td>
<td>66000</td>
</tr>
<tr>
<td>Subsidies</td>
<td>45175</td>
</tr>
<tr>
<td>Employment</td>
<td>5100</td>
</tr>
<tr>
<td>Additional cost</td>
<td>39000</td>
</tr>
</tbody>
</table>
Writing

Answer the following questions based on the Passage and the Supplementary information

1. Give an overall title to the Passage. Summarize each paragraph into a single sentence.

2. Paragraph 2 has a phrase “well begun is half done.” Explain this with regard to the government schemes on the basis of the passage using supporting evidence from the Supplementary information

Speaking

Work in pairs

TV Mohandas Pai, Director and HR Chief, Infosys has offered a remedy to the problem. Discuss the solution and compare it with the 100 day work programme of the UPA Govt. Relate it to the information you have been given in Chart 1 and 2
PART-2
TASK

Work in pairs

2. Draw a bar graph showing the problems concerning anganwadis in the report. The y axis should be in percentages. Any numbers should be converted into percentages before use. Think of appropriate titles for each factor on the X axis as seen in the example

Example:

- Suggest two areas where improvement is necessary. Draw up a budget for the new improvements and schemes you have thought of. An example of the format has been given below:

Example

Infrastructure and facilities
Present status:
Improvements suggested:
Resources needed(under different heads):
Budget allocation:
PART 1

Reading

Read the following Passage and the Supplementary information

Passage

1. To summarize the Classic Maya collapse, we can tentatively identify five strands. I acknowledge, however, that Maya archaeologists still disagree vigorously among themselves—in part, because the different strands evidently varied in importance among different parts of the Maya realm; because detailed archaeological studies are available from only some Maya sites; and because it remains puzzling why most of the Maya heartland remained nearly empty of population and failed to recover after the collapse and after re-growth of forests.

2. With those caveat, it appears to me that one strand consisted of population growth outstripping available resources; a dilemma similar to the one foreseen by Thomas Malthus in 1798 and is being played out today in Rwanda, Haiti and elsewhere. As the archaeologist David Whester succinctly puts it, “Too many farmers grew too many crops on too much of landscape” Compounding that mismatch between population and resources was the second strand—the effects of deforestation and hillside erosion, which caused a decrease in the amount of useable farmland at a time when more rather than less farmland was needed, and possibly exacerbated by an anthropogenic drought resulting from deforestation, by soil problems, and by the struggle to prevent bracken forms from overrunning the fields.

3. The third strand consisted of increased fighting, as more and more people fought over fewer resources. Maya warfare, already endemic, peaked just before the collapse. That is not surprising when one reflects that at least five million people, perhaps many more, were crammed into an area smaller than the US state of Colorado (104,000 square miles). That warfare would have decreased further the amount of land available for agriculture, by creating no-man’s lands between principalities where it was now unsafe to farm. Bringing matters to a head was the strand of climate change. The drought at the time of the Classic collapse was not the first drought that the Maya had lived through, but it was most severe. At the time of previous droughts, there were still uninhabited parts of Maya landscape, and people at a site affected by drought could save themselves by moving to another site. However, by the time of the classic collapse the landscape was now full, there was no useful unoccupied land in the
vicinity on which to begin anew, and the whole population could not be accommodated in the few areas that continued to have reliable water supplies.

4 As our fifth strand, we have to wonder why the kings and nobles, failed to recognize to solve these seemingly obvious problems undermining their society. Their attention was evidently focused on their short-term concerns of enriching themselves, waging wars, erecting monuments, competing with each other, and extracting enough food from the peasants to supports all those activities. Like most leaders throughout human history, the Maya kings and nobles did not heed long-term problems, insofar as they perceived them.

5 Finally, while we have some other past societies to consider before we switch our attention to the modern world, we must already be struck by some parallels between the Maya and the past societies. As in Mangareva, the Maya environmental and pollution problems led to increasing warfare and civil strife. Similarly, on Easter Island and at Chaco canyon, the Maya peak population numbers were followed swiftly by political and social collapse. Paralleling the eventual extension of agriculture from Easter Island’s coastal lowlands to its uplands, and from the Mambres floodplain to the hills, Copan’s inhabitants also expand from the floodplain to the more fragile hill slopes, leaving them with a larger population to feed when the agricultural boom in the hills went bust. Like Easter Island chiefs erecting ever larger statues, and like Anasazi elite treating themselves to necklaces of 2000 turquoise beads, Maya kings sought to outdo each other with more and more impressive temples, covered with thicker and thicker plaster reminiscent in turn of the extravagant conspicuous consumption by modern American CEOs. The passivity of Easter Chiefs and Maya kings in the face of the real threats to their societies completes our list of disquieting parallels.

Source: CAT 2008
**Supplementary information**

**Notes on a few places mentioned in the passage**

**Mangareva** is the central and most important island of the Gambier Islands in French Polynesia. **Mangareva** was once heavily forested and supported a large population that traded with other islands via ocean-going canoes. However, excessive logging by the islanders during the tenth to the fifteenth centuries resulted in deforestation of the island, with disastrous results for its environment and economy.

Trees are sparse on modern **Easter Island**, rarely forming small groves. The island once had a forest of palms, and it has been argued that native Easter Islanders deforested the island in the process of erecting their statues.

\[\text{In 1925, Haiti was lush, with 60\% of its original forest covering the lands and mountainous regions. Since then, the population has cut down all but an estimated 2\% of its original forest cover, and in the process has destroyed fertile farmland soils, contributing to desertification.}^{6}\]

Erosion has been severe in the mountainous areas. Most Haitian logging is done to produce charcoal, the country's chief source of fuel.


**Unchecked Capitalism's Consequences**

Something is morally and spiritually wrong with American capitalism when the average corporate CEO takes home more than 100 times what his workers earn. Disney's Michael Eisner is not an average corporate CEO, but he paid himself $203 million in salary and bonuses in 1993 while denying a 25-cent-an-hour raise to low-wage employees.

Author Gregg Easterbrook pointing out in his book, "A Moment on the earth:" "Had Mr. Eisner accepted a pittance of $10 million that year, he could have offered all 33,000 employees of Disney World a $5,800 raise."

Our society idolizes the lifestyles of the rich and famous. Ralph Waldo Emerson once said, "The greatest man in history was the poorest." It boggles the mind to think that Jesus stepped down from a divine throne to live on Earth in human form as a servant. Christ was born in a barnyard, lived in poverty and died on a cross so that all humankind could one day enjoy Heaven's eternal riches. Jesus stooped to our level to show His amazing grace and love. To walk in His steps would be to act in response to the question, "What would Jesus do?"

To whom much is given, much is required. All of our wealth and possessions really belong to our Creator. Good stewards, blessed with God's gifts, are willing to share out of their abundance. The CEOs who create jobs need workers just as much as workers need a job. In the spirit of compassionate community, we need each other. Security gates and protective walls will not be needed in a just society devoid of greed.

America's CEOs have a wonderful opportunity to lead by modeling what God requires of all of us. Sharing the wealth is one way of doing justice, loving kindness and walking humbly with our God.

Newspaper article; The Washington Times, September 22, 1996.

PAUL WHITELEY
Writing

Answer the following questions based on the Passage and the Supplementary information

1. What is stated in the preview of this passage
2. Explain any two reasons for the Maya collapse. Each reason must be supported by evidence/example.

Speaking

Work in pairs

Exploitation is seen at different levels

- Natural resources
- Between countries
- Within societies
- Between human and animal species

Take any one area and explain the situations with examples. Suggest remedies for the situation
PART-2
TASK

Speaking

Work in pairs

4. What is the purpose served by labeling the reasons for the Maya collapse as “five strands” Discuss the extended use of this label through the passage

5. Give 2 examples of how the author has linked reasons together? What do these links achieve?

6. Imagine that the global civilization collapses by 2050. Identify the causes for it from what is happening in the world at present. Describe in detail the progress to the collapse as you imagine it. Support each point with details and examples.

Writing

Structuring a presentation

2. During the discussion, note down at least 2 relevant points with details. Expand these into comprehensive paragraphs which consist of a topic sentence and supporting details. Use labels and links wherever necessary.

3. Use an appropriate introduction and conclusion
Appendix F

Detailed description of the Intervention Procedure
Introduction

The model for developing English proficiency among management students in Kerala was implemented through a partial intervention on two groups. The intervention for the experimental group and the control group differed in the application of methodologies to achieve the objectives. A general description of the inputs of the intervention has been given below. They consist of a pre-test, an intervention at two levels, and a post test.

The tests

The Pre-test (See Appendix D)

The test consisted of five receptive tests and five productive tests. The order of the tests was exactly as designed by Webb(2007). The first test was the productive orthography test. Each word was spoken twice and the students were given 10 seconds to write down the spelling. The second test was the receptive orthography test which had a multiple choice format. Four choices were given where one was the correct spelling and the three distractors of which at least two resembled the word phonetically or orthographically.

The next was the productive test of meaning. The words were listed with a blank space beside them. The meaning of the word was to be written in the blank. Even if two words were used to express the meaning it was marked correct as long as it explained the word.

The next was the productive syntax test where the target word had to be used in a sentence. It was scored as correct if it was grammatically correct even if the meaning was not evident. The next was the productive test for semantic association. Here again the words were listed and the blank space beside each word had to be filled with a word that had a semantic association with the target word. Instructions and examples were given for the test takers. The next was a productive test of association which followed the same format as the previous one.
Four receptive vocabulary tests followed these in the following order: syntax, semantic association, association and meaning. The receptive syntax test was in the form of multiple choice sentences. If the word was used with syntactic accuracy it was marked correct. Sometimes two choices would be correct. The same mark was awarded whether one or both were marked. For the receptive test of semantic association, careful instructions and examples were given and the choices (beside the correct one) were all words that had occurred in the passages chosen for the intervention. The same format was followed for the receptive association test. The receptive meaning test also had choices from the reading passages used in the intervention.

**The post test**
The post test was in the same format as the pre-test except that the word list was different. The procedure used to formulate the word list has been given in Chapter 7.

**Formation of the experimental and control groups**
The students for the intervention were chosen on the basis of Business English Certificate Diagnostic Test (See Appendix C) and a list of 72 candidates was taken out of a total of 152 candidates. The group was first divided on the basis of gender. There were 48 girls and 24 boys at this stage. These students were listed separately on the basis of their BEC score ranking and the two gender based groups were randomly divided on rank basis into two groups consisting of an equal number of boys and girls. The experimental group was named Group A and the control group was Group B. The lists were prepared earlier and the students were informed of the group division and the class timings at the conclusion of the introductory session.

**The Units** (See Appendix E)
Each unit was made up of two two-hour sessions. The first comprised of the reading passage and speaking and writing exercises and the second was the task. The basic pattern followed for the units is given below:
Unit

- Part 1 (2 hours)
  1. Reading Comprehension Passage
  2. Supplementary Notes
  3. Speaking and Writing Exercises
     - Part 2 (2 hours)
  1. Task

The intervention
The intervention was done at two levels—with the Control group and with the Experimental group. The following is an overview of the intervention.

Overall objectives of the intervention:
- To improve language proficiency for business purposes
- To gain proficiency in the prescribed communication tasks
- To improve the productive vocabulary repertoire

Specific objective of the partial intervention
The prime objective of the partial intervention implemented in this experimental study was to analyse the impact of two teaching methodologies on the achievement of the third objective outlined above i.e. the improvement of the productive vocabulary repertoire.

Teaching methodology
Having identified vocabulary as the language weakness of the population under study, two methodologies were tried out on two separate groups to see the effectiveness of each in achieving this objective. While both groups were taught through the methodology based on communicative language teaching, the experimental group was treated with an added element that focuses on bringing out receptive vocabulary to productive use. This is different from the ‘focus on form’ methodology which pays attention to vocabulary and structural mistakes as they come up within the communicative situation. Here attention was focused on a pre-
determined area of language weakness and this attention remained in this area alone through the course. The reading passages in the course material had the specific words highlighted for the experimental group so that the noticing skills of this group were exercised from the beginning itself.

The control group used the conventional methodology of communicative language teaching (CLT) to achieve these objectives and so the words also had not been highlighted for this group as this would go against the conventionally accepted method of CLT.

**Learning styles**

The whole intervention was carried out in a student centred environment through group work or pair work. Students were allowed to consult each other even for their individual writing assignments. The speaking assignments were discussed in the group, and idea sharing is encouraged. The only stipulation in these sessions was that the consultation had to be in English.

To clarify word meanings students were allowed to use their dictionaries, computers or consult with the group members or the teacher. However the first effort was always concentrated on guessing words from context. As the idea was to exercise their noticing skills on new vocabulary, maximum encouragement was given to explore the word meanings in several ways before they used the word productively.

Role plays, group discussions, presentations and debates were some of the learning styles adopted for the students in order to motivate them.

**The role of the teacher**

Both the groups were taught by the same teacher in order to control the teacher variable. The teacher took a lead role at the beginning when the instructions on the objectives and the methods to achieve them were discussed. The teacher also helped to sum up the learning experience at the end of the class. The major part of the process was student centred with the teacher taking a secondary role of facilitation when necessary. As the course material had clear instructions with each section, there was little explanation required to carry out the exercises. Thus even the roles assumed in the first two sessions gradually decreased as the
students understood the style adopted for the classes. Any doubts could be clarified with the group or with the teacher. The teacher intervened if some members needed to be encouraged to take an active role in the discussion. The teacher also monitored any lapses in the use of English for the discussions.

**General procedure followed for the first session of each unit**

The class was divided into groups of 6 students each. The same members were retained in the group for all sessions so that the chance to present spoken exercises could be equitably distributed. The group leader was appointed only for one session so that the responsibility shifted to each of the members. After the teacher’s initial instructions, the students were given 20-30 minutes to read and understand the passage, the supplementary notes and the questions. The group leader had 3 tasks: to keep time [5 minutes to discuss each question], to keep the discussion on track, and to see that each member contributes to the discussion. Written work was to be done individually with the help of the ideas gained through group discussion.

**General procedure followed for the second session of each unit**

The group formation was retained through this session. The process was in three stages. The first was a pre-task stage where the teacher gave the required inputs to the class to carry out the task assigned to them. The second was a during-task stage where the task was carried out by the students. The teacher input at this stage was minimal. The discussions first took place within the larger group of six students under the leadership of the group leader. Then the group worked in pairs in the final process of carrying out the task. The third stage was the post task stage where the task was orally presented or, in some cases, it was conducted as a feedback session on their experience.
The conduct of the sessions

The description of each session has been given below. As the input and teaching methodology was the same for both groups except in the area of exercises (in the first session of each unit), they have been described together. The section dealing with exercises has been described separately for each group.

Introductory Session

The first session was a combined session of 72 students who had been chosen on the basis of the BEC Diagnostic Test 2006. The instructor introduced herself and explained the general objectives of the programme along with a brief outline of the conduct of the teaching-learning process in order to prepare them for active participation.

The group was given the questionnaire and after filling that they were administered the pre-test on the basis of the 15 chosen words. Certain instructions about the test procedure were given especially about the order of the tests. Students were strictly warned that they had to proceed as per the order of tests given in the booklet and that they had to complete one test before going to the next. They were not allowed to revisit the previous tests as this would contaminate the scores obtained. They were given 35 minutes to complete the test. (The timing was decided on the basis of the pilot tests conducted prior to the intervention.) The pretest units were collected and the class dispersed.

Unit 1

Session 1

Process

The first session for both groups needed a longer introduction than the rest, as the teacher explained the objectives of the intervention. There was no mention of the difference in methodology adopted in the classes and the reasons for this. Instructions on group division and pair work were also given.
Course material

The source of the reading comprehension passage was the MAT examination (May 2006). Though untitled, it was a description of the issues relating to the bottled water industry. As the intervention was designed for business students this was quite in line with their subject and the business vocabulary used was what was commonly found in business articles in newspapers. The passage was chosen because the organization of ideas in the passage is such that the process of summarizing can be clearly demonstrated through this. As the task based on this is the formulation of a summary and production of visuals, the passage is suitable for both exercises.

The supplementary notes were related extracts taken from the internet. This was taken from the online version of Frontline (2005) which was an article on the Coco-Cola case in Perumatty village. This is directly related to the main passage in content and is also familiar to the students. This was the same for both groups.

Exercises

The units for the control and experimental groups differed only in the area of exercises. While both adopted an interactive teaching approach incorporating the preferred learning styles of the population, the teaching methodology differed; and the experimental group used the focus-on-form technique within the task based approach, while the control group used the conventional task based method. The exercises concentrated on the development of productive skills, namely speaking and writing.

Exercises for the experimental group (written)

The writing exercises were framed in such a way that attention was drawn to the context of some of the highlighted words in the passage and then the words had to be transferred into other contexts that lay within their own experience. One example of a question is as follows:

“ The passage tells us that we are paying an exorbitant price for something that should come free. Can you think of other things which future generations may have to pay for.”
In the first part of the question the emphasis is on making the students notice ‘exorbitant’ within the context of the passage and in the second part, the effort is towards encouraging students to use the word in an independent context.

The last question directly refers to the highlighted words and participants are asked to make a word log of five of the highlighted words of their choice. Here the participants are encouraged to use multiple resources to elicit the meanings, associations and syntactic relationships of the chosen words. Intragroup discussions, computers and dictionaries as well as teacher input (on request) all play a part in the development of the word log.

**Exercises for the control group (written)**

For the control group the writing exercise was based on the reading passage though some of the questions were aimed to provoke written output in connected areas of the students’ experience. The participants were encouraged to connect the supplementary notes with the reading passage in their attempt to answer questions. Visual production of inputs were asked where graphic representations of data had to be given.

**Speaking exercises**

The speaking exercise for both groups was basically the same except that the experimental group was instructed to incorporate the highlighted words into their productive speech as far as possible. For some participants of the experimental group, this effort to incorporate the highlighted words was disrupting the natural flow of the argument. In these cases the participants were allowed to carry on without incorporating the words.

Role play was used for the speaking exercise which was a three-cornered debate on the Coca-Cola case.
Unit 1
Session 11

Task description

The second session of every unit was a task that was common to both groups. Though the input was the same for this session there were no common classes taken as that would contaminate the experiment. The task was to prepare a summary of the reading passage. This task was broken down into four parts to help the students understand the process. Finally a short summary of the passage supported by visuals was submitted.

Pre-task

The first ten minutes was taken by the teacher to explain the task and its relevance as a building block to preparing a presentation. As instructions were explicitly given in the task sheet the groups were comfortable to start working on it as soon as the initial introduction was over.

During task

The groups in the classes were maintained but the group leaders were different. The task was initially discussed as a whole within the group so that the individuals gained access to more ideas. Next the task was carried out in pairs within the group. Each pair had to submit only one completed task sheet between them. Consultations were allowed only within the larger groups and between the pairs. Doubts were cleared with the teacher but aside of that the interference from the teacher was minimal. The exposure to the reading passage as well as the interaction with each other and the teacher were, in essence the prime sources of language input.

As each question was discussed within a larger group and smaller group, there were instances when the paired teams were not able to complete the entire exercise. For these teams they were given a choice of doing either question 3 or question 4. The first two questions were the essential building blocks towards a summary and these had to be essentially done. The third
question asked participants to formulate a written summary of a particular number of words. The fourth question directed participants to reduce the written summary further by using visual depictions where possible. As either question would suffice for the development of summarizing skills, the choice given to the participants would not have affected the development of these abilities to a great extent. The fourth question required some teacher guidance for some of the groups where they wanted to clarify how visuals could be created to further reduce summarized content.

Post task

Here a few pairs were asked to present their summaries orally with the help of the visuals they had prepared. The participants were encouraged to comment on the presentations and visuals. The teacher also gave a comment when necessary. The written assignments were collected and the class concluded with a brief discussion on the unit as a whole and the students’ feedback on the class was taken.

Unit 11

Session 1

Process
The class began with an introduction from the teacher about the reading passage and the supplementary notes as well as the task attached to this unit. The relevance of the task as a step towards building up presentation skills was explained.

Course material
The reading passage for session 1 of the second unit was taken from the common entrance exam for the MBA admission called the CAT (2008). The topic consumerism has been interestingly set forth through illustrations and examples and also provides examples of concise writing and the use of vocabulary at a sophisticated level, where single words signify a whole idea that has been explained earlier in the passage.
The supplementary notes contained statistics about consumerism in various sectors to provide enough content for the task in the next session. It also acted as a link between the passage and the task to be carried out.

**Exercises (experimental group)**

The spoken exercises on reading comprehension for the experimental group were entirely concentrated on forming word webs for a choice of words from the highlighted words. It was done in the form of a presentation where each student had to present a word in all its productive aspects. This was in order to give the students an understanding of what it means to know a word productively.

Intra-group discussions, consultation with the teacher, dictionary and computer checks all formed part of the presentation preparation. During the presentation, the students were also supposed to use the word in a context apart from the text. The situation had to be from their experience and the word had to figure in the course of the narration even if it were three or four sentences. The teacher corrected any grammatical mistakes as far as the word was concerned. The learning style adopted in relating the words to known experiences was successful in pushing words into long-term memory. This was adopted on the basis of the concepts of the associative strength theory in cognitive psychology.

“… strength of association is fundamental to retrieval because the activity spreads from the cue to associated items, and items close to the cue are most likely to receive activation before it dissipates….

Thus a fundamental premise of the associative strength theory of cue effectiveness is that the number of previous encodings of two events will determine the cue effectiveness of one for the other.” (Hunt et al 1999)

Wrongly used sentences were corrected on the spot. E.g. She gluttons her food. The usage was explained. As all the words had to be presented, many of the participants got a chance on this. The word log from the previous session was extended to include five words from the highlighted words in this reading passage. The written exercise was an extension of the
spoken exercise and the question gave specific instructions on how each word was to be described.

**Exercises (control group)**

The written exercises for the control group were in support of the previous task of summarization where the single words representing a whole idea were brought up for explanation. Here the students were not questioned on the literal meaning of the words. Rather they had to expand the idea each word represented in context. An example of the question asked was as follows:

“As anyone can see, neither mathematics not economy nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded.’ Explain each of the highlighted words in its context to show why the author was not allowed to eat two 2 cent cones rather than one 4 cent cone”

Here each of the highlighted words were summarized versions that represented whole ideas which the students were asked to present in their expanded form.

Exercises also helped to transfer the ideas of the reading passage to independent contexts with the help of the supplementary notes thus creating communicative situations which resulted in plenty of communicative interaction within groups. The written component was done individually and collected for correction.

The speaking exercise extended to self initiated dramatized versions of the ill effects of consumerism. The final presentation was either in the form of a role play or in the form of a speech by each group according to their wish. Dramatised versions of the ill effects of smoking were done by the student groups in the final presentation.
Unit II

Session 2

The task

The task in this session was to formulate introductions and conclusions. For this it was essential to first formulate a speech so that the introduction and conclusion could be appropriately designed. The speech was to be on a topic related to consumerism. A choice of three topics was given. All the topics were such that the content could be drawn from the supplementary notes and the reading passage. Under each topic two sub-topics were given. Thus the framework of a speech was given whereby the students could formulate it by supporting the points with appropriate examples and statistics. This was purposely done so that students could concentrate more on the task of composing an appropriate introduction and conclusion for the speech. Beside the supplied sources, the intra group discussions were also useful in filling details.

Pre-task

At this stage the teacher explained the importance of organizing a speech where each point was clearly set forth and elaborated through the use of details, examples and statistics. Examples of how to support a point were first pointed out from the reading passage and then the students were asked to try it themselves to ensure that they had understood. The importance of the introduction and conclusion, their purpose and common ways that these are used in speeches were given. Examples from speeches that the students had heard were discussed till they were ready to try it. The pre-task session took about 20 minutes.

During-task

This session was conducted broadly on the same lines as the previous session. However it was observed that each group seemed to need greater help from the teacher in the formulation of the speech especially in the manner the points were to be supported. Within the larger group all the three topics and sub-topics were discussed. Each participant was expected to take up one subtopic and support it with adequate details/examples from the supplementary notes.
Some surfed the internet to get further statistics and information to support a point. As the content was available to the participants, the in-group discussions were active and the atmosphere was relaxed. The control group had an occasional doubt about the meaning of words found in the supplementary notes. Finally when the pairs came to writing out the speech they seemed to be on firmer ground. Teacher input at this stage was only within the group and not addressed to the whole class. The teacher’s role here was merely to see that each section was limited to a particular time frame and that adequate discussion preceded the written part of the task. The teacher also listened informally to the initially formulated introductions and made comments on how to improve it.

**Post-task**

Here each group orally presented the chosen topic with the introduction and conclusion. The groups were told to assess each presentation and choose the best introduction and conclusion. The teacher also made suggestions when necessary.

**Unit III**

**Session 1**

**Process**

The introductory phase of the unit was used by the teacher to introduce the reading passage and discuss the relevance of the supplementary notes in the context of the unit as a whole. The next step towards the formulation of a business presentation forms the task of this unit and this is discussed with the students before allowing them time to read through the passage and the supplementary notes.

**Course material**

The reading passage taken from MAT 2008 was based on a report on some of the government programmes for the common man like the National Rural Employment Guarantee.
Programme (NREG) Integrated Child Development Services (ICDS). This was taken because it was topical and used the jargon commonly found in business magazines and newspapers. The supplementary notes also were carefully chosen to include further facts and figures about the topic. This was to facilitate the task procedure in the following session. The reading time in this was extended as the students took some time to look through the data given.

Exercises (experimental group)

The written exercises were a combination of summarizing and vocabulary exercises. The questions were framed in a way that compelled students to pay attention to the contextual use of some of the highlighted words. The word web creation within the groups was rounded up by presentations on each word used in a personal context. Five words were added on to the original word log kept by each individual student. The choice of words was left to the individual participant.

Exercises (control group)

The exercises for the control group aimed at summary practice and comprehension. The questions had to be answered with reference to the reading passage and the notes that followed it. The speaking exercise took the form of a debate where the two sides of the question were supported by different groups. Points put forth by one group were challenged by the others. This was preceded by a preparation time within each group where students had an opportunity to present ideas in a smaller group before presenting them in front of the class.

Both groups had a limited set of exercises for this session as the difficulty level of the passage demanded that more time be allotted for that section. This passage proved to be heavy for the students even though it was chosen because of its relevance in a Special Purpose English course for management students. Research points out that content-heavy material may retard the process of English skills development as the concentration may be consumed in understanding content. What was observed in the class was that language usage did not get impaired as discussions continued at the same pace as in other classes. However the motivation levels within the class seemed to dip, and participants exhibited mental fatigue as a
result of trying to assimilate the figures and statistical findings set forth in the passage and supplementary notes.

Unit III

Session 2

The task in this session was a little technical in nature. The students had to draw a bar graph on the basis of the data given. Simple mathematical conversions were necessary in order to graphically present the data. The task was a sequel to the task in the first unit where simple visuals were generated from data. Here the students’ capacity to comprehend the data and convert it accurately was also tested. This was introduced as a build up towards the final presentation as these skills would be required if they had to present graphical representations in authentic situations. A concise budget plan in a pre-set format also formed part of the task.

Pre-task

The teacher explained the role of the given task in presentation preparation. As the task itself had clear instructions on how to proceed along with examples, a lot of explanation was not given.

During task

As each group had technically qualified students, the graph work did not present any difficulties. Those who were unfamiliar with the conversion process required for a graphical representation of the data consulted the others in the group till they were confident of managing the task within the designated pairs. The task was carried out only after detailed intragroup discussions. As the graph took shape within pairs, there were consultations with the teacher to ensure they were proceeding the right way.

Post-task

This session deviated a little from the usual format. The teacher discussed the unit with the students to see how they felt as this was heavier and more technical than the other units. The majority were not in favor of input that required so much effort from their side. However
once they had comprehended the information they enjoyed the task of converting data into graphical form.

**Unit IV**

**Session 1**

**Process**
The first section of the final unit began with a slightly longer introductory session. A recap of the exercises in the previous sessions was done. The final touches of presentation preparation remained to be taught and these aspects were explained before the reading session began as the reading passage itself demonstrated the incorporation of these aspects.

**Course material**
The reading passage was taken from CAT 2008 and was about the collapse of the Mayan civilization. It was chosen because of the organization of content and because it leant itself as an example for some of the finer aspects of presentations like labeling, links and preview. The supplementary notes for this passage supported the passage in two ways: first, some of the references to past civilizations in the passage were explained and second, some modern day examples of the problems cited in the passage were also reported. Thus the supplementary notes helped with the comprehension of the passage along with supporting it with extra content.

**Exercises (experimental group)**
The written exercises concentrated on the productive aspect of the words and were done after the group discussion and dictionary/computer searches. The teacher encouraged them to guess from context before they actually tried to derive the exact meaning. Context familiarization helped with the use of the word with grammatical correctness.

The speaking exercises were again framed to help them notice the use of some of the highlighted words in context before they used it in other contexts. The questions themselves contained the highlighted vocabulary words (see below) from the reading passage but it was
framed to elicit an answer that was out of the context of the passage. One of the questions is as follows:

a) Give instances of the following from your own experience.
b) Choose any two and give a preview of what you are going to say and support each point with detail and examples

- Industrial pollution *exacerbated* by overpopulation
- *Crammed* slum areas
- *Endemic* wasteful lifestyles
- The *conspicuous* absence of discipline
- *Anthropogenic* exploitation of natural resources

The second part of the question is an attempt to give the participants an opportunity to practise what they have understood about the formulation of presentations in a restricted sense and was meant to help them in the final task in the second section of this unit.

**Exercises (control group)**

The control group had written exercises that led them to an understanding of a preview in a speech. It also helped them to substantiate reasons with evidence and examples. The groups discussed the different aspects before individual written work was done.

The speaking exercises were planned in such a way that they took off from where the writing exercises finished. While the writing was based on the passage, a similar exercise was given for oral presentation where examples and evidence had to be taken from their own experience.

Again group discussions enriched the content as was evident from the presentations in front of the class. An example of a question in the speaking session has been given below:

**Exploitation is seen at different levels**

- Natural resources
- Between countries
• Within societies
• Between human and animal species

Take any one area and explain the situations with examples. Suggest remedies for the situation.

Here again, the attempt was to give the students a chance to use presentation techniques in a restricted context.

Unit IV

Session 2

The task

The tasks in the previous three sessions had been the building blocks which finally readied them for the communicative task in this session, namely the formulation of a presentation (in written form). The students had gained some experience in summarizing a text, generating visuals from given data, forming appropriate introductions and conclusions as well as supporting a main point with evidence, detail and examples. The final task was to put these together and formulate a presentation.

Pre-task

In order to give the final touches to the process of presentation formulation the teacher explained the purpose and formulation of a preview, links and labels in a presentation. Examples were taken from the reading passage itself as well as other speeches that the students had heard during their academic programme. The teacher also helped the students to see how all these elements blended together to form an organized pattern with a help of a model of a written speech. This session was a little more elaborate than the previous pre-task sessions.
During-task

The task was supported by a speaking and writing session. While all tasks in the previous sessions were preceded by informal discussions, this task had a separate speaking and writing session to it. The speaking session was utilized to discuss the aspects of labels and links and their use in the passage. This served a double purpose. On the one hand it provided a situation for oral discourse. On the other hand it served to create a greater understanding of how these aspects can be practically applied while composing a presentation.

The next question in the oral section proposed a topic that was connected with the passage but set in a different time zone. The participants were asked to make a presentation on the topic on the basis of the framework they had learnt in the previous sessions. The oral session also served to generate points for the presentation within larger groups before they actually carried out the task in the smaller group.

Post-task

Two or three pairs voluntarily presented on the topic supported by visual aids created in powerpoint. The class members critiqued the presentation on the basis of language, organization and visual aids.

Conclusion

The intervention, being a partial one, has taken only one communication task to be taught. Improvements in proficiency in the communication task as well as in general productive language usage have not been analysed in this. As the scope of the research is limited to the achievement of the third objective, namely, improvement in productive vocabulary, the study limits itself to measuring the effectiveness of the interventions(independent variable) on productive vocabulary(dependent variable).