A Package of EFL Materials

Appendix I.

Types of Tasks and Materials

Appendix II.

Reading Comprehension Tasks

Appendix III.

Listening Comprehension Tasks
Appendix - I

Types of Tasks and Materials

Most of the tasks were constructed on authentic materials collected from Newspapers and Magazines. A few tasks were adapted to the learners' level. The following are the modes of tasks used for the tryout.

(a) 'Information gap' tasks
(b) 'Problem solving' tasks
(c) Simulation
(d) Role play
(e) Debate
(f) Discussion
(g) Drama
(h) Language games
(i) Word -power building
(j) Seminar
(k) Reading comprehension
(l) Listening comprehension

Description of Tasks

Sample tasks are described in the following pages. The following steps are accepted to describe the tasks.

Task : Title
Rationale : Real world / pedagogic
Goal :
Input :
Language Skills :
Language Functions :
Language Components :
Teacher's Role :
Learner's Role :
Setting : Pair / group work
Description :
Discussion:
Feedback

To get an instant feedback from the learners the investigator asked the following questions to the groups just after each task and the responses were noted.

1. Did you enjoy the session? If ‘yes’, why? If ‘no’, why?
2. What did you learn?
3. What was your activity during the session?
4. What was in focus during the various activities carried out during the session?
5. Did you notice your errors?
6. Did you try to correct them?
7. Did you think you can use the language items (which you have learnt during the session) independently outside the classroom?
8. Did you discuss with your partner?
10. Would you like to offer any suggestions?

Task No. 1

Title : Getting to know each other
Rationale : Real world
Goal : Pedagogic and real
Input : Introduction
Language Skills : Listening, speaking
Language Functions : Making inquiries, seeking information, giving information
Language Components : Auxiliaries, ‘Wh’ questions
Teacher’s Role : Facilitator, Observer
Learner’s Role : Conversational partner
Setting : Work in pairs
The students are going to learn how to ask for and give personal information. This is what they see and/or hear. The class then learn and practice these three questions (and how to answer them) following our usual model:

**Ask each other**

- What do you do?
  - I’m a sales assistant/student.

- Where do you study?
  - I study in _____.

- Where do you live?
  - I live in Anand.

Writing is dealt with slightly differently here. The first stage involves the students in doing a simple fill-in:

**Complete:**

- I’m a ________
- I work in ________
- I study in ________
- I live in ________

**Write sentences**

Write three sentences about Sam (he) and three sentences about a friend (she or he).

**Example:**

Amita is a sales assistant. She works in a shop in Anand. She lives in V.V.Nagar.

The teacher will have to explain how the third person singular is formed and the students can work in pairs to write their parallel sentences.
They were then asked to interact with their classmates and find out their personal details. They were also asked to prepare similar short introductions of all their friends beginning with alphabet A to Z.

Discussion: Students interacted with each other and the task was quite successful in making students socialize with each other.

Task No. 2

Title: Work with Tables
Rationale: Pedagogic
Goal: To develop written and spoken communication
Input: Tables showing information
Language Skills: Writing
Language Functions: Deriving information
Language Components: Making statements, use of too, enough, both, all, simple present tense. Present tense of to be
Teacher's Role: Observer, helper
Learner's Role: Working partner
Setting: Work in pairs

Description:

Table A: (both, all)

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
<th>counsellor</th>
<th>Lab supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary</td>
<td>Bill</td>
<td>John</td>
<td>Ann</td>
</tr>
<tr>
<td>Linda</td>
<td>Margaret</td>
<td>Bill</td>
<td>Linda</td>
</tr>
<tr>
<td>Ann</td>
<td>Al</td>
<td>Al</td>
<td>Margaret</td>
</tr>
<tr>
<td>Sarah</td>
<td>John</td>
<td>John</td>
<td>Sarah</td>
</tr>
</tbody>
</table>

Look at the table –A and complete the following sentences:

(i) Mary is a student. Linda is a student. ____________________________ students.
(ii) Mary is a student. Linda is a student. Ann is a student. Sarah is a student. ____________________________ students.
(iii) Linda is a student. Linda is a Lab supervisor. _____________________________.

Make more sentences using the information shown in table A.

A : 4
Discussion: Students were interested in working with tables. While they were talking and writing, the teacher moved around the class and if they went wrong, corrected them.

**Task No. 3a**

- Mina likes music.
- Tina likes Dance.
- Tushar likes Cricket.
- Mahesh likes music.
- Sonu likes Cricket.

- Mona likes chess.
- Mayur likes music.
- Priya likes chess.
- Karuna likes Dance.
- Prakash likes Cricket.

Arrange the above information appropriately in Table: C

**Table: A**

<table>
<thead>
<tr>
<th>Music</th>
<th>Cricket</th>
<th>Dance</th>
<th>Chess</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tell your partner about your likes and dislikes. Find out if both of you have some common likes and dislikes w.w.y.p.

**Task No. 3b**

**Table: B**  (both, all)

<table>
<thead>
<tr>
<th>London</th>
<th>Manchester</th>
<th>Windsor</th>
<th>Birmingham</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill</td>
<td>Mary</td>
<td>Ann</td>
<td>Philip</td>
</tr>
<tr>
<td>James</td>
<td>Margaret</td>
<td>Magi</td>
<td>Diana</td>
</tr>
<tr>
<td>John</td>
<td>George</td>
<td>Lona</td>
<td>Al</td>
</tr>
<tr>
<td>Sarah</td>
<td>Sam</td>
<td>Linda</td>
<td>Joanna</td>
</tr>
</tbody>
</table>

Look at the table – B and complete the following sentences:

(i) Bill lives in London.
    James lives in London.
    ___________________________ London.

(ii) Bill lives in London.
    James lives in London.
    John lives in London.
    ___________________________ London.

Make more sentences using the information shown in table – B:

___________________________
Task No. 3c

Too = Also
Either = Also + Not

You are in the classroom. Your friends are also in the classroom. Say that for each one of them.

e.g. Maya is in the class, too.

Step – I

Imagine yourself in any other similar situation and write out sentences with too w.w.y.p.

Step – II

Now write the same sentences in negative:

e.g. You are not a teacher.

   Maya isn’t a teacher, either.

Task No. 4

Title : Making plurals
Rationale : Pedagogic
Goal : To develop written and spoken communication
Input : Common nouns
Language Skills : Writing, speaking
Language Functions : Making Plurals
Language Components : Common nouns
Teacher’s Role : Observer, helper
Learner’s Role : Working partner
Setting : Work in pairs

Description : Books, pens, ink, butter, water, plates, cups, ea, milk, wood, pencils, duster, bag, shoes, chalk, flowers.

(A) Look at the above written words. Arrange them in the following columns appropriately.

   Countable                  Uncountable

A : 6
w.w.y.p. Make a list of countable things. Ask your partner to make a list of uncountable things. Compare your list with that of your partner’s.

(B) 

<table>
<thead>
<tr>
<th>Countable Things</th>
<th>Uncountable Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth-teeth</td>
<td>life-lives</td>
</tr>
<tr>
<td>pendulum-pendula</td>
<td>knife-knives</td>
</tr>
<tr>
<td>quantum-quantum</td>
<td>roof-roof (roves)</td>
</tr>
<tr>
<td>datum-data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth-teeth</td>
<td>life-lives</td>
<td>Fish-fish</td>
<td>boy-boys</td>
</tr>
<tr>
<td>pendulum-pendula</td>
<td>leaf-leaves</td>
<td>hair-hair</td>
<td>monkey-monkeys</td>
</tr>
<tr>
<td>quantum-quantum</td>
<td>knife-knives</td>
<td>series-series</td>
<td>key-keys</td>
</tr>
<tr>
<td>datum-data</td>
<td>roof-roof (roves)</td>
<td>news-news</td>
<td>holiday – holidays</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass-glasses</td>
<td>brother-in-law – brothers-in-law</td>
<td>lady – ladies</td>
<td></td>
</tr>
<tr>
<td>dish-dishes</td>
<td>sister-in-law – sisters-in-law</td>
<td>fly – flies</td>
<td></td>
</tr>
<tr>
<td>watch-watches</td>
<td>notary public - notaries public</td>
<td>duty – duties</td>
<td></td>
</tr>
<tr>
<td>box-boxes</td>
<td>runner up – runners up</td>
<td>country - countries</td>
<td></td>
</tr>
</tbody>
</table>

Add more words as they suit in the categories A to E

(C) Write the plurals for the following nouns in the spaces at the right. If the plural is the same as the singular form, write same.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>turkey</td>
<td>26. business</td>
</tr>
<tr>
<td>automobile</td>
<td>27. combo</td>
</tr>
<tr>
<td>file</td>
<td>28. security</td>
</tr>
<tr>
<td>chairman</td>
<td>29. wife</td>
</tr>
<tr>
<td>deer</td>
<td>30. wolf</td>
</tr>
<tr>
<td>railway</td>
<td>31. goose</td>
</tr>
<tr>
<td>staff</td>
<td>32. brief</td>
</tr>
<tr>
<td>cashew</td>
<td>33. hobby</td>
</tr>
<tr>
<td>trout</td>
<td>34. sister-in-law</td>
</tr>
<tr>
<td>child</td>
<td>35. banjo</td>
</tr>
<tr>
<td>cassette</td>
<td>36. aircraft</td>
</tr>
<tr>
<td>flock</td>
<td>37. statistics</td>
</tr>
<tr>
<td>berry</td>
<td>38. desk</td>
</tr>
<tr>
<td>country</td>
<td>39. checkbook</td>
</tr>
<tr>
<td>ax</td>
<td>40. telephone</td>
</tr>
<tr>
<td>coach</td>
<td>41. alto</td>
</tr>
<tr>
<td>studio</td>
<td>42. violin</td>
</tr>
<tr>
<td>cameo</td>
<td>43. half</td>
</tr>
<tr>
<td>portfolio</td>
<td>44. wrench</td>
</tr>
<tr>
<td>Kangaroo</td>
<td>45. mouse</td>
</tr>
<tr>
<td>letter</td>
<td>46. bunch</td>
</tr>
<tr>
<td>sheep</td>
<td>47. scissors</td>
</tr>
<tr>
<td>brush</td>
<td>48. tweezers</td>
</tr>
<tr>
<td>pen</td>
<td>49. hundred</td>
</tr>
<tr>
<td>computer</td>
<td>50. eagle</td>
</tr>
<tr>
<td></td>
<td>51. paragraph</td>
</tr>
<tr>
<td></td>
<td>52. emergency</td>
</tr>
<tr>
<td></td>
<td>53. fiasco</td>
</tr>
<tr>
<td></td>
<td>54. attorney</td>
</tr>
<tr>
<td></td>
<td>55. gully</td>
</tr>
<tr>
<td></td>
<td>56. gravy</td>
</tr>
<tr>
<td></td>
<td>57. bylaw</td>
</tr>
<tr>
<td></td>
<td>58. calf</td>
</tr>
<tr>
<td></td>
<td>59. butterfly</td>
</tr>
<tr>
<td></td>
<td>60. cafe</td>
</tr>
<tr>
<td></td>
<td>61. supervisor</td>
</tr>
<tr>
<td></td>
<td>62. hotel</td>
</tr>
<tr>
<td></td>
<td>63. economics</td>
</tr>
<tr>
<td></td>
<td>64. image</td>
</tr>
<tr>
<td></td>
<td>65. injury</td>
</tr>
<tr>
<td></td>
<td>66. cuff</td>
</tr>
<tr>
<td></td>
<td>67. bush</td>
</tr>
<tr>
<td></td>
<td>68. series</td>
</tr>
<tr>
<td></td>
<td>69. goods</td>
</tr>
<tr>
<td></td>
<td>70. class</td>
</tr>
<tr>
<td></td>
<td>71. stretch</td>
</tr>
<tr>
<td></td>
<td>72. miss</td>
</tr>
<tr>
<td></td>
<td>73. nicety</td>
</tr>
<tr>
<td></td>
<td>74. number</td>
</tr>
<tr>
<td></td>
<td>75. officer</td>
</tr>
<tr>
<td></td>
<td>76. certificate</td>
</tr>
<tr>
<td></td>
<td>77. peony</td>
</tr>
<tr>
<td></td>
<td>78. pitcher</td>
</tr>
<tr>
<td></td>
<td>79. planet</td>
</tr>
<tr>
<td></td>
<td>80. site</td>
</tr>
<tr>
<td></td>
<td>81. ski</td>
</tr>
<tr>
<td></td>
<td>82. kiss</td>
</tr>
<tr>
<td></td>
<td>83. tax</td>
</tr>
<tr>
<td></td>
<td>84. yacht</td>
</tr>
<tr>
<td></td>
<td>85. zone</td>
</tr>
<tr>
<td></td>
<td>86. lullaby</td>
</tr>
<tr>
<td></td>
<td>87. kidney</td>
</tr>
<tr>
<td></td>
<td>88. journey</td>
</tr>
<tr>
<td></td>
<td>89. bus</td>
</tr>
<tr>
<td></td>
<td>90. judge</td>
</tr>
<tr>
<td></td>
<td>91. junior</td>
</tr>
<tr>
<td></td>
<td>92. insert</td>
</tr>
<tr>
<td></td>
<td>93. infantry</td>
</tr>
<tr>
<td></td>
<td>94. occasion</td>
</tr>
<tr>
<td></td>
<td>95. ox</td>
</tr>
<tr>
<td></td>
<td>96. granary</td>
</tr>
<tr>
<td></td>
<td>97. agreement</td>
</tr>
<tr>
<td></td>
<td>98. man-of-war</td>
</tr>
<tr>
<td></td>
<td>99. notification</td>
</tr>
<tr>
<td></td>
<td>100. arm</td>
</tr>
</tbody>
</table>

A :7
Discussion: Students enjoyed the memory game. It generated a lot of interaction in the class.

Task No. 5

<table>
<thead>
<tr>
<th>Title</th>
<th>Partitives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Pedagogic and Real</td>
</tr>
<tr>
<td>Goal</td>
<td>To develop written and spoken communication</td>
</tr>
<tr>
<td>Input</td>
<td>Countable and uncountable nouns</td>
</tr>
<tr>
<td>Language Skills</td>
<td>Writing, speaking</td>
</tr>
<tr>
<td>Language Functions</td>
<td>Describing things</td>
</tr>
<tr>
<td>Language Components</td>
<td>Partitives, Countable, uncountable things</td>
</tr>
<tr>
<td>Teacher’s Role</td>
<td>Observer, helper, motivator</td>
</tr>
<tr>
<td>Learner’s Role</td>
<td>Working partner</td>
</tr>
<tr>
<td>Setting</td>
<td>Work in pairs</td>
</tr>
</tbody>
</table>

Description:

With uncountable nouns

When we use uncountable nouns (e.g. advice), we sometimes want to talk about one of something. We cannot say an advice or one advice, but we can use certain words to make these nouns singular: a sheet of paper (= one piece of paper) or a slice of bread (= one piece of bread). We can actually use the word piece with many nouns:

You can use piece with some abstract nouns, e.g. a piece of information, a piece of luck. The most common partitive is a bit, which is informal and used with the examples above, and more: a bit of butter, a bit of time, etc.

A pair of...

Some nouns have two parts, e.g. trousers (two legs) and shoes (left and right). You can use a pair of to specify the number, e.g. a pair of skis, two pairs of shoes, three pairs of tights.

Groups of things

- a herd of cows
- a group of people
- a bunch of grapes
- a bunch of flowers
- a gang of youths/teenagers
Gang has a negative meaning: it suggests a group of young people who may cause trouble.

1. Some of these containers do not look exactly the same as the ones on the opposite page, but the names are the same. Can you decide what the missing words are?

Containers (e.g. a bag) and contents (e.g. of shopping)

<table>
<thead>
<tr>
<th>Container Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bag of shopping</td>
<td>a box of oranges</td>
</tr>
<tr>
<td>a bowl of sugar</td>
<td>a packet of cigarettes</td>
</tr>
<tr>
<td>a glass of water</td>
<td>a can of cola</td>
</tr>
<tr>
<td>a jar of marmalade</td>
<td>a cup of coffee</td>
</tr>
<tr>
<td>a vase of flowers</td>
<td>a tube of toothpaste</td>
</tr>
</tbody>
</table>

2. Contents come in different containers. Would you be surprised to see any of the following?

- a glass of soup
- a vase of coffee
- a bowl of milk
- a jug of wine
- a tube of cigarettes
- a jar of mustard
- a bag of salt
- a carton of toothpaste

3. Complete these sentences with a suitable noun.

1. They gave her a big ________ of flowers for her birthday.
2. They're looking for a ________ of youths who may be responsible for the damage.
3. I cut about six ________ of ham and put them on a plate.
4. They own a large ________ of land on the coast.
5. I did a ________ of homework last night, then went out.
6. She told us to take out a blank ________ of paper, then write our names at the top.
7. A small ________ of people gathered outside the embassy.
8. I need at least two ________ of socks inside these shoes.
9. I asked him for a ________ of advice.
10. I like to put a ________ of cream in my coffee.
11. Have you seen that old ________ of boots I use for gardening?
12. I’ve got a ________ of time, so I can help you now if you like.
4. Cross out any answers which are wrong in these sentences.

1. I asked her for a bit/piece of advice.
2. I ordered a piece/sheet of cake.
3. There was a group/gang of journalists outside her house.
4. My lunch consisted of two slices/pieces of bread and a small bunch/group of grapes.
5. She hit me over the head with a small piece/bit of wood.
6. I'm in a hurry but I've still got a bit/piece of time.
7. We had a piece/bit of luck this morning: we won some money.
8. Could I have a piece/bit/drop of milk in my coffee?

Describe things which you normally come across in Physics / Chemistry / Biology Labs. List them out subjectwise. Exchange your list with that of your partner's. Prepare a final list.

Discussion: Students were quite enthusiastic especially when they made a list of apparatuses.

Task No. 6

Title: Have and Have not
Rationale: Pedagogic and Real
Goal: To develop written and spoken communication
Input: Things which one can ‘have’
Language Skills: Writing, speaking
Language Functions: Stating possessions, Asking questions, Developing memory
Language Components: Verb ‘Have’
Teacher’s Role: Observer, Facilitator
Learner’s Role: A working partner
Setting: Work in pairs
Description:
To have = To possess
Have Have not
I have a pen. I haven’t a pencil.

A 10
(A) Ask your friend whether he has any of the following things:

- eraser
- scale
- calculator
- text book
- pen
- journal
- graph-book
- compass-box
- purse
- bag
- handkerchief
- note-book
- file
- radio
- bike
- grammar-book
- friend
- sister
- brother
- office
- study-room

(B) I have...

The teacher asks students to sit in a circle. Student one will give a sentence with have:

For example: I have a book.

Student two will repeat this sentence adding one more item to it, i.e. I have a book and a pen. Like this, students will go on repeating the old ones and adding the new one. If a student fails to repeat any of the items spoken earlier, he will be excluded from the game. Finally, the one who remains unbeaten will be the winner...

Variation: We can repeat the same game using third person singular or 'have not'.

(C) Have

Grammar-book, music class, bike, English-practical, pen, tutorial-class, journal, map of Vidyanagar, Railway-guide, tea-coffee for breakfast, lunch at in the afternoon, Lunch-box, dinner at night, menu-card, money.

Look at the above list and ask questions to your partner whether he has all these or not.

Do you have...

Have you...

(D) Read the followings and think when can you speak them:

- Have patience
- Please have it.
- Have some more pakodas.
Would you like to have some tea?
Let's have some snacks.
Shall we have some coke till dinner gets ready?
May I have your pen?
May we have a bigger class-room?
Can I have one more tea?
Can I have a glass of water?

Task No. 7
Title : Describing things using articles.
Rationale : Pedagogic and Real
Goal : To develop written and spoken communication
Input : List of things, pictures
Language Skills : Writing, speaking
Language Functions : Describing things
Language Components : Articles, there is / there are
Teacher's Role : Observer and motivator
Learner's Role : Working partner / conversational partner

Description :

(A)

a pencil    an elephant    wood
a ball      an egg         bread
a garden    an eye         butter
a rake      an umbrella    water
a pen       an orange      rice

Now each student will speak one word. Students have to put that word in the right region. After the last student gives the word, students will check their answers with each other.

A 12
(B) Describe your room at home/hostel using a/an/the in Block-A. Ask your partner to describe his room in Block-B. Compare your script with his script. Find out what is common in both the scripts:

Block-A

Block-B

(C)

Look at the above pictures. Try to describe things in them using a/an/the: in, on, under: there is / there are.

For example: Begin with picture: A

A: There is a ball on the table.
B: The ball is under the table.

Go on like this describing every item that you see in the pictures A to H.
Use of *is/are* or *there is/there are* are to describe a scene; oral brainstorm.

**Description:** The teacher draws a large rectangular frame on the board (or overhead projector), and invite students to tell what to draw in it. The teacher starts by suggesting it is a room, then saying 'there's a table in the room and drawing it in. Students suggest further details:

There's a vase on the table. The vase is blue.

The exercise can be made more interesting by asking students to describe not just a conventional scene, but an unusual one: an extremely untidy room, for example, or their ideal classroom, or an outdoor scene on an imaginary alien planet.

The teacher forms two groups of students. Group A and group B. Group A is again divided into two groups A₁ and A₂. Likewise group B is divided into groups B₁ and B₂. Group A₁ is given picture A (left side). A₂ is given picture B (left side). B₁ and B₂ are given pictures A and B (right side).

All groups have to write the description of the pictures they have (i.e. describing the objects with there is/there are . . .).

Now A₁ and A₂ have to find out the difference in their pictures by asking questions with Is there/Are there . . . B₁ and B₂ also do the same thing. Now at the end
Discussion: In Part B, students were asked to read out their scripts so as to find out the common things. They were quite amused to find that the description of their rooms at the hostels was more or less the same. The teacher then asked them to move on their camera to the classroom, the college, the campus, then the township. This generated a lot of vocal response.

Task No. 8

<table>
<thead>
<tr>
<th>Title</th>
<th>: Piling up things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>: Pedagogic and Real</td>
</tr>
<tr>
<td>Goal</td>
<td>: To develop written, spoken communication</td>
</tr>
<tr>
<td>Input</td>
<td>: A tray displaying different items</td>
</tr>
<tr>
<td>Language Skills</td>
<td>: Writing, speaking</td>
</tr>
<tr>
<td>Language Functions</td>
<td>: Determining quality, Making inquiries</td>
</tr>
<tr>
<td>Language Components</td>
<td>: Verb ‘Have’, Determiners (some, any, much, many, few, a few, little, a little, how much / how many)</td>
</tr>
</tbody>
</table>

Teacher’s Role | : Facilitator and observer |

Learner’s Role | : Working / conversational partner |

Setting | : Work in pairs, work in groups (Part C) |

Description:

(A) Books, flowers, water, ink, pens, pencils, paper

<table>
<thead>
<tr>
<th>Some</th>
<th>Any</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any books on the table?</td>
<td>There aren’t any books on the table.</td>
</tr>
</tbody>
</table>

Ask questions about the above mentioned things. Give positive and negative answers.

(B) Insertion of a/an/some before appropriate nouns, use of singular/plural forms; brief oral responses based on given pattern; optional written follow-up.

Description: You start off with a sentence such as:

In my kitchen store I have a carrot.

The first student continues:

In my kitchen store I have a carrot and some sugar.

The second:

In my kitchen store I have a carrot, some sugar and some eggs.
And so on, each student adding another item until the sentence becomes impossible to remember, or until you decide the class has had enough.

(C) Insertion of *a/an/some* before appropriate nouns; use of singular/plural forms; brief, mainly written responses; follow-up discussion, using *how much/how many, some/any, few/a few, little/a little*.

**Materials** : A tray displaying about 20 different items, which can be defined by a variety of singular and plural nouns, all known to the students.

**Description** : Let the students look at the items for a minute or two, then cover the tray with a cloth to hide it. Ask them to recall and write down as many of the objects as they can – with appropriate determiners, of course. Then check answers, and see who is the ‘champion’.

**Variation** : If the items are distributed in varying quantities (‘a litre of milk’, ‘six stones’), then the teacher might ask them to recall exactly *how much/how many* of each there was. In groups, each student recalls and notes down all the quantities he or she can remember, and then asks other group members: How much/many X was there? in order to complete the list.

(D)  

I. You want to park your vehicle in the backyard of your college. Look at the following situations and think whether you can park your bike or not,

- There is little space. 
- There is some space.

II. Hundreds of students come to your college. Make a list how many of them have cars, suzukis, Hero Winners, Kinetic Hondas, Sunnys, Lunas, Bicycles etc. w.w.y.p.

III. Look at the following information and draw a graph for it. In your college library, there are following books:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>500</td>
</tr>
<tr>
<td>History</td>
<td>1-2</td>
</tr>
<tr>
<td>English</td>
<td>50</td>
</tr>
<tr>
<td>General Knowledge</td>
<td>5-7</td>
</tr>
</tbody>
</table>
Fill in appropriately:

1. (many, a, some) ___________ water.
2. (a little, a, many) ___________ crystals.
3. (a lot of, a, one) ___________ calcite.
4. (a, one, a little) ___________ hydrogen.
5. (an, a lot of, many) ___________ atom.
6. (a lot of, some, one) ___________ waves.
7. (a lot of, many, a) ___________ hydrogen.
8. (many, a, some) ___________ acid.
9. (many, a, one) ___________ carbon molecules.
10. (some, a, many) ___________ carbon.
11. (some, many, one) ___________ sulphur-dioxide.
12. (some, a, one) ___________ light-bulbs.
13. (many, one, a lot of) ___________ sunlight.

Task No. 9

Title : Guessing Locations
Rationale : Real World and Pedagogic
Goal : To develop spoken communication
Input : Guessing locations
Language Skills : Listening, speaking
Language Functions : Seeking clues, giving clues
Language Components : Prepositions
Teacher's Role : Companion and monitor
Learner's Role : Active Participant

Description : Tell the students you have hidden an imaginary treasure somewhere in the classroom, and invite them to guess where:

- Near the window?
- Behind the blackboard?

Tell them when they are getting ‘warmer’ or ‘colder’. Then let one of them choose where the next ‘treasure’ is to be located.

Variations : The ‘treasure’ may be located outside the classroom; wherever you like, in fact. The more detailed the location (e.g. ‘under a book on the shelf by the window..."
in the library') the more lengthy the guessing process will be, and the more prepositional phrases will be used.

**Discussion**: Students enjoyed the activity and at times instead of finding the treasure verbally, demanded this game to be played outside the classroom where they have to move physically to find the treasure.

**Task No. 10**

<table>
<thead>
<tr>
<th>Title</th>
<th>Playing with prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Real World and Pedagogic</td>
</tr>
<tr>
<td>Goal</td>
<td>To develop spoken and written communication</td>
</tr>
<tr>
<td>Input</td>
<td>Philip’s Room, at the cross-roads, Treasure-hunt</td>
</tr>
<tr>
<td>Language Skills</td>
<td>Writing, speaking</td>
</tr>
<tr>
<td>Language Functions</td>
<td>Describing locations, asking for directions, giving directions.</td>
</tr>
<tr>
<td>Language Components</td>
<td>Prepositions, Imperatives</td>
</tr>
<tr>
<td>Teacher’s Role</td>
<td>Facilitator, observer</td>
</tr>
<tr>
<td>Learner’s Role</td>
<td>Working / conversational partner,</td>
</tr>
<tr>
<td>Setting</td>
<td>Working in pairs</td>
</tr>
</tbody>
</table>

**Description**:

(A) Look at the above picture and answer the following questions:

(i) Where is the bag?
(ii) Where is the wall-clock?
(iii) Where is the umbrella?
(iv) Where is the book?
(v) Where are the shoes?

Now create a verbal picture of the above picture taking all the things into account.
a) along, across and through
The driver drove his truck along the road.
The driver went across the road and halted.
A snake is moving through the grass.

b) over and under:
Some birds are flying over the tree.
A stone is lying under the tree.

c) above and below give the level of the object – higher or lower.
There is a calendar on the wall.
The calendar is above the switchboard.
The switchboard is below the calendar.
Preposition of Place

Prepositions of place: answer the question: Where?

Here are some examples.

1. as a point (X)
   
   to       Brigitte went to Cambridge. \(\Rightarrow X\)
   They went to the hotel.
   
   at       She stayed at home. \(\Rightarrow X\)
   We waited at the door.
   
   from     He walked from the underground station. \(\Rightarrow X\)
   She came from Leeds.

2. as a line (------------------------)
   
   on       Westminster is on the river.
   
   off      The car turned off the main road.
   
   across   She went across the street.
   
   along    Brigitte was walking along Oxford Street.

3. as a surface
   
   on (to)  She put the food on the table.
   
   on       Look at the picture on the wall.
   
   off      He took the picture off the wall.
   
   across   She walked across town.
   
   through  He looked through the window.

4. as an area
   
   in (to)  The dog ran into the garden.
   
   in       Margaret lives in London.
   
   out of   She went out of London.
   
   through  We went for a walk through the garden.

\(A :20\)
5. As a volume

- **into**
  - He ran into the house.

- **in**
  - The cups are in the box.

- **out of**
  - She climbed out of the pool.

- **out of**
  - I was out of the room.

To find the right use of a preposition you need a good dictionary. Learn these examples.

**at**

- She is at the tube station.
- I live at 23 Kensington Street.
- They are at the cinema.

**in**

- She’s in the garden.
- I live in Kensington street.
- Brigitte is in London.

**on**

- London is on the Thames.
- He lives in Strasbourg on the border of France and Germany.

**by (near to)**

- The Houses of Parliament is by the Thames.
- She is by the door.

Prepositions which say where something is going (movement).

- **away from**
- **towards**
- **over**
- **under**
- **along**
Directions
Some expressions
straight ahead on the left on the right
turn left turn right go straight ahead

Names with and without the
Why do we say: The Tower of London but Trafalgar Square?
Look at these examples:
At London University at the University of London
In parliament in the House of Parliament
We use the before phrases with of

Position

There is a ball under/below the car. There is a cat on top of the car.
A man is standing by the car. There is a dog in front of the car.
There is a little girl behind the car. A bird is flying over the car.
The clouds above are dark.

between
The house is between the two trees.
next to, opposite
The shoe-shop is next to the supermarket.
His house is opposite the supermarket.

ear
I live in London near a tube station.

inside/outside
She's inside. He's outside.

A is at the top.
B is on the left. C is in the middle. D is on the right.
E is at the bottom.

Movement

The train went towards the tunnel/into the tunnel/through the tunnel, etc.

up/down
He ran up and down the hill.
### Time

<table>
<thead>
<tr>
<th></th>
<th>in</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td>at five o’clock</td>
<td>in August</td>
<td>on Monday</td>
</tr>
<tr>
<td>at diner</td>
<td>in Winter</td>
<td>on 15 August</td>
</tr>
<tr>
<td>at night</td>
<td>in 1989</td>
<td>on Wednesday afternoon</td>
</tr>
</tbody>
</table>

(A) **Materials**: Sets of blocks varied sizes and colours; each student has an identical set.

**Description**: Give students instructions how to arrange the components:

- Put the yellow rod across the black rod . . .
- Put the red bricks behind the white brick . . .

Then in pairs: one student arranges his or her materials in a pattern which the other cannot see, and then gives instructions how to lay them out. At the end they check they have the same pattern.

(B) **Where would you like to live?**

Use of prepositions of place or direction to locate points on a map; writing and oral interaction.

**Materials**: Individual copies of a fairly large-scale map of an urban or rural area; you could use the island map or road map or a map of your own local area.

**Description**: Tell the students where you would like to live, if you could choose, in the area on the map:

- I’d like to live in the Nature Reserve, by the river, on the right bank.

Then ask each student to write down a description of where he or she would like to live; they must pinpoint the location by using at least three prepositional phrases. You might help by suggesting prepositions they could use: near, by, on, in, under, opposite, beside, above, below, not far from, in the middle of, at the foot of, at the top of, at the end of, etc.

They mark in on the map their chosen place to live. Then they find out where other students live, by hearing their descriptions of the location, and mark these also.

**Variations**: Instead of describing the location, students can direct each other to their homes, starting, say, from the bottom left-hand corner of the map. The preposition then will be ones of direction and movement: to, into, past, by, along, over, under, down, up, up to, as far as, across, through, via, beyond, etc.

**Discussion**: Who lives near whom? What kinds of places do most students live in? Why did people choose to live where they do?
(C) Can you remember?
Prepositions of time and place, and the ordering of prepositional phrases; construction of sentences round set pattern; oral and written.

**Description:** Can the students recall the exact place and time of an event in their lives? For instance, many older people can remember exactly where and when they heard that Gandhiji had been shot. Ask students to write down event, and the exact place, hour, day and year. It can be something quite recent. Then each student in turn tells others the time and place, and gives some kind of hint; and they try to guess what the event was. For example:

‘In my home at two o’clock in the afternoon, on a Saturday in the autumn of 1973 ... something rather frightening happened to me.’

**Variations:** Having noted down the time and place, students can simply recount their experiences without asking others to guess or they can do the same as an essay for homework.

**Discussion:** The overall effect of this task was to generate vocal participation in the class which was done successfully.

**Task No. 11**

**Title** : Mr. and Mrs. Hardy
**Rationale** : Real World and Pedagogic
**Goal** : To develop written and spoken communication
**Input** : A Cartoon-story
**Language Skills** : Writing, speaking
**Language Functions** : Narration
**Language Components** : Simple present tense, Use of modals
**Teacher’s Role** : Facilitator and Monitor
**Learner’s Role** : Active participation
**Setting** : (A) Work in pairs, (B) work in groups
(A) Here is a story of one odd day when Mr. and Mrs. Hardy exchanged their roles. With the help of the above pictures, write out the daily routines of Mr. and Mrs. Hardy on that odd day. W.w.y.p.

<table>
<thead>
<tr>
<th>Mr. Hardy</th>
<th>Mrs. Hardy</th>
</tr>
</thead>
</table>

- Don’t forget to send a card to your mother on the Mother’s Day.

(B) A group-discussion was organized on the following topic:

“Whose life is tougher, A boy’s or A girl’s”

Discussion: There was a very hot discussion in the class regarding the subject given. The discussion generated the desired interaction among students.

Task No. 12

<table>
<thead>
<tr>
<th>Title</th>
<th>Notices and warnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Real World and pedagogic</td>
</tr>
<tr>
<td>Goal</td>
<td>To develop written communication</td>
</tr>
<tr>
<td>Input</td>
<td>Notices and warnings placed at various places</td>
</tr>
<tr>
<td>Language Skills</td>
<td>Writing</td>
</tr>
<tr>
<td>Language Functions</td>
<td>Writing notices and warnings</td>
</tr>
</tbody>
</table>

A :26
Language Components: Simple present tense
Teacher's Role: Facilitator and guide
Learner's Role: Working / conversational partner
Setting: Work in pairs

Description:

Notices and warnings

A. Informative notices

Some notices give you information:

<table>
<thead>
<tr>
<th>OUT OF ORDER</th>
<th>NO VACANCIES</th>
<th>SOLD OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>for a machine that is not</td>
<td>in the window of a hotel. It</td>
<td>outside a cinema or concert -</td>
</tr>
<tr>
<td>working, e.g. phone or</td>
<td>means the hotel is full</td>
<td>there are no tickets left. All</td>
</tr>
<tr>
<td>washing machine</td>
<td></td>
<td>sold</td>
</tr>
</tbody>
</table>

B. Do this!

Some notices tell you to do certain things:

- PLEASE QUEUE OTHER SIDE
- KEEP RIGHT

(= wait in a line on the other side of this notice) e.g. in a bank or a post office
(= stay on the right side, and continue on the right side) e.g. in airports

C. Don't do this

Some notices tell you not to do certain things:

D. Watch out!

Some notices are warnings – they tell you to be careful because something bad may happen:

- MIND YOUR HEAD
  (= be careful you don’t hit your head, e.g. in front of a low door)

- MIND THE STEP
  (= be careful you don’t hit the step and fall e.g. in front of a step)
FRAGILE
(= be careful, this will break easily)

BEWARE OF PICKPOCKETS
(= be careful, there are people here who will steal things from your bag or pocket without you knowing)

1. Can you complete these notices and warnings in possible ways, without looking at the above page?

<table>
<thead>
<tr>
<th>PLEASE QUEUE</th>
<th>BEWARE OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIND THE</td>
<td>MIND YOUR</td>
</tr>
<tr>
<td>PLEASE DO NOT</td>
<td>OUT OF</td>
</tr>
<tr>
<td>NO</td>
<td>KEEP</td>
</tr>
</tbody>
</table>

2. Where would you expect to see these notices or warnings?

1. No vacancies
2. Beware of pickpockets
3. Nothing to declare
4. Please queue other side
5. OUT OF ORDER
6. Sold Out
7. FRAGILE
8. Keep off the grass

3. What notice(s) is/are possible in each of these places? W.w.y.p.

1. a zoo
2. a waiting area in a busy airport
3. the door of a hotel room at 9 o’clock in the morning
4. in front of garage doors
5. above the window of a train
6. inside a theatre
7. on the underground
8. a door going into a low room

4. Now write some different notices of your own. Think of six possible notices you could put in one of these places: (W.w.y.p.)

A:28
1. a school
2. a university
3. a language school
4. a place where people work, e.g. bank, factory, hospital.

Where would you put these notices? If possible, do this activity with another person or show it to another person.

**Discussion**: The learners found this task interesting. They also tried to find out which of these notices/warnings can be placed in their Phy. / Chem. / Bio. Labs.

**Task No. 13**

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>‘Jab Dil hi toot gaya’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>Real World and pedagogic</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>To develop writing skill</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>Cartoon story</td>
</tr>
<tr>
<td><strong>Language Skill</strong></td>
<td>Reading and writing</td>
</tr>
<tr>
<td><strong>Language Functions</strong></td>
<td>Recreating a story</td>
</tr>
<tr>
<td><strong>Language Components</strong></td>
<td>Simple present tense</td>
</tr>
<tr>
<td><strong>Teacher’s Role</strong></td>
<td>Facilitator, helper</td>
</tr>
<tr>
<td><strong>Learner’s Role</strong></td>
<td>Working / conversational partner</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Work in pairs</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td></td>
</tr>
</tbody>
</table>
Read the above cartoon-story. Narrate the whole incident in your own words using third person singular.

'Jab Dil hi toot gaya'

**Discussion**: Students enjoyed this task. Some of them shared similar stories from the films they have seen. This generated a lot of interaction among the learners.

**Task No. 14**

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>‘Tell me what they said’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>Real World and pedagogic</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>To develop spoken and written communication</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>Pictures</td>
</tr>
<tr>
<td><strong>Language Skills</strong></td>
<td>Speaking and writing</td>
</tr>
<tr>
<td><strong>Language Functions</strong></td>
<td>Indirect questions, statements, requests in present or past, written transformations from direct to indirect speech.</td>
</tr>
<tr>
<td><strong>Language Components</strong></td>
<td>Present tense, past tense, direct / indirect speech</td>
</tr>
</tbody>
</table>

A : 30
Teacher’s Role : Facilitator, listener
Learner’s Role : Active participant
Materials : Pictures of people talking to each other displayed to all the class, or distributed to individual students. We can also use pictures from the course book, or ones cut from magazines.
Description : Take one of the pictures, and discuss what the people have been saying to one another (formulated in indirect speech) : For example: ‘He’s asking her to marry him and she’s telling him she won’t.’ The teacher asks each student to select any picture and write down what he or she thinks the characters are saying, or said (one can, of course, decide arbitrarily whether the pictures represent past or present action, depending on what tenses one wants to practise). They then read out their reported dialogues, and the rest of the class try to identify which picture is being described.
Variations : Further such exercises can be done for homework, in which case the teacher can read out some of the reported dialogues the next day for the class to guess the pictures.

Discussion : Students responded with enthusiasm. They were quite imaginative and were eager to know what others have to say about the same picture.
Task No. 15

Title: Modals
Rationale: Real World and Pedagogic
Goal: To develop spoken and written communication
Input: Names of objects/animals, pictures of objects, situations
Language Skill: Speaking, Listening and writing
Language Functions: Expressing possibilities, permission, obligation, Giving advice, Defining duties and privileges, contrasting modals in past and present tenses, affirmative and negative.
Language Components: Modals in present, past, future tenses, and in affirmative and negative.
Teacher’s Role: Facilitator, monitor, guide
Learner’s Role: Working in pairs / groups as an active participant

Have to
Study the diagram carefully:

Positive

I, we have to
You, they
She, he, it has to

I, we don’t have to
You, they
She, he, it doesn’t have to

Negative

Positive

I, we had to
You, they
She, he, it

I, we didn’t have to
You, they
She, he, it

Negative

A : 32
Must

Study the diagrams carefully:

Positive

I, we
You, they
She, he, it
shall / will have to

I, we
You, they
She, he, it
shan’t / won’t have to

Negative

A: 33
Can
Study the diagrams carefully:

Positive

Time Present

I we
You he
She it
they
can
I, we, you
He, she, it, they
am/is/are
able to
I, we, you
He, she, it, they
am/is/are
not able to

Negative

Positive

I we
You he
She it
they
could
I, we, you
He, she, it, they
was/were
able to

Time Past

I we
You he
He, she, it, they
wasn't/weren't
able to

Negative

Positive

I, we
you, he, she, it, they
shall be / will be able to

Time Future

I, we,
you, he, she, it, they
shan't be / won't be
able to

Negative

Read the chart and try to make as many sentences as you can:

<table>
<thead>
<tr>
<th>I</th>
<th>Must</th>
<th>forget</th>
<th>books</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>should</td>
<td>remember</td>
<td>umbrella</td>
</tr>
<tr>
<td>You</td>
<td>ought to</td>
<td>serve</td>
<td>exercise</td>
</tr>
<tr>
<td>He</td>
<td>can</td>
<td>help</td>
<td>tomorrow</td>
</tr>
<tr>
<td>She</td>
<td>needn't</td>
<td>worry</td>
<td>early</td>
</tr>
<tr>
<td>It</td>
<td>shouldn't</td>
<td>come</td>
<td>letters</td>
</tr>
<tr>
<td>They</td>
<td>couldn't</td>
<td>go</td>
<td>notes</td>
</tr>
</tbody>
</table>

A : 34
1. Guessing by abilities

Use of can/can't to describe abilities; oral brainstorm, with optional written follow-up.

**Description**: Choose the name of an object, an animal, or a person well known to the class. Tell all the class but one what it is. The student who does not know has to guess, with the help of hints suggested by the others, based on what the subject can or can't do, or what we can or can't do with it. For example, if the subject is 'bear', students might say:

- It can climb trees.
- It can carry its baby.
- You can't buy one in a shop.

They might occasionally need a new word - supply it as needed. The guesser may also ask can/can't questions, but may not guess what the subject actually is until the other students have given all their hints.

2. Uses of an object

Use of can, could to describe possibilities; oral brainstorming.
Materials: A picture of a simple object, or (better) the object itself.

Description: The teacher invites the students to suggest as many original uses for the object as they can, using *can* or *could* (whichever you want to practise). For example, if the object is a pen, students might suggest:

- You can use it to dig holes.
- You could scratch your head with it.

After initial demonstration with the full class, divide the students into groups, and give each group an object. They have three or four minutes to think up all the uses they can, noted by a 'secretary'. Later, the groups report back their suggestions, which are usually entertaining enough in themselves to provide interest; or the activity can be made into a competition between groups to see who can produce the most ideas.

3. Desert island equipment

Use of *can/could/may/might* to express possibilities; free composition of sentences, based on situation and object clue.

Materials: A pile of small pictures of objects. You could use drawings.

Description: The teacher tells the students they are stranded on a desert island. They have before them a pile of items, each of which they may keep if they can find a convincing use for it in the desert island situation. In turn, each student picks up a picture, and suggests how he or she *can/may/might/could* use it. For example: a student who picks up a picture of shirt might suggest:

- ‘We could use the shirt as a flag to signal to ships.’

The students themselves have to decide which uses are ‘legitimate’ and which are not.

4. Games and their rules

Use of *may, may not, can, can’t, must, mustn’t* to define rules; free composition of sentences; oral or written.

Description: The teacher chooses a game that the students know. Write up on the board some basic facts about it: the number of players, objective, equipment, amount of time and space needed. Give some basic vocabulary essential to a description of the game. Then invite students to list its rules, using modals such as *may, may not, can, can’t, must, mustn’t*. They may write down rules and later read them out.

Variations: Imaginative students may be asked to make up their own games.

A : 36
5. Advice for a notice

Use of all kinds of modals to give advice; composing affirmative, negative and interrogative sentences; oral and written.

**Description:** The teacher asks students to write down any advice they would give a student—entering the course, or the college, for the first time: the kinds of things they should or shouldn’t do, or must or mustn’t do.

- You must come to work on time.
- You shouldn’t make private phone calls on the office phone.

Help individuals with new vocabulary as needed. Then hear their suggestions, list them on the board, and decide with them which are the most important three— or five—pieces of advice.

6. Duties and privileges

Use of can, may, can’t, may not, must, mustn’t, don’t have to, should, shouldn’t, to define duties and privileges.

**Description:** The teacher tells the class to imagine that they are responsible for finding a suitable candidate to fill a position they know something about: a new teacher or student, a school secretary, for example. They have to write out an informal job description which might serve as a letter for circulating among likely candidates, or as a basis for interview. The description should include all the duties and privileges associated with the position:

- You must be on duty at least seven hours a day.
- You can/may have a company car.

and qualities or qualifications that the candidate should have:

- You should have a friendly, warm personality.
- You must be able to drive.

They may do this individually or in small groups, pooling their ideas together. The resulting description may be written up and displayed, and/or furnish a basis for a general discussion.

**Variations:** For homework, students write about the duties and privileges of a job they are familiar with, or what one of their parents or other members of the family do.

7. Dilemmas

Use of all kinds of modals to express possibility, obligation, necessity; free discussion or writing.

A : 37
Materials: A situation either described in language (spoken or written) or depicted in graphic form. For example: a moral dilemma of some kind, or a situation. Some examples are given in the following table or you could use pictures or letters from the advice column of an English-language magazine.

Description: The teacher presents the situation, and make sure it is clear to all students. Ask them to brainstorm comments, suggestions or questions in order to suggest possible, advisable or necessary courses of action. The verbs to be used may be dictated in advance: must or have to, should or ought to, may, might or could. Or the formulation of ideas may be left open to the students: the task will tend to generate modals anyway.

Variations: The teacher can ask the students to role-play the situation in small groups: one of them is a person with the problem, the other members of the group are counsellors. Later, the groups describe the conclusions they reached, orally or in written.

Dilemmas

1. Someone close to you, of your age, has got a fatal disease, and the doctors say there is no hope. She has asked you to help her end her life.
2. Your purse is stolen. You are badly in need of money. You find a hundred rupee note in the college canteen.

8. Then and now

Contrasting modals in past and present tenses, affirmative and negative (e.g. must/mustn’t/have to/didn’t have to); or used to contrasted with present; written responses, with oral discussion follow up.

Description: The teacher discusses with students how they remember their childhood—happier and freer than now? Or the opposite? Then ask them to write down four lists of differences between:

1. What they could do then, but can’t (or mustn’t) do now;
2. What they couldn’t / weren’t able to do then, but can now;
3. What they had to do then but don’t have to do now;
4. What they didn’t have to do then, but must now.

After ten or 15 minutes of writing ask them to read out some of the things they have; or they may share their ideas in groups before reporting to the full class. Finally, try to reach some overall conclusions.
Variations: The same exercise may be used to practice 'used to': students can contrast what they used to do as young children with what they no longer do.

Discussion: It was a welcome task. Learners liked all the activities and at the end of the session felt confident about using modals in real life situations.

Task No. 16

<table>
<thead>
<tr>
<th>Title</th>
<th>Mr. Patel’s Daily Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Real World and Pedagogic</td>
</tr>
<tr>
<td>Goal</td>
<td>To develop spoken and written communication</td>
</tr>
<tr>
<td>Input</td>
<td>Mr. Patel’s Daily Routine</td>
</tr>
<tr>
<td>Language Skill</td>
<td>Speaking and writing</td>
</tr>
<tr>
<td>Language Functions</td>
<td>Planning a page in a diary</td>
</tr>
<tr>
<td>Language Component</td>
<td>Simple present tense, simple future tense</td>
</tr>
<tr>
<td>Teacher’s Role</td>
<td>Co-participant and listener</td>
</tr>
<tr>
<td>Learner’s Role</td>
<td>Active participant</td>
</tr>
</tbody>
</table>

Description:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.30 a.m.</td>
<td>Gets up.</td>
</tr>
<tr>
<td>7.30 a.m.</td>
<td>Gets ready.</td>
</tr>
<tr>
<td>8.00 a.m.</td>
<td>Eats breakfast.</td>
</tr>
<tr>
<td>8.15 a.m. to 9.30 a.m.</td>
<td>Reads lessons.</td>
</tr>
<tr>
<td>9.45</td>
<td>Eats meal.</td>
</tr>
<tr>
<td>10.15 a.m. to 5.15 p.m.</td>
<td>At school.</td>
</tr>
<tr>
<td>5.30 p.m. to 6.00 p.m.</td>
<td>Stays at home.</td>
</tr>
<tr>
<td>6.00 p.m. to 7.30 p.m.</td>
<td>Goes out to play.</td>
</tr>
<tr>
<td>7.30 p.m. to 8.30 p.m.</td>
<td>Watches TV.</td>
</tr>
<tr>
<td>8.30 p.m.</td>
<td>Eats supper.</td>
</tr>
<tr>
<td>9.00 p.m. to 9.30 p.m.</td>
<td>Reads lessons.</td>
</tr>
<tr>
<td>9.30 p.m. to 10.00 p.m.</td>
<td>Listens to stories from Grandma.</td>
</tr>
<tr>
<td>10.00 p.m.</td>
<td>Goes to bed.</td>
</tr>
</tbody>
</table>

The teacher will ask questions to students like what time does Mr. Patel get up, what time does he eat his breakfast, students will answer with the help of the above mentioned routine of Mr. Patel.
The teacher will then put the students into pairs. By asking questions to each other they will find out each other's daily routine. Students are then asked to plan a page in their diary with tomorrow's date.

Discussion: Students planned their routine with tomorrow's date and were eager to share their page with others. The investigator then asked them to plan a page in the diary of their favourite hero/cricketer/singer/musician, which they did quite efficiently.

Task No. 17

<table>
<thead>
<tr>
<th>Title</th>
<th>: Guessing Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>: Pedagogic</td>
</tr>
<tr>
<td>Goal</td>
<td>: To develop spoken communication</td>
</tr>
<tr>
<td>Input</td>
<td>: Yes / No questions</td>
</tr>
<tr>
<td>Language Skill</td>
<td>: Speaking and listening</td>
</tr>
<tr>
<td>Language Functions</td>
<td>: Asking questions, making statements</td>
</tr>
<tr>
<td>Language Components</td>
<td>: Simple present tense, Interrogatives, Negatives,</td>
</tr>
<tr>
<td>Adjectives</td>
<td></td>
</tr>
<tr>
<td>Teacher's Role</td>
<td>: Facilitator, monitor</td>
</tr>
<tr>
<td>Learner's Role</td>
<td>: Active participant</td>
</tr>
</tbody>
</table>

Description: 'Yes/no' questions; oral responses, based on set patterns.
Think of a certain feature that may be common to various objects, ('roundness', for example), and put one such object into a sentence:

I like ... the sun.

Students then try to find out what your 'common denominator' is by asking questions based on the original sentence. A student who thinks you are thinking of 'hot' might ask:

Do you like ... fire?

and who thinks it is 'something in the sky' might ask:

Do you like ... clouds?

to both of which you answer 'no'. A question such as:

Do you like ... orange?

however, since you are thinking of 'round', obviously gets the answer 'yes'. The guessers only have one 'direct question' – for example:

Is the answer ‘round’?

A : 40
- so they have to be very sure that they are right before asking it – which means asking several verifying ‘Do you like . . .?’ questions even after they are fairly sure they know the answer.

Variations: The original sentence does not, of course, have to begin ‘I like . . .’ One can vary it according to the kind of verb, or tense, you want to practise in the interrogative/negative. Some possible variations are given below, together with some more ideas for common denominators.

Possible base sentences

1. I/my friend like(s) . . .
2. We’re going on a picnic tomorrow, and we’ll take . . .
3. I’m reading a book about . . .
4. Yesterday Jeremy went for a walk, and he saw . . .
5. I’m going shopping soon, and I’m going to buy . . .
6. In our kitchen there is . . .
7. I would like to have . . .

<table>
<thead>
<tr>
<th>Possible common denominators</th>
</tr>
</thead>
<tbody>
<tr>
<td>round</td>
</tr>
<tr>
<td>made of metal/wood etc.</td>
</tr>
<tr>
<td>floats on water</td>
</tr>
<tr>
<td>can be held in the hand</td>
</tr>
<tr>
<td>breaks if it is dropped</td>
</tr>
<tr>
<td>is made of animal (or vegetable, or mineral) substance</td>
</tr>
<tr>
<td>begins or ends with a certain letter</td>
</tr>
<tr>
<td>contains a certain letter</td>
</tr>
<tr>
<td>begins with the same letter as the name of the guesser</td>
</tr>
<tr>
<td>the same word exists in the student’s native language</td>
</tr>
</tbody>
</table>

Discussion: The task was carried out successfully. The investigator tried to bring in scientific objects in the game to make it more interesting.

Task No. 18

Title: Things going on
Rationale: Real World and Pedagogic
Goal: To develop spoken communication
Input: Pictures

A : 41
Description: The teacher asks the students to look at the pictures and describe the things going on. Students are divided into two groups. The first group is given picture A and the second group is given picture B.

Discussion: This was rather a simple activity and so they did not face any difficulty to carry on the conversation.

Task No. 19
Title: Cultural Knowledge Quiz
Rationale: Real World and Pedagogic
Goal: To develop spoken communication
Input: Questions for the quiz

A : 42
Language Skill: Speaking and listening
Language Functions: Asking questions, Conducting a programme, conversational practice.
Language Components: Question words, simple present tense, simple past tense

Teacher’s Role: Facilitator, observer
Learner’s Role: An active participant, a conversational partner of a team

Description: Answer the following: One of the students can play the role of a quiz master, one can be the scorer. They can divide the class into various teams and conduct the quiz.

1. Where is Toronto?
2. Who spoke Latin?
3. How do you find out area of a circle?
4. Who said ‘I think, therefore I am’?
5. How many players are there in a football team?
6. Where can you find the words ‘In the beginning ... ’?
7. Who was Elvis Presley?
8. What was Sherlock Holmes’ profession?
9. When did the Second World War start?
10. What country was Hamlet Prince of?
11. How do elephants sleep – standing or lying down?
12. What are the five senses?
13. What kind of an animal is a dingo?
14. What is a gondola?
15. What is the capital of Ethiopia?
16. In which city is the White House?
17. What is the name of Mickey Mouse’s girlfriend?
18. How often are the Olympic Games held?
19. Where did Peter Pan take Wendy?
20. What happened to Pompeii?

Brief Answers:
1. In Canada, 2. The Romans, 3. \( \pi r^2 \) , 4. Descartes

A : 43
9. 1939 10. Denmark 11. Standing up
17. Minnie Mouse 18. Every four years 19. To the Never-never land
20. It was destroyed by a volcano.

Discussion: Students were quite excited about conducting this quiz-contest. The investigator had to initially help them out as to how to organize the contest etc. Later on they could manage and even conducted another such quiz context on their own.

Task No. 20

Title: Channel-war
Rationale: Real World and Pedagogic
Goal: To develop spoken and written communication, also creative thinking
Input: Frequency survey chart
Language Skill: Speaking and writing
Language Functions: Making inquiries, Presenting ideas, Conversational practice (Group Discussion)
Language Components: Simple present tense, Modal auxiliaries
Teacher’s Role: Facilitator, listener
Learner’s Role: An active participant / an active group member

Description:
Channel - War
Frequency Surveys

Television-watching habits

By each question fill in a number:
1 = never  2 = seldom  3 = occasionally  4 = often  5 = always

How often do you . . .

1. . . . watch television on a weekday? ______
2. . . . watch television at the weekend? ______
3. . . . leave the television on even if you are doing something else? ______
4. . . . turn the television on automatically when you come home? ______
5. . . . feel guilty about watching too much television? ______
6. . . . limit yourself to a certain number of hour’s viewing? ______

A : 44
7. ... look up programmes in advance to find things you’ll enjoy? _____
8. ... watch programmes alone? _____
9. ... turn the television off if visitors come? _____
10. ... feel that watching a certain programme was really worth-while? _____

Fill in answers in the blanks given. Compare your answers with others.

Through discussion find out who are the T.V. addicts in your class.
The teacher then asks the students to form groups. Each group is given one channel.
They can name it on their own. Now they try to plan out programmes which they
would like to show on their channel. They have to think of things which can make
their channel the hottest one.

Discussion: Students liked this task very much. But while discussing about their
channel they tend to slip into Hindi. The investigator had to time and again remind
them to stick to English.

Task No. 21
Title: Possessives
Rationale: Pedagogic and Real World
Goal: To develop spoken and written communication
Input: Diagrams, pictures
Language Skill: Speaking and writing
Language Functions: Using possessive pronouns indicating relationships
Language Components: Possessives pronouns
Teacher’s Role: Facilitator, Guide
Learner’s Role: Active participant
Description:
(A) Detectives
The possessive pronouns mine, yours, his, her; oral production of set dialogue.
Description: The teacher sends one student (the ‘detective’) outside, and ask another
student for something that belongs to him or her, but is not easily identifiable - a
pencil, a standard textbook, etc. The detective comes back, is given the object, and
ask one of the students:

Is this yours?
The student – whether it is in fact his or hers or not – denies it:
No, it isn’t mine. It’s his. (indicating another student)

A: 45
The detective then asks the student indicated, and so on round the class; at the end, he or she has to try to identify who in fact was lying and is the owner of the object.

(B) Family Tree:

Use of possessives to indicate relationships; composition of simple sentences based on family-tree diagram; oral or written.

(C) Distributing goods:

Possessive pronouns and adjectives (our, their, ours, theirs); as a variations, other possessive; simple oral utterances based on picture cues.

Materials: Piles of pictures of objects; can be used, or pictures cut out of magazines.

Description: The teacher tells the class that the objects are available for use on a holiday: ‘we’ are going on an active outdoor holiday, whereas ‘they’ (a rival class or college) are going on a restful, luxurious one. In groups, they have to distribute the objects:

Is this our camera or theirs?
This is ours.

and put them into two piles according to their category.

If each group has the same set of pictures, then results can later be compared.

Variations: The same can be done with other possessive: If one is male and one is female, then his/her/his/hers can be used. If students are working in pairs, then each can take one of the roles, using my/ your/mine/yours.

(D) Replace the word or words underlined with one of the words in the brackets

1) Small difficulties are often troublesome. (they, it)
2) The scientist always checks his results. (they, them)
3) The unusual fact is often important. (he, it)
4) The scientist often guesses. (he, it)
5) **Women** usually make good scientists. (she, they)
6) **A woman** often makes mistakes. (she, her)
7) So does **a man**. (he, him)
8) We should not confuse a **fact** with a hypothesis. (it, them)
9) **Troublesome facts** lead the scientist to wonder. (he, they)
10) They could not complete the **experiment**. (them, it)

**Discussion**: The task was carried out smoothly.

**Task No. 22**

**Title**: ‘Learn it your way’

**Rationale**: Pedagogic and Real World

**Goal**: To develop spoken and written communication

**Input**: Written exercises and pictures

**Language Skill**: Speaking and writing

**Language Functions**: Telling time / distance / weather

**Language Components**: Using preposition with day / date / year / time / distance in figures / words. Words describing weather / exclamatories.

**Teacher’s Role**: Facilitator

**Learner’s Role**: Active participant

**Description**: (A) Preposition grids

I am going to be . . .

<table>
<thead>
<tr>
<th>in town</th>
<th>at midnight</th>
<th>on Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>near her</td>
<td>in the afternoon</td>
<td>on May 1st</td>
</tr>
<tr>
<td>in the country</td>
<td>at six o’clock</td>
<td>on Tuesday</td>
</tr>
</tbody>
</table>

I spent a day . . .

<table>
<thead>
<tr>
<th>in London</th>
<th>on a Monday</th>
<th>in 1985</th>
</tr>
</thead>
<tbody>
<tr>
<td>at the sea</td>
<td>on a Thursday</td>
<td>in 1987</td>
</tr>
<tr>
<td>in Scotland</td>
<td>on August 20th</td>
<td>in 1986</td>
</tr>
</tbody>
</table>

**Materials**: Individual copies of three-by-three grids, showing alternative versions of a sentence that includes definitions of time and place:

**Description**: Each student marks the particular alternative he or she prefers, and tries to find other students with the same choices, by asking simple questions based on the text of the grid:

A : 47
Are you going to be in town? Are you going to be in town at six o’clock?

Are you going to be in town on Saturday?

(B) 

Father
Cousin
Aunt
brother

Mother
brother
sister

uncle
sister

Birth Day Balloons

Write birthdates of all your family members (in words) in the balloons.

- Make another Balloon tree for your friends. Get it zeroxed and give one copy to each of them.

(C) : Sign of exclamation

Rain : What a heavy shower!
A flower : What a beautiful flower!
Students : What clever students!
Water : What cold water!
Cake : What a lovely birthday cake!

Give more such examples of exclamatories.

(D) Read the following exclamatories and imagine situations in which you can use them.

<table>
<thead>
<tr>
<th>Exclamations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oh!</td>
<td>11. Great!</td>
</tr>
<tr>
<td>2. Ah!</td>
<td>12. Well!</td>
</tr>
<tr>
<td>3. Oh God!</td>
<td>13. Sorry!</td>
</tr>
<tr>
<td>5. What on earth!</td>
<td>15. Yes!</td>
</tr>
<tr>
<td>21. Thank you!</td>
<td>22. No, Thank you!</td>
</tr>
<tr>
<td>23. Rubbish!</td>
<td>24. Thank goodness!</td>
</tr>
<tr>
<td>25. Touch wood!</td>
<td></td>
</tr>
</tbody>
</table>
7. Oh dear! 17. Hallo! 27. Bad luck!
9. Stop it! 19. (Sigh) 29. Cheers!

Time
What time is it? It is ten o’clock.
It is five minutes to ten by my watch.
It is five minutes past ten by that wall-clock.

Weather
How is the weather today? It is hot.
It is cold.
It is foggy.
It is windy.
It is rainy.

Distance
How far is Amul Dairy from here? It is quite far.
It is near.
It is two kilometers from here.
It is a ten minutes walk.

• Think of situations where you would use any of the following answers:
  It is late. It is getting dark. It is sunny.
  It is early. It is a mile. It is chilly.
  It is getting late. It is airy. It takes one hour to reach there.

E) Weather:
(i) Weather conditions
Look at this list of common weather words. Notice that it is very common to form adjectives by adding ‘-y’

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>Sunny</td>
<td>Wind</td>
<td>Windy</td>
</tr>
<tr>
<td>Cloud</td>
<td>Cloudy</td>
<td>Ice</td>
<td>Icy</td>
</tr>
<tr>
<td>Fog</td>
<td>Foggy</td>
<td>Shower</td>
<td>Showery</td>
</tr>
<tr>
<td>Snow</td>
<td>Snowy</td>
<td>Air</td>
<td>Airy</td>
</tr>
</tbody>
</table>

A : 49
People round the world have different ideas about temperature:

- 5°C (five degrees centigrade) is freezing for many Brazilians.
- -10°C (minus ten degrees or ten degrees below zero) is very cold but quite normal in the mountains in Switzerland during the winter when it usually snows a lot.
- 30-35°C is boiling for England and very unusual, but it is very common in parts of Spain during the summer.

How is the weather in your city? How is the weather in different places of India? Discuss with your friends.

(iii) Wind

The first word here is very gentle; the last is more than 100 km per hour and can be very dangerous.

- a breeze
- a wind
- a strong wind
- a gale
- a hurricane

It was a hot day but there was a lovely breeze.
The wind blew my hat off.
The hurricane in Florida destroyed trees and buildings.

(iv) Thunderstorms

A spell (= period) of very weather often ends with a thunderstorm. First it becomes very humid (=hot and wet), then you get thunder and lightning and finally, very heavy rain (= it pours with rain). Afterwards, it is usually cooler and it feels fresher.
1. Identify the weather conditions in these pictures.

2. True or false? If a sentence is false, write a true sentence about the weather conditions in the sentence.

   (i) It often pours with rain in the desert.
   (ii) It gets quite chilly in the desert in the evening.
   (iii) Thunder makes a noise.
   (iv) Lightning can kill people.
   (v) A shower is a gentle breeze.
   (vi) A spell of hot weather may end in a thunderstorm.
   (vii) Below zero, water turns to ice.
   (viii) When it's foggy you need sunglasses.

3. Complete these scales.

   ________ → wind → strong wind ________ → hurricane
   ________ → hot → warm → not very warm → cold → ________

4. Complete his text with suitable words.

   The single greatest influence on Japanese weather is the wind. During the summer it ________ from the Pacific, causing ________ and humid weather, but in winter, the north-westerly ________ from Siberia are very cold and it ________ heavily on the mountains of the north west. The south-eastern parts receive cold dry air. Between June and mid July, there is a ________ of wet weather when the rice fields get the water vital for growth. After that, there is less ________ rain, but the air is still ________ Autumn, however, is drier, and usually very pleasant.

   Write the paragraph about the weather in your own country, or a specific part of your country, e.g. your own region.
Insert the following words in the proper blocks:

<table>
<thead>
<tr>
<th>Simmering</th>
<th>Raining</th>
<th>Foggy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snowing</td>
<td>Perspiring</td>
<td>Cloudy</td>
</tr>
<tr>
<td>Shievering</td>
<td>Withering</td>
<td>Hurricane</td>
</tr>
<tr>
<td>Drizzling</td>
<td>Blooming</td>
<td>Chilly</td>
</tr>
<tr>
<td>Thundering</td>
<td>Sweating</td>
<td>Showery</td>
</tr>
<tr>
<td>Lightning</td>
<td>Windy</td>
<td>Humid</td>
</tr>
<tr>
<td>Thawing</td>
<td>Sunny</td>
<td>Snowy</td>
</tr>
<tr>
<td>Frezzing</td>
<td>Rainy</td>
<td>Stormy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer</th>
<th>Monsoon</th>
<th>Winter</th>
<th>Autumn</th>
<th>Spring</th>
</tr>
</thead>
</table>

The teacher forms five groups of students. Each group will be given one season. The group members together prepare a collage on that season.

For example: ‘Summer Group’ prepares a collage on ‘Indian Summer’.

**Discussion**: Students found this activity very interesting. While supplying exclamatories they gave sentences like:

- What a clean classroom?
- What a speedy vehicle?
- What an ugly creature?

which are typical of science students. The investigator noticed that they are good observers.

**Task No. 23**

<table>
<thead>
<tr>
<th>Title</th>
<th>: Compound nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>: Real World and Pedagogic</td>
</tr>
<tr>
<td>Goal</td>
<td>: To develop spoken and written communication</td>
</tr>
<tr>
<td>Input</td>
<td>: Word net-works</td>
</tr>
<tr>
<td>Language Skill</td>
<td>: Speaking, writing</td>
</tr>
<tr>
<td>Language Functions</td>
<td>: Making compound nouns</td>
</tr>
<tr>
<td>Language Components</td>
<td>: Common nouns</td>
</tr>
<tr>
<td>Teacher's Role</td>
<td>: Facilitator</td>
</tr>
<tr>
<td>Learner's Role</td>
<td>: Active participant</td>
</tr>
</tbody>
</table>

Description:
Compound nouns

(1) College – compound (2) College – bag (3) College – library (4) College – campus

- Complete the following networks with appropriate compound nouns. Add extra bubbles if you need them.

Complete the following networks appropriately and think of such common networks. Share your ideas with your partner. W.w.y.p.

(2)  

(3)  

(4) Fill in the blanks appropriately:

hydrometer  

Physics Lab

A : 53
When you have finished, write out the function of each equipment. W.w.y.p

(5) Fill in the blanks appropriately:

HCL

Chemistry Lab

(6) Human Body

Make a list of the various parts of human body. Against each part, write its function. Try to make compound nouns where possible.

(1) Eyes → Eye - drops

(2)

(3)

Discussion: The task was carried out smoothly.

Task No. 24

Title: ‘Learn with fun’

Rationale: Pedagogic

Goal: To develop spoken and written communication

Input: Written exercises, quizzes

Language Skill: Speaking, writing

Language Functions: Using various degrees of adjectives

Language Components: Adjectives in all the three degrees

Teacher’s Role: Facilitator, Guide

Learner’s Role: Working Partner

Description:

This is a fast train.  (Adjective)

This train runs fast.  (Adverb)

(A) Now arrange the following in column A and column B appropriately:

Nicely, easily, quick, heavy, private, publicly, annually, lazy, interesting, boring, hardly, well, good, comically, cheap, bad, cleverly, prettily, hard, early, comic, lazily, hard, quickly.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Adjectives)</td>
<td>(Adverb)</td>
</tr>
</tbody>
</table>

A : 54
Tell your partner about your best friend using at least five adjectives and five adverbs:

How efficient he is . . . Things that he does efficiently . . .

Put the adjectives from input into er and est boxes and get proper output.

What if you reverse the process? Try it. You will get the original Input back.

(C) Put a tick mark against the nouns in the first column as per the information given below:

- Put a single tick mark \( \checkmark \) for positive degree.
- Put double tick marks \( \checkmark \checkmark \) for comparative degree.
- Put triple tick marks \( \checkmark \checkmark \checkmark \) for superlative degree.

<table>
<thead>
<tr>
<th></th>
<th>Strong</th>
<th>Talkative</th>
<th>Faithful</th>
<th>Dangerous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dogs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elephants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lions are stronger than dogs.

Women are more talkative than men.

Dogs are more faithful than lions.

Snakes are more dangerous than dogs.

Elephants are the strongest.

Dogs are the most faithful animals.

A : 55
Look at the above chart and form sentences in positive / comparative / superlative degrees.

(D) Students were asked to play the following quizzes.

Comparative Quiz:
(1) Where are there more people: in Indonesia or Japan?
(2) Which is the larger country: the USSR or China?
(3) Which can live longer: a man or an elephant?
(4) Which can run faster: a lion or a cheetah?
(5) Which can jump farther: a kangaroo or a horse?
(6) Which country produces more rice: China or India?
(7) Which is bigger: a Boeing 747 or a DC 10?
(8) Which ocean is deeper: the Atlantic or the Pacific?
(9) Which is the stronger animal: a lion or an elephant?
(10) Who is cleverer: a boy or a girl?

(E) Superlative Quiz:
(1) Which is the highest mountain in India?
(2) Which animal lives the longest?
(3) Which is the largest planet?
(4) Which is the lowest place in the world?
(5) Which is the fastest animal in the world?
(6) Which is the tallest animal in the world?
(7) Which language has the most words?
(8) Which is the largest snake in the world?
(9) Which is the highest mountain in the world?
(10) Which country produces the most wheat?

A : 56
Answers:

(D) (1) Japan (2) the USSR (3) a man (4) cheetah (5) a kangaroo (6) China (7) a Boeing (8) the pacific.
(E) (1) Kilimanjaro (2) the turtle (3) Jupiter (4) the dead sea (5) cheetah (6) giraffe (7) English (8) the anaconda (9) Mount Everest (10) the USSR.

Discussion: The task was well received. The quizzes generated interesting discussions.

Task No. 25

Title: ‘Proverbs’
Rationale: Real World and Pedagogic
Goal: To develop spoken and written communication
Input: Proverbs
Language Skill: Speaking, writing:
Language Functions: Using / understanding proverbs
Language Components: Proverbs, simple present tense
Setting: Work in pairs
Teacher’s Role: Facilitator, counsellor
Learner’s Role: Working partner

Description:
Speakers tend to use proverbs to comment on a situation, often at the end of a true story someone has told, or in response to some event. As with all idiomatic expressions, they are useful and enjoyable to know and understand, but should be used with care.

A) Warnings/advice/morals - do’s and don’ts

<table>
<thead>
<tr>
<th>Proverb</th>
<th>Paraphrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t count your chickens before they’re hatched.</td>
<td>Don’t anticipate the future too much.</td>
</tr>
<tr>
<td>Don’t put all your eggs in one basket.</td>
<td>Don’t invest all your efforts or attention in just one thing.</td>
</tr>
<tr>
<td>Never judge a book by its cover.</td>
<td>Don’t judge people/things by their outward appearance.</td>
</tr>
<tr>
<td>Never look a gift horse in the mouth.</td>
<td>Never refuse good fortune when it is there in front of you.</td>
</tr>
<tr>
<td>Take care of the pence and the pounds will take care of themselves.</td>
<td>Take care of small sums of money and they will become larger sums.</td>
</tr>
</tbody>
</table>
B) Key elements:
Proverbs can also be grouped by some key elements, for example, animals and birds.
When the cat’s away, the mice will play. [people will take advantage of someone else’s absence to behave more freely]
You can lead a horse to water but you can’t make it drink. [You can try to persuade someone, but you can’t force them]
One swallow doesn’t make a summer. [one positive sign does not mean all will be well]

C) Visualizing:

| There’s no smoke without fire. [rumours are usually based on some degree of truth.] | Too many cooks spoil the broth. [too many people interfering is a bad way of doing things] |
| People who live in glass houses shouldn’t throw stones at others. [Don’t criticize others’ faults if you suffer from them yourself] | Many hands make work light. [a lot of people helping makes a job easier] |

- Find proverbs which would be suitable for these situations.
Example: Someone says they have just been offered a free two-week holiday, but are hesitating whether to take up the offer. *Never look a gift-horse in the mouth.*

1. Someone thanks you and your friends for helping to load heavy boxes into a van.
2. Someone says they can’t be bothered applying to different universities and will just apply to one.
3. Three different people have made different arrangements for the same meeting, and so everyone comes at different time and the result is total confusion.

(D) Think about the situations in which you can use the following proverbs:
1. A bird in the hand is worth two in the bush.
2. Don’t count your chickens before they are hatched.
3. All that glitters is not gold.
4. Absence makes the heart grow fonder.
6. Familiarity breeds contempt.
7. Never look a gift-horse in the mouth.
8. Don’t cross your bridges before you come to them.

(E) In spoken language, people often refer to proverbs by only saying half of them and leaving the rest for the listener to 'fill in'. Complete the proverbs in these dialogues.

1. A: Janak’s always criticizing people who are selfish, yet he’s terribly selfish himself.
   B: Yes, well, people who live in glass houses . . .
   C: Exactly.

2. A: The people in the office have been playing computer games all day since the boss fell ill.
   B: Well you know what they say: when cat’s away . . .
   A: Right, and they’re certainly doing that.

3. A: I didn’t believe those rumors about Ketan and Janki, but apparently they are seeing each other.
   B: You shouldn’t be so naive, you know what they say, no smoke . . ., eh?
   A: Mm, I suppose you’re right.

4. A: Amazing, he’s made a fortune from just one little shop!
   B: Well, I think it’s a case of take care of the pence, . . .
   A: Sure, he’s always been very careful with his money.

Follow-up: Try translating some proverbs from your language, word for word into English. Imagine situations where you can use them.
**Match A with B**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two heads are better than one.</td>
<td>दो पेड़े तेज़ जोड़ी नहीं।</td>
</tr>
<tr>
<td>Half a loaf is better than no bread.</td>
<td>चावल के गांठके सोय शोधवा जाय।</td>
</tr>
<tr>
<td>More haste, less speed.</td>
<td>काम करना अच्छे करना।</td>
</tr>
<tr>
<td>An empty mind is devil's workshop.</td>
<td>अकेला करना के बाहा।</td>
</tr>
<tr>
<td>Looking for a needle in haystack.</td>
<td>जबो देख तबो देख।</td>
</tr>
<tr>
<td>There's black sheep in every flock.</td>
<td>जबकि सोहेंजा सोहें जागें।</td>
</tr>
<tr>
<td>When in Rome, do as the Romans do.</td>
<td>धरनी जागना धूल ना जागन।</td>
</tr>
<tr>
<td>Don’t look a gift-horse in the mouth.</td>
<td>जैसू की तेरी पानी।</td>
</tr>
<tr>
<td>You can take a horse to water but you cannot make him drink.</td>
<td>गोवें जवाला खा पी तथा जवाल खा जवाल  पाने पर वाली ना जीवाल।</td>
</tr>
<tr>
<td>Adding fuel to fire.</td>
<td>ला तामासा हो लोक हु।</td>
</tr>
<tr>
<td>Cut your coat according to your cloth.</td>
<td>आंख किर तेरी मारा।</td>
</tr>
<tr>
<td>To kill two birds with one stone.</td>
<td>भाकी मन जग शेतानन घर।</td>
</tr>
<tr>
<td>As you make your bed you must lie in it.</td>
<td>पारो तेरु करो।</td>
</tr>
<tr>
<td>As you sow so shall you reap.</td>
<td>सारे जोडने पतं संभावना।</td>
</tr>
<tr>
<td>A penny saved is a pound earned.</td>
<td>तेघ रींजी आठ।</td>
</tr>
<tr>
<td>Time and tide wait for none.</td>
<td>समय आने तब करें नीं रहे जेता।</td>
</tr>
<tr>
<td>A word to the wise.</td>
<td>रेखने टोफीने ने गड़नेरे रुझू।</td>
</tr>
<tr>
<td>Too many cooks spoil the broth.</td>
<td>नहिमाना करता करें नीं भोज णे।</td>
</tr>
<tr>
<td>All that glitters is not gold.</td>
<td>उत्तवणा सो अव्वा, दीता सो जानी।</td>
</tr>
<tr>
<td>Many hands make work light.</td>
<td>गांव कर रोजगारा।</td>
</tr>
</tbody>
</table>

**Discussion**: Students found this task very interesting. The investigator had to explain to them the meaning of several proverbs which they could not understand on their own.

**Task No. 26**

**Title** : ‘Ring me up’

**Rationale** : Real World and Pedagogic
Goal: To develop spoken communication
Input: Adapted materials
Language Skill: Speaking, listening
Language Functions: Conversing on phone
Language Components: Free composition of sentences, Intonation and stress
Teacher’s Role: Facilitator, Guide
Learner’s Role: Working / conversational partner
Setting: Work in pairs

Description:
Telephone me
Phone me
Give me a ring
Call me
Give a ring to me.

These are various expressions for asking somebody to phone you.

(A) Now you make some phone calls:

Students are asked to work in pairs where student A makes a phone-call and student B receives it.

<table>
<thead>
<tr>
<th>To</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>Asking their well being</td>
</tr>
<tr>
<td>Relatives</td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td>Getting an appointment</td>
</tr>
<tr>
<td>Fire-brigade</td>
<td>Reporting an incident of fire</td>
</tr>
<tr>
<td>Police</td>
<td>Asking for help</td>
</tr>
<tr>
<td>Telephone-inquiry</td>
<td>Asking for telephone number, Making complaint</td>
</tr>
<tr>
<td>Railway-inquiry</td>
<td>Asking for the arrival time of some train</td>
</tr>
<tr>
<td>Pizza-Hut</td>
<td>Placing an order for pizza</td>
</tr>
</tbody>
</table>

Students are then given five names whose telephone numbers they have to find out from the directory. It is same as finding a word from a dictionary.
Now prepare your personal telephone diary

(B) On the phone

Starting a phone conversation

The first example is an informal situation; the second example is a more formal call.

1. A: Hello.
   B: Is that Maya?
   A: Yes.
   B: Hi. It’s Rupesh.

2. C: Good morning. ABC Electronics.
   D: Oh good morning. Could I speak to Mrs. Gandhi, Please?
   C: Yes. Who’s calling, please?
   D: My name is Janak Mehta.
   C: Right, Mr. Mehta. I’ll put you through.

Now enact similar situations with your partner.

(C) Fill the gaps in these phone conversations with suitable words or phrase.

A. A: Good morning. XYZ Limited. Can I help you?
   B: Yes. ________ Mr. Patel and I’m trying to contact Mr. Purohit.
       He actually left a ________ on my answerphone yesterday afternoon.
   A: I see. Well, I’m afraid Mr. Purohit’s ________ at the moment. Can
       I ask him to ________ later?
   B: Yes please. I shall be here until lunchtime. My ________ is 33151.

B. A: Hello.
   B: Hi. ________ Saroja?
   A: No, sorry. I’m ________ Saroja’s not here at the moment.
   B: Oh. Do you know when she’ll ________?
   A: No, I’ve no idea.

A: 62
B: OK. Well in that case, could I ________ a _________ for her?
A: Yes, of course.
B: Could you ask her to _______________ this evening, please?
A: Sure. What’s your name?
B: Kamal. I’m a colleague from work. She’s got my number.
A: Right. I’ll tell her.
B: Thanks very much. Bye bye.
A: Bye.

C. A: Hello?
   B: _______________ Vaibhav?
   A: Yeah, speaking.
   B: Hi Vaibhav. ___________ Sonali.
   A: Oh hello. I was expecting your phone yesterday.
   B: I did – or at least I tried. I _______________ your number about six
      times last night but I couldn’t ___________. It was __________ all the time.
   A: Oh yes. I’m sorry about an hour and then someone from school rang me
      about the table tennis tournament next week.
   B: Oh well, never mind. Anyway I’m phoning about . . .

(D) Can you answer these questions?
1. In your city, what is the emergency number for the Police, Fire brigade or
   Ambulance?
2. Is there a Directory Inquiry? What number is it?
3. From your city, what’s the dialing code for Vallabh Vidyanagar?
4. How much does it cost to make a local call?
5. How often do you have to pay your phone bill?
6. Is it cheaper to phone during the night?
7. What’s the phone number of your college?

Discussion: As the students enacted various roles conversing on phone, a lot of oral
interaction was generated in the class. The investigator noticed that as the students
were emotionally involved, language came easily to them.

Task No. 27
Title: ‘All about ‘yesterday’
Rationale: Real World and Pedagogic
<table>
<thead>
<tr>
<th>Goal</th>
<th>: To develop spoken and written communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>: Lists of activity schedules, wall picture.</td>
</tr>
<tr>
<td>Language Skill</td>
<td>: Writing, reading</td>
</tr>
<tr>
<td>Language Components</td>
<td>: Simple past tense, past continuous tense</td>
</tr>
<tr>
<td>Teacher's Role</td>
<td>: Facilitator, guide</td>
</tr>
<tr>
<td>Learner's Role</td>
<td>: Working / conversational group member</td>
</tr>
<tr>
<td>Setting</td>
<td>: Work in groups</td>
</tr>
</tbody>
</table>

**Description:**

(A) Pupils worked in pairs and asked each other questions like the following.

1. When does Ashok get up?
2. What does he do at eight o’clock?
3. Does he read lessons in the morning? At what time?
4. Where is he at 2 o’clock in the afternoon?
5. When does Ashok return from school?
6. Does Ashok go to play games? When?
7. Is there a T.V. set in Ashok’s house? When does he watch T.V.?
8. Who tells him stories?
9. What does the grandmother do between 9.30 and 10.00 at night?
10. For how many hours does Ashok sleep?

By asking above questions, you can find out the daily routine of Ashok.

Now report a day in Ashok’s life with yesterday’s date. Like things that he did yesterday, right from morning to night.

(B) **When did we meet?**

Past progressive to refer to things going on at certain times in the past; optionally, contrast with past simple; expanding notes into full sentences; oral interaction.

**Materials**: Four lists of activity schedules, describing a certain day in the lives of four different people.

**Description**: Put the students in groups of four, each participant having one of the lists. Take one or two examples of items on the lists, and show the full class how they may be expanded in speech. For example: Lunch 13.00 – 14.00 might be said as: I was having lunch from one o’clock to two o’clock.
The students are to use only the past progressive; or, if they have grasped the contrast, to use the past simple occasionally to refer to specific events or a sequence:

I came back to the hotel at half past one.
I got up and then had breakfast.

Tell students that each of the four met each of the others in the course of the day. They have to find out when and where. Each of them in turn should recount what they did (using sentence like the above examples), while the others listen and try to identify when/where they must have met. After everyone has described their day, they may need to ask each other questions, which may use either the past simple or the past progressive:

What time did you leave the library?
What were you doing at six o’clock / between four and six?

At the end, each participant prepares a note stating where he or she met each of the others, and what he or she, and the other person, were doing at the time. Compare and check results.

(C)Description:
The teacher puts up the following wall picture to introduce the past continuous:

He establishes that yesterday Maya (the lady in the doorway) went out, leaving her family in the house. She came back at eight o’clock in the evening. When she came back a number of things were happening.
The above form the key concepts, and the teacher now proceeds to give the various characters names (with the help of the class). If Maya’s husband (Janak) is the man sitting in the chair, the teacher tries to elicit ‘When Maya came home Janak was reading the newspaper/dropping ash on the floor’. ‘Payal was drawing on the wall’. ‘The dinner was burning.’ ‘The dog was barking at the cat’. The students can then make more sentences about the picture for the immediate creativity stage. The teacher can then ask for personalized sentences (students talking about themselves) where the student says ‘when I got home, my father was watching Television’.

(D) Khatta-Mitha
Write a letter to your friend telling her/him about your khatt-mitha experience at your college during the first week. (i.e. how you were treated by your classmates and your seniors).

Discussion: The task was very well received Students liked the task ‘The home coming’. They were found to be more vocal while doing it.

Task No. 28

<table>
<thead>
<tr>
<th>Title</th>
<th>: ‘Baby Blue’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>: Real World</td>
</tr>
<tr>
<td>Goal</td>
<td>: To develop written communication</td>
</tr>
<tr>
<td>Input</td>
<td>: Cartoon strips</td>
</tr>
<tr>
<td>Language Skill</td>
<td>: Creative writing</td>
</tr>
<tr>
<td>Language Functions</td>
<td>: Writing dialogues</td>
</tr>
<tr>
<td>Language Components</td>
<td>: Free composition of sentences</td>
</tr>
<tr>
<td>Teacher’s Role</td>
<td>: Facilitator</td>
</tr>
<tr>
<td>Learner’s Role</td>
<td>: Script writer</td>
</tr>
</tbody>
</table>

A : 66
Description: Write our dialogues for the blocks A, B, C, D, E, and F. Compare your dialogues with that of others. The teacher will at the end, declare the best script-writer of the class.

Discussion: Students came out with interesting dialogues. Some of them, however found it difficult at the initial stage. The investigator had to give them a helping hand.

Task No. 29

Title: 'Let's do it together'

Rationale: Real World and Pedagogic

Goal: To develop spoken communication

Input: Real life situations

Language Skill: Speaking

Language Functions: Making suggestions, Using idioms, Extending hospitality

Language Components: Let's, what about / how about, idioms

Teacher's Role: Facilitator, guide

Learner's Role: Conversational partner

Setting: Work in pairs

Description:

(I) Offering Suggestions:

A: Let's watch television for a while.

B: All right, but let's finish this work first.
A : Oh, let's not do the work right now.
B : You are a lazy man.

(II)
A : What do you want to do tonight?
B : What about going for a movie?
A : That would be nice.
B : Then, be ready at eight o'clock tonight.

Now go for more dialogues of type I (Let's . . .) and type II (What about . . .) using the following options. W.w.y.p.

- go to a play
- hear some folk music
- listen to the radio
- play cricket /football/volleyball/tennis
- read a story book
- play cards/chess/table-tennis/billiards
- attend a concert
- visit museum
- go for a picnic
- visit zoo
- go for a drive
- go to a park
- go for shopping
- visit art-gallery
- go for swimming

Simulated Real Life Situations

Coffee time

The students read and/or listen to the following conversation between Nilesh and Jaya.
The teacher then tries to elicit the question 'Would you like a _______?' and using cues from the following picture teaches the question, going through the usual stages of explanation and accurate reproduction:

For example.

I. A: Would you like a cup of coffee?
   B: Yes, please.

II. A: What would you like to have, Tea — coffee — — —?
    B: I leave it to you.

III. A: Would you care for a cup of tea?
     No, thanks.

The teacher then asks the students to think of other examples (Something different from tea and coffee . . . ). They are then free to say Yes/No depending on their taste. The teacher makes pairs of students and ask them to make more dialogues. W.w.y.p.

On the same line the teacher now tries the following:

Romal: Let's go to the theatre tonight.
Naren: Oh no! That will be another late night for me. What about playing cards instead?
Bipin: I think playing cards is not good. I suggest we should read some science magazines together.

Romal and Naren: Oh yes, that's a very good idea.

Use the following idioms creating various situations:

    Will this one do?  I leave it to you.
    I must be off.  What have you in mind?
    I must be going.  It suits you.
    I must fly.  What a pity!
    I mustn't keep you.

A: 69
Discussion: Students responded with enthusiasm. They also asked for more simulated real life situations.

Task No. 30

<table>
<thead>
<tr>
<th>Title</th>
<th>: ‘The ship wreck’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>: Real World and Pedagogic</td>
</tr>
<tr>
<td>Goal</td>
<td>: To develop reading, writing and spoken communication</td>
</tr>
<tr>
<td>Input</td>
<td>: A passage describing the ship QE2</td>
</tr>
<tr>
<td>Language Skill</td>
<td>: Reading, writing, speaking</td>
</tr>
<tr>
<td>Language Functions</td>
<td>: Reporting an incident, letter writing and composition.</td>
</tr>
<tr>
<td>Language Components</td>
<td>: Free composition of sentences</td>
</tr>
<tr>
<td>Teacher’s Role</td>
<td>: Facilitator</td>
</tr>
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<td>Learner’s Role</td>
<td>: An active participant</td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
</tbody>
</table>

The QE2

![The ship QE2](image)

Read the passage below the ship QE2 and answer the questions from 1 to 8.

The ship in the picture is the Queen Elizabeth II, usually called the QE2. It is a large, modern passenger ship. There are not many ships like the QE2 now. Most people
prefer to travel by air and not by sea. The QE2 is very slow and expensive compared with a modern jet plane. But some people do not like travel by plane, and the QE2 is . . . well, different.

The ship is really an enormous floating hotel almost a small floating town. The five-day voyage from Southampton, England to New York is a real holiday.

The QE2 can carry 2,000 passengers, and it has a staff of 950 running the ship and looking after the passengers. The ship has three restaurants, eight bars a ladies’ hairdresser’s and a men’s barber’s shop. In addition, there are four swimming pools, two cinemas (they show many films for adults but there are some films for children, too), a casino, two libraries, a hospital, a bank, and a gymnasium. There are also some shops. Yes, it is like a small city. But there are no cars, buses or trucks, and there is no smog; the air is clean and there is peace and quiet.

1. Is the ship in the picture small? ____________________
2. Are there many ships like the QE2? ____________________
3. Do most people prefer to travel by sea? ____________________
4. Is the QE2 expensive? ____________________
5. Can the ship carry 2,950 people? ____________________
6. Can the passengers swim on the ship? ____________________
7. Do they sell drinks on the QE2? ____________________
8. Can boy and girls watch films on the ship? ____________________

When the students have finished answering the questions they can check their answers with each other. The teacher can then take the feedback, finding out how well they did and explaining any misunderstandings.

Then the students are told that they are themselves taking a cruise on the QE2 and they should write a postcard to a friend about it. After students have written their cards, the more interesting ones can be read out to the class.

The teacher then asks the students about the disaster of ‘The Titanic’ as most of them have seen the recent movie based on this shipwreck. The students are then asked to make a list of such movies where the disaster occurred in any form. They can then compare their lists with others and discuss the stories of such movies which would provide an interesting oral exercise to them.
At the end, the students are given a writing assignment as homework on the following subject:

“The Day Everything Went Wrong”

Discussion: Students narrated many such incidents of disaster from Hindi as well as English movies. Students wrote post cards to their friends about their taking a cruise on a ship. The cards were then posted to their friends. Some of the students wanted to write to their friends about a picnic or a trip they had recently made. They were allowed to do so.

Task No. 31

<table>
<thead>
<tr>
<th>Title</th>
<th>‘Debate’ and ‘Discussion’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Real World</td>
</tr>
<tr>
<td>Goal</td>
<td>To develop spoken communication</td>
</tr>
<tr>
<td>Input</td>
<td>Propositions for debate</td>
</tr>
<tr>
<td>Language Skill</td>
<td>Speaking, listening</td>
</tr>
<tr>
<td>Language Functions</td>
<td>Communicate freely</td>
</tr>
<tr>
<td>Language Components</td>
<td>Free composition of sentences</td>
</tr>
<tr>
<td>Teacher’s Role</td>
<td>Monitor, listener</td>
</tr>
<tr>
<td>Learner’s Role</td>
<td>A debator, an active member of a group</td>
</tr>
<tr>
<td>Setting</td>
<td>Work in groups</td>
</tr>
</tbody>
</table>

Description:

Language Expression for Debate:

(a) Certainty:  
I am sure ...  
I’ve got the figures.  
Let’s assume.  
Hard to say  
I suppose  
I wonder if this is true  
I’m rather dubious about  
I firmly believe that  
It is hard to believe

(b) Argument:  
I’m sure I should be speaking for the ...  
My learned friend has failed to understand that ...  
My opponent is misguided by ...  
It is difficult to swallow ...  
I doubt the intellectual abilities of my opponent.  
I wonder why people are misled by...  
I am shocked to note that...  
I am greatly surprised to see that...  
How can people be so blind to the fact that...

A : 72
I have data with me. It is in the interest of my opponent to reconsider...
How can somebody be so foolish to...
I can't accept

(c) Inducement (Persuasion)
The well-informed audience is aware of the fact that...
My learned fellows can very well see that...
Don't you think it would be more advisable...
I know intellectuals like you can't be guided by...
You are all wise enough to understand..
I can't see any reason why...
It is as clear as crystal that...
You are the best judge.
I know I can't influence your thinking.
You can see for yourself.

(d) The language of discussion
Here are some useful expressions for indicating whether you agree, disagree or don't know:
Agree: I couldn't agree more on the whole, I think the speaker's arguments are fair.
Disagree: I'm afraid I can't agree with Mr. X on this matter.
Don't Know: Is the speaker saying that...?
Am I correct in assuming...?
Below are some useful expressions for indicating that you want to come into the discussion, change your mind and sum up.
1) On reflection, I think that Mr. X was perhaps right when he said...
2) I'd like to pick up one of the last speaker's points.
3) Could I come in at this point?
4) I'd like to withdraw what I said about...
5) The main points that have been made are...
6) Well, if I could just sum up the discussion, let me say...
7) Could I say something about...

A: 73
8) Let me try to pull the main threads of this agreement together ...
9) I wonder if I could comment on that last point.
10) I think the members of the group are basically in agreement on the following points ...

Vocabulary Guide (Fact)
- Information: go to show
- Data: tend to show
- Findings: prove
- Results: demonstrate
- Tables: verify, verification
- Statistics: percentage
- Figures: indicate
- Proof: facts
- Evidence: source

Vocabulary Guide (Personal feeling)
- I feel: the way I see it
- I think: In my opinion
- Speaking personally: Speaking for myself

Vocabulary Guide (opinion)
- Ambiguous: Vague
- Puzzling: Confused by
- Puzzled by: I strongly believe
- I agree: I disagree
- I would interpret it in this way: I mean to say that
- My interpretation of ... is .. that: One possible meaning
- Has several possible interpretations: It can mean
- One way / another way of defining ... could be ...
- I believe that ...

Vocabulary Guide (Action)
- Complication: obstacle
- Awkward: problem

A : 74
Expressing Opinion (Agreeing / Disagreeing)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Indifferent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 We can’t do without English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Knowledge of computer is essential.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 God doesn’t exist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Parents can never understand their children.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Hindi films are nonsense films.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Honesty is the best policy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 I don’t have any future in India.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Love is a tragic fallacy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Power corrupts and absolute power corrupts absolutely.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Today’s education has become a farce.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The teacher asks the students to form groups. Each group consists of five students. Each group is given two statements. The group members discuss the positive and negative sides of the statements given to them. After discussion, they will come to some conclusion. The group leader will then present a report to the class.

The most debatable issue from the above ten propositions was taken for the debate competition. The programme was conducted by the students only. The teacher acted only as a guide.
Discussion: The task was quite successful. At the initial stage, weak students were not ready to speak before the class. But later on when the group insisted, even the weaker one came forward to present a report.

Task No. 32

Title: Talking about shapes, colours and patterns
Rationale: Pedagogic and Real World
Goal: To develop written and spoken communication
Language Skill: Writing, speaking
Language Functions: Describing physical properties of objects
Language Components: Adjectives, shapes, colours, patterns, smell, thickness, weight, height, volume, size.

Teacher's Role: Facilitator, helper
Learner's Role: Active participant

Description:

Shapes, colours and patterns:

A) Shapes

- a square (n) [square (adj)]
- a rectangle (also oblong) (n) [rectangular (adj)]
- a circle (n) [round (adj)]
- a semi-circle [circular (adj)]
- an oval (n) [oval (adj)]
- a triangle (n) [triangular (adj)]
- a pyramid
- a right angle
- a point [pointed (adj)]
- a star

A square box, a round table, a pointed end, a rectangular field, an oval shape

Note: We can also form adjectives to describe shapes in this way:

The ball was egg-shaped; a heart-shaped wedding cake; a diamond-shaped bag.

B) Colours

You already know most of the common colours. Here are some that are less common:

A : 76
Mix black and white to form grey. Mix red and blue to form purple. Mix green and blue to form turquoise. Pink is a colour between red and white. Beige is a very light brown with some yellow in it.

C) Shades of colour (= degrees and variation of colour)
She bought a dark green skirt.
He was wearing light blue jeans.
My new shirt is pale yellow.

![Shades of grey](image)

Note: With some colours, we use pale rather than light, e.g. pale yellow, pale pink.

D) Use of the suffix -ish
When we want to say that a shape is almost round or a colour nearly green, we can express this idea by adding the suffix -ish: a roundish face; a greenish tie; a yellowish colour.

Describe these pictures using correct noun and a suitable adjective:

E) What object is being described in each of these sentences?

1. It's got a point at one end and that's the end you use to write with.
2. It's grayish on the outside, pink on the inside, it swims and you eat it.
3. The shape is rectangular and it's usually green. There are lots of other lines on it, and people play on it.

A: 77
4. It's a reddish-orange in colour, quite long and usually pointed at one end, and you eat it.
5. At certain times of the month it's completely round; at other times, it's closer to a semicircle but not quite.
6. It can look pale blue, more often dark blue, and sometimes a greenish blue. It really depends where it is and whether the sun is shinning on it.
7. It’s oval-shaped, white or beige or light brown in colour, hard on the outside, and you eat it usually when it is cooked.
8. It is triangular, and in some countries you have to carry one in the boot of your car.
9. The bottom part is triangular, and at the top there is another bit in the shape of a semicircle. You put things on the triangular part and hang them using the semicircular part.
10. It has four sides and four right angles.

Discussion: Students found the task interesting. They also talked about the objects they come across while performing practicals in various laboratories.

Task No. 33

<table>
<thead>
<tr>
<th>Title</th>
<th>‘Common problems’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Real World and Pedagogic</td>
</tr>
<tr>
<td>Goal</td>
<td>To develop spoken and written communication</td>
</tr>
<tr>
<td>Input</td>
<td>Problems</td>
</tr>
<tr>
<td>Language Skill</td>
<td>Speaking, writing</td>
</tr>
<tr>
<td>Language Functions</td>
<td>Stating problems, seeking help</td>
</tr>
<tr>
<td>Language Components</td>
<td>Free composition of sentences</td>
</tr>
<tr>
<td>Teacher's Role</td>
<td>Facilitator, guide</td>
</tr>
<tr>
<td>Learner’s Role</td>
<td>Conversational partner</td>
</tr>
<tr>
<td>Setting</td>
<td>Work in pairs</td>
</tr>
</tbody>
</table>

A: 78
A) Things that go wrong in houses and flats

- The lights are not working, there must be a power-cut.
- The kitchen door-handle's come off.
- The washing machine broke down the other day. I'll have to wash by hand.
- This pipe's leaking.
- Oh no! The bathroom's flooded! Get a mop, quick!
- The batteries have run out. I'll have to get some more.
- Oh dear! This chair's broken. I wonder how that happened?
- I'm sorry, your cup's chipped.

B) Look at the following table. Put just one tick (✓) against each, about the things which can go wrong with them.

<table>
<thead>
<tr>
<th>cake-tin</th>
<th>vase</th>
<th>elbow</th>
<th>clock</th>
<th>moped</th>
<th>sink</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cracked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>broken down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dented</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stopped</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>blocked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C) Read the following questions and write your answers against each one of them from 1 to 5.

Who could ....?

1. ... help move heavy furniture?
2. ... help you in your studies?
3. ... drive you to the airport?
4. ... teach you to ride?
5. ... take a photograph for you?

A: 79
D) Consulting a doctor

Whom do you consult if you have any of the following problems:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor eye-sight</td>
<td>dermatologist</td>
</tr>
<tr>
<td>Toothache</td>
<td>veterinarian</td>
</tr>
<tr>
<td>heart-problem</td>
<td>psychiatrist</td>
</tr>
<tr>
<td>itching, rashes on skin</td>
<td>radiologist</td>
</tr>
<tr>
<td>urogenital problems</td>
<td>dietician</td>
</tr>
<tr>
<td>common cold and cough</td>
<td>dermatoplastist</td>
</tr>
<tr>
<td>Neurotic problem</td>
<td>orthodontist</td>
</tr>
<tr>
<td>depression</td>
<td>virologist</td>
</tr>
<tr>
<td>a fracture in bone</td>
<td>neurologist</td>
</tr>
<tr>
<td>child is sick</td>
<td>urologist</td>
</tr>
<tr>
<td>blood test</td>
<td>ophthalmologist</td>
</tr>
<tr>
<td>a chronic viral infection</td>
<td>orthopaedist</td>
</tr>
<tr>
<td>for x-ray</td>
<td>physiotherapist</td>
</tr>
<tr>
<td>pet-dog is ill</td>
<td>gynaecologist</td>
</tr>
<tr>
<td>a gynaec problem</td>
<td>paediatrician</td>
</tr>
<tr>
<td>obesity</td>
<td>physician</td>
</tr>
<tr>
<td>Strained muscles</td>
<td>surgeon</td>
</tr>
<tr>
<td>for surgery</td>
<td>dentist</td>
</tr>
<tr>
<td>skin-grafting</td>
<td>cardiologist</td>
</tr>
<tr>
<td>abnormally positional teeth</td>
<td>Pathologist</td>
</tr>
</tbody>
</table>

The teacher may ask the students to work in pairs and create dialogues assuming one of them as a patient and another one as a specialist, choosing any one branch from the table.

Discussion: The task generated a lot of interaction in the classroom. The teacher could overhear funny and serious advice and found that the class enjoyed the task. As a follow up activity, students were asked to come with other common problems. And they did bring interesting problems and the partners were eager to give advice.

A: 80
Task No. 34

Title: 'How perfect is your present perfect?'
Rationale: Pedagogic
Goal: To develop spoken and written communication
Input: Materials
Language Skill: Speaking, writing
Language Functions: Making sentences with present perfect
Language Components: Present perfect tense
Teacher's Role: Facilitator, guide
Learner's Role: Working / conversational partner

Description:

(A) Students are asked to work in pairs. Ask them to make a list of places they have seen. We have a pair of student A and student B. Student A asks student B referring to his list whether student B has seen any of those places. For example:

Have you seen the Tajmahal?
Have you ever been to Delhi?
Have you had the opportunity to see Salarjung museum?

Student B then repeats the same. They by doing so find out the common places and omit them. In the same way they interact with another pair and so on.

Finally they make a list of those places which only a few of them have seen. They then describe those places to the class one by one.

(B) Thing have changed since then

Use of present perfect to define happenings or processes during a period up to the present; oral brainstorm.

Description: Describe to the students some of the impressive things that have happened in the world in your lifetime:

Man has landed on the moon.

English has become the most important international language. Ask the students if they can think of things that have happened or changed within their own memories. Help them by suggesting fields of activity: what has changed in ... fashion? means of transport? eating habits? the acts? the political scene? sport? science and technology? After finding a
few examples together, as a full class they may continue in group, pooling and discussing result later.

Variations: Suggest that students talk in the same way about changes that have taken place in their own lives, say in the last years:

I have been to China.
I have learnt how to swim.

[C] I have lived here for...

Use of present perfect or perfect progressive to describe a past state or process extending into the present, with since or for; writing and oral interaction.

Description: Ask each student to write in their notebooks four to six (true) facts about themselves in the present tense; for example:

I am a student.
I live here in India.
I am feeling tired.

Write on the board one or two such facts about yourself, and add present perfect sentences showing how long these facts have been so:

I have been here for ten years.

Then give out slips of paper, and tell students to write on each slip one such present perfect (or present perfect progressive) sentence on each of their own sentences.

I have lived here for a year.
I have been feeling tired since I got up this morning.

Take in the slips of paper, and put them in a pile on your desk.

Tell the students to choose one slip of paper each and guess who wrote it- if they have no idea, they should make a random guess anyway; and write down what they think:

Students are then given the following assignment:

Write an essay (about 500 words) on “Changes science has brought about in day to day life since 1975”.

(D) Accounting for moods

Use of present perfect to describe events leading up to present situation; oral or written brainstorm, based on given sentence pattern.
Materials: A set of pictures showing people in different moods: individual copies, or one set large enough to be displayed to the full class.

Description: Go through the pictures with the students defining with them the apparent feelings of the person depicted ('worried . . . surprised . . . exhausted') – you may have several possibilities for each picture. Then take one picture, and ask them what they think has happened to make the person feel this way. For example:

‘She is worried because her young son has not come home yet, and it’s very late’.

Write up a few suggestions on the board. Then let them do the same in writing for other pictures, working individually or in pairs. They do not need to take the pictures in any rigid order: let them choose whichever ones they want, and do as many as they can in the time.

Then hear and discuss results.

Task No. 35

Title: ‘Strengthen your English’

Rationale: Real World and Pedagogic

Goal: To develop written and spoken communication

Input: Materials

Language Skill: Writing, speaking

Language Functions: Talking about past / future activities

Language Components: ‘going to; construction, simple past tense, simple future tense

A : 83
Teacher’s Role: Facilitator, helper
Learner’s Role: Active participant, active group member
Setting: work in groups

Description:

(A) Holiday Activities
Skiing, skating, dancing, sun-bathing, walking, resting, meeting friends, listening to music, watching Television, swimming, sailing, driving, fishing, seeing movies, reading story books, rock-climbing, trekking, touring, camping, cycling, riding, learning about nature, visiting disco-clubs, playing, visiting relatives.

Look at the above list and say what are you going to do in the next holidays:

(B) Your friend invited you to spend a week-end with his/her family. Last week-end you visited his/her place. Make a list of the things you did there.
(i) I visited a park
(ii) 

(C) Make a list of the things you are planning to do when you visit them next:
(i) We shall fly kites.
(ii) We are going to play cricket.
(iii) 

Discussion: The task was easily carried out. Students also talked about what they plan to do after completing B.Sc.

Task No. 36

Title: ‘When we begin with ‘If’
Rationale: Pedagogic
Goal: To develop spoken and written communication
Input: Pictures, materials
Language Skill: Speaking, writing
Language Functions: Stating conditions
Language Components: Conditionals in present, past and past perfect tense
Teacher’s Role: Facilitator, guide
Learner’s Role: Active group member
Setting: Work in groups

A: 84
The teacher divides the students into two groups. Group A supplies the first half of the sentence (if clause). The Group B gives the second half of the sentence.

For example:

What will you do?  
If I give you a hundred rupee note  
If you miss your bus  
If I give you two days leave  
If you become a teacher  
If you win a lottery  
If you get the highest scores  
If it is your birthday

A: 85
If you fall ill __________________________________________
If you win a match ____________________________________
If a tiger comes to this class ____________________________
Give similar examples from Physics/Chemistry/Biology/Mathematics.

(B)

The Next Morning

Look at the above picture. What do you think would have happened here?

The teacher asks any two students to role play for the characters seen in the picture. After having repeated this for several times with different students, the final conclusion is drawn that → This would have happened here.

1) As well as if, there are a number of other words and phrases for expressing condition.

You can’t come unless you have a ticket
You can borrow the bike on condition that you return it by five o’clock.
You can stay, as long as you don't mind sleeping on the sofa.

Discussion: The investigator had to devote more time while doing conditionals in past and past perfect, as initially the students found them difficult.

Task No. 37

Title: ‘Hollidaying’
Rationale: Real World and Pedagogic
Goal: To develop spoken and written communication
Input: Holiday brochure
Language Skill: Speaking, listening, writing
Language Functions: Presenting ideas, persuading others
Language Components: Present tense, modals, future tense
Teacher’s Role: Facilitator, guide
Learner’s Role: Active member of a group

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(A) Holiday brochure

The Channel Islands
Jersey

The largest of the group, Jersey lies 100 miles from Weymouth on England’s south coast. Despite its small area – about 45 square miles – there are some 500 miles of roads suitable for motoring and it’s easy to hire a car. The scenery varies from magnificent cliffs on the north coast to sandy beaches on the south, with lush valleys in between.

St. Helier is Jersey’s capital, and has plenty of shops and entertainment in its charming narrow streets. See 16th century Elizabeth Castle in St Aubin’s Bay, reached by a narrow causeway or by ferry at high tide. Near the village of Gorey you’ll find Mont Orgueil castle with its tableaux and museum, while the village itself boasts a pottery center where you can see craftsmen at work.

Sporting enthusiasts are well catered for – golf, motor-racing, surfing and underwater swimming are among the many pursuits you can follow – or simply relax on one of the clean, golden beaches hiding among rocky headlands.

You have a brochure about the channel Islands. Now tell your friends why you want to go to channel Islands. Try to persuade them to join you.

The teacher then forms groups of students. Each group consists of six to seven students. Each group prepares a brochure for a place of their liking. They can stick pictures of that place to make it more attractive. The group members then act as sales people persuading people to visit that place.

(B) Going to Goa (Holiday gear and equipment)

Students are told that they are going on holiday and have to decide what ten objects to take with them. They will have to reach a consensus on these objects.

Stage 1: All the students are asked to write down the ten items they would choose to have in their luggage if they are going to stay in Goa for two weeks.

Stage 2: When all the students have completed their lists they are put into pairs. Each pair has to negotiate a new list of ten items. This will involve each member of the pair changing his original list to some extent.

Stage 3: When the pairs have completed their lists two pairs are joined together to
negotiate a new list that all four students can agree to.

Stage 4: Groups can now be joined together and the lists re-negotiated.

Stage 5: Finally the final list is prepared.

(C) Write about your trip to a hill-station.

Discussion: Students liked the activity and demanded sometime to be devoted to this activity next week where they can bring perfect brochures with beautiful pictures. They were allowed to do so.

Task No. 38

Title : ‘Writing up processes’
Rationale : Pedagogic
Goal : To develop written communication
Input : Processes
Language Skill : Writing
Language Functions : Writing processes
Language Components : Present tense, simple passive
Teacher’s Role : Facilitator, guide
Learner’s Role : Active participant / conversational partner
Setting : Work in pairs

Description:

(A) The teacher discusses with the class how you would describe a process involving a series of operations – such as a physics experiment – using the present simple passive, and write up such a description with them:

The equipment is set up . . .
A liter of water is heated . . .

The teacher then asks each students to choose one such process he or she is familiar with – but perhaps the others are not – and describe it. After writing out their descriptions, students get together in pairs to share with each other ‘their’ processes, and to check the quality of their own explanations. Are these clear enough to be followed by a layman?

When you have checked their descriptions, the more interesting ones can be read out.

(B) Write about a process of how does a bicycle puncture get repaired.
(C) Rewrite this passage, with passive forms instead of the imperative form.

Fill a test tube half full of water and heat it nearly to boiling point. Support the tube on a stand and allow it to cool. Take the temperature every minute. Stir carefully with a glass rod. Record the readings you obtain, and plot them on a graph of temperature against time. Repeat this with a tube half-full of crystals. Allow the solid to melt. Heat the liquid to 100°C, fix the tube on the stand and allow it to cool. Record the results as before and plot them.

(D) Rewrite this passage, using the imperative instead of should.

The ends of the metal articles should be thoroughly cleaned. No dirt should be left on them. The ends should then be heated to a white heat. An oxy-acetylene torch should be used for this. A flux should then be applied to the weld. The surface should be pressed together. Care should be taken to squeeze out the whole of the flux. The joint should then be smoothed off.

E) The following is a description of the process by which blood donors give blood. But the sentences are mixed up. Rewrite the sentences in their proper order, so that the description makes sense.

All hospitals need large supplies of blood, in order to give patients transfusions. These tests find out the donor’s blood group, and make sure that he or she is not suffering from certain diseases. Next, the donor lies down with his arm on a pillow. First, a small amount of the donor’s blood is taken for testing. Finally, she puts a dressing on the donor’s arm. The nurse winds a device round the donor’s upper arm, and inflates it in order to compress the veins. Then she cleans the skin with ether, and inserts a needle into a vein. Blood is given by healthy people called blood donors. As she does this, the blood begins to flow into a bottle. As soon as the bottle is full, the nurse removes the device round the patient’s arm and withdraws the needle. The blood is immediately labeled and refrigerated.
Discussion: This type of passive is not appropriate for the description of everyday domestic processes but rather for scientific experiments and technical operations, and is most suitable for ESP classes. Students also described some other scientific processes in the same manner.

Task No. 39

<table>
<thead>
<tr>
<th>Title</th>
<th>‘Indirect speech’</th>
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<tbody>
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</tr>
<tr>
<td>Setting</td>
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</table>

Reporting Interviews:

Reported speech, mainly statements: production of generalized written account of oral dialogues.

Description: Invite a volunteer student to the front of the class and interview him or her for two or three minutes (about a hobby, for example, or an interesting experience, or future plan). Then ask students to write down, in indirect speech, all they can remember of what the interviewee said, as if they were writing a report for a newspaper. In groups, they then combine their data to produce brief reports.
Variations: For homework, the teacher can ask students to interview someone outside the class on a specific topic agreed on in advance and then write a report on it. By careful selection of topic one can get students to concentrate on practising a specific tense. For example, an interview about future plans will produce sentences like:

She said she would visit New York.

One about past experience will produce:

He said he had been in great danger.

Discussion: One full session was devoted to this item as the investigator explained all complexities of indirect speech to the students. The students later on interviewed teachers also and prepared their profiles.

Task No. 40

Title: ‘Archie’
Rationale: Real World and Pedagogic
Goal: To develop spoken and written communication
Language Skill: Reading, speaking, writing
Language Functions: Communicate freely
Language Components: Present perfect continuous tense
Teacher’s Role: Facilitator, guide
Learner’s Role: Conversational partner
Setting: Work in pairs
Description:
The teacher divides the students in pairs. Students A is given the cartoon story with the dialogues while student B is given the story without the dialogues. Both the students converse with each other. Student B has to write out the dialogues with the help of the student A.

Now answer the following questions:

1) What is the story about?
2) What has been Henry waiting for?
3) How long has been Henry using the new hair growth prescription?
4) Do you use any such hair-tonic? If so, how long have you been using it?
5) Do you remember the story of Narcissus? Tell it to your friends.

Task No. 41
Title : 'Be a writer'
Rationale : Real World and Pedagogic
Goal : To develop spoken, written, listening comprehension

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The teacher asks the students to form groups. Then writes some of the titles on the black-board and asks each group to choose one title. The group then discusses the title and prepares one story suitable to the title. They may write it down for the group. The group leader then presents the story to the class. The investigator selected the following titles:

- Nakaam: The Reform
- The Voyager: Kisise na Kehna
- Nayi Dunia: Bahu Tuje kya kahu
- Hum Nahi Badlenge: Jai Shri Krishna
- James Bond 007: Star-wars

Discussion: Students indeed enjoyed the session. They came out with interesting stories.

Task No. 42
Title: ‘Phrasal verbs’
Rationale: Pedagogic
Goal: To develop written communication
Input: Written exercises
Language Skill: Writing
Language Functions: Understanding and using phrasal verbs
Language Components: Phrasal verbs
Teacher’s Role: Facilitator, guide
Learner’s Role: Working partner
Setting: Work in pairs
Description:

(A) Phrasal Verbs:

Colloquial English uses a very large number of verbs + adverb units which we call Phrasal Verbs (e.g. look + over, throw + out etc.). Some have a literal meaning, some a metaphorical meaning, and some have both meanings.

Many of these tend to be used when speaking about technical things, but when writing about technical things, engineers and scientists often prefer a more formal verb, either for dignity or for precision.

Read the following statements as they stand, and then find more formal verbs in place of the phrasal verbs which are in italics. (W.w.y.p.)

1. Hand compaction of the concrete may be carried out by wooden tampers with handles at either end.
2. A number of tests have been thought out to find out the moisture content of the soil.
3. The magnetic field appears to go round and round.
4. A heated body gives off energy in the form of electro-magnetic waves.
5. These windings on the generator make up for the flux distortions in the main field.
6. During radioactive decay, alpha or beta particles are thrown out of the isotope.
7. The control rods are taken out of the reactor core by remote control.
8. A hovercraft is held up by a cushion of air squirted out of nozzles underneath it.
9. Air may be dragged along by the moving fluid and cause an air-lock in the pipes.
10. The furnace eats up fuel at the rate of three tons per hour.
11. The governor may swing to and fro if it is too sensitive.
12. The soil must be dug out down to the level of hard rock.
13. It is not possible to tell in advance what the results of the experiment will be.
14. The petrol / air mixture is sucked into the cylinder by the piston.
15. The condensate is carried along in pipes back to the boiler.
16. Much of this heat can be got back, instead of being allowed to go to waste.
17. After inspection, the plugs were put back in their places.
18. The company set up a new factory in the industrial area.
19. The speed should not be allowed to go beyond the rated limits.
20. The nylon thread is pushed out through a number of holes in a special machine.
21. A certain amount of vapour is given off from the hot metal.
22. A secondary winding is put on top of the primary winding in the armature.
23. The balloon is blown up with hydrogen from these cylinders.
24. The concrete is carried across from the missing plant to the site in lorries.
25. The heat of combustion is kept in by the use of firebrick linings.

(B) Here are some examples of phrasal verbs which are commonly used both in speech and in writing. There is in most of these cases no formal verb which can readily be substituted.

(W.w.y.p.)

1. In this chapter we shall deal with different fuel oils.
2. The terminal voltage falls off as the load increases.
3. The current in the conductor sets up a magnetic field.
4. The fire in the engine sets off a series of explosions.
5. The fly-wheel gives up some of its stored kinetic energy.
6. Sulphuretted hydrogen gives off a peculiar smell.
7. The motor is quickly run up to normal speed.
8. When this type of battery runs down, it cannot be re-charged.
9. The aircraft will run out of fuel in another hour.
10. The stretch on the belt must be taken up or it will slip.
11. He took over the management of the factory on his father's death.
12. The aircraft will take off at ten o'clock.
13. The ship will stop at Cherbourg to take on passengers and mail.
14. A film of oil is put between the metal surfaces, so that they do not bear on each other.
15. The supply to the motor is suddenly cut off.
16. The insulation is cut back to expose the wire conductor.
17. The boiler has to be shut down for inspection and repair.
18. The metal bar is cut down to the right size.
19. The metal is allowed to cool off slowly.
20. This line of inquiry is promising and should be followed up.
21. If the engine is allowed to run without oil it will seize up.
22. The rain-water is run off by means of ditches at the side of the road.
23. The building was jacked up with powerful hydraulic jacks.
24. The waterproof paper is spread out on the compacted base of the road.
25. The excess steam is blown off through the valve.
26. The temperature is kept down by proving a large cooling surface.
27. The gases are forced out through the exhaust valve.
28. The crew cast off the ship’s mooring lines as it leaves the dock.
29. The two ends of the tunnel link up in the middle.
30. The river-holes are opened out to the correct size with a drill.
31. The weld should be smoothed up after it has been made.
32. The tool is fed in until it just touches the work-piece.

(C) Here are some further examples of the phrasal verbs frequently used in colloquial speech.

There are of course many hundreds of these Verb + Adverb constructions in English. But the ones which are illustrated here have a formal verb equivalent, which is commonly used in technical and scientific writing. They are an essential part of the scientific style.

Notice that the majority of them are one-word equivalents. That is, they are verb and adverb in one.

e.g. take in = absorb
But they may still require a preposition when followed by noun.

e.g. draw out of = extract from

Read these statements as they are written. Then substitute a formal verb for the phrase in italic print. (W.w.y.p.)

1. The heat coming out of a body can be measured by a pyrometer.
2. Large areas of land in Holland have been won back from the sea by dykes.
3. Most synthetic fibres do not easily take in moisture.
4. Multi-stage pumps are made up of several impellers on one shaft.
5. New methods of construction have gradually been brought out through long years of experience and testing.
6. A number of modifications were built into the machine.
7. Tests were carried out on many specimens of soil.

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8. The emission of neutrons always goes with nuclear fission.
9. The concrete is stirred up continuously while it is being transported.
10. The spokes of a wheel spread out in all directions from the centre.
11. The lever must be pushed down to start the motor.
12. The turbine blades are liable to be worn down.
13. The two towers were put up in less than a year.
14. At very high speeds the resistance of the air takes on a much greater importance.
15. The machines can easily be taken to pieces and put together again after they have been looked at.
16. The compaction should be spread out all through the area of the concrete.
17. It should be possible to find out the necessary thickness of the concrete from the formulae.
18. The whole weight of the deck is held up by the four cables.
19. The railway lines seem to go further apart as they come towards the observer.
20. The light is spread out by duct particles in the air.
21. Work on the bridge was started again after the strike was over.
22. The aircraft is driven forward by thrust from the airscrews.
23. The unprotected pipes are being eaten away by exposure to the air.
24. The cold water goes round and round inside the tubes of the condenser.
25. High speed steel keeps up its hardness well, even at high temperatures.

Discussion: The task was carried out smoothly. Though it was a mechanical kind of task, students found it quite interesting.

Task No. 43
Title: ‘It was too late’
Rationale: Real World and Pedagogic
Goal: To develop spoken and written communication
Input: Table
Language Skill: Speaking, writing
Language Functions: Using past perfect tense in sentences
Language Components: Past perfect tense, simple past tense
Teacher’s Role: Facilitator, guide

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Learner's Role: Active participant

Description:
1. Bill wanted to speak to Mary, but Mary had already left.
2. Mr. Patel wanted to add some information to the letter, but the clerk had already mailed it.

Read sentences 1 and 2 and try to recollect if you have some experiences similar to those in sentences 1 and 2. Share them with your classmates.

Mr. X had bought a book before he read it.
Mr. X read the book after he had bought it.

Now with the help of the followings make more sentences as shown above:

Before | After
--- | ---
buy a book | read a book
see a play | buy a play
visit a zoo | write about zoo
buy a dress | wear a dress
buy an ice-cream maker | make ice-cream
listen to a song | sing a song
go to see uncle | leave for school
write a letter | send a telegram
write an article | publish an article
send a message | meet the chairman

Discussion: The task was carried out smoothly.

Task No. 44
Title: 'A matter of preference'
Rationale: Real World and Pedagogic
Goal: To develop spoken and written communication
Input: Dialogues
Language Skill: Speaking, writing
Language Components: Expressions 'would rather' and 'had better'
Teacher's Role: Facilitator, guide
Learner's Role: Working / Conversational partner

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Setting : Work in pairs
Description :
(A)- ‘You’ are at the library -
Librarian : You had better borrow this latest book on English grammar.
You : Thanks. But I would rather take this novel.
Librarian : As you wish. Are you sitting in the reading room?
You : No, I would rather take it home.
Study this structure →
had better + infinitive without ‘to’
would better + infinitive without ‘to’
Teacher : Now that you are familiar with the pattern you had better give me some sentences using them.
Students : Madam, we had better not do it orally. We would rather write them down.
(The bell rings . . . )
Teacher : We had better stop here . . .
(Students leave but Rohan keeps sitting)
Teacher : Why Rohan? Don’t want to go for the recess?
Rohan : No madam, I would rather not go for the recess. I have some pending work to do.
• Write some more sentences using the underlined expressions. W.w.y.p.
(B) Which do you prefer, and why?
(1) tea, coffee, coke, lemonade
   I prefer lemonade because it is good for health.
   I would rather take lemonade.
(2) Countryside, city, village, island
(3) Swimming, dancing, playing, shopping
(4) Sweet, savoury, spicy, bitter-food
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(C) Fill the gaps with a suitable word. (One word only for each gap)

1. Would you prefer a holiday in a seaside ________________ or a holiday in the country?
2. Would you prefer to stay in one place, or would you rather (= prefer to) go to _________ places?
3. Would you prefer to spend your time __________ on a beach or would you rather go for a long walk?
4. Would you prefer to stay in a hotel or ___________ an apartment?
5. Would you prefer to eat in a restaurant or have a _______________ open air?
6. Would you prefer somewhere that is quite lively, or would you rather go to a place where there is peace and ________________?

Look at the questions again. Which would you prefer? Discuss your answers with your partner.

Discussion: Students practised these two expressions creating various situations quite successfully. However, while using these expressions in negatives they initially fumbled but gradually the difficulties were overcome.

Task No. 45

Title: ‘Question Tags’
Rationale: Pedagogic
Goal: To develop spoken and written communication
Input: Table, dialogues
Language Skill: Speaking, listening, writing
Language Functions: Using tag questions to check information. Using both rising and falling intonation patterns, short agreements / disagreements, adding a new subject to the sentence.
Language Components : Use of auxiliaries, modals, free composition of sentences, intonation and stress.

Teacher’s Role : Facilitator, guide

Learner’s Role : Working partner

Setting : Work in pairs

Tag questions

(A) It’s true, isn’t it?

Use of tag questions to check information, using both rising and falling intonation patterns; free composition of sentences; writing and oral interaction.

Description : Each student writes down some thing that he or she thinks he or she remembers about other members of the class, in the form of simple sentences.

Anil lived in Africa for three years.

Sunil hates snakes.

The teacher gives them a few minutes to write sentences; then tell them to go to the people they have written about and check their information. Remind them that the tag questions should have a falling intonation if the asker is fairly sure of the answer, and a rising one if not.

Anil, you lived in Africa for three years, didn’t you? (sure)

Sunil, you hate snakes, don’t you? (not sure)

They tick the facts they got right and correct the ones they got wrong.

(B) We both know ...

Use of tag questions in casual chat to show expectation of agreement or common knowledge, using a mainly falling intonation; inserting tag questions into set (dialogues) texts.

Materials : Individual copies of a set of five or six short written dialogues; these can be taken from your textbook or from published collections of dialogues; Some examples are given below.

Description : Put the students into pairs, and ask each pair to choose one of the dialogues and insert tag questions where they feel the speakers are expecting agreement or sympathy, or talking about something both know about. What difference do the insertions make to the

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implications of the dialogue? Ask pairs to perform the two versions of their dialogue, making the difference clear.

**Dialogues for adding tags**: Students listen to the following dialogues with written scripts in their hands.

**Dialogue 1**
A: Nice day.
B: It'll rain tomorrow.
A: Why should it?
B: It's the picnic tomorrow. Always rains for the picnic.
A: You are in a lousy mood today.

**Dialogue 2**
A: I think I'll try this one.
B: Oh, yes, a lovely colour. Just matches your eyes.
A: How much is it?
B: Twenty pounds. It's much cheaper than the red one.
A: But the red one will last long.

**Dialogue 3**
A: I really don't know what to do . . .
B: Well, that's why you're here. You can't keep it to yourself forever.
A: I've been such a fool.
B: No, you haven't. We all make mistakes sometimes.
A: It helps, talking to someone about it.

**Dialogue 4**
A: You know where the microfilm is.
B: I've told you again and again that I don't.
A: We'll just have to help you remember.
B: I can't remember what I don't know.
A: That's what we're going to find out . . .

**Dialogue 5**
A: You know I love you.
B: Yes, but . . .

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A: I wouldn't ask you to do something wrong.

B: You haven't told Janak?

A: No, of course not. It'll be a secret between the two of us.

Dialogue 6

A: Very good, Rohan, that's a beautiful picture.

B: I can paint all over Priya's picture now.

A: No. Rohan, we don't spoil other people's pictures.

B: I do.

A: Now you've made poor little Priya cry.

B: Get lost.

A: Rohan, that's not the way we talk to our teacher...

Discussion: Students were happy to know about the use of question tags. Some of them confessed that they never cared for this item so far. One of the students gave similar examples (about the use of question tags) from Gujarati language also.

Task No. 46

Title: ‘When to say ... What to say’

Rationale: Real World and Pedagogic

Goal: To develop spoken and written communication

Input: Situations

Language Skill: Speaking, writing

Language Functions: Making requests, complaints, suggestions, apologies, expressing purpose, probability, certainty, uncertainty, fear, worry, likes and dislikes, surprise, hope, disappointment, stating preference, declining / accepting invitation, seeking /giving permission, granting forgiveness, giving introduction, greetings, farewells.

Language Components: Ways of expressing the above-mentioned language functions.

Teacher's Role: Facilitator, counsellor

Learner's Role: Working / conversational partner

Setting: Wok in pairs
Description:
Where and when is this likely to be taking place? You ought to be able to work it out from the way in which the three participants interact. Imagine appropriate situations for the followings and practise them aloud with your partners.

(A) Language Functions and Ways of Expressing them

Requests:
1) Would you please pass the butter?
2) Will you pass the butter, please?
3) Would you mind opening the window?
4) Do you mind opening the window?
5) Would you be kind enough to open the window?
6) Will you be so good as to open the window?
7) Could you lend me your typewriter?
8) I wonder if you’d mind giving me the address.
9) I wonder if you would kindly send me your catalogue.
10) I would be extremely grateful if you would exempt me from games.

Suggestion:
1) I suggest a visit to the museum.
2) I suggest that we go to the museum.
3) You can use both your hands if you like.
4) You might read one more chapter.
5) Why don’t you finish this book first?
6) Shall we go to the theatre?
7) Let’s go to the theatre.
8) Why don’t we go to the theatre?
9) How about going to the theatre?
10) What about going to the theatre?

Agreement:
1) I agree.
2) That’s right.
3) Of course (not).
4) Yes.
5) Certainly.

Disagreement:
1) I don’t agree.
2) I don’t think so.
3) No. That’s incorrect.

Accepting an offer or invitation:
1) Thank you.
2) Yes Please.
3) I shall be very glad to ...
4) That will be very nice.
5) With pleasure!

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Declining an offer or invitation:
1) No, thank you.
2) I'm afraid I cannot ...
3) Unfortunately I cannot ...

Certainty / Uncertainty:
1) I am sure (that ...)
2) I am certain (that ...)
3) No doubt ...
4) I certainly think/believe that ...
5) I think so/that ...
6) I suppose so/that ...
7) I believe that ...
8) I am not sure (that ...)
9) I wonder (if ...)
10) Perhaps ...
11) I don't think so/that ...
12) I don't believe (pro) noun/ that ...

Seeking and giving permission:
1) May I ...
2) Can I ...
3) Let me ...
4) Do you mind if ...
5) You may ...
6) You can ...
7) Of course (you may).
8) (That’s) all right.

Like and Dislike:
1) This is very nice/pleasant.
2) I like it (very much).
3) I love it.
4) It’s very good ...
5) This is not very nice/pleasant.
6) I don’t like it.
7) I hate it.

Surprise:
1) This is a surprise.
2) How nice to ...
3) What a surprise!
4) It’s surprising!
5) I’m surprised

Hope:
1) I hope so.
2) I hope that ...

Disappointment:
1) That’s a pity/shame
2) I’m very sorry to ...

Fear or Worry:
1) I’m afraid ...
2) I’m worried about ...

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Preference:
1) I prefer this. 2) I’d rather stand. 3) I’d rather not go with him.

Gratitude:
1) Thank you [very much (indeed)]. 2) It is/was very nice of you to ... 3) I am very grateful to you. 4) It is/was very kind of you to ...

Apologizing:
1) I am very sorry. 2) Sorry! 3) Please forgive me. 4) I do apologize. 5) Excuse me, please.

Granting Forgiveness
1) That’s all right. 2) It’s all right now. 3) It doesn’t matter at all.

Farewells:
1) Goodbye; cheers. 2) Bye-Bye. 3) See you. 4) Cheerio. 5) So long. 6) See you later. 7) Good night. 8) Good day

Greetings:
1) Good morning/afternoon/evening. 2) Hello. 3) Hi. (very familiar)

Greeting on introduction:
1) How do you do? 2) How are you? 3) Glad to meet you.

Following up greetings:
1) How are you? 2) How are you getting on? 3) How’s things?

Replies to the above:
1) (I’m) fine. How are you? 2) Very well, thank you. And you?

Thanks:
1) Thank you. 2) Many thanks. 3) Thanks very much.

Responses to thanks:
1) Not at all. 2) That’s all right. 3) You’re welcome.
Expressing probability:
1) It will definitely rain. 8) I hope it will rain.
2) I'm sure it will rain. 9) Perhaps it will rain.
3) It will probably rain. 10) It might rain.
4) It may rain. 11) I suppose it could rain.
5) It can rain. 12) I don't think it will rain.
6) I think it will rain. 13) I am sure it is not going to rain.
7) I expect it will rain.

Expressing purpose:
to → My friend joined an evening class (She wanted) to learn French.
in order to → In order to have a glimpse of the filmstar people were pushing one another.
so that → My uncle took a huge loan so hat he could buy a big house.
so as not to → They closed the door gently so as not to disturb the sleeping baby.

Complaining: Polite ways of complaining:
1) I am sorry to say this but your dog created a great nuisance last night.
2) I am sorry to bring this up, but your son has broken my window.
3) I am sorry to have to say this, but your music is too loud.
4) I am really sorry to trouble you, but I have to make a complaint about the watch
   you sold me last week.
5) I regret to bring to your notice that the typewriters manufactured by you make a lot
   of noise.

Stating Preferences:
1) I would like a tight-fitting suit. 6) Which do you prefer?
2) I prefer to go by bus. 7) Would you like to have some tea?
3) I would rather come on Wednesday. 8) Do you like coffee?
4) I would rather have tea. 9) Do you prefer evening classes?
5) I like strong coffee.

(B) Write out the followings:
1) A carpenter is working late at night to your neighbouring house. You can't
   concentrate on your studies. Talk to your neighbour about it.
2) Your friend invites you to his/her birthday party. Tell him/her you can’t accept it.

3) You want to buy a book on computers. Inquire about it at Roopal Book Store.

4) You have lost your Identity Card. Request the librarian to issue a new card stating the reason.

5) State the reason for joining a science college.

6) You want hostel accommodation. Inquire about the procedure for it.

7) You are travelling by a bus. Ask an elderly person sitting near the window, to close the window as it is very windy.

8) You see black clouds in the sky. Express a probability of rain to your friend.

9) Your teacher is planning an educational tour to some place. Give your suggestion in this regard.

10) You want to leave the class early. Ask for the permission for the same to your teacher, giving a convincing reason.

11) You have received a wonderful present from your uncle. Express your joy over it.

12) Express your dislike over something to your friend.

13) You are going out of station. Your house will be locked for two days. Express your worry about thieves breaking in, in your absence. Request a neighbour for keeping a check on your house for that matter.

A : 109
14) Your friend offers you some cold drink. Decline his/her offer stating your preference for some hot drink.

15) Your room-mate has gone out. His/her parents suddenly drop in to see him/her. Welcome them, introduce yourself to them and explain why your room-mate is not in the room.

Students can now enact the situations using the dialogues they have written.

Discussion: The task generated quite an interaction in the class. The task was carried out successfully.

Task No. 47

Title: ‘A letter to a friend’

Rationale: Pedagogic

Goal: To develop written communication

Input: Jumbled up letter

Language Skill: Writing

Language Functions: Written composition (being coherent)

Language Components: Free composition

Teacher’s Role: Facilitator, guide

Learner’s Role: Active participant

Description:

(A) Arrange the following pieces in a letter form:

Dear Radha,

388 001
5, Vikas Society
‘Krutí’
Anand
Station Road
Give my warm regards to your parents.

A: 110
28th January, 2001

Why don't you come over here for the next weekend,
It's long time since we have seen each other.

Thank you
for the beautiful birthday card.
on my birth day
we will have a great fun together
what are you doing the next week,
Hello, how are you,
we had a grand party
I am fine
I missed you a lot
Meena and Devang also joined us
Hope to see you soon

Shyama

Yours lovingly,

(B) Students are asked to form two groups. Group A and Group B. Students from group A write letters to the students of group B. Students of group B then reply to their letters there and there. The selected letters are read aloud.

Discussion: Students liked the task. They were happy to see the immediate response of their letters. A student volunteered to play the role of a postman which gave more fun to the students.

Task No. 48

Title : 'Note-making'
Rationale : Pedagogic
Goal : To develop written communication
Input : A passage in English
Language Skill : Reading, writing
Language Functions : Note making
Language Components : Free composition of sentences, abbreviations.
Teacher's Role : Facilitator, guide
Learner’s Role : Active participant

Description :

Semantic Markers :

When you are listening to a lecture or reading a text, watch out for the use of semantic markers. These are words or phrases which serve as signals for the meaning and structure of the lecture or text. They tell us how the ideas are organized.

Functions of semantic markers :

1) The markers may be used for listing.
2) They may show us the cause and effect relationship between one idea and another.
3) They can indicate that the speaker or writer is going to illustrate his/her ideas by giving examples.
4) They may introduce an idea which runs against what has been said, or going to be said.
5) A very important kind of semantic marker is one which shows that the speaker or writer is about to sum up his message, or part of it.
6) Semantic markers may be used to express a time relationship.
7) They may be used to indicate the relative importance of something.
8) They may be used to re-phrase what has already been said, or to introduce a definition.
9) Also, to express a condition:

These are only a few examples of semantic markers. Train yourself to listen/read for these key words and phrases.

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cf</td>
<td>Compare</td>
</tr>
<tr>
<td>e.g.</td>
<td>For examples</td>
</tr>
<tr>
<td>etc.</td>
<td>Et cetera</td>
</tr>
<tr>
<td>et al.</td>
<td>And others</td>
</tr>
<tr>
<td>ibid</td>
<td>In the same place</td>
</tr>
<tr>
<td>i.e.</td>
<td>That is</td>
</tr>
<tr>
<td>N.B.</td>
<td>Note well</td>
</tr>
<tr>
<td>(something important)</td>
<td></td>
</tr>
<tr>
<td>Viz</td>
<td>Namely</td>
</tr>
<tr>
<td></td>
<td>Therefore</td>
</tr>
<tr>
<td></td>
<td>Because</td>
</tr>
<tr>
<td></td>
<td>Is equal to</td>
</tr>
<tr>
<td></td>
<td>Is not equal to</td>
</tr>
<tr>
<td></td>
<td>Plus</td>
</tr>
<tr>
<td></td>
<td>Minus</td>
</tr>
<tr>
<td></td>
<td>Greater than</td>
</tr>
<tr>
<td></td>
<td>Less than</td>
</tr>
<tr>
<td></td>
<td>Proportional to</td>
</tr>
<tr>
<td></td>
<td>Not proportional to</td>
</tr>
<tr>
<td></td>
<td>=&gt;</td>
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<td>&lt;=&gt;</td>
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<td></td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>&lt;&lt;</td>
</tr>
<tr>
<td></td>
<td>Divide, divided by</td>
</tr>
<tr>
<td></td>
<td>Multiply</td>
</tr>
<tr>
<td></td>
<td>Insert</td>
</tr>
<tr>
<td></td>
<td>From .. to,</td>
</tr>
<tr>
<td></td>
<td>leads to,</td>
</tr>
<tr>
<td></td>
<td>results in</td>
</tr>
</tbody>
</table>

A : 112
(A) Read the following sentences quickly and underline the word/words which best summarize the topic of the sentence. Discuss and justify your choice with your teacher.

1) Men have always used animals, especially mammals, to satisfy many of their needs.

2) The introduction of electric lighting in mines brought an end to the long history of accidents resulting from unsafe lighting.

3) Spectacles were invented in the middle ages. They had glass lenses just like modern spectacles.

4) In modern scientific terms some of Aristotle’s theories are unreliable because they were not tested by experiment.

5) Eclipses are quite rare events, for the plane of the Moon’s orbit does not quite coincide with that of the earth.

(B) Find the nonsense words and underline them in the following passage:

This is the study from an chnectory engineering point of view of the mechanical behaviour of a structural element stalization machine component, or the conomietry like, and requires the evaluation of frabture the stress and strains induced twice in the element by the applied leads.

(C) Here is an article from Science Today. Read it. Make notes from it.

**Big is Colourful**

Man is one of the few animals with colour vision. Contrary to the belief, bulls cannot see red or any other colour; they detect the toreador’s cape only by its movement.
It has been a moot point for over a half a century whether cats have colour vision. Experiments conducted by Micheal S. Loop and Laura L. Bruce of the University of Illinois, Urbana, USA, now suggest that cats experience the sensation of colour only if the objects are large or close enough, that is, apples are red to a cat, but cherries are gray. They trained four adult cats to respond to visual stimuli of various colours and intensity. The stimuli were rear projected on a screen 1.5 cm from the Plexiglas panels which the cats had to press as a response. None of them gave a level of performance better than 80 per cent. However, when the size of the light signals was increased from 4.5 sq. cm to 32.5 sq. cm, there was a dramatic improvement in performance, two cats reacting 90 per cent correct level.

The scientists suggest (Science, 199, 17 March 1978, p. 1222) that the reason why earlier such studies on cats were not conclusive was that the stimuli were presented at much greater distances, e.g., 23 cm. They add that the larger stimuli used in their trial probably represent the smallest absolute sizes for which a cat can discriminate colour, that is, objects about the size of playing card. Which makes it unlikely that when a cat begins stalking its prey, it is able to discriminate its colour at a distance. Also, the supposedly protective colouration of some of the prey becomes meaningless in connection with cats.

toreador – Spanish bullfighter; moot point – point about which there is uncertainty; discriminate – to see the difference between.

The following questions and hints will help you; What is the subject of the study? (man’s colour vision/ bull’s colour vision/cat’s colour vision). What was the aim of the study? (Paragraph 2, sentence 1). What was the debatable point? What were the results of earlier studies? (Paragraph 3, sentence 1). What method was used? (project visual stimuli on screen, etc.) What procedure was adopted? (Arrange them step by step, beginning with the training of four adult cats.) What observations were made at each stage of the procedure? What conclusions were arrived at? What suggestion is made about earlier studies? What implications can the study have on cat’s stalking prey and protective colouration?

(D) Read the following report in Science Today, November 1978. Use only the relevant portions of it to write note on the investigation made by the three Nottingham Scientists.
Lead Poisoning from Surma

A south Indian film song describes a love-lorn village girl whom nobody married because she was squint-eyed. But when she started using a particular make of surma, her squint miraculously disappeared, and the song ends with her getting married to the most eligible bachelor in the village. All's well that ends well, but we doubt very much whether that young man would have known what ‘cosmetic plumbism’ was.

The word ‘surma’ derives from Urdu for antimony, since surma contains antimony sulphide. Due to a recent shortage of antimony sulphide, lead sulphide is used as an adulterant. For ages, Indians and other Asians have used surma in the eyes to line the conjunctiva. Besides its use as a cosmetic, it is also believed to relieve eye strain and pain, and even improve vision.

Lead poisoning as a result of surma application in Asian children living in Britain was reported as early as 1968. Several subsequent studies of lead poisoning in Asian children once led to the issue of a warning notice by the British Home Office, and in nearly all cases, the source was traced to surma application. The most comprehensive investigation to date on the subject was reported recently by three Nottingham, UK Scientists, two of them Asians, in the British Medical Journal, No. 6142, Vol. 2, 1978.

They measured lead concentrations in the blood of 62 Asian children, of whom 37 had definitely applied surma. The others, who also must have used surma, were not definite about it. The first 37 cases had $34.2 \pm 14.1$ ug/100 ml of blood lead concentrations, as compared to $20.3 \pm 8.7$ ug/100 ml in the 25 others.

When asked why they applied surma, the parents of these children gave different answers. Many said they were following tradition. Others claimed it improved vision or that it was hygienic.

Analysis of 29 samples of surma showed that different colours of surma had different levels of lead content. Most of the samples were brought into Britain from Asian countries, mainly India or Pakistan. One sample obtained in Britain itself, contained 86 per cent lead sulphide.
Other samples analysed, especially white surma, showed little or no lead. Of 18 grey samples, 14 had above 80 percent lead in the form of lead sulphide. Five black samples had 12 to 32 percent lead sulphide. (Compare this with the ore from which lead is metallurgically extracted, galena, containing 86 percent lead.) Besides lead, several of the surma samples contained menthol or similar chemicals that induce tear formation, causing the children to rub their eyes frequently.

The scientists conclude that although lead in surma might be absorbed across the conjunctiva, the process of lachrymation, eye-rubbing, and finger-sucking are probably more important factors responsible for ingestion.

**Love-lorn** – unhappy because one’s love is not returned; **plumbism** – lead-poisoning; **conjunctiva** – mucous membrane lining eyelids; **antimony** – brittle, crystalline silvery white metal; **lachrymation** – crying.

**Discussion**: It was a guided note-making task where the investigator guided the students about making good notes. The (D) part of it was then done independently by the students.

**Task No. 49**

<table>
<thead>
<tr>
<th>Title</th>
<th>‘I am a journalist’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>Real World and Pedagogic</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>To develop spoken communication</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>News items</td>
</tr>
<tr>
<td><strong>Language Skill</strong></td>
<td>Speaking, listening</td>
</tr>
<tr>
<td><strong>Language Functions</strong></td>
<td>Translation, reporting an event</td>
</tr>
<tr>
<td><strong>Language Components</strong></td>
<td>Free composition</td>
</tr>
<tr>
<td><strong>Teacher’s Role</strong></td>
<td>Listener, guide</td>
</tr>
<tr>
<td><strong>Learner’s Role</strong></td>
<td>Active participant</td>
</tr>
</tbody>
</table>

**Description**: Students are asked to bring interesting news items from Gujarati newspapers. The students then present it before the class in English. Others are free to interact with the presenter to know everything in detail.

A : 116
Discussion: The above two news items were quite unusual and provided fun to the students. The students liked this activity very much.

Task No. 50

Title: Saying numerical expressions in words

A: 117
Rationale  : Pedagogic
Goal  : To develop spoken communication
Input  : Numerical expressions
Language Skill  : Speaking
Language Functions  : Saying numerical expressions in words
Language Components  : Present tense
Teacher’s Role  : Facilitator, guide
Learner’s Role  : Active participant

Description :
You can understand easily what the following symbols mean, but can you say in ordinary
language what each of them states?
e.g., 3X + 2 = 8. ‘Three X plus two equals eight.’

Try saying the following:

1. \(2 = 2\)  
2. \(4 + 11 = 15\)  
3. \(10 - 5 = 5\)  
4. \(\frac{1}{3} \times \frac{1}{6}\)  
5. \(\frac{5}{8} \times \frac{1}{3}\)  
6. \(0.00043\)  
7. \(1.2325\)  
8. \(2a - 5 = 4\)  
9. \(4^2\)  
10. \(10^3\)  
11. \(14^5\)  
12. \(9y^7\)  
13. \(\frac{x(2x - 6)}{2y} = 4\)  
14. \(\frac{5}{8}\)

N.B. There is more than one way of saying the symbols given above.
e.g. \(4 + 11 = 15\). ‘Four plus eleven equals fifteen.’

‘Four and eleven is fifteen.’

‘The sum of four and eleven is fifteen.’

\(x^2\). Usually ‘X squared’.

\(x^3\). Usually ‘X cubed’.

\(x^5\). ‘X to the power of 5’.

Discussion : The task was carried out smoothly. The investigator asked the students to
explain the mathematical sums in the above manner which they did quite well.

Task No. 51
Title  : Conjunctions
Rationale  : Pedagogic

A : 118
Goal: To develop spoken and written communication
Input: Written exercises
Language Skill: Writing
Language Functions: Joining sentences using ‘conjunctions’
Language Components: Conjunctions
Teacher’s Role: Facilitator, counsellor
Learner’s Role: Working partner
Setting: Work in pairs, work in group

Description:
Study these conjunctions carefully and use them appropriately in the sentences that follow: (W.w.y.p.)
Find out similar sentences from your text books of science subjects.

Conjunctions:
Since, because, as, till, until, due to, with a view to, in order to, owing to, on account of, instead of, in spite of, despite, though, although, in addition to, besides, however, on the whole, apart from, consequently, with the result, otherwise, where as, provided that, so that, therefore, if, unless, in case, even if, according to, suppose.

(A) Fill in choosing appropriate conjunctions:

1) ___________ uranium occurs in relatively large quantities, the ores are mostly very low-grade.
2) ___________ its good performance, the engine is too complicated to be generally adopted.
3) ___________ being superheated, the steam is still slightly wet.
4) ___________ enough care was not taken, there were a number of errors in the calculations.
5) ___________ of fire, all workers will leave the factory- immediately.
6) ___________ there is a power break down, the emergency generator is switched on.
7) ___________ there is a large leakage of steam, the engine will work smoothly.
8) ___________ to prevent the choke out of the carburettor, an air-filter is fitted.
9) The apprentices are given the training in extra time ___________ the work will not suffer.
10) the compensating jet is larger, it can supply more petrol.

11) The oil tank has a capacity of ten gallons, you can fill in ten gallons of oil in it.

12) This air-compressor will work very well the heat generated in it is kept to a minimum.

13) The car is badly damaged, it can still be mended.

14) The airport runways are being expanded, that it will be able to accommodate all aircraft.

15) The lathe can perform a variety of other operations turning.

(B) Students are divided into three groups. Group A, group B and group C. is asked to supply one sentence, group B supplies another relevant sentence (the second sentence should be in accordance with the first one). Group C then combines these two sentences using any of the conjunctions. Students are to consult to their text books/ journals or any other book/magazine for supplying sentences.

(C) The Green House Effect

A greenhouse in a Botanical Garden is a building which has glass walls and a glass roof. Because it is made of glass, it traps the heat of the sun inside it. Gardeners therefore grow plants inside it from seed, because they will germinate faster in the cold months, they also put certain plants inside the greenhouse to protect them.

The Earth is like a greenhouse, too. Study the following:
[I] Using the information above, copy and complete the following passage.
CO₂ and other greenhouse gases in the atmosphere are essential because they ... If there were no greenhouse gases, ... However, the Greenhouse Effect is caused when ... Normally, carbon is trapped in ... And ... absorb carbon. As a result, the system has been in balance for thousands of years. But CO₂ and other greenhouse gases are now increasing because ... As a result of increase in greenhouse gases, ... In fact, the warmest years this century were ...

Clues
1) CO₂, methane and CFCs are the three main ones that are causing the Greenhouse Effect.
2) Plants and the oceans do this to CO₂.
3) Over Antarctica, this is being destroyed by CFCs.
4) To send out.
5) This gas contributes 50% to global warming.
6) Humans and animals produce this gas.
7) These can produce CFCs.
8) Global warming will do this to the world’s weather patterns.
9) The ozone layer is here.
10) The Greenhouse Effect could cause this in many parts of the world.
11) It could also cause these to rise.
12) One percent of this is being destroyed every year.
13) These gases are more dangerous than CO₂, in speeding up global warming.
14) The Greenhouse Effect could cause these two to melt.
15) And it will make these much more destructive.
16) Nitrous oxides are released from these, and so contribute to global warming.

A: 121
(D) Infinitive of Result

This is a peculiar construction of only limited use. The *to + infinitive* is used to indicate the result of the action previously stated and is used with only a few verbs, of which the commonest are *form* and *produce*.

The wires are bound together *to form* a single strand.

The idea here is one of *result* rather than *purpose*, "... with the result that a single strand is formed.

Link these statements in the same way.

1) The anions unite with the copper of the plate. New copper sulphate is produced.
2) Hydrogen and oxygen combine chemically. They form the molecule H\(_2\)O.
3) The unstable isotopes undergo radioactive decay. Other isotopes are formed as a result.

A: 122
4) The sand and gravel are mixed in suitable proportions. This makes a satisfactory aggregate.

5) The three companies have decided to merge. This will result in a very powerful industrial group being formed.

6) The wax former is melted out. This leaves the hollow electro-formed component.

7) Another ten feet of concrete was added to the wall. This made a total thickness of 25 feet.

8) Two thousand more workers were taken on. This gave a total labour force of 8000 at the height of the operation.

9) A number of piles are driven into the ground. They form a solid foundation for the piers.

10) The cable is suspended between the towers of the bridge. A parabolic curve is formed.

11) Air is ejected through nozzles underneath the hovercraft. A cushion of air is produced on which the craft rides.

12) The lengths of rail are welded together. A continuous rail is thus formed.

Discussion: In the first stage, the investigator explained all the conjunctions at length giving examples for each one of them. Students could do part A on their own while doing the D part, the investigator had to intervene to support the students.

Task No. 52

Title: 'Increase your word power'

Rationale: Pedagogic

Goal: To develop vocabulary

Input: Written exercise

Language Skill: Writing

Language Functions: Enriching scientific vocabulary, understanding word formation

Language Components: Scientific vocabulary, formation of words

Teacher's Role: Facilitator, counsellor

Learner's Role: Working partner

Setting: Work in pairs

A: 123
(A) Increase your word-power: (Making words using different prefixes/suffixes)

Prefixes:
non- meaning ‘not’
  non-flammable, non-metallic, non-disjunction

mis- meaning ‘wrong’, ‘wrongly’
  mis-fit mis-leading mis-report

dis- meaning ‘away’, ‘apart’, ‘opposite to’, ‘not’
  dis-connect dis-compose dis-able

Suffixes:
-ness – meaning state, condition or quality
  redness darkness thickness

-less – meaning ‘without’
  endless weightless colourless

-en – used to form verbs from adjectives or nouns
  hard – harden less – lessen wide – widen

(B) There are some other prefixes and suffixes which are commonly used:
I. Micro – microfilm, microscope

Thermo – Thermometer, Thermonuclear

Aero – Aeronautic,

Hydro – Hydrometer
(C) Functional Shift

Words ending in ‘ing’ may function as ‘adjectives’ as well as ‘nouns’. For example:

As adjectives → creeping plants
  burning rays
  opposing force

As nouns → the moving of the matter
  the trembling of the leaf
  such burning destroys organic matter.

Give more such examples from your studies:

As adjectives:

As nouns:

(D) I Some nouns are such that by adding the suffix ‘ful/less’ to them, we get adjectives:

<table>
<thead>
<tr>
<th>care</th>
<th>careful</th>
<th>careless</th>
</tr>
</thead>
<tbody>
<tr>
<td>use</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>pity</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>fruit</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>hope</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>fear</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

II Some adjectives are such that by adding the suffix ‘ly’ to them, we get adverbs:

<table>
<thead>
<tr>
<th>careful</th>
<th>carefully</th>
<th>clever</th>
<th>cleverly</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td>_______</td>
<td>annual</td>
<td>_______</td>
</tr>
<tr>
<td>private</td>
<td>_______</td>
<td>public</td>
<td>_______</td>
</tr>
<tr>
<td>interesting</td>
<td>_______</td>
<td>bad</td>
<td>_______</td>
</tr>
<tr>
<td>heavy</td>
<td>_______</td>
<td>easy</td>
<td>_______</td>
</tr>
<tr>
<td>pretty</td>
<td>_______</td>
<td>nice</td>
<td>_______</td>
</tr>
<tr>
<td>lazy</td>
<td>_______</td>
<td>cheap</td>
<td>_______</td>
</tr>
</tbody>
</table>
Fill in appropriately in the blanks. Discuss them with your partner and list out some more adjectives and adverbs.

**(E) Abstract and Generalizing Nouns**

The scientist and engineer are very largely concerned with phenomenon and with processes, and in all technical writing the noun or naming words has a major function. In. Apart from the highly technical terms, there is a large number of abstract words formed from adjectives, verbs or other nouns.

The table below show some of the more important methods of formation.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Abstract Noun</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) vapour</td>
<td>vaporize</td>
<td>vaporization</td>
<td>metal, carbon oxide, Pasteur</td>
</tr>
<tr>
<td>magnet</td>
<td>magnetise</td>
<td>magnetization</td>
<td>normal, power (pulverize)</td>
</tr>
<tr>
<td>machine</td>
<td>mechanise</td>
<td>mechanisation</td>
<td>industry</td>
</tr>
<tr>
<td>b) Class</td>
<td>Classify</td>
<td>Classification</td>
<td>Solid, gas, modify,</td>
</tr>
<tr>
<td></td>
<td>Purify</td>
<td>Purification</td>
<td>amplify, rectify, ossify,</td>
</tr>
<tr>
<td></td>
<td>Specify</td>
<td>Specification</td>
<td>magnify, liquefy</td>
</tr>
<tr>
<td></td>
<td>putrefy</td>
<td>putrefaction</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Moderate</td>
<td>Moderation</td>
<td>Compensate, generate,</td>
</tr>
<tr>
<td>Propagate</td>
<td>Propagation</td>
<td>rotate, lubricate, circulate</td>
<td></td>
</tr>
<tr>
<td>insulate</td>
<td>insulation</td>
<td>rotate, lubricate, circulate</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Combine</td>
<td>Combination</td>
<td>Vary, incline, decline, limit, adapt</td>
</tr>
<tr>
<td>Apply</td>
<td>Application</td>
<td>Oppose, propose</td>
<td></td>
</tr>
<tr>
<td>Compose</td>
<td>Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Distort</td>
<td>Distortion</td>
<td>Insert, adopt, contract, exert,</td>
</tr>
<tr>
<td>Connect</td>
<td>Connection</td>
<td>exhaust, subject, project,</td>
<td></td>
</tr>
<tr>
<td>Deposit</td>
<td>Deposition</td>
<td>restrict, extract</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>Admit</td>
<td>Admission</td>
<td>Emit, omit, provide, divide,</td>
</tr>
<tr>
<td>Convert</td>
<td>Conversion</td>
<td>erode, corrode, compress,</td>
<td></td>
</tr>
<tr>
<td>Expand</td>
<td>Expansion</td>
<td>depress, include</td>
<td></td>
</tr>
<tr>
<td>g) (odd formations in -ion)</td>
<td>Join Junction</td>
<td>Revolve (-ution); dissolve (-ution);</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expel</td>
<td>Expulsion</td>
<td>absorb (-ption); reduce (-ction);</td>
</tr>
<tr>
<td></td>
<td>Solve</td>
<td>Solution</td>
<td>induce (ction)</td>
</tr>
</tbody>
</table>

A : 126
h) Move Movement Replace, displace,
Equip Equipment develop, accomplish,
Achieve Achievement attach, arrange
i) Perform Performance Induce(-ctance); continue(-utance);
React Reaction Allow, resist, appear
Maintain Maintenance
j) Reverse Reversal Remove (-val); renew;
Withdraw Withdrawal appraise (-sal)
Dispose Disposal
k) Waste Wastage Percent, shrink, ,ile,
Acre Acreage leak, ton (-nnage), link, rough,
Drain Drainage seep
l) Shaft Shafting Pipe, scaffold, panel (-ling), sheet
Tube Tubing Plate, wire, roof, load, rate, case,
Gear Gearing wind. (lose e, as in tubing)
m) Forge Forging Temper, anneal, machine, heat,
Mill Milling drill, survey, excavate etc.
Smelt Smelting (lose e, as in forging)

Adjectives
n) Stable Stability: Capable, durable, probable,
Permeable Permeability available, machinable,
Possible Possibility friable, malleable, practicable
O) Porous Porosity Viscous, ductile, fragile, grave,
Active Activity mobile, opaque (opacity, also
humid Humidity opaqueness)

I. Insert the correct noun form in these statements.

1) The daily (consume) of water varies with the session.
2) Nuclear fission results in the (emit) of neutrons.
3) The (extract) of pure metal from the ore presents some (complicate).
4) Transformers are widely used in the (transmit) of electrical power.
5) The soil has to undergo (compact) before the (lay) of the base course.
6) The (install) of the new (equip) is the (responsible) of the manufacturers.
7) The initial (compress) of the air is due to a divergent inlet duct.
8) The (forge) are machined to size.
9) All the relevant (inform) should be detailed in the (specify).
10) The maximum temperature of (operate) imposes a (restrict) on the output.
11) The type of condenser used depends on the (available) of ample water in the (local).
12) Special (arrange) must be made for (lubricate) and fuel supply.
13) The (withdraw) of the fuel rods is done mechanically.
14) The (incorporate) of a number of (modify) has brought about an (improve) in the (perform) of the engine.
15) The (apply) of a (volt) to the grid controls the flow of current.
16) No larger (accumulate) of scale should be allowed on the boiler tubes.
17) The (contain) of radioactive (emanate) from the source is imperative.
18) The (incline) of the propeller blades is adjustable during flight.
19) The outer (case) of the turbine is subjected to fairly low temperatures.
20) One difficulty is the (susceptible) of the turbine blades to (erode) at high gas velocities.

II. Typical Noun Constructions
The habit of technical writers of using nouns in constructions where we might normally use verbs is illustrated here.

<table>
<thead>
<tr>
<th>effeceted</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Discharge of the contents of the tank is performed by a pump obtained</td>
</tr>
</tbody>
</table>

Note: The normal expression might be: the contents of the tank are discharged by a pump. Discharge is used as a noun, and a 'neutral' or meaningless verb is substituted.

b) The filament is heated by the application of a voltage.
c) *The testing* of machines by this method entails some loss of power.

Note: This is very economical. The normal expression might be: *if machines are tested by this method, there will be some loss of power*. The ‘if – clause’ is avoided.

d) Considerable lateral pressure is exerted by the concrete *during compaction*.

Note: *During compaction* is usually preferred to *while it is being compacted*.

Here are some further examples of the noun constructions. Try to express them in a different way, using verbs instead of nouns.

1) The cooling of the engine is achieved by a thermo-siphoned system.
2) The processing of irradiated uranium must be carried out under extremely radioactive conditions.
3) An increase in the thickness of the lagging will reduce the heat losses.
4) Condensation is reduced by the incorporation of steam jackets round the cylinders.
5) The attainment of hypersonic speeds is now quite common.
6) Transfer of heat from the reactor core is effected by a coolant.
7) Rectification of the current is obtained by means of a commutator.
8) The use of oil in hydraulic systems eliminates problems of corrosion.
9) Compaction of the concrete is done by vibrating machines.
10) An improvement in performance can be achieved by the use of superheated steam.

### III. Try to change these statements so that a noun is substituted for a verb.

1) If a potential is applied to gas at low pressure, ionization of the molecules will result.
2) This phenomenon has already been investigated in several laboratories.
3) Supplies to each of the electro-magnets are so timed that each reaches its maximum strength in sequence.
4) Transformers are widely used in transmitting electrical power.
5) These methods will be analysed in a later section of the book.
6) Expansion or contraction of the shaft should be allowed for.
7) The turbine speed is controlled by throttling the steam flow.
8) Efficient burning of the fuel can be assisted by adding certain drops.
9) If the control is correctly set, the operation will proceed indefinitely without further attention.
10) The temperature can normally be regulated by using a thermo-couple.

IV. Find out some more words/sentences on the similar lines from your text books/reference books/journals. List them out and share with the class.

Discussion: Students liked the task and were eager to find out more words/sentences on the similar lines. They also inquired about a dictionary for science.