



## Teacher Text Development Team

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# **Foreword**

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*Dear Teacher,*

*We have introduced activity based, learner-centred, process oriented pedagogy in Higher Secondary classes as part of the revision of curriculum based on 'curriculum vision - 2013'.*

*As you know, the process of transacting the curriculum is challenging as it demands higher level of proficiency and dedication on the part of the teacher who plays a pivotal role.*

*Our teachers are quite resourceful and can easily come up with much more compelling and innovative ideas and strategies than the ones suggested in this book. You are always welcome to do so. Make teaching-learning process an enjoyable experience.*

*The Teacher Text in Communicative English for second year Higher Secondary Course offers a few guidelines which aim at familiarising the practising teachers with the changed strategies to be adopted in the classroom with respect to the new curriculum including the strategies for assessment.*

*Suggestions for improvement are most welcome.*

*With regards,*

**Dr. S. Raveendran Nair**  
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# General Approach

## Introduction

The National Curriculum Framework 2005 sowed the seeds for many reforms in the field of education in India. Subsequently, NCERT prepared textbooks for various subjects based on NCF 2005. Later the, Kerala Curriculum Framework 2007 was formed and the curriculum upto high school level was revised. The Right to Education Act of 2009, Prof. P.O.J.Labba Committee Report related to Higher Secondary Education and Dr. P.K.Abdul Aziz Committee Report related to a comprehensive curriculum revision - all pointed towards the necessity of curriculum reform.

In the 1990s, a new curriculum with comprehensive changes in learning and pedagogy was introduced at the primary level. Based on this activity-based, process-oriented and learner-centred curriculum, Continuous and Comprehensive Evaluation (CCE) and grading system were implemented. Subsequently, this method was introduced at the Higher Secondary level too.

## Significance of Curriculum Revision

Though activity-based pedagogy has already been introduced at the higher secondary level, a comprehensive revision of curriculum has not been implemented yet. The ongoing syllabus revision interacts with contemporary events and takes into consideration the nature of the learner. As a stepping stone to the higher education sector, the higher secondary curriculum should be raised to international

*The curriculum, syllabus and textbooks being followed for more than five years should be revised and reformed urgently by SCERT.*

***Prof.P.O.J.Labba Committee***

*As a knowledge society, it is of paramount importance to basically restructure and reform the curriculum to face the challenges posed by the times.*

***Dr. P.K.Abdul Aziz  
Committee***

standards. International standards do not refer to the standard of education set by any particular country. On the other hand, it must inculcate in the learner the ability to take his life forward wherever he is, after the completion of his higher secondary education. It is the sum-total of all the experiences and knowledge to be picked up by the learner for meeting the needs. This emphasizes the need to provide internationally accepted teaching-learning models to our students. The curriculum revision has been envisaged as an attempt in that direction.

<b>RIGHT TO EDUCATION ACT - 2009</b> <b>Section - 29 (Chapter 5)</b> <b>Curriculum and evaluation procedure</b>
<p>(1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification.</p> <p>(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:</p> <ul style="list-style-type: none"> <li>(a) conformity with the values enshrined in the Constitution;</li> <li>(b) all round development of the child;</li> <li>(c) building up child's knowledge, potentiality and talent;</li> <li>(d) development of physical and mental abilities to the fullest extent;</li> <li>(e) learning through activities, discovery and exploration in a child-friendly and child-centred manner;</li> <li>(f) medium of instruction shall, as far as practicable, be in child's mother tongue;</li> <li>(g) making the child free of fear, trauma and anxiety and helping the child to express views freely;</li> <li>(h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.</li> </ul>

The curriculum should be revised ensuring the above-mentioned factors, and the revision of the curriculum has to be viewed against this backdrop.

## **Kerala School Curriculum (2013) - Chief characteristics**

### **The curriculum**

- is learner-centred, process-oriented, activity- based and value oriented.
- gives stress to the learning outcomes that a learner imbibes at the cognitive, social and emotional levels.
- lays stress on the skills to be attained by the learner in values and attitude.
- is based on the philosophy of constructivism.
- gives teachers freedom to choose and employ logical and varied learning strategies for the transaction of curriculum.
- is flexible to implement various teaching - learning strategies recognizing the learning outcomes, nature of the content and the different levels of the learners. Discovery learning, Concept attainment model, Inductive method, Meta cognition, Co-operative learning, Collaborative learning, Reflective learning, and giving opportunities to individuals and group learning etc. are taken into consideration.
- is comprehensive and takes into consideration the various stages from the pre-primary level to the higher secondary level.
- designs innovative learning strategies as well as assessment activities for children with special educational needs.
- ensures a Continuous and Comprehensive Evaluation (CCE) focused on learning outcomes.
- stresses Health and Physical Education, Art Education and Work Education.
- lays stress on Right-based Education in the light of Right to Education Act, 2009.
- provides an opportunity to the learner to experience necessary safety, care and security both at school and in the classroom by raising the teacher to the level of a mentor.
- lays stress on the Code of Professional Ethics for school teachers.
- helps to acquire new learning skills which enable the learner to face contemporary challenges.

- is intended to inculcate human values in the learners.
- ensures equity and equality among the learners.
- ensures the harmony of head, heart and hand and aims at a comprehensive development envisioned to make learning natural.

### **Curriculum Approach**

Our curriculum has been developed, imbibing new thoughts in educational psychology and philosophy. The idea of constructivism put forth by NCF 2005 is the basis for the Kerala School Curriculum 2013 too. In constructivism, learning is the process of the construction of knowledge.

The striking features of the curriculum transaction approach are:

- i. Activity - based
- ii. Process- related
- iii. Ensure learning
- iv. Focus to attain learning outcomes
- v. Environment- friendly
- vi. Highlights development areas
- vii. Suitable for the nature of the learner
- viii. Integrates learning and assessment

A learning process based on constructivism is the foundation of the curriculum. A distinguishing feature of this approach is that knowledge is constructed naturally by creating challenging learning activities and considering the acquired knowledge and conceptual background of the learner.

### **Learning Experiences**

The acquired knowledge skills and interests differ from learners coming from different backgrounds. So it is very important to facilitate learning experiences imbibing these changes and considering individual differences and multiple intelligences of the learners.

## **Learning Environment**

The classroom should be designed to keeping in mind the interest and development of the learner so as to ensure his/her participation in various learning activities. Every activity should be learner-oriented. A conducive environment should be created. The freedom to employ suitable learning strategies which are learner-centred and activity-based, taking into consideration the development and growth in the learning ambience rests with the teacher.

## **Learning Process**

- Each learner constructs knowledge by linking it with his/her previous experiences.
- Knowledge construction occurs at the level of the individual through meaningful societal interventions.
- Learning is made effective through multi-sensory experiences which consider various learning styles, learning pace etc.
- Learning becomes more effective through co-operative learning in an environment conducive for co-operation.
- Learning materials should be meaningful generating interest in the learner.
- Spiralling of learning experiences will make learning more effective.
- By ensuring flexibility of learning activities and possibilities of adaptation, learners requiring special educational needs and with different aptitudes may be attended to.
- Each learner should get learning experiences necessary to ensure learning outcomes.
- Learning and Assessment should be complementary.
- Everybody can attain learning outcomes by adopting suitable teaching- learning strategies that consider content and learning requirements of the learner.
- The learning process should be decided keeping in view the comprehensive development of each learner.

## **Learning Outcomes**

As per the rules of the RTE Act, the idea of learning outcomes was introduced in the Kerala School Curriculum 2013. Knowledge of learning outcomes is essential to plan the teaching-learning process and evaluation, in a precise and practical manner. Learning outcomes are the aims to be achieved by the learner during the various stages of school education. Precise and accurate statements based on the knowledge, skills, attitudes, values etc. to be acquired by a learner in a particular subject-area are called Learning Outcomes.

The learning outcomes should be stated based on performance that can be observed and measured. An analysis of the learning outcomes will help assess the knowledge, skills, values and attitudes that should be acquired by the learner at the end of each unit, class and stage have been acquired or not. Precise and clear assessment activities can be planned, based on specific learning outcomes.

## **Information and Communication Technology**

Today information and communication technology has an important role in the construction and dissemination of knowledge. This is made possible through gathering of information, analysis and varied presentations. The immense possibilities of ICT can be used to transact any subject at the higher secondary level. Through this, it can also be ensured that learners acquire ICT skills. The main features of ICT are stated below.

## **Art Education**

Arts evolved as a part of providing enjoyable experiences in the progress of man as a social animal.

The experiences gathered during various phases of life touch human minds aesthetically. All the art forms that evolved from ancient times were visual and auditory. It had the power of rejuvenating the human mind. This is the unique characteristic of art.

Art education at the higher secondary level aims to develop the creative skills acquired by the learner and to create in him a broader outlook about art and literature. Also an aptitude for higher studies

and research in the field of arts has to be developed in them. In order to develop observation skill, ability to appreciate and sense of imitation among learners, art education is essential. It also helps learners to develop abilities to think and respond differently, to ensure social intervention and to make learning more productive. Activities in art help to make children work hard and diligently, and also channelize their enthusiasm in the right direction.

### **Health - Physical Education**

The term health refers to the complete state of physical, mental, emotional and spiritual well-being. Therefore health is essential for the existence of an individual. So proper implementation of health and physical education is essential. The minimum physical fitness required for every individual in the society in order to exist should be ensured. For this, health and physical education should be imparted scientifically and comprehensively from a very early age. The views of National Curriculum Framework 2005 regarding need based and integrated approach should be given special attention and emphasis.

Along with the knowledge of content areas, performance excellence and physical fitness are also to be assessed. The health-physical education envisioned in Kerala School Curriculum 2013 and initiated at the primary level, gets perfected at the higher secondary level only. Learning activities should be planned so as to enable learners excel in this field to explore up to the level of international possibilities. The physical fitness, training excellence and knowledge of content areas acquired hitherto promote holistic well-being.

### ***Objectives of Health - Physical Education***

- To get an awareness about sports, values and ethics.
- To gain expertise in athletic skills and to scientifically analyse them.
- To gain expertise in major games.
- To get practical training in self defence techniques.
- To understand aggression, balanced or controlled aggression etc.
- To realise the consequences of the use of drugs.

- To create the right understanding about sexual health.
- To acquire scientific practical ability to intervene effectively during life rescue missions.
- To get an awareness about the changes in the respiratory and cardio-vascular system that can be brought through exercise.
- To give training using safe and effective exercise pattern.

### **Work Education**

The confluence of knowledge acquired through hearing, sight and work makes construction of knowledge possible in a learner. Contemporary learning process evolves through enquiry and experiences. Work education is essential to integrate and develop emotional and cognitive domains.

A work education integrated with the subjects of higher secondary curriculum, will be more appropriate.

### ***Objectives of Work Education***

- Readiness to work
- Development of values and attitudes
- Development of a balanced personality
- Self-sufficiency in the field of production
- Human skill development
- National development

### **Inclusive Education**

In the classroom, an atmosphere that is congenial to all learners without excluding any one must be created. In our schools there are two categories of students, one who requires more consideration, help and attention and the other who requires normal help and attention. Only by addressing this can we ensure equitable quality education.

### **Areas which help to develop values, attitudes and commitments**

Areas such as awareness of humanitarian and constitutional values, attitudes that strengthen social life and growing social commitment are the prime concerns of the curriculum. Details of the conceptual areas are given below.

### **Democratic Outlook**

While choosing the content for different subjects, the perspectives on democracy have to be considered. In the planning and transaction of learning activities, there should be a democratic approach. The aim of the curriculum is to establish a democratic approach through democratic platforms.

### **Constitutional Values**

The values and objectives that are upheld by our Constitution have to be reflected in the curriculum. The content and the transaction process should be selected to enable learners acquire constitutional values.

### **Secular Attitude**

Subject areas which help in developing a secular attitude have to be included.

### **Tolerance**

The curriculum should aim at developing the quality of tolerance towards those who disagree with you.

### **Constructive and Creative Thinking**

There is a need to develop creative thinking and the urge for discovery among learners. There should be possibilities for creative enquiry in the content areas and learning strategies of the curriculum. The different levels of multiple intelligences should also be considered.

### **Respect for one's cultural heritage**

Respectful attitude to one's cultural heritage and history is one of the aims envisioned by the curriculum.

### **Equality**

It is essential to ensure equality in learning activities, which are provided to the learners.

### **Leadership Quality**

There is need to design learning strategies that would help in shaping leaders who are capable of facing the challenges of this millennium. In the classroom, opportunities must be created to develop leadership qualities among children.

### **Life Skill Education**

Life skills such as self awareness, empathy, communication skill, interpersonal relationship, creative thinking, critical thinking, decision-making, problem-solving, coping with emotions and coping with stress should be developed in learners. These life skills help the learner to face life with self-confidence.

### **Civic Sense**

Just as the state has certain duties to the citizens, the citizens also have some duties to the state. The aim of education is to create a community with civic sense and a sense of responsibility and discipline.

### **Respect for Elders**

Respect for elders is the keystone of our civilization. In all cultures, old people are venerated and given due consideration. An important characteristic of the elder people is that they are a store house of experiences. Our cultural life being continuous and heritage-oriented, the age-old experiences and knowledge are handed down from one generation to another. Factors which encourage learners to express respect for elders through co-operative interventions should be made part of the transaction of content.

### **Human Rights**

Human rights are the rights of individuals to lead a life of dignity. The human rights which got universal acceptance through the United Nations Declaration of Human Rights should be given importance in the curriculum.

### **Child Rights**

It is our duty to protect every right of the child.

### **Awareness about Environment**

Basic awareness about nature and the need to protect natural resources should be included from the primary level itself. Children should be made to understand that environmental hygiene is as important as personal hygiene and that sense of hygiene is one of the basic factors of civic sense. They should understand that nature and natural resources are not meant just for the consumption of

human beings and that any change in the balance of nature will have far-reaching consequences. They should carry out activities which make protection of natural resources and environmental hygiene a value-system and an attitude.

### **Water Literacy**

Children must be made to understand that water is precious by creating awareness about the availability of water, conservation of water and the need to keep it free from pollution.

### **Peace Education**

The basic idea of peace education is to develop values and attitudes to interact with others and the surroundings in a peaceful and friendly manner. It is essential to include content areas that reflect values like avoiding conflicts and situations leading to conflicts, peace and harmony.

### **Legal Literacy**

Knowledge and awareness about law is essential for all citizens of a democratic country. It is the need of the hour to include content areas that ensure legal literacy. Various programmes involving Law Clubs, Law Clinics etc. can be organized to create awareness of law.

### **Cyber Literacy**

The misuse of ICT and related crimes are on the rise. Awareness should be created among children on these activities. They should be given a clear idea about the proper use of Internet, e-mail and social networking sites. The curriculum should facilitate creating awareness among children regarding the punishment for cyber crimes and the ethics in the use of internet etc.

### **Media Literacy**

Media exerts a great influence on our society. It is impossible even to imagine a day without visual media. Visual media has tremendous influence on children. Therefore, the content area of the curriculum should contain various factors required to create critical media literacy.

### **Perspective on Sustainable Development**

The curriculum should spread the awareness that this earth exists

not just for the benefit of mankind. An understanding regarding the environmental challenges, human interventions which cause harm to environment, and how nature can be protected from such destructive activities etc. is the need of the hour. The curriculum should also uphold the enquiry how environment and development can go hand in hand and perspectives regarding sustainable development and views. One of the aims of the curriculum is to present perspectives on consistent development and create a comprehensive awareness about environment.

### **Adolescent Education**

The possibility of including content areas on adolescent education should be explored with the help of child psychologists, health workers, doctors and teachers. It is also important to address the doubts of learners regarding health and hygiene in a scientific manner.

### **Consumer Culture**

Facts concerning the negative aspects of consumerism have to be included in the curriculum. Consumer laws and our rights as consumers should be dealt with in the curriculum.

### **Anti-drug and intoxicant attitude**

We should realise the harmful effect of alcohol, drugs, tobacco and other narcotics on the health of children. The future generation should be saved from the evil tentacles of this menace. Pictures, pamphlets and visuals on the physical and mental effects of drug abuse, as examples, can be included in the content areas.

### **Gender Justice**

The curriculum should ensure gender justice and gender equality. Discrimination on the basis of gender should not be reflected in the content areas. It is the responsibility of teachers to ensure gender justice while carrying out learning activities.

### **Frugality**

Children should be taught the basic lessons of frugality at the primary level itself. Explain the importance and relevance of the habit of frugality. Students can also be given practical training in frugality.

## **Road Safety**

Traffic rules and practical suggestions to avoid road accidents are part of road safety. Children should develop the civic awareness that the road is a public place and that everybody has the right to use it. Activities related to road safety should also be given importance.

Learning experiences in these areas should be incorporated naturally in the transaction of the curriculum. While choosing the concepts of various subjects and arranging learning activities, enough consideration should be given. Knowledge, skill and attitude should be stressed in the process of teaching learning process. It should also be possible to perform continuous evaluation to find out whether the objectives have been accomplished. Activities of various clubs, SPC, NCC, Scouts and Guides, JRC, Vidya Rangam, Kalasahithya Vedi, Gandhi Darshan etc., can be platforms to develop values, attitudes and commitment.

## **Right Based Education**

UNESCO had taken initiatives to decide on the rights of children and spread them world wide. As a result of this, legislation has been made in many countries to protect the rights of children. The Right to Education Act passed in 2009 in India, is an important milestone in this matter. The responsibility of protecting the rights of children becomes the duty of adults. Right to Education can be divided into three areas.

- Participation
- Provision
- Protection

### ***Participation***

- My opinion is sought when decisions concerning me/ children are taken.
- My interests are given priority when decisions are taken.
- I am given the opportunity to participate in activities which are compatible with my ability and limitations.
- I am able to go through a learning process which is flexible enough to nurture my abilities and overcome my limitations.

- My opinions are given due respect and value.
- My friends and I get active participation in the activities in class.
- I get opportunities to display my talent and abilities.

### ***Provision***

- I get the service of teachers who have the required qualification and who constantly update their knowledge.
- I get learning -experience in the prescribed time.
- I get a classroom ambience conducive to physical and psychological growth.
- My teachers are able to make learning materials required for learning activities available.
- I get materials and opportunities for the growth of art and physical education.
- I also get career guidance for securing employment in future.

### ***Protection***

- I do not experience any kind of discrimination in or out of school.
- I am not ignored by any one in any manner.
- I am not harassed either physically or mentally.
- I can interact with my teachers without any fear.
- Though I am a child, every one respects and values my privacy.
- I am convinced that I will be safe both at home and at school.
- My school lends me a helping hand to further strengthen and empower me when I face physical and emotional problems.

If these are the rights of children, how far can I ensure these rights? What steps should I take further to ensure these rights? Every teacher should think about this.

### **Mentoring**

RTE considers the teacher as a 'mentor'. Mentoring has much relevance and significance in the comprehensive school development project.

The teacher - student relationship has undergone significant changes. A teacher should function not as a person who distributes/ dispenses

knowledge, but as a facilitator who co-ordinates the various opportunities of students to gain knowledge.

In reality, school is a second home for the child and teachers are the members of his/her family. A teacher should understand that all children do not receive love, consideration, security, appreciation and recognition etc., equally at home. The responsibility of a teacher becomes complete only when he/she realises this and is able to express these feelings accordingly to each child. Only then will a school become a home.

Only when a teacher becomes a mentor and a facilitator who helps gain learning outcomes, he/she will be a teacher of the new era.

When the teacher becomes a co-guardian, children get guidance, advice, support and opportunity to improve. The teacher as mentor should make interventions in the role of an experienced predecessor. Assistance for awareness and counselling are part of this. An effective mentor can bring out the hidden talents of a child.

**Through mentoring:**

- the teacher and the student enjoy proper learning experiences.
- the knowledge-area of the child and the teacher widens.
- the bond between the student and the school is strengthened.
- personality development and learning development of the child are ensured.
- collective thinking, decision- making and collective effort are made possible.
- the relationship between parents and school is strengthened and an overall view of the learner's learning process is created.
- the participation of the learner in arts and sports can be assessed.

Mentoring has to be manifested as a process which caters to personality development and interest in learning. It should also help in continuous assessment. Notes related to mentoring experiences should be recorded in the Cumulative Record. All the teachers in the school should act as mentors of students. All learners should get an experience of mentoring. The class may be divided into small groups and different teachers can be given the responsibility of evaluating the progress of each group.

## **Code of Professional Ethics for School Teachers**

### **1. Responsibility towards Students**

The teacher;

- 1.1 Treats all students with love and affection.*
- 1.2 Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.*
- 1.3 Facilitates students' physical, social, intellectual, emotional, and moral development.*
- 1.4 Respects basic human dignity of the child in all aspects of school life.*
- 1.5 Makes planned and systematic efforts to facilitate the child to actualise his/her potential and talent.*
- 1.6 Transacts the curriculum in conformity with the values enshrined in the Constitution of India.*
- 1.7 Adapts his/her teaching to the individual needs of students.*
- 1.8 Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.*
- 1.9 A teacher refrains from subjecting any child to trauma, fear, anxiety, physical punishment, sexual abuse and emotional and mental harassment.*
- 1.10. Protects a child from all forms of sexual abuse.*

### **2. Obligations towards parents, community and society**

A teacher;

- 2.1 Establishes a relationship of trust with parents/guardians in the interest of the all round development of students.*
- 2.2 Desists from doing anything which is derogatory to the respect of the child or his/her parents /guardians.*
- 2.3 Strives to develop respect for the composite culture of India among students.*
- 2.4 Keeps the country top most in mind, refrains from taking part in such activities as spreading feelings of hatred or enmity among different communities, religious or linguistic groups.*

### **3. Obligations towards the profession of teaching and towards colleagues:**

A teacher:

- 3.1 *Strives for continuous professional development.*
- 3.2 *Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stake holders.*
- 3.3 *Takes pride in the teaching profession and treats other members of the profession with respect and dignity*
- 3.4 *Refrains from engaging himself/herself in private tuition or private teaching activity.*
- 3.5 *Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.*
- 3.6 *Refrains from making unsubstantiated allegations against colleagues or higher authorities.*
- 3.7 *Avoids making derogatory comments about colleagues, especially in the presence of pupils, parents or colleagues.*
- 3.8 *Respects the professional standing and opinions of his/her colleagues*
- 3.9 *A teacher maintains confidentiality of information regarding colleagues and dispenses such information only when authorized to do so.*

### **Teacher Planner**

Teacher planner is a record of daily teaching planning. The teacher should develop the process page by carrying out the activities given in the teacher text and text book with the aim of achieving learning outcomes. However, these activities should be done in a flexible manner, adopting techniques suitable for the students of her class.

The process page should contain planning that includes assessment along with learning activities. Information obtained through continuous assessment should also be included on the feedback page.

A teacher planner should contain learning activities conducive for precise and meaningful concept- formation. The teacher should prepare a reflection note based on the information gathered through learning activities and assessment implemented in a week. It should be discussed in SRG/ Subject Council. Further planning notes should be made by the teacher based on these notes.

The format of a teacher planner is given below.

***Teacher Planner***

Name of the unit/ lesson :	
Date :	
Expected time :	
Learning outcomes :	
Concepts / Ideas :	
Skills :	
Language elements (only for language ) :	
Discourses (only for language ) :	
Values, Attitudes :	
Learning aids :	
Expected Products :	
<b>Process Page</b>	<b>Assessment Page</b>
Process containing activities and assessment.	Assessment details should be included here.

## **Reflections**

### **My findings, realisations**

(Based on the ideas obtained through the assessment of learning activities)

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### **Extended Activities and Remedial Measures - Hints**

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## ASSESSMENT APPROACH

Learning is a natural and continuous process. For effective learning, learning experiences should be based on specific objectives and centred on learning outcomes. Teachers and learners should be aware of the concepts and skills to be acquired through learning. Learning strategies should be planned according to the learning outcomes associated with each lesson. They should be linked to real life situations and presented to the learners.

How far are the acquired concepts and skills sufficient in ensuring learning outcomes? How many learners are yet to acquire the learning outcomes? What are the extended activities to be provided? How can they be provided? These should be the concerns of teachers as part of assessment.

Assessment **of** Learning is the process of assessing the learning outcomes acquired after the transaction of a unit. The proficiency of the learner and his level of excellence are evaluated here. This is just one phase of assessment.

There is also a process of correction which involves a critical self analysis of the concepts and awareness gathered through learning and internalizing the changes. This can be considered as self-assessment. Thus, learning takes place through self-assessment. This can be called Assessment **as** Learning. The learner becomes aware of how to learn more effectively (Learning to Learn) through this.

Assessment for learning and assessment as learning should be intensely emphasised to make learning more effective. The approach which gives importance to assessment process for making learning more effective must be adopted.

### **Continuous and Comprehensive Evaluation (CCE)**

Learning is a continuous process taking place in the learner. Hence, the assessment process to examine the concepts and skills acquired should also be continuous. By comprehensive assessment, we mean the assessment of the learner in cognitive as well as socio-emotional areas. Hence, we have adopted a continuous and comprehensive evaluation system.

## **CCE Areas**

CCE is carried out in two areas;

1. Cognitive area
2. Socio - emotional area

### **Assessment regarding development in cognitive domain**

The subjects taught at higher secondary level like Language, Science Humanities, Commerce, Health and Physical Education come under cognitive area. Learning outcomes acquired in each subject should be evaluated. Two types of evaluation are suggested here.

1. Continuous Evaluation (CE)
2. Term Evaluation (TE)

### **Continuous Evaluation (CE)**

Three types of CE are suggested.

1. **Learning Process assessment**
2. **Portfolio Assessment**
3. **Unit based assessment**

#### **1. Learning Process Assessment**

Both the teacher and the learner plan various activities to acquire learning outcomes. The teacher has evaluated various factors like the participation of the learner in the learning process, excellence of the learner in performance and presentation, creativity of the learner, acquisition of desired skills etc. The indicators given below can be used for evaluation.

1. Participation in activity
2. Conceptual understanding
3. Acquisition of skills
4. Performance / Presentation
5. Recording / Preparation

When the process -assessment is carried out, the assessment done should be based on each indicator. For example, when evaluation for the indicator 'participation in activity' is done, the learners should be categorized as excellent, good, average and those who need improvement. This has to be recorded in the page for assessment in

Teacher Planner. All learners have to be assessed and recorded with reference to each indicator in every term.

Opportunity for self-assessment, peer assessment and teacher-assessment should be given in process-assessment.

### **Activity log**

Activity log is an important document required for the assessment of the cognitive area. It helps to complete various activities according to learning processes. The creativity of the learner, thought processes, language skills, socio- emotional domain etc are reflected in the activity log. An activity log should contain details like the various strategies adopted for the transaction of lesson. The additional information given by teachers to strengthen the learning process too can be recorded in the activity log.

## **2. Portfolio Assessment**

Portfolio is the collection of all products formed during the various stages of learning activities. It has the duty to give a learner, parents and the teacher feedback regarding learning.

The following should be included in a portfolio.

- o Activity log
- o Other learning documents, pictures, collections, writings, learning materials, creations made through ICT etc.
- o Creative works
- o Work sheets

The following indicators can be used for portfolio assessment.

- o Clarity of concept
- o Attainment of concepts
- o Appropriate design
- o Completion
- o Originality

### **Method to calculate scores of learning process and portfolio**

It is not necessary to record the score of all students calculated using indicators given for each activity. Performance of an entire term should be evaluated using the indicators. The notes in teacher planner, records in activity log etc should be consolidated at the

end of each term and learners should be categorised on the basis of their participation as Excellent, Good, Average, and Need improvement and 4/3/2/1 scores should be given accordingly. All five indicators have to be considered and score should be given for each indicator. The maximum score can be calculated as 20.

### **3. Unit based Assessment**

In a unit, activities for various learning outcomes are distributed in an inter-related manner. This is comprehensive in nature. While assessing a unit, this comprehensiveness (considering all the learning outcomes) is assessed. Oral assessment, quiz programme, open book assessment, preparation of questions, identifying the indicators and assessment of creative writing can be considered for unit assessment. Rating scale and check list to measure the achievement of a learner in a particular unit can be used. Unit assessment should take place naturally along with learning.

For unit assessment, points have to be awarded on the basis of indicators and converted to grades. These grades have to be recorded in the prescribed format. As there is more than one assessment in a term, the average of the assessment of all the units has to be recorded at the end of the term. Teacher has to prepare indicators suitable for the tools used in assessment.

#### **Open Book Assessment**

An “open book assessment” is one in which examinees are allowed to consult their class notes, textbooks, and other approved materials while answering questions. It is ideally suited to programmes that especially aim at developing the skills of critical and creative thinking. The open material may take one of the main forms; a textbook or alternative reference materials, or the students’ own notes. The types of material allowable must be made explicit to all students in advance of the assessment. Open-book assessments often comprise tasks based on a problem or argument to which the student is then required to respond, employing their knowledge of the subject and making use of the reference material as appropriate. Unit based assessment can be done in the form of open book assessment. It can be given after completing the unit, integrating all the learning outcomes. This assessment can be given for individual attempt first. Then the same can be allowed to be discussed in groups. Thus learning can be ensured in every learner.

### **Advantages of open-book Assessment**

- They assess not only students' capacity to construct a coherent response to the assessment task, but also require a demonstration of their ability to use resource material effectively.
- By allowing students access to relevant reference material, open-book assessments reduce the need to memorise information, and can therefore allow students to concentrate on demonstrating their ability to understand and apply this information to the question.
- By providing students with reference material prior to the assessment, it may give them greater confidence when taking these assessments and therefore produce a more accurate account of their achievements.
- Students can use revision time more constructively, focusing on reinforcing their understanding of the subject rather than attempting to memorise information.
- Home assignments and other learning experiences already prepare the students to solve problems with the assistance of external resources, so open-book assessments are quite natural in nature.

### **Preparing for an Open Book Assessment**

- Read the chapters ahead of time. Don't expect to find quick answers during the assessment.
- Know where to find everything. Observe the concepts and make your own outline. This reinforces the structure of the content in your mind.
- Mark all important terms with sticky notes and flags. If the teacher allows it, mark your texts wherever you notice important concepts and terms.
- Review notes for themes. Your teacher's comments usually provide an overview of the themes and concepts that appear on assessment. You won't always get this by reviewing the book alone.
- Make your own notes if allowed, and write down important formulas or concepts that you've covered in class.

### **Method of calculating CE**

The maximum score for learning process, portfolio and unit based assessment will be 20 each in every subject. Term level recording can be done calculating the average of them. To consolidate these marks, the format given in Annexure - 1 can be used.

### **Term Evaluation (TE)**

It is essential to assess the learning outcomes achieved through learning activities by each learner at the end of every term. The assessment of languages should be made considering areas like discourses, language elements, language skills based on the learning outcomes in the units considered in each term. Question models can contain various questions which stress the content areas and skills. For other subjects, assessment should be done based on the content- area of units considered in the term. Questions to assess skills and ideas which lay stress on learning outcomes can be prepared.

The question paper should be prepared after first preparing a design and then a blue print of question paper giving proper weights to units and learning outcomes, various thinking skills and different form of questions. Suitable scoring key and marking scheme should be prepared for each question and assessment should be done based on this scheme. Question-wise analysis should be prepared to review whether the questions are in accordance with the blue print and necessary editing should be done in the questions.

### **Details of thinking skills**

Thinking skills are the mental processes that we apply when we seek to make sense of experiences. While setting the question paper, due weight should be given to the thinking skills, so as to ensure meaningful learning in every learner. Coverage of the range of skills has to be ensured in the question paper which expects the learners to respond within a stipulated period of time of assessment, keeping in view the difficulty level.

According to Anderson and Krathwohl ('A Taxonomy for Learning, Teaching and Assessing – Revised Blooms taxonomy') the range of categories, specific thinking skills/processes with its alternative processes/terms is given as follows;

CATEGORY/ PROCESSES	ALTERNATIVE TERMS
<b>1. Remember</b>	<b>Retrieve relevant knowledge from long-term memory</b>
1.1. <i>Recognising</i>	identifying- (e.g. Recognize the dates of important events in Indian history)
1.2. <i>Recalling</i>	retrieving - (e.g. Recall the major exports of India)
<b>2. Understand</b>	<b>Construct meaning from instructional messages, including oral, written and graphic information</b>
2.1. <i>Interpreting</i>	clarifying, paraphrasing, representing, translating (e.g. Write an equation [using B for the number of boys and G for the number of girls] that corresponds to the statement "There are twice as many boys as girls in this class")
2.2. <i>Exemplifying</i>	illustrating, substantiating (e.g. Locate an inorganic compound and tell why it is inorganic)
2.3. <i>Classifying</i>	categorizing, subsuming (e.g. Classify the given transactions to be recorded in Purchase returns book and Sales returns book)
2.4. <i>Summarising</i>	abstracting, generalizing (e.g. Students are asked to read an untitled passage and then write an appropriate title.)
2.5. <i>Inferring</i>	concluding, extrapolating, interpolating, predicting (e.g. a student may be given three physics problems, two involving one principle and another involving a different principle can be asked to state the underlying principle or concept the student is uses to arrive at the correct answer.)
2.6. <i>Comparing</i>	contrasting, mapping, matching (e.g. Compare historical events to contemporary situations)
2.7. <i>Explaining</i>	constructing models (e.g. the students who have studied Ohm's law are asked to explain what happens to the rate of the current when a second battery is added to a circuit.)
<b>3. Apply</b>	<b>Carry out or use a procedure in a given situation</b>
3.1. <i>Executing</i>	Carrying out (e.g. Prepare Trading and Profit and loss Account from the Trial Balance given to and find out the net profit.)

3.2. <i>Implementing</i>	using (e.g. Select the appropriate given situation where Newton's Second Law can be used)
<b>4. Analyse</b>	<b>Break material into its constituent parts and determin how the parts relate to one another and to an overall structure or purpose</b>
4.1. <i>Differentiating</i>	discriminating, distinguishing, focusing, selecting (e.g. distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2. <i>Organising</i>	finding coherence, integrating, outlining, parsing, structuring (e.g. the students are asked to write graphic hierarchies which best corresponds to the organisation of a presented passage.)
4.3. <i>Attributing</i>	deconstructing (e.g. determine the point of view of the author of an essay in terms of his or her ethical perspective)
<b>5. Evaluate</b>	<b>Make judgements based on criteria and standards</b>
5.1. <i>Checking</i>	coordinating, detecting, monitoring, testing (e.g. after reading a report of a chemistry experiment, determine whether or not the conclusion follows from the results of the experiment.)
5.2. <i>Critiquing</i>	judging (e.g. Judge which of the two methods is the best way to solve a given problem)
<b>6. Create</b>	<b>Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure</b>
6.1. <i>Generating</i>	hypothesizing (e.g. suggest as many ways as you can to assure that everyone has adequate medical insurance)
6.2. <i>Planning</i>	designing (e.g. design social intervention programmes for overcoming excessive consumerism)
6.3. <i>Producing</i>	constructing (e.g. the students are asked to write a short story based on some specifications)

### **Health - Physical Education - Assessment Method**

Health - physical education will be considered as a cognitive area from 2014-15 academic year. During the adolescent stage, the physical and mental development of a child strengthens further. The

learners should be given the opportunity to get a proper awareness of health habits and the need to engage in physical activities. A performance assessment of the health - physical education is suggested. Details regarding this are given in the higher secondary level source book.

### **Assessment in Socio - Emotional Area**

Assessment of social and emotional areas is as important as that of cognitive areas. Skills relating to Learning to know, Learning to do, Learning to live together and Learning to be should be considered here. The assessment of social and emotional areas should consider the following skills.

1. Communication skills
2. Interpersonal skills
3. Empathy
4. Coping with emotions
5. Coping with stress
6. Problem solving skills
7. Decision making
8. Critical thinking
9. Creative thinking skills
10. Self- awareness

The assessment should be carried out by teachers handling various subjects in cognitive areas. This assessment should be carried out as part of the learning process assessment in each subject. Along with the assessment of process skills, the assessment of related values and attitudes too should be done.

The skills in the socio - emotional area that can be beneficial for the proficiency of the learner should be identified and marked. The skills beneficial to each learner should be encouraged. The teacher can record these proficiencies in the Teacher Planner and the consolidated information in Annexure - 2.

### **Artistic, Social, Cultural and Vocational Proficiencies**

To ensure the all-round development of a learner at the higher secondary level, not only appreciative, creative and artistic skills should be encouraged but an attitude towards undertaking social-cultural services should be inculcated. Every learner should get an

opportunity at least once in a month to participate in such activities. Higher Secondary Youth Festival, Career Guidance, Social Extension activities, National Service Scheme, N.C.C and various clubs should be made use of towards this effect.

All students at the higher secondary level should participate in atleast one of these activities. The proficiency of the learner in participating can be given a special grade certificate.

- For Excellence in activity - A grade
- Good - B grade
- Satisfactory - C grade
- Participation - D grade

### **Assessment - Annual Consolidation**

The annual overall score of CE is the best score obtained by the learner in 3 terms. This can be entered in the column titled 'Final Score' in the format given in Annexure - 2. It is the total CE score of the learner in each subject. Now find the TE of each subject and find the total score adding CE and TE. This is the total score of a learner in one subject. In the case of subjects with practicals, the final score is calculated by including the score for practicals too.

### **Grading Scheme**

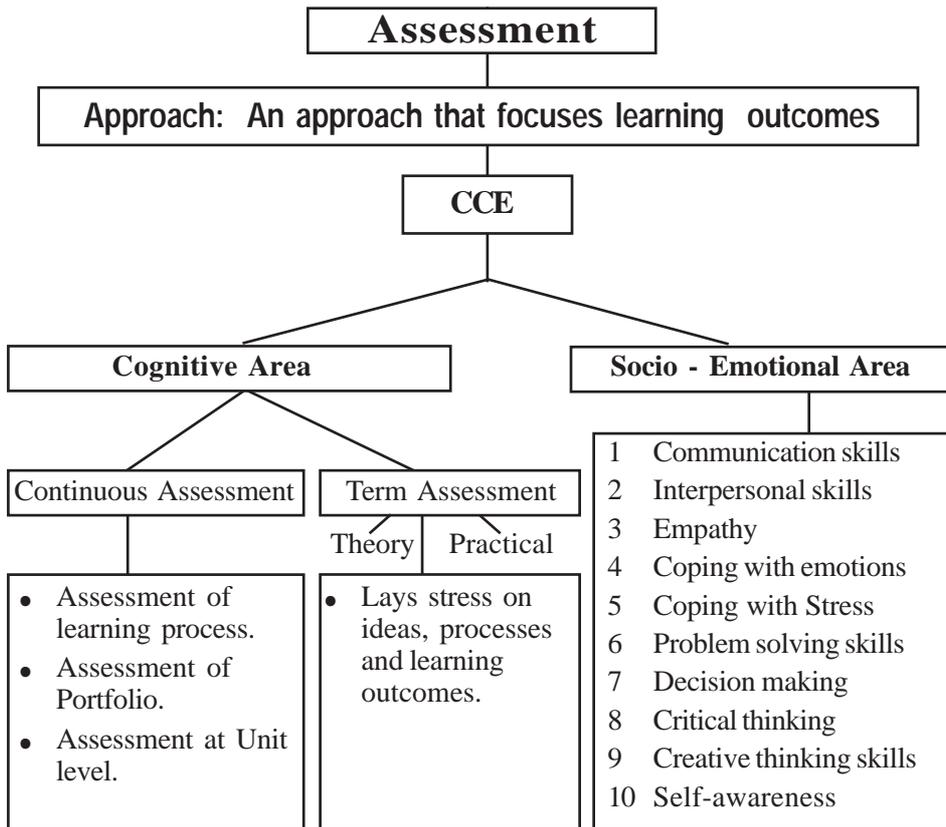
Higher Secondary level employs grading system to assess subjects in cognitive area. 9 Point Absolute Grading is used for this.

The table given below can be used for this.

<b>Score Percentage</b>	<b>Grade</b>
90-100	A+
80-89	A
70-79	B+
60-69	B
50-59	C+
40-49	C
30-39	D+
20-29	D
Below 20	E

To be eligible for higher studies, the learner in the higher secondary should get a minimum of D+ (30-39 %) for each subject in the combined score of CE +TE (Public exam). In addition, he should score a minimum of D+ for TE too.

The formats for assessment are given as Annexure I and II.



# Subject Approach

The curriculum for Communicative English attempts to translate the established principles and guidelines of NCF 2005 and KCF 2007 into a working curriculum that espouses modern theories of second language acquisition and recent trends in English language curriculum design and teaching methodology.

The following principles are held to be true and self-evident:

- 1. Language learning is learning to communicate:** Language is used by its speakers to express themselves, to interact with others, to gain information (academic and otherwise), and to learn about the world around them.
- 2. Language varies:** Speakers of a language are aware of the need to vary language use according to the context of communicative interaction, i.e. language varies with variation in topic, participants, setting, purpose, and medium (verbal or written). Moreover, language also varies according to academic domains (content areas) and tasks.
- 3. Learning a new language is learning to become familiar with a new culture:** Learners of a new language become aware of new values, norms, thought patterns, and beliefs. As a result of this cultural exposure and of the ensuing analysis of similarities and differences with native culture, learners develop understanding, respect and appreciation of the diversity of cultural backgrounds.
- 4. Language learning is most effective when it takes place through meaningful, interactive tasks:** Language learners will learn the most when they are engaged in meaningful, purposeful activities of a social and cognitive nature in the context of the classroom (content-based instruction) and outside it (social settings).
- 5. Language skills are interdependent:** To language uses listening, speaking, reading, and writing skills are not independent skills; they are rather perceived as interdependent where one skill often activates the other skills as well as the paralinguistic skills for the achievement of effective communication.

Guided by the above basic principles, the curriculum for Communicative English attempts to develop the use of English for three major purposes: social interaction, academic achievement, and cultural enrichment. We believe that the most effective way to achieve these purposes is through the adoption of a thematic, integrated and content based approach to teaching and learning. The curriculum embodying this approach is going to be spiral in nature. The same concepts and skills will be taught at various times, but with increasing levels of complexity and sophistication as we move up.

The following features characterize the proposed curriculum:

1. Students following this curriculum will learn the language while acquiring skills in listening, speaking, reading and writing. The emphasis on teaching English for communicative purposes entails the development of thinking skills. It is for this reason that the new curriculum, in addition to promoting the development of traditional skills, has also emphasized the development of thinking skills.
2. The new curriculum attempts to develop proficiency in English.
3. The curriculum has set realistic, achievable outcomes that teachers can relate to. Furthermore, these outcomes have been illustrated with samples of clear, measurable performance tasks that can be easily implemented in the classroom.
5. The curriculum highlights the role of group work in the development of communicative language skills. It thus stresses the need for the creation of an interactive classroom environment. Many of the objectives and performance tasks included in the curriculum call for pair and group work in line with the cooperative learning model of classroom interaction.
6. Finally, the curriculum emphasizes the development of study skills which will help students develop into independent learners. In short, the curriculum aims to move from a system of language education based on rote learning, linguistic correctness, and cramming of information to a system that promotes autonomous learning, thinking skills and communicative competence.

# Learning Outcomes

## Unit 1

### Learning with Technology

- 1.1 Identify and analyze different types of e-mails  
(Formal/semi formal/informal emails)
- 1.2 Identify parts of emails
  - The subject line*
  - Greeting*
  - Opening*
  - Body*
  - Closing*
  - Signature*
- 1.3 List features of formal/informal language
- 1.4 Identify the type of language used in different contexts
- 1.5 Use formal /informal language in emails
- 1.6 Format/edit emails
- 1.7 List Cyber etiquette tips-netiquette
- 1.8 Make notes
- 1.9 Prepare presentations, create mind maps/graphic organizers
- 1.10 Use social network platforms for sharing resources
- 1.11 Analyze the language and vocabulary related to social media
- 1.12 Post comments and updates on social network
- 1.13 Use blogs for collaboration and team work
- 1.14 Use Twitter as a platform for sharing and networking
- 1.15 Identify the features of tweets
- 1.16 Identify discourse markers
- 1.17 Identify common expressions and their functions

## Unit 2

### Make a Difference

*By the end of this unit the student will demonstrate the ability to:*

- 2.1 Read images
- 2.2 Write paragraph.
- 2.3 Identify sound patterns
- 2.4 Write news paper report
- 2.5 Prepare leaflet
- 2.6 Write Invitation letter.
- 2.7 Comprehend while listening, with the help of comprehension questions.
- 2.8 Analyses the features of a persuasive speech
- 2.9 Performs a speech with proper stress
- 2.10 Prepare Questions
- 2.11 Make mini-presentations
- 2.12 Write headlines using appropriate language
- 2.13 Role play
- 2.14 Writing questionnaire
- 2.15 Conduct summit
- 2.16 Write blog with appropriate elements
- 2.17 Writing arguments using appropriate structures
- 2.18 Conduct a debate
- 2.19 Use language with proper stress.
- 2.20 Story telling with appropriate stress
- 2.21 Marking the stress in conversation
- 2.22 Prepare posters
- 2.23 Prepares blog entries
- 2.24 Feature article on food festival.
- 2.25 Complete the sentence using phrasal verbs
- 2.26 Presentation of report

## Unit 3

### Say What You Mean

*By the end of the unit the student will be able to:*

- 3.1 Respond appropriately in different contexts.
- 3.2 Differentiate formal and informal language.
- 3.3 Use word stress appropriately.
- 3.4 Speak with correct intonation.
- 3.5 Analyze phonetic symbols.
- 3.6 Analyze syllables in words
- 3.7 Identify sounds and spelling
- 3.8 List homophones and homonyms
- 3.9 Read with rhythm
- 3.10 Mark stress in words

## Unit 4

### Talking About People

- 4.1 Reads texts across a variety of text types for  
*Specific information*  
*Main ideas*  
*Gist*  
*Guessing meaning from context*
- 4.2 Respond to complex listening texts  
*Dialogues, speeches*
- 4.3 Identify features of different types of discourses like  
*Narratives, descriptions, conversations*
- 4.4 Identify features of feature article
- 4.5 Identify features memoirs
- 4.6 Initiates and takes part in different spoken discourses like  
*Conversation*  
*Discussions*  
*Presentations*
- 4.7 Recognize and produce common idiomatic expressions
- 4.8 Use functional language to carry out practical transaction  
in everyday life

- Asking for and giving information*
- Agreeing/Disagreeing*
- Clarifying information*
- Predicting*
- Giving opinion*
- Introducing people*
- Describing people*
- 4.9 Make effective use of reading reference sources like
  - Dictionaries*
  - Websites*
- 4.10 Employ strategies appropriate at the different stages of the writing process
  - Planning*
  - Drafting*
  - Revising*
  - Editing*
- 4.11 Use high order organizational skills in writing
  - Writing Paragraphs*
  - Controlling theme*
  - Topic sentence*
- 4.12 Identify patterns of organization
  - Process*
  - Definition*
  - Classification*
  - Description*
  - Expansion*
  - Cause and effect*
  - Comparison and contrast*
  - Exemplification*
  - Cohesion*
- 4.13 Cohesive devices
- 4.14 Deliver extempore speeches
  - Using body language /gestures*
- 4.15 Identify the features of biography /autobiography/diary

## Unit 5

### Take it Light

*The students will demonstrate the ability to*

- 5.1 Tell or write jokes .
- 5.2 Write paragraphs about favourite cartoon character.
- 5.3 Write funny captions for pictures.
- 5.4 Write dialogues for cartoons, in a logical sequence.
- 5.5 Use funny expressions and words for creative writing like limericks and parodies.
- 5.6 List rhyming words and similes for creative writing.
- 5.7 Identify and list stressed words in a sentence.
- 5.8 Speak given sentences with appropriate intonation.
- 5.9 Read/Narrate stories with appropriate sentence stress and intonation.
- 5.10 Rewrite familiar stories into a new context.
- 5.11 Use language of persuasion in role-play and ads.
- 5.12 Write humorous headlines for reports.
- 5.13 Write short funny news reports.
- 5.14 Write tall tales using exaggerated expressions.
- 5.15 Write/narrate humorous incidents or funny scenes.
- 5.16 Create vocabulary chart for words related to laughter/smile.
- 5.17 Read stories and essays and answer comprehension questions.
- 5.18 Create comic books, story book or funny videos.

## SCHEME OF WORK

TERM	UNITS	PRACTICAL	PORTFOLIO
1 June/July /Aug	1 Learning with Technology 2 Make a Difference	1 Reading : emails Blogs Writing and editing emails  2 Listening to conversations/dialogues Speeches News stories Anecdotes (audio/video)	Work sheets of listening tasks Speech Stories
2	3 Say What You Mean 4 Talking About People	3 Pronunciation Sounds	Consonants and vowels
3	5 Take it Light	Narrating stories	Stories Anecdotes

## UNIT 1

## LEARNING WITH TECHNOLOGY

**Introduction**

*Technological advances help students learn English more effectively. Learning to speak a language requires regular practice and internet is the best place that can provide numerous opportunities for English learners to interact with one another. The Internet has clearly impacted all levels of education by providing unbounded possibilities for learning. One of the most compelling incentives for young people to learn English is their eagerness to participate in online social networking. Social media tools are gradually becoming commonplace in academic settings.*

*Focusing on e-mails, blogs, social media, and twitter this unit provides the learners with a number of activities aimed at improving their written and spoken communication skills. Students can work interactively with one another, unrestricted by physical or time constraints. The web is a formidable resource for enhancing the process of building knowledge.*

*The materials provided in the text book should only be used as a starting point and teachers will have to explore further to identify and adapt materials as resources and engage the learners with meaningful activities.*

Time	20 hrs
Texts	E-mails, articles on Net addiction, Social Media, excerpts from Blogs, twitter, and activities.
Learning materials	Course Book, ,Audio/video resources, Internet resources Worksheets
Portfolio	E-mails, netiquette, debate/discussion reports, list of abbreviations, Blog/facebook entries, social networking vocabulary
Concepts	E-mail formal/informal language blogs

	social networks
	transitional words and phrases
	Functions and expressions
Skills	Creating Ids for emails
	Writing e-mails
	Formatting/editing emails
	Blogging
	Posting comments on Facebook
	Listening/watching online materials
	Tweeting
Values and attitudes	E-mail etiquettes ,Netiquette

### **Learning Outcomes**

- 1.1 Identify and analyze different types of e-mails  
(Formal/semi formal/informal emails)
- 1.2 Identify parts of emails
  - The subject line*
  - Greeting*
  - Opening*
  - Body*
  - Closing*
  - Signature*
- 1.3 List features of formal/informal language
- 1.4 Identify the type of language used in different contexts
- 1.5 Use formal /informal language in emails
- 1.6 Format/edit emails
- 1.7 List Cyber etiquette tips-netiquette
- 1.8 Make notes
- 1.9 Prepare presentations, create mind maps/graphic organizers
- 1.10 Use social network platforms for sharing resources
- 1.11 Analyze the language and vocabulary related to social media
- 1.12 Post comments and updates on social network
- 1.13 Use blogs for collaboration and team work

- 1.14 Use Twitter as a platform for sharing and networking
- 1.15 Identify the features of tweets
- 1.16 Identify discourse markers
- 1.17 Identify common expressions and their functions

### UNIT FRAME

Concepts/ <i>Skills</i>	Process /Activities and Assessment	Learning Outcomes
Email <i>Creating id</i> <i>Composing emails</i>	Group work: Discussion Read different types of e-mails and identify the features Port folio: E-mails	1.1 Identify Types of e-mails
<i>Writing good subject lines/greetings</i> <i>Using different types of openings/closing</i> <i>Signature</i>	Pair work Go through the text and identify different parts of e-mails Make comments on subject line/greeting/opening/body/closing/signature Port folio: Greeting Opening Body Closing Signature	1.2 Parts of emails The subject line Greeting Opening Body Closing Signature
<i>Formatting/editing emails</i> <i>Writing emails for different audiences</i>	<b>Dialoging</b> It's simply one more way to increase the frequency of communication between teacher and student and student and student. Compose e-mails Exchange mails Port folio :E-mails	Analyze different types of emails 1.3List features of formal/informal language 1.4Identify the type of language

		<p>used in different contexts</p> <p>1.5 Use formal /informal language in emails</p> <p>1.6 Format/ed it emails</p>
<p>Understanding the proper behavior when communicating online</p> <p><i>Note making/preparing presentations</i></p> <p><i>Creating mind maps/graphic organizers/infographics</i></p>	<p>Discussion</p> <p>‘Have you ever heard of the terms netiquette or etiquette before?’</p> <p>Let the students send a message to his/her partner that violates e-mail etiquette and ask the recipient to correct it and send it back.</p> <p>Port folio :List of etiquettes/PowerPoint presentations/graphic organizers/mind maps</p>	<p>1.7 List dos and don'ts of cyber etiquettes</p>
<p><i>Using social network platforms</i></p> <p><i>Posting Comments</i></p>	<p>Discussion</p> <p>Group work. Discuss the issues related to social networking.</p> <p>Read the text and prepare mind map</p> <p>Port folio :Mind maps</p>	<p>1.8 Make notes</p> <p>1.9 Prepare presentations /graphic organizers</p> <p>1.10 Use social networking platforms for sharing resources</p> <p>1.11 Analyze the language and vocabulary</p>

		related to social media 1.12 Post comments and updates
Blogs <i> Blogging</i>	Activity: Discussion Read blogs and comment on them (How blogging can be made use of for learning English) Create a class blog and post articles, assignments, and reports . Port folio :Create Blog	1.13Use Blogs for collaboration and team work
Twitter <i> Tweeting</i>	Students discover information about any topic, especially popular culture topics. Port folio :Create a Twitter id for the class Tweet news	1.14 Use Twitter as a platform for sharing and networking 1.15 Identify the features of tweets.
Discourse markers <i>Using transition words/signposts</i>	Discussion on words and phrases used as signposts. Port folio :Categorize transition expressions according to their function.	1.16 Use transition words
Functions <i>Using typical expressions used for language functions: Suggesting/making a point/interrupting/disagreeing/apologizing etc</i>	Pair work Go through the expressions and identify their functions Use expressions in contexts Role play Take roles and engages in dialogues.	1.17Identify Common expressions and their functions Presenting language in context.

## UNIT ANALYSIS

### TYPES OF E-MAILS

Different **types of e-mails** are introduced. Students discuss and identify the features of e-mails.

#### Formal and informal language

Discuss in pairs/Groups

They identify the contexts of using informal /formal language

*Informal expressions are used when we speak with people who are close to us and in situations where we are comfortable. We find it in letters /emails written to friends and relatives. However Formal language is used in writing essays for school, cover letters to apply for jobs, or emails and letters at work.*

#### **Activity: Pair /Group work**

Students identify the expressions we come across in formal/informal contexts. They add more formal/informal expressions to the list .

Informal	Formal
say sorry	Apologize
go up	Increase
go down	Decrease

#### **Activity: Writing formal and informal emails**

*E-mails in the writing class help students become familiar with a communication tool that is vital to their survival in the 21st century. E-mail is quickly taking the place of voice, paper, and fax communication in almost all fields. Employers will require this vital skill for their employees of today and tomorrow.*

Using e-mail provides the teacher the ability to monitor the individual or group writing process from the brainstorming phase to the final draft. Teachers often receive dozens of papers, assignments, and pieces of

correspondence from their students each term. These pieces of paper often get organized on desks, in brief cases, in filing cabinets, at home, in the office, in the classroom, and so on. The age-old hassle of shuffling, filing, and retrieving these papers is nearly eliminated. With the click of a mouse modern e-mail software allows groupings of messages by student name, by date received, or by project name. Writing assignments received can be organized electronically by any one of these categories. These types of groupings make it easier for the teacher to actually see the process which their students are using when writing. This process can be monitored and analyzed much more effectively and logically by the teacher who can also view and organize student or group work more easily and efficiently. The teacher can quickly retrieve student writing for future analyses and grading.

Additionally students themselves can use these features to organize their writing instantly either by topic or by date created, or by name of sender. This kind of organizing helps the writers focus more on the tasks of communicating and collaborating with peers and teachers. An added benefit to all this is that it can save natural resources by cutting down on the use of expensive paper and toner.

### **Activity: 'Dialoging'.**

#### **Send e-mails.**

##### **Student to teacher**

- journal writing
- asking and answering questions
- progress reports and updates

##### **Teacher to student**

- announcements
- assignments
- homework

##### **Student to student(s)**

- class mailing lists
- fun, etc.
- social events and announcements

**Chain stories or sentences**

(This activity can be used to help students with basic sentence level grammar reinforcing such grammatical structures as countable/uncountable nouns, prepositional phrases, and so on.)

Teachers can send a partial sentence to the group in advance, such as:

"It was a dark and stormy night an... "

or

"I went to the store and bought some... "

Students then add to the story or sentence and forward it on to an assigned partner in the class. The story is passed around to all members of the class with each adding their part. Have each student add something different each time. In the end there will be x number of stories or sentences where x equals the number of students in the class.

**PARTS OF E-MAILS**

Discuss different parts of e-mails (subject lines, greeting , opening, body, closing ,signature)

The subject line

Subject lines are short, descriptive and provide the reader with a reason to explore your message further. Splashy or cheesy phrases more often cause your email to be ignored rather than make them stand out.

Greeting/Salutation

Opening/ Closing

Body

Signature

**Netiquettes**

Discussion in groups

Teacher talk

“When you enter any new culture -- and cyberspace has its own culture -- you're liable to commit a few social blunders. You might offend people without meaning to. Or you might misunderstand what others say and take offense when it's not intended. To make matters worse, something about cyberspace makes it easy to forget that you're interacting with other real people -- not just ASCII characters on a screen, but live human characters.

“So, partly as a result of forgetting that people online are still real, and partly because they don't know the conventions, well-meaning cybernauts, especially new ones, make all kinds of mistakes.” (Shea, 1994).

- ‘Why are rules of conduct important when communicating online?’
- What rules should we keep in mind when online?
- How can you convey emotions in an electronic message?
- What are FAQs and why are they important?

#### **Activity: Preparation of ppt**

Students sit in pairs. One person send a message to his or her partner that violates e-mail etiquette. The recipient correct the message and return it to the sender.

#### **Power point Presentations: Group work**

Students prepare presentations/ Graphic organizers/mind maps on netiquettes and present it .

#### **Activity**

Discussion :Social networking platforms

- What social networking sites do you use?
- What are some good points about social networking?
- What are some bad points about social networking?
- Do you have a Facebook page?
- Do you use Twitter?
- What information do you have on your webpage?

- What kind of information are you comfortable releasing to the public?
- Do your parents use social networking sites?
- What type of information should you put on social networking sites?

### **Blogs**

*A blog is an online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software that enables one to easily do so. Similar to an open journal, the blog creates both a record of learning and a resource for others. Furthermore, a blog is interactive, in the sense that readers can respond to any given entry with a comment and even threaded discussions can take place depending on the software chosen.*

*Because of the relative quickness and ease of publishing, the number of users has grown tremendously. We can now observe blogs being used for personal, educational, journalistic, and commercial purposes.*

*Nowadays, blogs can also display photos and some people are using them with audio and even video, but this article will concentrate on the basics, showing how a simple text-based blog can be used to great effect with your English language learners.*

### **Activity:**

#### **Create a blog 'The Learner Blog'**

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Individual learners or small groups create blogs. They post texts and others comment on them. (Teachers can even run a mega-blog of select topics of interest gleaned from student blogs so that the broader issues are brought into focus on a single website.)

#### **Create a 'Class Blog'**

---

The teacher sets up the class blog. Students are invited to participate by e-mail. Students continue with the process as a collaborative effort of the entire class.

- *In conversation-based classes it could be used like a free-form bulletin board for learners to post messages, images, and links related to classroom discussion topics. It could also be a space for them to post thoughts on a common theme assigned for homework.*
- *With intermediate and advanced learners, class blogs might also be useful for facilitating project-based language learning, where learners can be given the opportunity to develop research and writing skills by being asked to create an online resource for others.*
- *Class blogs could also be used as a virtual space for an international classroom language exchange. The entire exchange would then be transparent to all readers and could be followed and commented on by other learners, tutors, parents and friends.*

*Here are some other reasons for using blogs:*

- *To provide extra reading practice for students.*

*This reading can be produced by the teacher, other students in the same class, or, in the case of comments posted to a blog, by people from all over the world.*

- *As online student learner journals that can be read by their peers.*

*The value of using learner journals has been well documented. Usually they are private channels between teacher and student. Using a blog as a learner journal can increase the audience.*

- *To guide students to online resources appropriate for their level.*

*The Internet has a bewildering array of resources that are potentially useful for your students. The problem is finding and directing your learners to them. For this reason, you can use your tutor blog as a portal for your learners.*

- *To increase the sense of community in a class.*

*A class blog can help foster a feeling of community between the members of a class, especially if learners are sharing information about themselves and their interests, and are responding to what other students are writing.*

- *To encourage shy students to participate.*

*There is evidence to suggest that students who are quiet in class can find their voice when given the opportunity to express themselves in a blog.*

- *To stimulate out-of-class discussion.*

*A blog can be an ideal space for pre-class or post-class discussion. And what students write about in the blog can also be used to promote discussion in class.*

- *To encourage a process-writing approach.*

*Because students are writing for publication, they are usually more concerned about getting things right, and usually understand the value of rewriting more than if the only audience for their written work is the teacher.*

- *As an online portfolio of student written work.*

*There is much to be gained from students keeping a portfolio of their work.*

*One example is the ease at which learners can return to previous written work and evaluate the progress they have made during a course.*

- *To help build a closer relationship between students in large classes.*

*Sometimes students in large classes can spend all year studying with the same people without getting to know them well. A blog is another tool that can help bring students together.*

Encourage students to post their assignments and projects on the class blog. Keeping the blog as an online portfolio would eliminate the paper work and students would be at their ease to complete the tasks. Learners can go back to the previous work and evaluate the progress they have made.

#### **Some ideas for activities**

- **Mystery guest.** Invite another teacher or someone from another school or country as a mystery guest to your blog. Ask the students to engage him or her in dialogue and guess their identity.
- **Project work.** A blog is an ideal space for developing a project, especially if the project is a shared one between several classes or even classes in different countries.
- **International link-ups.** Contact another educational establishment to see if they are interested in a joint blogging project. Students can write about their lives, culture, interests, etc, and be encouraged to read about the other class and respond by writing comments.
- **Photoblog.** If you plan on using photographs in your blog, there are lots of tools available to help you. Flickr (<http://www.flickr.com>) makes publishing photographs to blogs easy. If you want to make photographs central to the blog, however, it is better to use a blogging tool such as Buzznet (<http://www.buzznet.com>), which is a photo publishing tool and blog rolled into one.

**Pitfalls to watch out for**

- Unwanted comments. To avoid unwanted comments, you can always restrict comments to people in the class or to registered bloggers.
- Correction. It is difficult to use a blog for correcting students. Student written work can always be corrected before posting to the blog, or you can do class correction sessions using work published in the blogs.
- Privacy. By their very nature, most blogs are public. Anyone with access to the Web can find and read a blog, and write comments (if this feature has been turned on). If privacy is an issue, then you will be better off using a blogging tool that allows different levels of access rights. Live Journal <http://www.livejournal.com> is a good choice, and is particularly popular with teenagers . Live Journal allows the setting up of a closed community, which could be restricted to the members of a class or to a wider circle including other classes, parents, etc.

*<http://www.teachingenglish.org.uk/article/blogging-elt>*

**Further reading**

Blog-efl. My own blog with information and comments for teachers of EFL/ESL interested in using blogs <http://blog-efl.blogspot.com>

'Weblogs for use with ESL classes' Campbell AP (2003)  
<http://iteslj.org/Techniques/Campbell-Weblogs.html>

**Twitter**

Discussion

Tweets and the Features of tweets

Students read newspapers and tweet their favourite news.

Twitter offers new and exciting ways to open up the lines of communication in the classroom. Find out some of the ways it can work with this list.

- **1. Direct Tweet.** Teachers and students can contact each other through direct Tweets without having to share cell phone numbers.
- **2. Get to know your classmates.** A class Twitter group will help facilitate professors and students getting to know each other, especially if the class is part of a more intimate setting such as a seminar.
- **3. Collaborate on projects.** When working together on projects, set up a group using an app like Tweetworks to facilitate communication between everyone working together.
- **4. Make announcements.** Professors can send out reminders about upcoming tests, project due dates, or any news that needs to be shared via Twitter.
- **5. Brainstorm.** The ability to share ideas as they occur anytime and anywhere creates an excellent opportunity for brainstorming on class topics.
- **6. Take a poll.** Ask student their opinions or get feedback on future projects or topics by using an app like PollDaddy.
- **7. Share interesting websites.** Both professors and students can post interesting websites that are relevant to their class.
- **8. Daily learning.** Twitter feeds happen much more frequently than the two or three times a day a student is in class, therefore using Twitter in the classroom means there is a daily opportunity for learning.
  
- **9. Ambient awareness.** This blog post on TwiTip offers an excellent description of ambient awareness and how it facilitates getting to know those you follow in more meaningful ways.
- **10. Twitter-specific projects.** Help students learn how to use Twitter by offering assignments such as this one from the Georgia Southern University instructor.
  
- **11. Spread the news.** Journalism classes can send out Tweets with sports updates, academic competition results, and campus news to their Twitter feed.
- **12. Practice brevity.** English professors can assign stories that must be tweeted within the 140 character limit to practice writing v

succinctness.

- **13. Twittories.** Another great English class activity, participate in creating a story where each person can add 140 characters to contribute to the story as a whole.
- **14. Keep up with politicians.** Many politicians are on Twitter. A political science or current events class can get real-time updates from politicians.
- **15. Practice a foreign language.** Language classes can take advantage of the opportunity to communicate in the target language of the class by finding native speakers on Twitter.
- **16. Follow mentors.** If professors or other key figures in your field of study are on Twitter, follow them to keep up with their research and activities.
- **17. Follow an idea, word, or event.** Send "track \_\_\_" with whatever word, event, or idea you want to follow in the blank and you will receive Tweets that contain that keyword.
- **18. Follow news stories.** From sources such as @Reuters to @CNMoney to @NatGeoSociety, students and professors can follow news that may pertain to their class.
- **19. Have a Twitter treasure hunt.** Follow the example given here to create a treasure hunt. Instead of winning a prize, students complete the assignment after collecting all the information necessary for the hunt.
- **20. Twitter search.** The search tool on Twitter will immediately provide you with any Tweets including your keyword. Give it a try to see what you may discover.
- **21. Twiggitt.** Find interesting news articles or articles relevant to a current topic in class and share the results with this app that combines Digg with Twitter.

<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml>

### Signal words

*A good way to make your presentations effective, interesting and easy to follow is to use signpost language. 'Signpost language' is the words and phrases that people use to tell the listener what has just happened, and what is going to happen*

*next.*  
*In other words, signpost language guides the listener through the presentation. A good presenter will usually use a lot of signpost language, so it is a good idea to learn a few of the common phrases, even if you spend more time listening to presentations than giving them! Signpost language is usually fairly informal, so it is relatively easy to understand.*

**Signposting in presentation**

<p><b>Introducing the topic</b></p>	<p>The subject/topic of my talk is ...                  I'm going to talk about ...                  My topic today is...                  My talk is concerned with ...</p>
<p><b>Overview (outline of presentation)</b></p>	<p>I'm going to divide this talk into four parts.                  There are a number of points I'd like to make.                  Basically/ Briefly, I have three things to say.                  I'd like to begin/start by ...                  Let's begin/start by ...                  First of all, I'll...                  ... and then I'll go on to ...                  Then/ Next ...                  Finally/ Lastly ...</p>
<p><b>Finishing a section</b></p>	<p>That's all I have to say about...                  We've looked at...                  So much for...</p>
<p><b>Starting a new section</b>  <b>Analyzing a point and giving recommendations</b>                  Where does that lead us?                  Let's consider this in more detail...                  What does this mean for...?                  Translated into real terms...</p>	<p>Moving on now to ...                  Turning to...                  Let's turn now to ...                  The next issue/topic/area I'd like to focus on ...                  I'd like to expand/elaborate on ...                  Now we'll move on to...</p>

<p>Why is this important? The significance of this is...</p>	<p>I'd like now to discuss...  Let's look now at...</p>
<p><b>Invitation to discuss / ask questions</b></p>	<p>I'm happy to answer any queries/ questions. Does anyone have any questions or comments? Please feel free to ask questions. If you would like me to elaborate on any point, please ask. Would you like to ask any questions? Any questions?</p>
<p><b>Invitation to discuss / ask questions</b></p>	<p>I'm happy to answer any queries/ questions. Does anyone have any questions or comments? Please feel free to ask questions. If you would like me to elaborate on any point, please ask. Would you like to ask any questions? Any questions?</p>
<p><b>Paraphrasing and clarifying</b></p>	<p>Simply put... In other words..... So what I'm saying is.... To put it more simply.... To put it another way....</p>
<p><b>Summarising and concluding</b></p>	<p>To sum up ... To summarise... Right, let's sum up, shall we? Let's summarise briefly what we've looked at... If I can just sum up the main points... Finally, let me remind you of some of the issues we've covered...</p>

	<p>To conclude...                  In conclusion ...                  In short ...                  So, to remind you of what I've covered in this talk, ...                  Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that .....</p>
<b>Giving examples</b>	<p>For example,...                  A good example of this is...                  As an illustration,...                  To give you an example,...                  To illustrate this point...</p>
<b>Functional language</b>	<p><u>Giving Advice</u>                  If I were you, I 'd.....</p> <p><u>Requests</u>                  Can I, May I ask, I'd like to request...</p> <p><u>Apologizing</u>                  It was my fault, please forgive me...</p> <p><u>Giving Bad News</u>                  I'm sorry to say, I tried my best but...</p> <p><u>Agreeing</u>                  You're right, I feel the same way...</p> <p><u>Disagreeing</u>                  I don't really agree, but what about...</p> <p><u>Disagreeing Strongly</u>                  Absolutely not, rubbish! I can't accept it...</p> <p><u>Offering</u>                  Shall I, Can I give you a hand...</p> <p><u>Asking for Opinions</u>                  What's your view on...</p> <p><u>Giving Opinions</u>                  I feel that, I could be wrong but...</p> <p><u>Stating an opinion</u></p>

	<p>In my opinion...  The way I see it...  If you want my honest opinion....  According to Lisa...  As far as I'm concerned...  If you ask me...</p> <p><u>Asking for an opinion</u>  What's your idea?  What are your thoughts on all of this?  How do you feel about that?  Do you have anything to say about this?  What do you think?  Do you agree?  Wouldn't you say?</p> <p><u>Expressing agreement</u></p> <p>I agree with you 100 percent.  I couldn't agree with you more.  That's so true.  That's for sure.  (slang) Tell me about it!  You're absolutely right.  Absolutely.  That's exactly how I feel.  Exactly.  I'm afraid I agree with James.  I have to side with Dad on this one.  No doubt about it.  (agree with negative statement) Me neither.  (weak) I suppose so./I guess so.  You have a point there.  I was just going to say that.</p> <p><u>Expressing disagreement</u>  I don't think so.  (strong) No way.  I'm afraid I disagree.</p>
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	<p>(strong) I totally disagree. I beg to differ. (strong) I'd say the exact opposite. Not necessarily. That's not always true. That's not always the case. No, I'm not so sure about that</p> <p><u>Interruptions</u> Can I add something here? Is it okay if I jump in for a second? If I might add something... Can I throw my two cents in? Sorry to interrupt, but... (after accidentally interrupting someone) Sorry, go ahead. OR Sorry, you were saying... (after being interrupted) You didn't let me finish.</p> <p><u>Settling an argument</u></p> <p>Let's just move on, shall we? Let's drop it. I think we're going to have to agree to disagree. (sarcastic) Whatever you say./If you say so.</p>
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<http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml>

*Netiquette:*

"What is **netiquette**? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And *etiquette* means 'the forms required by good breeding or prescribed by authority to be required in social or official life.' In other words, **netiquette** is a set of rules for behaving properly online.

### ***Basic Guidelines for Proper Email Netiquette***

*The guidelines listed below are concerned more with how you construct a formal email message, and not the content of the message. By following each of these guidelines when writing an email message, you will make your message more acceptable by the person it's addressed to. An acceptable message is more likely to get the response that you intended.*

- *Formal email messages should include a brief and specific title in the subject heading.*
- *Formal email messages should follow similar guidelines as formal letters:*
  - *Use a proper greeting*
  - *Introduce yourself in the opening line of the message unless you're positive that the recipient will know who you are from your email address alone;*
  - *Use proper punctuation, spell correctly, and try to use proper grammar;*
  - *Remain polite, even if the topic of the email is controversial.*
  - *Don't get too emotional or personal.*
  - *Keep your message brief and to the point, but not too brief so as to sound terse and rude.*
  - *End your message with a proper closing that includes your name and affiliation.*
- *When responding to an email, don't reply to the original recipient list unless it is necessary. Most times, reply only to the original sender, especially if your email message is private.*
- *When responding to an email, don't include the original message in your reply unless it's very brief and it's necessary to help clarify your message.*
- *Never forward or send chain letters or advertisements in academic or professional email messages.*

### ***Content of Email Messages***

The previous section looked at the **form** of a proper email message, which is pretty straight-forward and easy to learn, but it did not consider the **content** of the message, which is much more complex and difficult to learn. However, there are some important things that you can think about.

First of all, there are four general purposes for sending formal email messages:

1. to provide information
2. to make a request
3. to make an apology or provide an explanation
4. any combination of the previous three purposes

You use different strategies when writing each of these different types of email messages to make sure that the content of the message is accepted by the person it's addressed to. An acceptable message is more likely to get the response that you intended.

### **Providing Information**

This is probably the easiest type of formal email message to write and probably the most common.

When writing an email message that is providing information that someone either requested from you or expects from you, the most important thing to remember is to keep the message short and simple.

- Provide just the information that is required without going into unnecessary details; you can provide details or more information if requested later on;
- Provide the information in an organized manner to make it easy for the receiver to read or use;
- Include the original email message that requested the information from you; this may help the receiver accept the information.

### **Making a Request**

This is probably the most difficult type of email message to write and fairly common.

When beginning to write an email request message, there are several questions that you can ask yourself that may help make your message more acceptable:

1. **Is the request realistic?** Simply think about how likely it is that the receiver will fill your request. If you feel that it is likely, then continue with your request.
2. **How much time and effort will it take to fill the request?** Think about exactly what you are asking the receiver to do and what he or she must do to fill your request. A request that will take time, or effort, or time *and* effort is less likely to be filled.
3. **Does the request involve any personal ethics or morals?** Think about how personal the request is to you and the receiver. A request that requires the recipient to go against personally ethical or moral values is less likely to be filled.

After thinking through these questions, there are several additional points that may help make your message more acceptable:

- Make your request specific instead of general;
- Make your request clear;
- Provide a reason for your request;
- Express your understanding that the request may not be filled;
- Express your gratitude to the receiver for considering the request.

### **Apologizing or Explaining**

This type of email message is difficult to write, but it should not be very common.

When writing an email message apologizing for something that you did or explaining about something that happened, you need to think about making your message sound sincere. If your message is very short and does not include a reason or an offer to correct the situation, it may not seem honest. If your message is very long and overly apologetic with too much detail, it may seem fake. In both cases, your email message may be interpreted as insincere.

Here are some things to consider to help make your apology or explanation email message more acceptable to the receiver:

- Keep your apology or explanation brief and to the point;
- Apologize or explain about the situation directly;
- Provide a reason for your apology or explanation;
- Keep your apology or explanation polite by using expressions such as "I'm sorry", "I apologize", or "excuse me", but be careful not to overuse them;
- Express your understanding that the receiver may have been inconvenienced in some way by your actions;
- Express your desire to correct the situation.

### **Combinations of Email Types**

Sometimes, it may be necessary to combine different types of messages in one email message. For example, you may send an email to apologize for missing a meeting but also make a request to reschedule the meeting. Or, you may send a message to give someone information and also request some other information for yourself. There are many other possible situations where you would want to combine different message types in one email message.

However, keep in mind that the **contents** of the different message types in any one email message should be somehow related for the entire message to be the most acceptable. Instead of combining different messages into one long email message, it may be more effective to send several short email messages, each about one specific topic.

#### *Question:*

Think about different situations where you would need to send an email to:

1. provide information
2. make a request
3. make an apology or provide an explanation

Briefly list three different situations for each email message type.

### *E-mail Message Analysis*

Below are five examples of improper uses of **Netiquette** in email messages.

- Based on **Netiquette** guidelines, try to correct each email message for **form**.
- Afterwards, try to determine whether the message **content** is acceptable or not. Explain why.

1.

*Hello Professor~*

*I don't think, I can turn the reports on next monday.*

*I liked to delay the time to turn the paper.*

*Can you do it for me? I have some reasons and excuses for it.*

*I will talk to you about it in class.*

*so, please delay the due date for me.*

*Plz also reply me for its answer on e-mail.*

*Thank you.*

2.

*Proffessor Ford,*

*Hi. This is XXXXX from xxx 100 calss.*

*I'm writing this email about the paper due on next Monday.*

*I need to do more reserach.B!!So I think I need more time to do my research to complete my paper. I will turn it in on next Wednesday.*

*Thank you.*

*XXXXXX*

3.

*Professor Ford:*

*I am writing to ask you to extend the deadline date of the paper in your class.*

*I am making every effort to meet the deadline. However, I have not gotten the books which I ordered yet.Now I am looking for other resources.*

*So you can expect my paper within 7 days. I would appreciate your patience.*

*Thank you very much for your consideration.*

*Sincerely yours,*

*XXXXXXX*

4.

*Good morning, Professor Ford,*

*This Is XXXXX who is in your xxxxxxxx 400 class.*

*According to the research paper which is due on next Monday, i have some difficulties to say. First of all, you want us to interview one family which has special need kid in it, you just gave me one week to do the interview and you want us to find the familiy ourselves. The time is not enough and I think i need to interview Mr. and Mrs. Johnes one more time, so I need some time to work on the interview to get more information about my research paper. And second, you want us to turn in research paper which has 15 pages. It is a kind of hard for us to do the research paper on the first time and turn in so many pages. I understand very well that you want us to learn more from this research paper. But it seems an impossible mission for me. I think that not only for me, some of my classmates also feel this way that the research paper is too strict and hard for us. I hope you can think about my suggestion and give us more days to work on our research paper.*

*Thank you a lot.*

*Best regards,*

*XXXXXXXX 11,16*

5.

Student's name

Student's email address

November 16, 2001

Dr. Ford

Department of Pshychology

Dear Dr. Ford,

For the paper assigned in PSY301 class, I have a will to ask you for an extension of the date to turn it in. There is not enough time to complete the paper by that time for everybody in that class. I really appreciate your concern.

Sincerely,

XXXXX

<http://downloads.bbc.co.uk/skillswise/job->

[skills/job10tech/factsheet/job10tech-l1-f-formal-informal-emails.pdf](http://downloads.bbc.co.uk/skillswise/job-)

<http://www.bbc.co.uk/skillswise/topic/formal-and-informal-speaking>

<https://edition.englishclub.com/tefl-articles/how-to-teach-formal->

informal-language/
<a href="https://elt.oup.com/elt/students/result/pdf/br_pre_emails.pdf">https://elt.oup.com/elt/students/result/pdf/br_pre_emails.pdf</a>
<a href="http://time.com/3531725/7-email-secrets/">http://time.com/3531725/7-email-secrets/</a> <a href="http://kb.mailchimp.com/campaigns/previews-and-tests/best-practices-for-email-subject-lines">http://kb.mailchimp.com/campaigns/previews-and-tests/best-practices-for-email-subject-lines</a> <a href="http://www.businesswritingblog.com/business_writing/2014/10/what-is-a-salutation-its-not-a-close-.html">http://www.businesswritingblog.com/business_writing/2014/10/what-is-a-salutation-its-not-a-close-.html</a> <a href="http://www.usingenglish.com/files/pdf/opening-and-closing-formal-and-informal-emails-and-letters.pdf">http://www.usingenglish.com/files/pdf/opening-and-closing-formal-and-informal-emails-and-letters.pdf</a> <a href="http://time.com/3531725/7-email-secrets/">http://time.com/3531725/7-email-secrets/</a> <a href="http://iteslj.org/Articles/Belisle-Email.html">http://iteslj.org/Articles/Belisle-Email.html</a> <a href="http://www2.hawaii.edu/~sford/esl/netiquette/page2.html">http://www2.hawaii.edu/~sford/esl/netiquette/page2.html</a> <a href="http://www.learnthenet.com/learn-about/netiquette/index.php">http://www.learnthenet.com/learn-about/netiquette/index.php</a> <a href="http://www.learnthenet.com/learn-about/email-etiquette/index.php">http://www.learnthenet.com/learn-about/email-etiquette/index.php</a> <a href="http://www.webroot.com/in/en/home/resources/tips/ethics-and-legal/ethics-netiquette-and-online-ethics-what-are-they">http://www.webroot.com/in/en/home/resources/tips/ethics-and-legal/ethics-netiquette-and-online-ethics-what-are-they</a> <a href="http://www2.hawaii.edu/~sford/esl/netiquette/index.html">http://www2.hawaii.edu/~sford/esl/netiquette/index.html</a> <a href="http://www.teachingenglish.org.uk/article/blogging-elt">http://www.teachingenglish.org.uk/article/blogging-elt</a> <a href="http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml">http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml</a> <a href="http://static.googleusercontent.com/media/www.google.com/en//educators/activities/pdfs_GTA/CribSheet.Blogger3.pdf">http://static.googleusercontent.com/media/www.google.com/en//educators/activities/pdfs_GTA/CribSheet.Blogger3.pdf</a>

## Unit 2

## MAKE A DIFFERENCE

**Introduction**

*“Thinking green” and “acting green” assumes great significance today. Education plays a crucial role in raising awareness of environmental challenges and shaping the attitudes and behaviours that can make a difference. Environmental awareness should be the integral part of any environmental curriculum encouraging learners to take an active role in the protection of their environment by which the critical balance between man and environment may be preserved. Compulsory environmental education at all level in the education system as directed by Supreme Court is the most appropriate strategy towards environmental protection.*

*The unit offers an opportunity for the learners to understand individuals who made a difference in their own way. It is worth noting that most of the world’s hazards have been caused by humanity and it is the responsibility of humanity to resolve them before passing them to the forthcoming generations. The unit is framed in such a way that English language teaching can be used in promoting environmentally friendly behaviours among learners, thereby activating an eco -applied linguistic awareness.*

**Time** : 25 periods

**Texts** : Tiger (Poem by Keki N. Daruwalla)

The Girl who Silenced the World  
(Speech by Severn Suzuki)

Story of Stuff (Article by Annie  
Leonard)

Humming Bird (Fable told by Wangari  
Maathai)

**Text for Extended Reading:** Animals on the Track (Story by Ruskin  
Bond)

**Learning Materials** : Course Book, Videos, Audios, Reading  
Texts, Worksheets

<b>Portfolio</b>	: Newspaper Reports, Leaflets, Poems of Environmental Importance, Letters of Invitation, Questionnaire, Video presentations, Posters, Audios of Phonetics.
<b>Concepts</b>	: <ul style="list-style-type: none"> <li>• <i>Environmental problems.</i></li> <li>• <i>Humans' role in the environment</i></li> <li>• <i>Responsibility towards Environment Protection as human being and as upcoming citizen.</i></li> <li>• <i>Language as a powerful tool for spreading environmental awareness.</i></li> <li>• <i>Development of various skills in overcoming environmental problems.</i></li> <li>• <i>Ability to evaluate proposed solutions to environmental problems.</i></li> <li>• <i>Participation in solving environmental problems</i></li> </ul>
<b>Skills</b>	: <ul style="list-style-type: none"> <li>• <i>Listening for comprehension</i></li> <li>• <i>Creating Leaflets, invitation letters, posters etc</i></li> <li>• <i>Reading (with proper stress)</i></li> <li>• <i>Speaking</i></li> <li>• <i>Organisational skills</i></li> </ul>
<b>Values and attitudes</b>	: <ul style="list-style-type: none"> <li>• <i>Environment Awareness</i></li> <li>• <i>Voluntarism for Environment Protection</i></li> <li>• <i>Social Responsibility</i></li> <li>• <i>Creativity.</i></li> <li>• <i>Collaborative learning</i></li> </ul>

## Learning Outcomes :

By the end of this unit the student will demonstrate the ability to:

- 2.1 Read images
- 2.2 Write paragraph.
- 2.3 Identify sound patterns
- 2.4 Write news paper report
- 2.5 Prepare leaflet
- 2.6 Write Invitation letter.
- 2.7 Comprehend while listening, with the help of comprehension questions.
- 2.8 Analyses the features of a persuasive speech
- 2.9 Performs a speech with proper stress
- 2.10 Prepare Questions
- 2.11 Make mini-presentations
- 2.12 Write headlines using appropriate language
- 2.13 Role play
- 2.14 Writing questionnaire
- 2.15 Conduct summit
- 2.16 Write blog with appropriate elements
- 2.17 Writing arguments using appropriate structures
- 2.18 Conduct a debate
- 2.19 Use language with proper stress.
- 2.20 Story telling with appropriate stress
- 2.21 Marking the stress in conversation
- 2.22 Prepare posters
- 2.23 Prepares blog entries
- 2.24 Feature article on food festival.
- 2.25 Complete the sentence using phrasal verbs
- 2.26 Presentation of report

### UNIT FRAME

<b>Concepts/ Process Skills</b>	<b>Process/Activities and Assessment</b>	<b>Learning Outcomes</b>
Identifying images creates environmental awareness	Reads images, clippings etc and writes captions	The students will be able to 2.1: Read images
Match the words related to images, Describing any picture	Builds up vocabulary related to environment Writes paragraphs  <i>Peer Assessment and modification. Teacher Assessment.</i>	2.2:Write paragraph.
Reading aloud paying attention to sounds	Identifies diphthongs  <i>Peer Assessment.</i>	2.3:Identify sound patterns
News paper report on endangered species.	Makes a list of endangered animals, collect data and writes news paper report  <i>Teacher Assessment.</i>  Conducts Environment Summit. Engages in Role Play.	2.4:Write news paper report
Leaflets to create awareness	Prepares a leaflet about the cruelties towards animals, gives an attractive title  Prepares Questionnaires Writes blog entries	2.5:Prepare leaflet
Invitation letter for Quiz programme on environment	Write invitation letter in proper format  <i>Peer Assessment</i>  <i>Teacher Assessment.</i> Creates an action plan	2.6:Write Invitation letter.

Listening for comprehension	Listen to the speech of Severne Suzuki  <i>Peer Assessment</i>	2.7: Comprehend while listening, with the help of comprehension questions.
Features of a persuasive speech  Speaking with proper stress and intonation.  Language of persuasion	Writes and presents an emotional, persuasive speech Use proper body language Real life experiences for credibility  <i>Peer Assessment.</i>  <i>Teacher Assessment.</i>	2.8: Analyses the features of a persuasive speech  2.9: Performs a speech with proper stress to make a point.
Completing a table  Writing Questions  Conducting interviews  Make mini-presentations	Lists out and completes a table about problems and areas  Write questions, interview partner, write the answers. Change partners Discuss findings Make presentations  <i>Teacher Assessment.</i>	2.10: Prepare Questions 2.11: Make mini-presentations
Writing blog headlines	Collecting pictures for classroom blog and writing headlines <i>Peer Assessment.</i>	2.12: Write headlines using appropriate language
Conducts an earth summit representing countries and organisations	Engages in role play, prepares questionnaires  Analyse the features and language style.	2.13: Role play 2.14: Writing questionnaire 2.15: Conduct a summit
Preparing blog	Reading for comprehension,	2.16: Write

entries  Conducting debate	responding to comprehension questions Writing a blog entry  Preparing arguments to substantiate <i>Peer Assessment.</i>  <i>Teacher assessment</i>	blog with appropriate elements  2.17:Writing arguments using appropriate structures 2.18: Conduct a debate.
Listening to sentence stress while telling stories  Reading and telling stories  Mark the stress	Video- Watch the video of Wangari Maathai <i>Peer Assessment.</i>  Teacher talk – Types of stress; words which are stressed, words generally unstressed  Collecting stories/anecdotes related to environment/environmentalists. Rehearse, narrate with clarity, gestures, sound effects and appropriate stress pattern  Complete conversation and mark the stress  <i>Teacher Assessment.</i>	2.19:Use language with proper stress.  2.20:Story telling with appropriate stress  2.21:Marking the stress in conversation
Preparing for a campaign  Writing recipes for health drinks	Prepare posters, display them Make a presentation  <i>Peer Assessment.</i>  Prepare recipes of a few alternate health drinks. Present recipe and method of preparation. Demonstrate. Conduct a food festival	2.22:Prepare posters  2.23:Blog entries, 2.24:Feature article on food festival.

Phrasal verb	Teacher talk – phrasal verb Fill up the blanks	2.25:Complete the sentence using phrasal verbs
Listing negative developments of the locality.  Creating an action plan	Eco Project to reverse the negative developments of a locality. Goal setting, research, organise, presentation of the report	2.26:Presentation of report 2.23:Blog posting

## UNIT ANALYSIS

### UNIT ANALYSIS: (Process and Teacher Inputs)

#### 1. Identify the photographs :

- The teacher asks the students to identify the photographs
- Students select a photograph they like most
- Students give a caption for each photograph.

#### Features of a good caption:

**i)short**

**ii)attention catching**

**iii)apt**

**Teacher Input:** N. A. Naseer (born 10 June 1962, Ernakulam district, Kerala State, India) is a wildlife photographer and environmental activist. Naseer has traveled in the forests of Kerala for more than three decades. In addition to Malayalam periodicals, he writes on wildlife with photographs, in magazines like Sanctuary Asia, Hornbill,<sup>[2]</sup> Frontline,<sup>[3]</sup> Outlook, Traveller, and others. He is a life member of the Bombay Natural History Society. His book on wildlife, *Woods and Photographer*, is written in his mother tongue, Malayalam. It contains real-life photographs of the wild fauna of South India. (Source: <http://www.nalamidam.com/archives/3231>)

Photograph 1:Red whiskered bulbul

Photograph 2:Oriental white- eye

Photograph 3:Tiger

Photograph 4:Peacock

Photograph5:Malabar Whistling Thrush

(Source:

[http://commons.wikimedia.org/wiki/Category:Photographs\\_of\\_birds\\_of\\_Kerala\\_by\\_N.\\_A.\\_Naseer](http://commons.wikimedia.org/wiki/Category:Photographs_of_birds_of_Kerala_by_N._A._Naseer))

**2. Match the words in the column:**

- With the help of a dictionary students match the words in column A with that of the words in column B

A	B
Wild life	photography
Tender	leaf
Oriental	White eye
Red whiskered	bulbul
Dancing	peacock

**3. Fill the grid:**

Picture	Colour	Size	Noise	Movement	Feel
Picture 1	Brown, black, red	small	chirp	flutter	soft
Picture 2	Yellow, white	small	twitter	flapping	soft
Picture 3	Yellow, black	huge	roar	prowl	satiny
Picture 4	Blue, Green	medium	Loud, piercing sound	Rhythmic/dance movements/struts	silky
Picture 5	Black, blue	medium	whistle	fly	velvety

**4. Paragraph writing:**

- Students choose any one picture and with the help of the vocabulary developed in the grid,they write a paragraph.
- Students modify their paragraph after discussion in small groups.

**Teacher Input:** Generally paragraph writing can be divided into three types-descriptive, expository and narrative. Descriptive paragraphs give vivid description of one subject, expository paragraphs provide information and narrative paragraphs tell about a scene or event. For paragraph writing begin with a topic sentence. Add more details. Use transitional words like 'next' 'similarly' or 'for instance'. Find a strong concluding sentence.

**5. Discuss the questions given:**

- Students discuss the questions and share it with the class.
- Students can find the meaning of the term 'endangered species'.
- In small groups they can make a list of animals and birds that are endangered.
- Present their findings.

**6. Read and respond to the poem:**

- Students read the poem individually and silently.
- Students respond to the comprehension questions.

**Read aloud**

- The teacher and any one or two students can read the poem aloud.
- Students can list out words with the sound /ai/.
- Students write five more words with the sound /ai/.
- Students fill up the blanks.

**Peer Assessment**

**7. Write news paper report:**

**Teacher Input:** Features of a news paper report

*The **headline** catches the reader's attention. The first paragraph gives the main point of the story and answers the question **who**, the following paragraphs provide answers to the questions **what, where, when, why and how**. The paragraphs are short and punchy, giving information in a clear and concise way. There are references to what people said, either using direct*

*speech or reported speech .Use of past tense because the report refers to an event which has already taken place.*

- Students can prepare the newspaper report individually or do it as a home work.

### **Teacher Assessment**

#### **8. Comparison of poems:**

##### **The Tyger**

**-William Blake**

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies.  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!

When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger Tyger burning bright,  
 In the forests of the night:  
 What immortal hand or eye,  
 Dare frame thy fearful symmetry?

(Source <http://www.poetryfoundation.org/poem/172943u>.)

- Students can read the poem in small groups.
- Discuss how the tiger is represented in both poems.
- What has happened to the modern tiger and how man is responsible for this.

### 9. Prepare a leaflet:

#### Teacher Input: Features of a leaflet

- *Give an attractive title.*
- *Break up the text into sub headings, short paragraphs.*
- *They can be numbered/bulleted/asterisked.*
- *Use varied styles (different sizes, hues, tints).*
  - Students can work in small groups.
  - Prepare the leaflet.
  - If possible let each leaflet be of a different endangered species.
  - Distribute it to other groups.

### 10. Write an invitation letter:

#### Teacher talk: Features of an invitation letter

Address of the school

- Date
- Salutation
- Body of the letter
- Complimentary close (eg: for any further details please visit our website or call)
- Style: semi formal

- Students can work individually.
- Write the invitation letter.

### 11. Watch the video of Severne Suzuki's speech

- Students can respond to some comprehension questions.
- Read the text of her speech.
- Identify the elements of a persuasive speech.
- Work in groups on given topics.
- Write a speech for three minutes.
- One/two members can present it before the class.

#### Peer Assessment

#### Teacher Assessment

Indicators:

- *Word stress*
- *Expressions of persuasion*
- *Body language*
- *Logical sequencing*
- **Video link:**  
<https://www.youtube.com/watch?v=YHPgEqctPYU>

### 12. Completing a table

- Students in pairs can list out the environmental problems.
- Discuss what will happen to the environment in the next 50 years.
- Complete the table.
- Change partners and share your ideas.

### 13. Preparing Questions and conducting interviews

- Students go through the speech and the table they have prepared.

- Individually they prepare five questions to ask their partner.
- Ask your partner, write down the answers.
- Change partners.
- Interview at least 3 partners.
- Complete the table.
- Discuss your findings.
- Make mini-presentations before other groups.

#### **14. Write a headline:**

- Students can collect pictures of environmental problems of their locality.
- Write headlines for the pictures.
- They can paste it on a chart and display it.

#### **15. Role play:**

- The class is divided into small groups.
- Each group represent different countries/organisations/eminent personalities.
  - **Decide the role.**
- Decide your name/age/interests/family members.
- Talk and behave like the character.

#### **16. Conduct an Earth Summit:**

- In each group decide who is going to be the chairperson.
- Sit in a circle.
- Take turns.
- Listen carefully to what others say.
- Do not interrupt.
- Stay in the role of your character.

#### **Peer assessment**

## Teacher assessment

### 17. Draft a questionnaire

- Students can do this individually or in small groups.
- Select an issue related to environment in their locality.
- Frame questions in a simple language.
- Start with interesting questions.
- Limit or avoid open-ended questions.
- If time permits conduct a survey and present a report.

### 18. Post a blog:

- Students read the article by Annie Leonard.
- Respond to the comprehension questions.
- Prepare a blog entry for the class blog.
- Select a few and post it.

### Teacher Input:

- *Log into your class blog and you'll see your Dashboard, showing your list of blogs. Click the orange pencil icon to create a new post:*
- *Next, you'll see the **Post Editor**. Start by giving your post a title , then enter the post itself:*
- *When you're done, click the gray **Preview** button at the top to make sure it's ready to go.*

- *You can see what your post looks like on your blog.*
- *You can go back to the previous tab and edit your post further*
- *If you're satisfied, just click **Publish** to publish your post.*

### **19. Conduct a debate:**

- Select two teams to conduct the debate. Three or four members for each team can be selected
- One team supports the topic and the other team opposes the topic
- Select a chair person and time keeper
- Allow sufficient time for the participants to prepare arguments.
- The chair person and the debaters can sit in front of the class, usually the team in favour to the right and the team in opposition to the left
- The chairperson briefly introduces the topic and states the topic
- Each speaker is introduced when he/she is given the floor
- Each speaker is allowed a set amount of time for presenting the arguments he/she has prepared
- The time keeper seated with the class can indicate when the time limit is over.

### **Peer assessment**

### **Teacher Assessment**

#### **Indicators**

- Arguments presented with clarity

- Audibility
- Well rehearsed with minimum reliance on notes
- Appropriate eye contact
- Concluding arguments: effective and convincing
- Overall collective effort of the team

## 20. Watch the video of Wangari Maathai telling the story of humming bird

- Students should listen to the rise and fall of Maathai's voice.
- Listen to the stress pattern.
- Collect similar stories or anecdotes.
- Narrate them to the class.

### Teacher Input:

- *Words in English have a stress pattern-a pattern of strong and weak syllables. Similarly sentences also have a stress pattern.*
- *Usually content words are stressed. Generally they are nouns, main verbs, adjectives, adverbs, question words and the words yes, no, not etc.*
- *Words which are generally unstressed are personal pronouns, auxiliary verbs, articles, conjunctions ,prepositions and be forms(am, is, was, were)*
- *If time permits collect stories of Julia Hills, Rachel Carson, Jane Goodall, Dr.Salim Ali, Sundarlal Bahuguna, Pokkudan and create a magazine.*

### Video link:

<https://www.youtube.com/watch?v=IGMW6YWjMxw>  
<https://www.youtube.com/watch?v=fHtFM1XEXas>

### 21.Mark the stress:

- Students complete the given conversation

- Read it aloud
- Mark the stress

### **22. Poster cum presentation:**

- Reads about carbonated soft drinks
- Discuss in groups
- Prepares a poster
- With the help of poster make a presentation against the indiscriminate use of carbonated drinks.

### **23. Prepare a recipe:**

- Discuss in groups and prepare the recipes of a few alternate health drinks
- Present the recipe
- Demonstrate it in the class
- Conduct a food festival
- Prepare a feature article about alternative health drinks (Refer to Unit 4 for input related to feature article)

### **24. Phrasal verbs:**

- Work in pairs
- Pick out the correct phrasal verb
- Fill up the blanks

### **Teacher Input:**

- Phrasal verbs are usually two-word phrases consisting of verb+adverb or verb+preposition

### **25. Action Plan:**

- In small groups write down the changes that you observe in nature after a rain.
- Read it aloud to your group

- Discuss whether all changes in nature are welcome, for eg: building shopping malls, razing down the hills
- Why should we preserve our resources
- Prepare an action plan

### 26.Eco Project:

- Make a list of the negative developments in your area that you would like to see reversed.
- Prepare an action plan.
- Put a time line and deadline.
- Plan involving each person of your team. Be specific about your tasks :who will do what, by which date.....
- Take daily action and follow up.
- Write a brief report.

### TEACHER INPUT: How to write a project report

- **TITLE:** Write the title of your eco-project in the smallest possible number of words.  
**Eg:** How is green is our campus?
- **AUTHOR'S NAME:** Put your name, your reg.no, the name of your institution under the title.
- **ABSTRACT:** Abstract should state clearly the most important facts and ideas in your paper. It should state clearly
  - The problem studied
  - The method used
  - The main results
  - The main conclusions

The length of the abstract should be about 200 words.

- **THE REPORT:**
- Aim: State the aim  
(eg: To raise the students awareness of their individual and collective role in creating a green campus.)
- Objectives: What are the objectives that you want to achieve.  
(eg: After completing the project the students will be able to explain green in terms of sustainability.  
Apply the term 'green' to their everyday life.)
- Materials:  
Charts/questionnaire/illustrations/table
- Review/Summary of your findings:  
(What you found out by conducting a survey.  
Explain in what ways your campus is green.)
- **CONCLUSION:**
- **REFERENCES AND APPENDICES**

### **YOU CAN MAKE A DIFFERENCE**

- Collect a story, a poem and a news paper article on environment conservation. Pin them on the classroom notice board.
- Write down a thought on nature everyday on the blackboard.
- Create a blog and post articles regularly.

## UNIT 3

# SAY WHAT YOU MEAN

### **Introduction:**

*Pronunciation has always been a tricky matter when it comes to the English language learning. Unlike with languages like Malayalam and Hindi, letters in English take on multiple phonetic forms and so pronunciation in English becomes difficult to master. A written course is possibly the least helpful way to go about it. It is through continued contact with English speakers and practice that one's pronunciation improves. Constant effort like watching English-language films, TV shows, and news channels are very much essential to help the learners master the language.*

*There are, however, some guidelines that we can provide the learners to act as a starting point. This unit attempts to make the learners aware of the need for learning English pronunciation in the context of Teaching English as a Second Language.*

<b>Time</b>	: 30 periods
<b>Texts</b>	: Extract adapted from George Bernard Shaw's "Pygmalion"
<b>Learning materials;</b>	Course book, Videos, work sheet, Dictionary of English Pronunciation Dictionary by Daniel Jones.
<b>Portfolio</b>	: Phonemic transcription Worksheets for Listening tasks Marking intonation

### **Learning Outcomes**

By the end of the unit the student will be able to:

- 3.1 Respond appropriately in different contexts.

- 3.2 Differentiate formal and informal language.
- 3.3 Use word stress appropriately.
- 3.4 Speak with correct intonation.
- 3.5 Analyze phonetic symbols.
- 3.6 Analyze syllables in words
- 3.7 Identify sounds and spelling
- 3.8 List homophones and homonyms
- 3.9 Read with rhythm
- 3.10 Mark stress in words

### UNIT FRAME

Concepts/Skills	Process/Activities and Assessment	Learning Outcome
English as a Second Language <i>Identifying sounds</i> <i>Identifying stress and intonation</i>	Group /pair activities Discuss the questions	3.3 Use word stress appropriately 3.4 Speak with correct intonation.
Formal and informal English	Discussion on different types of speeches Identify features of formal/informal language	3.2 Differentiate formal and informal language
Speech sounds and spelling	Pair work Identify how letters and sounds are connected in words	3.6 Analyze syllables in words 3.7 Identify sounds and spelling 3.5 Analyze phonetic symbols.
Homonyms and homophones	List words	3.8 List homophones and homonyms
Word stress	Mark the stress and intonation	3.3 Use word stress appropriately
Intonation	Identify the rising and	3.1 Respond

	falling intonation	appropriately in different contexts. 3.4 Speak with correct intonation.
Rhythm	Count the stress points	3.9 Read with rhythm 3.10 Mark the stress point

## UNIT ANALYSIS

In this unit we have attempted to make

Example: The letter e is pronounced in the word re-entered in four different ways. The letter string of 'ough' can be pronounced in eight different ways as in 'bough' 'cough' 'dough' 'hiccough', 'rough' 'through' and 'thoroughbred'.

George Bernard Shaw discovered a new way to spell the word 'fish' as 'ghoti' ('gh' as in enough, 'o' as in women, 'ti' as in nation.)

Let's Pronounce the following words and list them separately according to the vowels used in them.

cord	scourge	clock	turn	calm
part	young	bird	does	done
sun	yawn	ought	clock	blood
heard	heart	clerk	asset	pass
more	yacht	cough	salt	work.

### Discussion in groups

### Conducting Role Play

The aim of conducting role play here is to give awareness for the students about friend talk, conversational English and formal English.

Different types of occasions for conversation can be role played by different groups.

Principal's address in a staff meeting formal

Conversation between friends

Conversation in a shop

### Listening Practice

- a) The teacher articulates words in which the same letter stands for different sounds.

eg: the letter 'e' is pronounced in eight different ways as in 'bough' 'bought' cough 'dough' 'hiccough' 'rough'.

- b) Words in which same sound is represented by different letters.

Eg.

/k/
kettle
Chemistry

- c) Words in which one letter stands for a sequence of two sounds.

#### more example

quality T

quill

queen

- d) Words in which the letter 'x' stands for a sequence of the /k/ sound /s/sound.

The teacher provides more examples as

next

texts

The teacher also provides more examples for cases in which the letter 'x' stands for a sequence of the /g/ sound and the /z/ sound.

- exult
- exude
- exuberant

e) Words in which certain letters are silent.

Teachers may provide more examples

eg. in the word butter ('r' is silent)

Malayalee speakers mispronounce the word temple ' /templ/ as temble/tembl/.

Teachers should identify such words and give ample practice for the learners to overcome mother tongue influence.

Another tendency of Indian speakers are doubling of letters.

Actually there is no doubling in English

eg. cutting, letter.

Teachers should identify such words and give practice for articulating without doubling

Self evaluation and peer evaluation

### **The syllable and structure**

This part enables the learner to understand the notion of syllable and its structure. Many English words have more than one syllable each. For example the English word teacher has two syllables – teach /ti: / and - er- /'tʃə/ We usually mark syllable division with a hyphen. For example the word phonetics is marked /fə-'ne-tiks/

A syllable can be analyzed in terms of segments which are also called speech sounds. These segments fall into two categories

consonants and vowels. As you know a consonant functions as a marginal element i.e., it occurs at the beginning, at the end of a syllable, when it is turned a releasing or an arresting consonant. The vowel is the nucleus or the central part of the syllable.

When we describe the structure of a syllable we use the symbol C to represent a consonant and V to represent a vowel. For example the word book /buk/ has the structure CVC, i.e., it is made up of one consonant, one vowel and one consonant.

Indicate the number of syllables in the following words:

No. of syllables

Activity	
author	
arrangement	
around	
between	
boxes	
recommendation	

**Examples for monosyllabic words.**

hat      cut      ear  
 phone    boys      are

ring	heat	a
ring	I	oh
gas	air	or

### **Disyllabic words ( ie. words of two syllables of each)**

about  
study  
letter  
sorry  
effect  
allow  
expert

### **Tri syllabic words (ie words with three syllables each)**

civilize  
episode  
develop  
refreshment  
usually  
linguistics  
magistrate

### **Words of more than three syllables each**

photograph	lexicographer
electricity	longitudinal
neurology	luxuriously
	tantalizing

### **Syllabic Consonants**

cotton	/'kɒtn/
--------	---------

mutton /'mʌtn/

Sudden /'sʌdn/

Cattle /'kætl/

Settle /'setl/

rhythm /'rɪðm/

The second syllable of each of these words is marked CV, though the final sounds in these words is (n, l / or / m. Though the nucleus of a syllable is a vowel we will now modify that statement and say that the nucleus of syllable is vowel or a syllabic consonant.

### **Stress**

Words are made up of syllable or syllables. If a word has more than one syllable, all the syllables are not equally prominent. One of the syllables is more prominent than the others. For example, the word telephone is made up of three syllables. te-le-phone, but only the first syllable 'te' is stressed, ie – it is more prominent than 'le' and phone. Similarly, in the word pronunciation which is made up of five syllables, the syllable 'a' the most prominent.

Stress in English words is fixed, ie, the stress always falls on a particular syllable in a given word. For example, in the word 'miserable', the stress is on the first syllable, ie is 'mis', whether the word is said in 'Isolation or in connected speech. But at the same time stress in English words is free, ie, it is not tied to any particular syllable in the chain of syllable, constituting the word. For example, English words can be stressed on the first syllable as in 'miserable' on the second syllable as in 'agree' on the third syllable as in

'understand and so on. In some language however stress is tied to a particular syllable. For example, it is always on the first syllable in Czech, and on the last syllable in French.

### **Stress rules**

#### **Functional shift of stress**

There are a number of words of two syllables in which the accentual pattern depends on whether the words is used as a noun an adjective or a verb. When the word used as a noun or an adjective, the stress is on the first syllable. When the word is used as a verb, the stress is on the second syllable. Here are a few examples.

#### **Nouns /Adjective**

#### **Verb**

absent	ab'sent
'object	ob'ject
'subject	sub'ject
'permit	per'mit
'record	re'cord
'progress	progress
produce	pro'duce
'perfect	per'fect
'increase	in'crease
'decrease	de'crease
'present	pre'sent
'address	ad'dress

#### **Words with prefixes and suffixes : their stress pattern.**

##### **a) Words with weak prefixes : - Words with weak prefixes are accented on the root**

a'rise	be'low	com'pose
a'lone	be'come	de'velop

a'loud      be'fall      reduce  
 a'mount    be'tween  
 a'part      be'gin  
 a'float     be'hold  
 ac'cept    be'lieve  
 a'bove     be'side  
 a'bout

**b) Prefixes with negative connotations get stressed 'dis'loyal**

'insin'cere

'illogical

'half-'finished

**c) Verbs of two syllables beginning with the preface 'dis' – are stressed on the last syllable.**

dis'arm      dis'may  
 dis'band     dis'pel  
 dis'cern     dismiss  
 dis'close    dissolve  
 dis'count    dis'tand  
 dis'grace    disturb  
 dis'guise    dis'tress

d) Words of two syllables.

**Verbs of two syllables ending in – ate, – isetize, – 'cf' are stressed on the last syllable.**

-ate	- ize	-ct	- ise
nar'rate	cap'size	at'tract	chas'tise
mi'grate	bap'tise	con'nect	com'prise
de'bate		de'pict	
lo'cate		in'fect	

pul'sate		in'ject	
vib'rate		se'lect	
		pro'test	

e) Words ending in – ion. have the stress on the penultimate ( i.e. ; the last but one) syllable

- ion

appli'cation      'question

civili'zation      sug'gestion

compo'sition      con'gestion

conver'sation      indi'gestion

culti'vation

exami'nation

qualifi'cation

intro'duction

imagi'nation

(ii) Words ending in – ic/-ical/-ically, i al/-ially , - ian have the stress on the syllable preceding the suffix

-ic

appolo'getic

e'lectric

sympa'thetic

patri'otic

scien'tific

patri'otic

-ical

apolo'getical

-ically

apolo'getically

- ial

me'morial

of'ficial

presi'dential

in'dustrial

'special

resi'dential

cere'monial

(iii) Words ending in - ious, - eous have the stress on the penultimate (ie – the last but once) syllable.

- ious

'anxious

'piteous

in'dustrious

cou'rageous

in'jurious

'gorgeous

laborious

'hideous

f words of more than two syllables ending in - ate, - ise – ize, - fy, - ity, - cracy, - crat, - graph, - graphy, - meter, - logy

(i) Words of more than two syllables ending in - ate, - ise/ - ize, - ity are stressed on the ante – penultimate – syllable ( i. e, third from the end)

- ate

- isc, - ize

- ify

'Complicate

'colonise

'justify

'separate (v)

'enterprise

'classify

'educate

'realise

'satisfy

'cultivate

'recognize

articulate

(ii) Words ending in-ity have the stress on the ante-penultimate syllable (i.e ,third from the end)

-ity

a'bility'

elec'tricity

possibility

activity

(iii) Words ending in-cracy, - crat have the stress on the unte-penultimate syllable (ie – third from the end)

- **cracy**

- **crat**

au'tocracy

'autocrat

de'mocracy

'democrat

aristocracy

'tchnocrat

bu'reaucracy

'bureaucrat

(iv) Words ending in – graph, graphy, - meter, -logy, have the stress on the ante – penultimate syllable ( ie ; third from the end)

- **graph**

- **graphy**

**meter**

-

**logy**

'autograph

pho'tography

ther'mometer

psy'chology

'paragraph

spec'trography

lac'tometer

biology

'photograph

biography

diameter

zoology

'spectrograph

parameter

(g) Words stressed on the suffix

Words ending with the suffixes –es in, -aire, -eer, -ental, -ential, -ese, -esce, -escence, -escent, -esque, -ique, -itis, -ee, -ette, -ete, -ete, ade are stressed on the suffix.

- <b>ain</b>	<b>aire</b>	<b>-eer</b>
obtain	millio'naire	eng,'neer'
main'tain	question'naire	volun'teer
per'tain		car'eer
re'tain		
<b>-ental</b>	<b>-ential</b>	<b>ese</b>
experiemental	existential	Bur'mese
funda'mental	provi'dential	chi'mese
acci'dental	presi'dential	sia'mese
pa'rental		
inci'dental		
- <b>esce</b>	<b>-escence</b>	<b>-escent</b>
con'lesce	effer'vescence	ado'lescent
conga'lesce	ado'lescence	effer'vescent
acqui'esce		conva'lescent
<b>-esque</b>	<b>ique</b>	<b>-itis</b>
pictu'resque	phy'sique	neuir'itis
gro'tesque	unique	arth'ritis
bur'lesque	critique	bron'chitis
		largyn'gitis
<b>-ee</b>	<b>-ette</b>	<b>ete</b>
pay'ce	eti'quette	de'lete
addres'see	cigarette	re'plete
employ'ee	ga'zette	con'crete (v)
		com'plete

After giving more examples as given above the following activity can be given to the students.

### Activity

Mark the primary accent on the following words and say them correctly

ability	.....
authorize	.....
antique	.....
biology	.....
canteen	.....
cigarette	.....

Now the teacher may ask the learner to look them up in a pronouncing dictionary and make corrections wherever necessary.

(h) Inflectional suffixes that do not affect the stress.

The inflectional suffixes -es, - ings, - ed, and the derivational suffixes - age, - ance, -en, -er, -ess, - ful, - hood, -ice, - ish, - ive, - less, -ly, - ment, - ness, -or, - ship - ter, -ure, -y, -zen, do not normally affect the stress.

'match	'matches
be'gin	be'ginning
want	'wanted
break	'breakage
ap'pear	ap'pearance
bright-	'brighten
write	'writer
god	'goddess
care	'careful
child	'childhood
'coward	'cowardice

fool	'foolish
at'tract	at'tractive
aim	'aimless
bad	'badly
ap'point	ap'pointment
bitter	'bitterness
'conquer	'conquerror
'fellow	'fellowship
laugh	'laughter
fail	'failure
blood	'bloody
city	'citizen

(i) Accent in compound words.

Most compound words have the primary stress on the first element.

For example.

'blacksmith

'blackbird

'dining – room

' tea party

There are however, a few compound words which have the stress on the second element. They are mostly compounds with ever, and – self,

For example.

how'ever

when'ever

him'self

her'self

sometimes both elements are stressed, but the primary stress is on the second element

For example.

, after'noon

, old – 'fashional

, absent , ' minded

In ;afternoon' party the primary stress shifts to the first syllable.

In words of three elements the primary stress in on the second element.

For example, hot' water bottle.

Waste 'paper basket

(j) Stress shift is quite normal in derivatives. Here are a few examples:

a'cademy

aca'demic

acade'mician

'photograph

pho'tographer

photo'graphic

'politics

po'litical

poli'tician

/ə,kæd.ə'mɪf.ən/

### Activity

The following words can be given to the students to mark primary stress. Make corrections wherever necessary with the help of a pronouncing dictionary and then ask them to pronounce them correctly.

constructive

socialization

professorship

management

beautiful

return

childish

qualification

behind

confidentially,

pronunciation

industrious

commercially

unification

electrician

economically

sympathetic

necessity

### Intonation

The patterns of the variation of the pitch of the voice (that is the fall or the rise) constitute the intonation of a language.

### **The falling tone.**

The falling tone is sometimes referred to as the glide down. It consists of a fall in the pitch of the voice from a high level to a low level.

The falling tune is normally used in

1. ordinary statements made without an implication  
eg: - It was quite good.
2. Questions starting with ' wh'  
eg : What is the matter?
3. Commands  
eg: go and open the window.
4. Exclamations  
eg: How extra ordinary!
5. Question tags : When the speaker expects the listen or to agree with him.  
eg: It's pleasant – today, is n't it?
6. Rhetorical questions  
eg: Is n't it that – kind of her?

### **The Rising Tone**

The rising tune is sometimes referred to as the glide up. It consists of a rise in the pitch of the voice from a low level to the high level.

Rising tune is normally used in

- a) In complete statements  
eg: I will buy you a dress
- b) Yes or no type questions  
eg: Are you a teacher?
- c) 'Wh' type questions when said in a friendly way.

eg: How is your daughter?

d) Polite request

eg: go and open the window

e) Question tags when :

The speaker gives his or her listener the option to disagree with him or her.

eg: It was a good film, wasn't it?

f) Enumeration

eg: one, two, three, four.....

g) greetings, partings, apologies, encouragement

eg: Hello, goodbye, I am so sorry, you ought to keep on trying

### **Fall- Rise tone**

This tone is sometimes referred to as the dive. It consists of a fall from high to low and then a rise to the middle of the voice.

### **Stress-timed rhythm**

The most important thing that you should remember is that in English speech stressed syllables tend to occur at regular intervals of time. For example, in Sentence 3 (in 3.2), the time intervals between the beginning of the stressed syllables *took*, *dog*, *walk* and *park* will be approximately the same. In a sentence like

It would have been 'better not to have 'taken it 'seriously.

the time intervals between the beginning of the stressed syllables bet- (of better), ta- (of taken) and se- (of seriously) will be approximately the same, even though there are more unstressed syllables between the stressed syllables. When you speak, the stressed syllables should be pronounced carefully and the unstressed ones should be crowded together and said quickly. It is this regular occurrence of stressed

syllables that gives English its characteristic rhythm. This rhythm is known as *stress-timed rhythm*. English, Russian and Arabic are stress-timed languages. In some languages the syllables recur at equal intervals of time - i.e., they are *isochronous*. This rhythm is known as *syllable-timed rhythm*. French, Telugu and Yoruba are syllable-timed languages. In fact, most Indian languages are syllable-timed. As far as is known, every language in the world is spoken with either one kind of rhythm or the other.

Rhythm is found not only in prose but also in poetry. Children's nursery rhymes and songs are excellent materials for practicing rhythm. Here is an example for you to read aloud:

As 'I was 'going to St 'Ives,  
 I 'met a 'man with 'seven 'wives,  
 'Every 'wife had 'seven 'sacks,  
 'Every 'sack had 'seven 'cats,  
 'Every 'cat had 'seven 'kits,  
 'Kits, 'cats, 'sacks and 'wives,  
 'How many were 'going to St 'Ives?

As you read, tapping on a desk or table at each stressed syllable will help to get characteristic English rhythm.

- I. Write down three words each where the following letters are silent.
  - a) p
  - b) l
  - c) m
  - d) n
  - e) r
  - f) h
  - g) t
  - h) w
- II. Write down the number of letter and number of sounds used in the following words.
  - a) College

- b) Colony
  - c) Receive
  - d) Reign
  - e) Pretty
- III. Look at the phonetic symbol of the following consonant sounds and pick out the words which does not represent the corresponding sound.
- |P| -pen, copy happen, siphon
  - |b| - back, bomb, baby, job
  - |z| - pleasure, casual, leisure, shelf
  - |I| - light, valley, talk, feel
- IV. Distinguish between homophone and homonym give examples.
- V. Write down the number of sounds and number if letter of the words given below.
- a) Dentist
  - b) Palm
  - c) Green
  - d) Sixty
  - e) First
  - f) Who
- VI. Transcribe the words and make the stress
- a) Picture
  - b) Today
  - c) Operate
  - d) Memorial
  - e) Japanese
  - f) Psychology
  - g) Reputation
- VII. What tone can be used for the following sentences?
- a) Where are you going?
  - b) Shut the door.
  - c) Are you a student?
  - d) Would you please open the door?

## UNIT 4

# TALKING ABOUT PEOPLE

### Introduction

*This unit has been written to help students improve various skills like writing and presenting speeches, describing people, writing memoir, biography etc. Each reading text is presented in the form of a self-contained module with task based activities which help students to write discourses in a real comfort. The vocabulary items presented in the text can be used in all aspect of English. Teachers are advised not to go through the text mechanically. It is better to choose areas that students are not familiar with and design extra materials to meet the needs of the students. The unit can be used for self-study, for pair work, for conventional class room teaching or group teaching. Each passage given in the Text has a practice section consisting exercises. The exercises are very controlled to begin with and then gradually lead to free production.*

<b>Time</b>	25 periods
<b>Texts</b>	Short speech, biography, autobiography, feature article, short descriptions character sketches (fictional), personality traits, memoirs, quotes
<b>Learning materials</b>	Course book, great speeches, work sheets
<b>Portfolio</b>	Biography, autobiography, speeches Dialogues, Writing about people, character sketches
<b>Concepts</b>	Biography Memoir Speech Autobiography Dialogues
<b>Skills</b>	Developing conversation, descriptive writing, narrative writing, factual writing. reading character traits, writing articles, asking questions

**Values and attitudes**

Friendship, pursuing dreams, making good friends, setting goals

**Learning Outcomes**

- 4.1 Reads texts across a variety of text types for
  - Specific information
  - Main ideas
  - Gist
  - Guessing meaning from context
- 4.2 Respond to complex listening texts
  - Dialogues, speeches
- 4.3 Identify features of different types of discourses like
  - Narratives, descriptions, conversations
- 4.4 Identify features of feature article
- 4.5 Identify features memoirs
- 4.6 Initiates and takes part in different spoken discourses like
  - Conversation
  - Discussions
  - Presentations
- 4.7 Recognize and produce common idiomatic expressions
- 4.8 Use functional language to carry out practical transaction in everyday life
  - Asking for and giving information
  - Agreeing/Disagreeing
  - Clarifying information
  - Predicting
  - Giving opinion
  - Introducing people
  - Describing people
- 4.9 Make effective use of reading reference sources like
  - Dictionaries
  - Websites

4.10 Employ strategies appropriate at the different stages of the writing process

- Planning
- Drafting
- Revising
- Editing

4.11 Use high order organizational skills in writing

- Writing Paragraphs
- Controlling theme
- Topic sentence

4.12 Identify patterns of organization

- Process
- Definition
- Classification
- Description
- Expansion
- Cause and effect
- Comparison and contrast
- Exemplification
- Cohesion

4.13 Cohesive devices

4.14 Deliver extempore speeches

- Using body language /gestures

4.15 Identify the features of biography /autobiography/diary

**UNIT FRAME**

<b>Concepts/ Skills</b>	<b>Process activities and Assessment</b>	<b>Learning Outcomes</b>
Dedication/hard work <i>Predicting</i> <i>Giving opinion</i>	General discussion/ Answering questions/Talking about people who influenced/ Group work/pair	4.6 Use language and expressions like :(for opinions) I think..... In my opinion...

	work/individual talk  Dialogues	I believe.....  frame questions  use language for prediction <i>will/going to etc</i>
Quotations <i>quoting</i>	Go through quotations and Explain them. Group activity  Portfolio  <b>Collection of quotations</b>	4.5 4.6 4.7 Read and analyze quotes, identify the personality traits from quotations Expressing views on quotes Like agree/ disagree etc
Speeches <i>Creating emotions</i>	Listen to speeches and imitate the style of speakers. Find out words that create emotions /rhetorics Role play Speech  Portfolio: Speech Collections great speeches	4.2 Identify different types of Speeches Produce speeches for different occasions
<i>Note making</i>	Group work Collect details of selected people  Portfolio Profile	4.9 Organize information chronologically
Biography Autobiography Embedded	Read biographies focusing on different phases of one's life	4-3 4.1 Skim Scan

questions <i>Comparing and contrasting</i>		4.15 Analyze features of biography/auto biography Write biography/diary/profiles
Report writing <i>Writing feature articles</i>	General discussion on feature articles Reading a feature article  Portfolio :Feature articles	4.4 Identify features of feature articles 4.8 Using language for Describing appearance/ Clothes/hobbies/interests etc Vocabulary for describing people 4.12 4.13
Fictitious Characters	Reading comprehension  <b>Portfolio List of adjectives</b>	4.8 Compare and contrast characters Adjectives and adjectival phrases 4.12 Sequencing ideas Make convincing arguments
Types of adjectives Categorizing adjectives	Survey Portfolio: Questionnaire Report	4.8 Frame questions 4.10 Write report
Memoir	Reading memoirs/diaries Memoirs Diary	4.5 Write memoirs
Paragraph writing :Organizing ideas		4.11 Organizes ideas in paragraphs

**UNIT ANALYSIS**

Entry activity

Teacher help the students identify Hellen Keller and Anne Sullivan.

Students discuss the questions in the textbook.

They identify the people and the quotes.

Discussion on the features of quotes.

Teacher Talk:

Can great people influence us?

Can we change our personality?

Is it worth reading about great personalities?

What are the qualities we need to be successful in life?

If you want to be successful, you must,

( You mustn't You should,you shouldn't you don't have to you really need to you don't need to)

**Predicting:**

Great people will probably influence me.

Perhaps great people will influence me.

May be I will get influenced by Gandhi, maybe not.

I can't say whether I will get influenced

I am definitely not going to be influenced by his speech.

(I can't say, there is a strong chance, I doubt whether)

**Giving opinion**

Pair work

Look at the pictures and identify the author of the quotes.

They use words like because/as/for example to support their opinions

Use expressions for giving opinions and make it valid arguments with reasons.

I may be wrong, but I think this not a good quote because it is confusing.

As far as I'm concerned .....

I'm convinced

I don't quite believe that

To be honest, I think

Personally,

Frankly,

If you ask me

I have to say,

**Talking about future**

Group discussion

Read the speech

Talk about their ambitions/plans

We use will to express On the spot decisions(We can use will with the words : think, hope, believe, probably, certainly)

We use going to express our future plans or arrangements

Are you going to bring anything for the party?

I am going to bring some cookies. I hope everyone will like it.

### **Speech**

Teacher introduces the speech. Discussion around the qualities of speech.

Role play :Speech

### **Biography/autobiography**

*Teaching biographies and auto biographies is intended to make student understand how language is used in different contexts*

Ask them to read the two texts spotting the differences. They justify their answers by quoting sentences from the text.

The teacher writes the following sentences and the grid on the board and asks the students to classify the statements in to appropriate columns.

Biographical writing	Auto biographical writing

Write the following sentences on the board

- 1 The author gives an objective account of events
- 2 The author can describe how/she felt at the time of event
- 3 The author can leave out events that are embarrassing or personal.
- 4 The author covers all of the events in the life story
- 5 The author is detached from what he is writing about
- 6 The author can be biased or exaggerate certain events.

### **Teaching Biographies**

Here students can make different questions to interview their pairs.(closed and open questions)Students are given opportunities to write mini biographies to practice the skill of writing an account in third person. Evaluation of their writings includes the quality of the information included.

Teacher is supposed to focus on developing their view point, drawing on evidence and the particular purpose of the task.

Students create ten questions of their own to ask their partners about their childhood. They should try to include a range of questions to provide scope for personal, detailed responses.

Students take it in turns to interview each other using their questions and make notes on their books. Then they write a biography of their partner.

Ask students to swap their biographies with another pair in the class. They should read and evaluate the quality of the writings and they share their opinions with rest of the class.

Home Work :Ask students to interview an elderly member of their family to find out about their child hood .Then they can write a paragraph on how their relative's experience differ from their own.

Example Questions (supply students with a range of questions to start off their interviews.)

What is your earliest memory?

What was your favourite food?

Who was your first friend?

Ask students to avoid their sentences opening always with a pronoun or noun.

Here is a grid for writing about people they like e.g.

My favourite Celebrity

1 What is the definition of a celebrity?

Celebrity (noun):-----

2. Choose a celebrity of their own choice

3 Who is your favourite celebrity and why?

-----  
 -----  
 -----  
 -----  
 -----

4. Use the internet to research the celebrity of your choice .Make note and write a feature article.

Discussion on biographies

Individual reading.

Develop reading skills(orientation,skimming,scanning,decoding,global understanding)

Prepositions of place and time(was born on..in Chicago..At the age of six)

Writing a biography/profile etc.

We often use the past simple of the passive voice(was,were+past participle)in biographies

*Disney was born in 1901.*

Dividing into paragraphs

Chronological sequencing of facts.. use the past simple when we write biographies about people who have died

Free production of biography profile etc.

Auto biography

General discussion on Auto biographies..Individual reading...

Diary is a day to day record of someone's life experiences.

An autobiography is an account of a person's life written by that person.

Key features are:

- They are personal pieces of writing recording thoughts and feelings about life experiences
- Use adjectives to describe weather and atmosphere. Eg: It was hot summer day. (Weather), Everything was calm and peaceful. (atmosphere)
- List out adjectives that describe weather and atmosphere.
- They are written in the 1st person
- Can write in paragraphs
- Introduction; Catch readers attention and give information when the story took place
- In the main body (2-4 para), explain what was happening when the story began ,then develop the story by narrating the events in the order they happened
- In conclusion, write what happened in the end, mentioning any consequences/result, and describe our feelings and /or reactions.
- The reader gains an understanding of the writer's personality
- The reader gains an insight into the writer's life
- People and places are described in detail
  
- Language is descriptive and imaginative “I wandered lonely as a cloud, That floats on high o'er vales and hills”
- Writing biography in first person
- Ordering events

Free production of writing auto biographies/diaries etc.

**Embedded Questions**

*Are you sure you know how to do it?*

In embedded Questions Subjects usually come before verbs and the auxiliary verb do/does/did is omitted.

Modal auxiliary verbs (will, may, can, could...) in embedded questions come after their subjects.

In embedded yes/no questions with no question word ,if and whether are usually used.

1 Let me know ...Do you need anything?

Let me know if you need anything

2 Do you think.... Is this good enough?

.....

3 Could you tell me....What does this word mean?

.....

4 Can you explain .....How do you use this?

5 Do you know ...Where have they gone?

6 Do you know....Do we have home work?

**Feature article**

Discussion

Friends never betray you, lie to you or talk about you behind your back. In groups discuss the following questions.

How far do you agree with this statement?

Are there any situations where you think it would be acceptable to do one of those things?

What are the most important rules in friendship?

General discussion on selecting the kind of people, topics to be included, introduction and conclusion.

Reading a feature article and justifying the points of discussion done.

- Familiarize some vocabulary.
- Use about themselves and friends.
- Describe the physical features of people.
- Describe character with justification..

When we write descriptive article about a person we can divide it into five paragraphs.

In the first paragraph (introduction) we give general information...who the person is ,where /when we met etc

In the second paragraph we describe person's appearance

In the third paragraph we describe his personality giving examples to justify our opinion

In the fourth paragraph we write about person's hobbies/ interests.

In the conclusion we make general comments about the persons and describe our feelings for him.

Free production of feature articles.

### **Fictitious characters**

In groups

Reading the extracts..

### Finding adjectives and adjectival phrases

Understand the tense.(pick out example sentences to illustrate, if necessary)

Write an article describing the two characters.(write separate articles) Can be divided into paragraphs.

Introduction -General information, Appearance, personality, conclusion-comments and feelings

Remember, we normally use present tense to describe a fictional character.

(Mr. Bean is one of my favorite characters. He is an ordinary...)

Reading about JK Rowling..Number the sentences in the chronological order or sequence in an order.

Framing questions on a famous personality.

Ex ample questions can be given.

Give prompts to support students.

Frame questions and write answers.

The survey questions will be framed by students.(support if necessary)

## Unit 5

## TAKE IT LIGHT

**Introduction:**

*Researchers and spiritual leaders say that a simple act like smile can bring a lot of positive energy and happiness around. It can lighten any difficult situation and bridge people in conflict. We can bring smile and happiness in people in many different ways. Language plays an important role in making this possible. Humour can be expressed through language in different ways. Comic strips, parodies, limericks and tall tales are some examples.*

*This unit focuses on the language of humour. It gives ample practice to students in verbal humour, word stress, sentence stress and intonation pattern. There is scope for creativity as the students are given tasks to create comic strips, humorous stories, audio cd and video projects. By the end of this unit, students will understand how humour is expressed in English and they can also compare it with the humorous expressions in their mother tongue.*

*Though the unit provides exercises for each activity, it is recommended that teachers use the inputs in this teacher text and prepare more worksheets for students to practice. It should be also ensured that students don't use abusive or insulting language in the name of humour.*

<b>Time</b>	: 25 periods
<b>Texts</b>	: The donkey goes to Market (folk tale) The Canterville Ghost (story by Oscar Wilde) Idaho potatoes (tall tale) Look out for Laughter (article)
<b>Learning Materials</b>	: Course Book, Videos, Worksheets
<b>Portfolio</b>	: Comic strips, Limericks, Script for role-play, Collection of Ads, CD of narrated stories, Parodies, One liners, Tall tales, Stories, Descriptions, Comic book/video
<b>Concepts</b>	:

- Humour can be created through language.
- Use of humour in language is a sign of creativity.
- There are varied techniques in language to create humour.
- Humour lightens the situations and erases the negativity in life.

### **Skills**

:

- Creative writing
- Speaking with appropriate tone and stress.
- Listening for stress and intonation patterns.
- Reading for specific purposes.

### **Values and attitudes**

:

- Using humour to build positive attitude.
- Creativity.
- Collaborative learning

### **Learning Outcomes**

The students will demonstrate the ability to

- 5.1 Tell or write jokes .
- 5.2 Write paragraphs about favourite cartoon character.
- 5.3 Write funny captions for pictures.
- 5.4 Write dialogues for cartoons, in a logical sequence.
- 5.5 Use funny expressions and words for creative writing like limericks and parodies.
- 5.6 List rhyming words and similes for creative writing.
- 5.7 Identify and list stressed words in a sentence.
- 5.8 Speak given sentences with appropriate intonation.

- 5.9 Read/Narrate stories with appropriate sentence stress and intonation.
- 5.10 Rewrite familiar stories into a new context.
- 5.11 Use language of persuasion in role-play and ads.
- 5.12 Write humorous headlines for reports.
- 5.13 Write short funny news reports.
- 5.14 Write tall tales using exaggerated expressions.
- 5.15 Write/narrate humorous incidents or funny scenes.
- 5.16 Create vocabulary chart for words related to laughter/smile.
- 5.17 Read stories and essays and answer comprehension questions.
- 5.18 Create comic books, story book or funny videos.

### UNIT FRAME

Concepts/ Process Skills	Process/Activities and Assessment	Learning Outcomes
Jokes are amusing.	Read the joke. Discuss the questions. Tell a joke to the class.	<b>The students will be able to:</b> 5.1: Tell jokes
Punch lines are humorous as well as thought provoking.	Read the comic strip. Identify the punch line. Discuss the questions given.  Paragraph writing - Your favourite comic strip/ cartoon character.  <i>Peer Assessment and modification.</i> <i>Teacher Assessment.</i>	5.2 : Write paragraph.
Logical sequencing of conversation.	Discuss the comic strip. Read the dialogues and find the sequence. Fill the bubbles with appropriate dialogues.  <i>Peer Assessment.</i>	5.4: Write dialogues in sequence.
Different styles of	Collect comic strips from newspapers	

language are used in comic strips.	and magazines. Compile and prepare a class album. Identify the punch lines. Create comic strips. Paste on charts and display in the class.	
Creative writing	Write funny captions for the cartoons. Compare with captions written by partners.	5.3 : Write funny captions.
Limericks are short funny poems.	Read the given limericks. Identify the features using the discussion points given. Listen to some limericks.	5.5: Use funny expressions to write limericks.
Rhyming words	Write words that rhyme with the given words. Rhyme challenge – game.	
Creative writing	Complete the sentences. <i>Peer Assessment.</i> Create limericks using the sentences. <i>Teacher Assessment.</i>	5.6 :List rhyming words. 5.5 :Use unusual combinations to create humour.
Listening for word stress.	Listen to the first part of the story ‘The donkey goes to the market’. Underline the stressed words.	5.7: Identify stressed words while listening.
Listening for comprehension	<i>Peer Assessment.</i> Listen to the second part of the story. Answer the questions given. <i>Peer Assessment.</i>	5.17: Comprehended while listening, with the help of comprehens

		ion questions.
Speaking with proper intonation. Reading with proper intonation.	Say 'hello' for different contexts. <i>Peer Assessment.</i> Say the given sentences with proper intonation. <i>Teacher Assessment.</i> Read the story with proper stress, tone and pause. <i>Peer Assessment.</i>	5.8: Speak with proper intonation.
Similes	Match the following. <i>Teacher Assessment.</i>	
Language of persuasion	Read the dialogue of the auctioneer in the story. Role play- Sell your product. <i>Peer Assessment.</i>	5.11: Use language of persuasion in role play.
Language of ads is crisp and amusing.	Analyse the ads given. Collect more ads and display on chart. Analyse the features and language style.	
Elements of story	Discussion Teacher talk – elements of humorous story. Write the story in a modern context. <i>Peer Assessment.</i> Narration of the story. <i>Teacher assessment.</i> Record some stories and prepare a CD.	5.10 :Write story with appropriate elements. 5.9 :Narrate a story.

Writing parodies  Verbal humour	Read parodies. Write parodies for famous poems.  <i>Peer Assessment.</i>  Teacher talk – Types of verbal humour	5.5 :Use humorous language to write parodies.
Writing headlines and news reports	Read and analyse humorous one liners. Write one liners.  Collect one liners from newspapers and magazines. Display on chart.  Write short news reports for one liners. <i>Teacher Assessment.</i>	Write one liners and news reports.
Speaking with fluency	Practise tongue twisters for fluency.	
Reading for entertainment.  Use of present continuous tense.	Read the story – The Canterville Ghost (extract) Discuss the questions given. Video- Watch videos with unexpected climaxes. Complete the given sentences while watching the video.	Read and enjoy humorous stories.
Exaggerated expressions are used to create humour.  Non-verbal communication	Read a tall tale. Discuss the given questions. Write a tall tale. Narrate a tall tale with appropriate tone. <i>Peer Assessment.</i>  Video- Watch a video of Jackie Chan and listen to the narration.	5.14: Use exaggeration to write tall tales.  5.15: Use gestures and facial expressions for communication.
Reading for comprehension	Read the essay – Look out for Laughter. Discuss	5.15 : List and describe

	Narrate and incident that made you laugh. List activities that make you happy. Describe a funny scene.	funny incidents /activities.
Vocabulary related to Laughter	Discuss /Refer to dictionary. Complete the word web.	5.16: List synonyms to improve vocabulary.
Creative writing	Project- create a comic book/video and upload to class blog.	5.17 : Create comic books, funny videos.

**UNIT ANALYSIS: (Process and Teacher Inputs)**

**1. Read the joke :**

- The teacher asks the students to identify the cartoon characters (Tom and Jerry).
- Students read the joke individually.

**2. Discuss the questions:**

- Students discuss the questions given, in small groups.
- They share their ideas with the class.

**3. Tell a joke to the class:**

- Teacher asks the students to tell a joke that they have heard.

**4. Read the comic strip:**

- Students read the comic strip of *Calvin and Hobbes*.

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**Teacher Input :** Bill Waterson and *Calvin and Hobbes*

Bill Watterson was born on July 5, 1958, in Washington, D.C. When he was 6 years old, Bill Watterson moved with his father James, a patent attorney, and his mother, Kathryn, to Ohio. As a child, Bill Watterson—unlike his creation Calvin—"never had imaginary animal friends," he later remembered. "I generally stayed out of trouble, I did fairly well in school." He developed an early interest in drawing, and

was inspired by classic cartoonists like "Peanuts" creator Charles Schulz and "Pogo" illustrator Walt Kelly.

In 1976, Watterson enrolled at Ohio's Kenyon College, where he spent four years drawing political cartoons for the Collegian campus. Following his 1980 graduation, Watterson was immediately offered a job as an editorial cartoonist at the Cincinnati Post. His editors were unimpressed with his work, however, and less than a year later Watterson found himself unemployed and living back home with his parents. He decided to abandon political cartoons (he was not particularly interested in politics anyway) and return to his first love: comic strips.

The next few years proved mostly discouraging. Watterson sent his strips to countless newspapers and received nothing but rejection slips. For a time, he took an unhappy job designing advertisements for car dealerships and grocery stores. This period in his life was important, he later said, because it proved to him that the substance of his work mattered more than money. "To endure five years of rejection to get a job requires either a faith in oneself that borders on delusion, or a love of the work," he told the 1990 graduates of his alma mater in a commencement speech. "I loved the work."

**'Calvin and Hobbes'**- After experimenting with several different characters, Watterson developed a strip called "Calvin and Hobbes." It starred Calvin, a rambunctious first-grader who sounded "like a 6-year-old psychotic on Ritalin one day and a Yale lit grad the next," as one journalist put it, and Hobbes, a stuffed tiger who came to life only when alone with Calvin. Universal Press Syndicate bought the strip in 1985, giving Watterson, then just 27 years old, a national audience.

Readers loved "Calvin and Hobbes"—Calvin's flights of wild imagination, often undertaken while clad in rocket-ship underpants; Hobbes's wry observations; and the sensitive, wise, literary voice of the strip itself (the main characters were named after theologian John Calvin and philosopher Thomas Hobbes). In 1986, Watterson became the youngest cartoonist ever to receive the National Cartoonists Society's Reuben Award—the industry's highest honor.

With the strip's popularity exploding, Universal Press Syndicate was eager to produce and sell "Calvin and Hobbes" merchandise. Watterson refused. Merchandising, he said, "would turn my characters into television hucksters and T-shirt sloganeers and deprive me of characters that actually expressed my own thoughts." That's why there are no official "Calvin and Hobbes" toys or t-shirts, though unauthorized reproductions of the characters still abound. "I clearly miscalculated how popular it would be to show Calvin urinating on a Ford logo," Watterson once quipped, referring to the popular bootleg car window decals.

After 10 years of writing delighting readers, Watterson announced in 1995—to the heartbreak of fans—that he was ending the strip, saying that he had done all he could with "Calvin and Hobbes." The final "Calvin and Hobbes" piece ran on December 31, 1995.

Bill Watterson and his wife live in Cleveland, where he keeps a low profile and declines most interview requests. He says he has no regrets about ending the strip when he did. "It's always better to leave the party early," he said in a rare email interview with the Cleveland Plain Dealer in 2010. "If I had rolled along with the strip's popularity and repeated myself for another five, 10 or 20 years, the people now 'grieving' for 'Calvin and Hobbes' would be wishing me dead and cursing newspapers for running tedious, ancient strips like mine instead of acquiring fresher, livelier talent. And I'd be agreeing with them."

(source: [www.biography.com](http://www.biography.com))

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##### 5. Identify the punch line:

- Teacher talk – What are *punchlines*?  
 “The final phrase or sentence of a joke or story, providing the humour or some other crucial element”. (source: Oxford Advanced Learner’s Dictionary)
- Features of good punchlines-

- Metaphorical
  - Bold
  - Timeless
  - Creative
  - Unique
  - Students identify the punch line of the comic strip.
- 6. Discuss the questions given:**
- Students discuss the questions and share it with the class
- 7. Paragraph writing:**
- Small group discussion about favourite cartoon character/comic strip.
  - Students share their preferences and the reasons behind them.
  - They write about their favourite cartoon character/comic strip in a paragraph.

**Peer Assessment:**

- Indicators for peer assessment –
  - Topic sentence
  - Supporting sentences
  - Brevity (6-7 sentences)
  - Closing sentence
- Students modify their paragraph, if necessary, after peer assessment.

**Teacher Assessment.**

- 8. Discuss the comic strip.**
- Students go through the comic strip and read the dialogues given.
  - They discuss in small groups and find the sequence of the dialogues.
  - They fill the bubbles with appropriate dialogues.
  - Each group share their completed comic strip to the class.
  - Discussion and finalization.

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**Teacher Input:** Charles Schulz and *Peanuts*

Charles Schulz, born in Minneapolis, Minnesota, on November 26, 1922, launched his comic strip Peanuts in 1950. Featuring hero Charlie Brown, over the years the strip would run in more than 2000 newspapers and in many languages. Peanuts also expanded into TV specials like the Emmy-winning A Charlie Brown Christmas as well as books and a huge merchandise collection. Schulz died on February 12, 2000.

Cartoonist and creator of the Peanuts comic strip Charles Schulz was born on November 26, 1922, in Minneapolis, Minnesota. Schulz developed an interest in comics early on. As a teenager, he learned the art of cartooning from a correspondence course.

After serving in World War II, Schulz worked as an art instructor and created his first comic strip, Li'l Folks, which was published in a local newspaper. He sold the comic strip to United Feature Syndicate in 1950, and the company retitled it Peanuts.

Peanuts became one of the world's most successful strips, and has been adapted for television and stage. Schulz based the Charlie Brown character on himself and the inspiration for Snoopy came from a childhood pet.

In December 1999, Schulz retired from cartooning, citing health problems. His final daily Peanuts newspaper strip appeared on January 3, 2000, and his Sunday Peanuts strip ran on February 13, 2000. Schulz died at his home the evening before on February 12, 2000 in Santa Rosa, California, from colon cancer.

After his death, Schulz received several honors, including the Congressional Gold Medal from the U.S. Congress in 2001.

(source : [www.biography.com](http://www.biography.com))

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## 9. Collection

- Students collect different comic strips from magazines or newspapers.

- They compile it and prepare a class album.
- They identify the punch lines of each comic strip

#### **10. Create comic strips.**

- Students can create their own comic strips. This can be a group work and home assignment.
- They paste it on the chart and display on the wall.

#### **11. Write funny captions.**

- Teacher talk – Features of good captions.
  - Match the tone of the picture (here, Humour)
  - Short and crisp
  - Fresh and unique.
  - Creative
- Students look at the pictures given and write funny captions for the cartoons
- They compare with captions written by partners.
- Choose the best caption. (optional)

#### **12. Limericks:**

- Teacher or any one student read aloud the limericks given.
- The students discuss about limericks using the questions given.
- They list the features of limericks.
  - Short
  - Funny

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#### **Teacher Input – Limericks:**

Limericks are officially described as a form of 'anapestic trimeter'; the 'anapest' is a 'foot' of poetic verse consisting of three syllables, the third longer (or accentuated to a greater degree) than the first two. Lines one, two and five of a limerick should ideally consist of three anapests each, concluding with an identical or similar phoneme to create the rhyme. Lines three and four are shorter, constructed of two anapests each and

again rhyming with each other. Thus, the overall rhyme structure of a, a, b, b, a, with the beat pattern

a:da-da-daah da-da-daah da-da-daah

b:da-da-daah da-da-daah

Often, lines three and four have an extra syllable at their start. Variations on this theme include the substitution of the final foot of a line to the iamb, a two-syllable foot with the accent on the second.

Limericks today often comprise the following basic formula:

*Introduce person - end line on place or name ( A maiden, whose name was Felicity)*

*Describe the characteristic(s) of the person ( Tried living without electricity:)*

*Detail their activities on this line (By propane she cooks)*

*And complete them on this (And by oil-lamp reads books)*

*Whilst saving the last line for the comic consequence and conclusion (And forbids watching telly explicitly.)*

{ 'telly' is a British usage for Television }

**(source:**

**<http://freespace.virgin.net/merrick.sheldon/limerickrules.htm> )**

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**Video link:**

- <http://www.howcast.com/videos/383543-how-to-write-a-limerick/>
- <https://www.youtube.com/user/LimericksandPoems>

**Audio link:**

- <http://childrenspoetryarchive.org/poem/three-limericks>

**13. Rhyme words:**

- Teacher talk – Rhyme words.
- Students fill the table of rhyming words individually.
- Rhyme challenge – Each student challenge their partner to find out rhyming words for the words they provide.

**14. Complete the sentences creatively:**

- Students make different combinations of ideas to complete the sentences creatively.
- They share it with their partners.
- If time permits, each student can read their sentences in the class.

**15. Create limericks:**

- Students use the above sentences to create limericks.
- This can be done in small groups.
- Each group presents their best limerick in the class.
- *Teacher Assessment-* Indicators:
  - *Structure*
  - *Humour element*
  - *Rhyme*

**16. Story – The donkey goes to the market**

- Teacher talk – Revise on word stress (refer to Unit 2)
- Students listen to the first part of the story ‘The donkey goes to the market’.
- They underline the stressed words.

(Note: Some words in the passage are already underlined. These words can be used as examples of stressed words in the passage. Students can underline rest of the stressed words)

- *Peer Assessment-* Students compare their words with their partners,
- They discuss and finalize on the list of stressed words.
- The teacher pronounces the stressed words and the students practice them in chorus.
- The teacher tells/reads the second part of the story. (See the appendix in the text).

- As they listen, the students write the answers to the comprehension questions.
- *Peer Assessment*

### 17. Say 'hello' for different contexts:

- Students say Hello to each other
- They say Hello in varied tones based on the hints given.
- Next, they practice the given sentences with the appropriate intonation.
- Teacher talk – What is intonation?

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### Teacher Input : Intonation:

*Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.*

*Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions.*

*Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions.*

*Fall-rise intonation describes how the voice falls and then rises. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add.*

(source: Cambridge Dictionary)

***The functions of Intonation:*** *Native speakers of English exploit intonation patterns in many subtle ways that are not obvious at first sight. If you speak English as a second or foreign language, these uses of intonation may have no parallel in your first language. This can lead to a break-down in communication when a native speaker is interacting with a non-native speaker..... English makes more elaborate use of intonation to signal meaning than do most other languages. This is a reason why it should not be neglected by learners and teachers of English as a foreign language. What, then, are the functions of English intonation? We can recognize several.*

- The **attitudinal** function : *The most obvious role of intonation is to express our attitudes and emotions – to show shock or surprise, pleasure or anger, interest or boredom, seriousness or sarcasm, and many others.*
- The **grammatical** function: *Intonation helps identify grammatical structures in speech, rather as punctuation does in writing. We use intonation to mark the beginning and end of grammatical units such as clause and sentence (the **demarcative** function) . We also use intonation to distinguish clause types, such as questions vs. statement, and to disambiguate various grammatically ambiguous structures (the syntactic function).*
- The **focusing** (also called **accentual** or **informational**) function : *Intonation helps to show what information in an utterance is new or what is already known. We use it to bring some parts of the message into focus, and leave other parts out of focus. This is one of the most important functions of English intonation, and perhaps the function most readily taught in the EFL classroom.*
- The **discourse** ( or **cohesive**) function: *Intonation signals how sequences of clauses and sentences go together in spoken discourse, to contrast or to cohere. It functions like the division of written texts into sentences and paragraphs. It enables us to signal whether or not we have come to the end of the point we are making; whether we want to keep talking or are ready to give another speaker a turn.*
- The **psychological** function : *Intonation helps us to organize speech into units that are easy to perceive, memorize and perform.*
- The **indexical** function: *Just as with other pronunciation features, intonation may act as a marker of personal or social identity. What makes mothers sound like mothers, lovers sound like lovers, lawyers sound like lawyers, clergymen sound like clergymen, newsreaders sound like newsreaders, officials sound like officials? Partly, their characteristic intonation.*

(source: **English Intonation- An Introduction by J C Wells**)

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- Students read the story with proper stress, tone and pause.

- *Peer Assessment.*

### 18. Match the following- Similes:

- Students discuss in pairs and match the table.
- *Teacher Assessment*
- Teacher talk – Similes

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### Teacher Input: Similes-

-A figure of speech in which two fundamentally unlike things are explicitly compared, usually in a phrase introduced by **like** or **as**.

**Etymology:** From Latin, "likeness" or "comparison"

#### Examples:

- "She dealt with moral problems as a cleaver deals with meat."  
(James Joyce, "The Boarding House")
- He was like a cock who thought the sun had risen to hear him crow."  
(George Eliot, Adam Bede, 1859)
  - "Life is like an onion: You peel it off one layer at a time, and sometimes you weep."  
(Carl Sandburg)

### Similes vs. Metaphors

Similes are often confused with **metaphors**, which are another type of figurative language used by poets, songwriters and rappers alike. But instead of using the language of comparison the way similes do, metaphors describe things as if they were something else.

When an author says, 'Bob is like a shadow,' she is saying that Bob has a few qualities that are shadow-like. Maybe he's quiet or sneaks up on you easily. If an author was to write, 'Bob is a shadow,' the comparison is much stronger. We would expect Bob to have a lot more qualities of a shadow. Maybe he's an especially mysterious person. Or we could even think of him as less than a complete person: 'Bob is a shadow of a man.'

### Epic Similes

**Epic similes** are extended comparisons commonly found in epic poems - super-long, sprawling poetry that tells a story. Epic similes are sometimes called 'Homeric similes' after an Ancient Greek writer named Homer who used them when writing the epic poems *The Iliad* and *The Odyssey*.

(source: <http://study.com/academy/lesson/what-is-a-simile-examples-definitions-types>)

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**19. Role play- Sell your product.**

- Students read the dialogue of the auctioneer.
- They identify the features of persuasion.
- In pairs, they develop a conversation between buyer and seller.
- Teacher talk – Expressions of persuasion
- Students enact the role play.
- *Peer Assessment* - Indicators
  - *Intonation*
  - *Word stress*
  - *Expressions of persuasion*
  - *Use of similes/other comparisons*
  - *Logical sequencing*

**20. Amusing Ads:**

- Students analyse the ads given.
- They analyse the features and language style.
- Students write ads for some products of their choice.
- They collect more ads with amusing captions and display them on chart. (This can be done as a competition among groups)

**21. Story writing :**

- Teacher talk – elements of humorous story.
- .....

**Teacher Input** – (Teachers can download the pdf file for reference)

[http://www.ncte.org/library/nctefiles/resources/books/sample/22136intro\\_chap01\\_x.pdf](http://www.ncte.org/library/nctefiles/resources/books/sample/22136intro_chap01_x.pdf)

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- Students write the story in a modern context.
- Pair- share.
- A few stories can be narrated by the students themselves.
- *Peer Assessment* - Indicators for narration:
  - Stress and tone
  - Pause
  -
- Record some stories and prepare a CD.

### **22. Parodies:**

- Students read the parodies of poems.
- In pairs, they write parodies for some or all the given verses.
- Teacher talk – verbal humour

### **23. One liners:**

- Students read and analyse humorous one liners.
- They write one liners for some news paper reports.
- They collect one liners from newspapers and magazines.
- The one liners can be displayed on chart.
- Students can pick any one from the chart and write a short news report on it.
- *Teacher Assessment*

### **24. Practise tongue twisters for fluency.**

### **25. The Canterville Ghost (extract):**

- Students read the story.
- They discuss the questions given.
- Role play (optional) – Enact the roles of ghost and family members.
- Students watch some videos with unexpected climaxes.

### **Video Links:**

- <https://www.youtube.com/watch?v=ajbbbJ45T7o>
- [https://www.youtube.com/watch?v=E\\_VroTx3XZM](https://www.youtube.com/watch?v=E_VroTx3XZM)

### **26. Tall Tale:**

- Read a tall tale – Idaho potatoes.

- Students discuss the interesting features of it.
- Teacher talk – how to exaggerate.
- Teacher gives some words and asks students to give an exaggerated expression on it.
  - *Eg: eat (When I was 5, I could eat 10 kilos of mangoes.)*
- Students write a tall tale and share it with the partner.
- Students narrate a tall tale with appropriate tone.
- *Peer Assessment.*

### 27. Video-

- Watch a video of Jackie Chan and listen to the narration.

### Video link:

<https://www.youtube.com/watch?v=U8CtOqJy6xM>

- They also watch the gestures and facial expression.
- Students narrate any personal stories with appropriate gestures and facial expressions.

### 28. Look out for Laughter.

- Students read the essay.
- They discuss the comprehension questions.
- They narrate an incident that made them laugh.
- Individually they list the activities that make them happy.
- Describe a funny scene. (optional).

### 29. Vocabulary

- Complete the word web with the help of a dictionary.
- Teacher can give more words and ask the students to find synonyms.

### 30. Project- Create a comic book/video and upload to class blog.

- Give the project timeline
- The project can be given as a group work to encourage cooperative learning.
- Display the highlights of the project on school notice board.