

HIGHER SECONDARY COURSE
COMMUNICATIVE
ENGLISH

CLASS - XI



Government of Kerala
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training
(SCERT), Kerala

2016

THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Prepared by :

State Council of Educational Research and Training (SCERT)
Poojappura, Thiruvananthapuram 695012, Kerala

Website : www.scertkerala.gov.in e-mail : scertkerala@gmail.com

Phone : 0471 - 2341883, Fax : 0471 - 2341869

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Dear students,

Teaching and learning of English is gaining importance in every area today. English is seen as a basic skill which all students require if they are to be a valuable part of the civic society of 21st century. English language has a fundamental role in learning all subjects at the Higher Secondary level. The Communicative English text book for Class XI aims to develop accuracy, fluency, confidence and communication skills of the learners. The selections in this book are based on themes that are relevant to the learning of English. The book has also taken care to present texts beyond the print media by incorporating new textual landscape of popular culture, digital and screen media. Your teacher will lead you through the world of multidimensional texts and enable you to use English for effective communication.

The activities included in the text will give you ample opportunities for listening, speaking, reading and writing. You can also take part in debates, discussions and seminars and express your ideas creatively, agreeing and disagreeing with issues and topics related to the themes.

Hope that you will make use of this book in its full potential and enrich your proficiency in English.

Wish you all success.

Dr P. A. Fathima

Director
SCERT, Kerala

Textbook Development Team

Abdul Khadar K

RACHSS, Katameri, Kozhikode

K.T. Dinesh

Research Officer, SCERT, Kerala

Jose D Sujeev

GHSS Karakulam, Thiruvananthapuram

Muhsinali K.

Markaz HSS, Kozhikode

Maheswaran Namboodiri

Mattannoor HSS, Kannur

Reshmi Reghunath

GHSS Karakulam, Thiruvananthapuram

Thomas Koshy

St Mary's HSS Pattom, Thiruvananthapuram

EXPERTS

Dr Geetha M S

Principal, Govt. College of Teacher Education, Thalasseri

Dr Jayaraj P K

Director, State Institute of English, Thrissur, Kerala

Bindu S

Retd. Professor, University College, Thiruvananthapuram

ARTISTS

Haridasan N K

Art Teacher, GHSS Azhiyoor, Kozhikode

Rameshan P

Art Teacher, Iringannur HSS, Kozhikode

ACADEMIC CO-ORDINATOR

Dr Chandini K K

Head, Higher Secondary & Teacher Education, SCERT, Kerala

State Council of Educational Research and Training (SCERT),
Vidhyabhavan, Poojappura, Thiruvananthapuram-695 012

CONTENTS

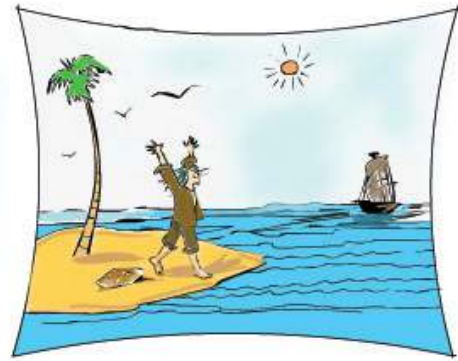
1. The Art of Communication 7
2. Different Media, One Message34
3. The Wander Thirst.....53
4. We are What we Eat72
5. The World of Opportunities98
6. In the Playground..... 117

UNIT

1

THE ART OF COMMUNICATION

Look at the pictures given below.

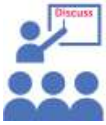


The man you see in the picture is Mr Ben. Can you guess what happened to him?

Hope you could guess.

Here is the story of Ben....

When Ben was a boy he was lost in the sea. He managed to swim to an island and saved his life. What he had with him was only his school bag. He survived on the island, eating fruits and drinking water. Years passed. Ben grew older. One day an idea struck him. He pulled out the water bottle from his bag, jotted down a message on a piece of paper and floated the bottle in the sea. He waited hoping against hope. At last, a ship came and rescued him.



Discuss

Why was Ben not rescued by anyone in the beginning?

What was his idea?

Did his idea work?

Ben did not communicate to the world that he was stranded on a deserted island. A person who does not communicate is like an island - cut off from the rest of the world. Effective communication is an indispensable skill for dynamic social life. It is the art and process of creating and sharing ideas. It is basically, transferring information from one person to another.

Communication Barriers

Imagine that you are given a chance to represent your school at an international film festival. At the inaugural ceremony you are among a group of other children who represent different nations and cultures, speaking different languages and having different attitudes.



Discuss

What barriers will you face in such a context?

Are you confident that you'll be able to establish a good rapport with them?

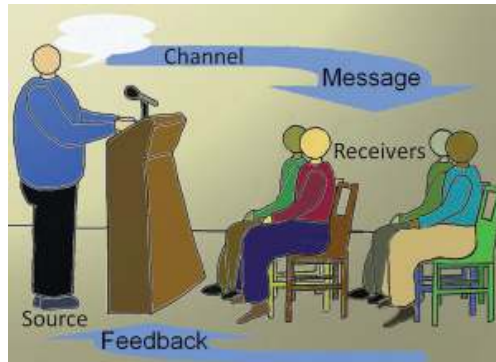
How will you manage to do it?

The Process of Communication

How does communication take place? What is the process of communication?

People communicate with others in different ways. At times you are the source of the message. You *encode* the message and send it through a channel. The receiver at the other end, *decodes* the message, and gives you the *feedback*. For all these to take place, a relevant *context* is essential. Let's list the various stages of communication:

- Source
- Channel
- Message
- Encoding
- Receiver
- Decoding
- Feedback
- Context



Barriers may arise at any of these stages and communication is likely to be defective. You may have come across situations where your messages or ideas were not properly understood by the receiver. It could be because you did not encode the message properly or because the receiver failed to decode it, the way you intended it to be.

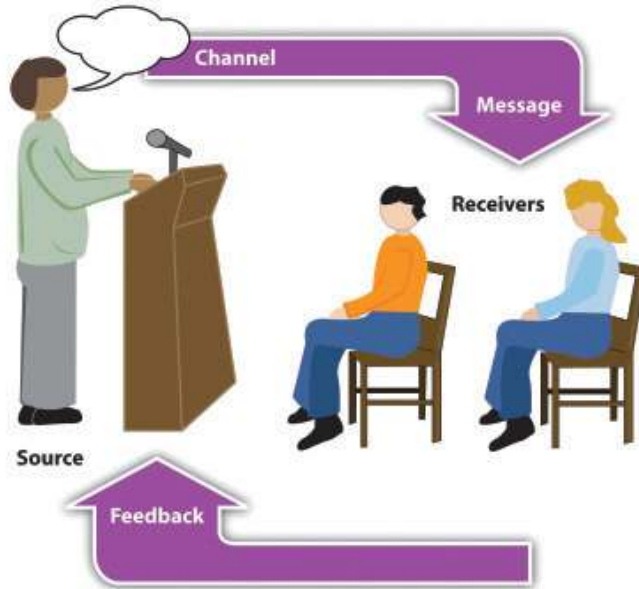
Let's analyse each stage in detail.

- (i) Source** : As the source or the sender of the message, you have to be clear about the message you intend to convey. Suppose you go for a study tour and get lost among a big band of tourists. You cannot locate your friends or teachers. They would also be searching for you. You do not have a mobile phone either. How

will you find them? The first thing that strikes you could be seeking the help of a police officer. Here, you are the source or sender of the message.

- (ii) **Message** : When you approach the police officer, you should be giving him a clear message as to who you are, what your problem is and what help you seek from him. If the message is not clear, the idea will not be conveyed completely.
- (iii) **Encoding** : Encoding is using the proper format to transfer the message. The sender needs to know what the receiver knows and what has to be informed. It is better to use familiar words and phrases while encoding a message.
- (iv) **Channel** : A message can be conveyed through face-to-face conversations, telephone calls, written communications, e-mails etc.
- (v) **Decoding** : Decoding is done by the receiver when he receives a message. In the case of the police officer mentioned above, he decodes your message, by listening to you carefully. He comprehends your problem by asking questions.
- (vi) **Receiver** : The receiver of the message is an integral part of communication. If he/she does not possess the skills to decode the message or shows no interest to receive your message, effective communication fails. The receiver analyses the message on the basis of his/her own individual expectations, opinions and perspectives.
- (vii) **Feedback** : Feedback is a process in which the effect of an action is 'returned' (fed-back) to modify the next action. The feedback to a message can be used to determine the efficacy of communication. In face-to-face conversation the feedback received is immediate.

(viii) Context : The situation forms the context of communication. The communication process will be different in different contexts. The way you speak to your teacher will be different from the way you do to your friends. At home, you are an entirely different person and you communicate in a different fashion. Therefore, the context decides how you communicate.



Are you an effective communicator?

Let's check if you can speak continuously for a minute on a topic. When you speak, others can challenge you for your errors, repetition, hesitation, digression, wrong word choice, use of unwanted words etc. They can also interrupt you for speaking in your mother tongue and for the breaks longer than 5 to 8 seconds you make while speaking. One, however, can challenge you for a valid reason and continue the talk.

Choose any of the topics given below and check how well you can speak.

1. What I did last summer.
2. Why I like/don't like vegetarian food.
3. My career plans are...

4. If I were a Minister, I would...
5. Last night I dreamed...
6. If I got one crore rupees, I would...
7. Are films only for entertainment?



Discuss

1. How many of your friends are confident speakers?
2. What are some of the common problems you have noticed in your classmates while speaking before the class?
3. What are the challenges you and your friends face in developing speaking skills?

'Just a Minute' (JAM) is one of BBC's most rated TV/Radio programmes. In JAM, speakers have to speak fluently for a minute without repetition, hesitation, or deviation. Visit the following link <http://www.bbc.co.uk/programmes/b006s5dp>.

Now, read the following extract from the autobiography of *Asiach Wolfolk Manning*.

Conquer your fears

Have you ever had a dream where you tried to scream, but could not even make a sound? Or that you tried to run but your feet would not move? In your dream, no matter how much you want to scream and run, you can't because you are frozen with fear. In life, fear can be a great hindrance. Fear can be the one thing which prevents you from being who you want to be and doing all you want to do.

As a speaker, I have given hundreds of presentations. I enjoy standing in front of an audience and sharing my experiences. However, I have probably felt nervous before every presentation or speech I have given. No matter how many times I do it, I still get butterflies in my stomach. My palms get sweaty, and my heart beat usually goes up for at least the

first five minutes of my speech. Even though I get nervous, it doesn't prevent me from speaking. For me, the reward far outweighs my anxiety and fears. I am willing to stand in front of a million people and tell my story, even if I have to do it with butterflies and sweaty palms.

Some of my most memorable speaking experiences result from being raised in a traditional Baptist church. As a child, I was very active in the church, singing in the choir and participating in the different church activities. Every Easter and Christmas, I had to learn and recite a speech. One particular Christmas, I was scheduled to give my speech before we sang, 'Away in a Manger'. However, the mistress of ceremonies changed the order of the programme, and I was called to give my speech after we sang the song. For weeks, I had rehearsed and prepared for the moment. Unfortunately, when I stood up to give my speech, my mind went blank. I knew my speech, but the only words that would come out of my mouth were the lyrics to 'Away in a Manger'. After several unsuccessful attempts to recall my speech, I reluctantly went back to my seat. Recognising that I was visibly upset, my great grandmother motioned me to step down from the choir stand and meet her in the back. Knowing how much I had practised, she asked me what had happened. When I told her my mind went blank, she asked me to take a deep breath and made my speech before her. Once I did, she asked me if I wanted to go back and give it another try. Eager to redeem myself, I returned to the choir stand, stood up in front of everyone who had seen me fail minutes before and delivered my speech perfectly.

I do not believe that we fail when we miss the mark the first time. Or, the second, third or fourth time. True failure is when we give up or never attempt to hit the mark at all. One of my favourite quotes comes from perhaps the greatest basketball player to ever play the game - Michael Jordan. He says: 'I have failed over and over again in my life. And, that is precisely why I succeed. I have never been afraid to fail.'



Asiach Wolfolk Manning is a professional speaker and author who lives in USA. She is currently employed as Professor at Broward College and is also an online facilitator at the University of Phoenix. With a professional degree in law and over ten years' experience as an educator, Asiach's greatest passion is inspiring others. She has authored two books *Unlimit Yourself* and *Teen Motivation 101: Ten Secrets of High School Success*.



Discuss

- 1) What lesson did the narrator learn from her experience to deliver a speech in the Baptist church?
- 2) 'True failure is when we give up or never attempt to hit the mark at all'. What does this mean?
- 3) 'Great speakers and presenters are born, not made.' Do you agree with this statement? Give reasons. Conduct a debate in your class based on the experience of *Asiach Wolfolk Manning*.
- 4) Watch on the YouTube the speeches of Martin Luther King Jr, Jawaharlal Nehru, or other leader you like. What qualities of these speakers attract you? What techniques do they use to make their speeches interesting? How do they modulate their voices?

Extempore speech

Extempore is a stage performance which is carried out without preparation of any kind. This term is mostly used while referring to speech and poetry discussions. The other commonly used names for extempore speeches are *impromptu speaking*, *improvised speaking* and *extemporaneous speaking*.

Read the following extempore speeches delivered by two students on the topic 'My Favourite Sport'.

Speaker 1

Good morning. Today I'm going to speak on the topic 'My Favourite Sport', which is soccer. Soccer is a game played by two teams of 11 players each. Each team has to score goals by kicking the football into the goal post. The team which scores the most number of goals is the winner. I love soccer because it is a fast game which requires great stamina, foot skills and the ability to control the movement of a ball. My favourite players are Didier Drogba of Ivory Coast, Cristiano Ronaldo of Portugal and Wayne Rooney of England. My friends and I spend our weekends playing soccer, and we all dream of playing for our country one day. In short, soccer is the sport I love most, and I would like to be a professional soccer player when I grow up.

Speaker 2

Uhh... goo... good morning. I uhh... I am speaking on soccer. My favourite sport is soccer. Soccer is played with 11 players. Soccer is my favourite game. Soccer is played with football. I love soccer because it is a fast game. To win, we need goals. Goals are kicked into the goalpost. My most favourite players are Didier Drogba, Ivory Coast, Cristiano Ronaldo, Argentina, no, Portugal, I think. Wayne Rooney is also my favourite from England. I play soccer with friends on every afternoon. Oh, I forgot, soccer is our national game.

**Discuss**

- Which speaker, do you think, performed well in the extempore? Why?

Here are a few strategies to help you better your speaking skills.

1. Make eye contact with the audience.
2. Speak at a normal conversational speed, neither too fast nor too slow.
3. Maintain a positive body language - i.e. a good posture by standing straight, with your arms in a comfortable position.
4. Follow these steps while speaking on the topic:
 - a. Define the topic.
 - b. Give examples.
 - c. Mention one or more characteristics of the topic.
 - d. Say why it is good/bad/important.
5. 'Buy' yourself time by using expressions to:
 - a. Introduce the topic:
My topic today is.../I'd like to begin by....
 - b. Retain the interest of people:
What is interesting about this is.../I think you would be interested to know that...
 - c. Give illustrations:
For example.../For instance.../A good example of this is...
 - d. Emphasize:
An important thing about this is.../Let me emphasize that...
 - e. Conclude:
In the end.../I'd like to end by.../In conclusion...
6. Choose your words carefully, and try to use different words in each sentence. For example, rather than saying: Ghana is a beautiful country. It has beautiful scenery and beautiful animals. You may use different descriptive terms like *breath taking scenery*, *a variety of animals*, etc.
7. Use good pronunciation. Do not run over your words, and avoid an artificial accent. A natural and clear pronunciation impresses people.
8. Be grammatical. The best of speeches fail to impress if the sentences are ungrammatical.

In your opinion, are all these strategies important?



Activity

Prepare and present 3 to 4 minutes extempore speeches on the following topics. Assess your performance based on the above strategies.

- The habit of reading newspaper
- Before criticising anyone, place yourself in their shoes
- The most memorable moment so far I had
- The funniest moment in so far I had
- Trip to a favourite holiday spot
- My favourite serial
- My favourite actor
- My role-model
- Favourite business personality
- If you become invisible...

Now, read how two speakers have described their families.

Speaker 1

My family is a typical family in China. There are grandparents, parents, a brother, my wife and I in my family. I look just like my father. Medium build, pointed nose and dense black hair. My father is very kind and easy going. His love is the most selfless love. I am lucky enough because I have a good father. My father has been especially thirsty for knowledge as he had only a few years of schooling himself. He believes that knowledge can change fate. So, my father offers more opportunity for me to study (no matter how poor my family was). To sum up, my family is in harmony and our life is very happy.

Speaker 2

Well, let me see. There are five of us in the family, including my parents. I am the youngest. I've a brother and a sister. My brother is the eldest and he's recently finished university. He's a salesman for a computer company. So he spends a lot of time travelling around the country and we hardly ever get to him. My sister's name is Anna and she is 22. She's a nurse in a hospital. She's always been very good with people and it's the job she loves, although I think I would find it depressing to be around sick people all the time. Both my parents are teachers: my mother teaches English, and my father teaches history. I get on well with them. Yes, we're a very happy family.

Who do you think performed well - Speaker 1 or Speaker 2? Why?

**Activity**

How will you describe your family?

The following questions will help you.

- Do you have a large or small family?
- How much time do you spend with your family?
- What do you like to do together as a family?
- Do you get along well with your family?
- Are people in your locality generally close to their family?

Each one of you should speak before the class.

Choose any one of the following cards to interview your partner. Make notes based on the questions in the cards. After the interview deliver a short speech on the topic.

CARD-1

Talk about a friend who has played a big part in your life.

Discuss

When and where did both of you meet?

What is your friend like?

What is so special about him/her?

● Explain how he/she has influenced you.

CARD-2

Describe a book that has had a great influence on you.

Discuss

When did you read it?

What is it all about?

Why is it so special?

● Explain the effect it had on your life.

CARD-3

● Talk about a recent invention that has had a major impact on your life.

Discuss

When was it invented?

And how did it affect your life?

● Explain the effect, you think, this invention has on the society as a whole.

After interviewing your friend, speak about the topic on the card for 2 or 3 minutes.



Know your Progress

How effective was my speech?

A grid is given below.

Assess your performance by putting a tick mark in the appropriate column.

Learning outcome	Good	Average	Needs improvement
• Ability to speak fluently without long pauses and breaks.			
• Clarity in speech			
• Use of grammatically acceptable language			
• Audibility of the speaker			
• Ability to communicate ideas relevant to the topic and context.			

How can emotions be brought in your speech?

The conscious and sub-conscious movements we make and the body postures we take, expresses our attitudes and feelings. These constitute our body language.



Activity

Work in pairs and demonstrate your emotion such as: **anger, surprise, sadness, regret** to your partner, without using words.

1. Read the sentences below with appropriate voice modulation. The adverbs given in brackets before each sentence will give you a clue about how to read the sentences.

(*timidly*) 'Please don't ask me. I never know the right answer.'

(*angrily*) 'Put that away! I will not tell you again!'

(*sadly*) 'We will miss you when you have gone!'

(*stubbornly*) 'Why should I clean my room? Nobody in my class ever cleans their rooms!'

(*guiltily*) 'It definitely wasn't me. I was nowhere near the goal post when the ball went in.'

2. In pairs, choose any one of the sentences below and express it to your partner, using only body language:
 - 'It's very warm here.'
 - 'Don't come near me!'
 - 'This is so boring.'
 - 'What do you mean?'
 - 'Come in.'
 - 'Go away!'
 - 'You cannot mean it.'
3. Discuss how you felt while using body language.
4. Make a list of the most common body language signals.
5. Construct more sentences and act them out. Comment on each other's interpretations and make suggestions for changes and improvements.

So far you have been practising how to deliver a short talk on a topic. Now, let's see what a debate is.

Debates are conducted in Parliament, legislative assemblies, lecture halls and public places. Debates provide you with better opportunities to hone your communication skills.



Let's Debate

A debate is a discussion in which speakers form two groups, and argue *in favour of* or *against* a topic. The topic is called a **motion**, and the speakers from each group not only give reasons to support their argument, but also counter the arguments made by the members of the opposite group.

The process

There are two teams, each consisting of two or three speakers. One team (the affirmative) supports the motion, and the other (the negative) opposes the motion. A moderator controls the proceedings.



Each speaker makes a prepared speech to argue his or her case. The teams prepare collaboratively, building up their case. The sides speak in turn, starting with the proposer of the motion followed by his or her opponent and then the others in like order. Each speaker has a specified amount of time to speak (e.g., three minutes or five minutes).

Then the debate can be opened to the floor, with the speakers standing up to offer points supporting or opposing the motion.

Important Rules

- The team supporting the motion must not change their point of view. The same goes for the opposition, who must oppose the motion completely (whatever be their private opinions).
- If a speaker makes a statement, he or she must be able to provide evidence or reasons to support it.
- The facts presented in a debate must be accurate.

Speakers may not bring up new points in a rebuttal speech; that is, one that demonstrates that the opponent was "wrong" or "ill informed".

A. Those who support the motion

- The first speaker rises and states the motion as follows: I move [or I support] the motion that all 'out-of-school' youths who dropped out for some reasons should be encouraged to return to school.

They define key terms in the motion. In this case they need to say what they mean by 'out-of-school youths'.

- Give reasons in support of the motion, for example:

The first reason for supporting this motion is that today's youths are tomorrow's leaders.

Secondly, they are the...

Thirdly... etc.

- Sum up their argument in support of the motion;

In short, [or to sum up]...

- Restate the motion:

I, therefore, repeat [or I, therefore, urge] you all to support the motion that...

B. Opposing the motion

- The opposite team states their opposition to the motion by stating as follows:

I oppose the motion that... or I support those who oppose the motion that...

- They give their reasons for opposing the motion: For example:

- My first reason for opposing this motion is that not all youths need the kind of education one sees in schools today. Some are better as roadside mechanics, vulcanisers, house helps, etc.

- Secondly, some have lost interest and confidence in schooling.

- Thirdly etc.

- They sum up their reasons for opposing the motion:

In summary, [or to sum up]...

- They reassert their opposition to the motion:

I, therefore, repeat [or I, therefore, urge you all NOT to support the motion] that...



Class Debate - A Sample

Motion: *A teacher contributes more to the nation than a medical doctor*

Pro: Respected Chairperson, distinguished panel of judges, ladies and gentlemen,

I rise to support the motion that teachers contribute much more to the development of the nation than doctors do.

First and foremost, without teachers there will be no doctors. Teachers produce doctors, engineers, governors, bankers, army and police officers as well as all of the civil servants, to mention a few. They mould the character. Many national leaders were teachers at one time or another. Teachers never lose any lives while teaching, but many incompetent doctors lose their patients.

Con: Mr. Chairperson, distinguished panel of judges, ladies and gentlemen:

They say “health is wealth.” Without doctors who provide good health services, we would not all be here today. My worthy opponent forgot to tell this august audience that when teachers fall ill, they must rush to the doctor. Otherwise, they may not be able to teach anymore; they may be dead or disabled! It is because doctors are very valuable to the nation that they spend a longer time training to make sure that the nation remains very healthy. That is why doctors are better paid than teachers. Doctors are also always on duty. While teachers are engaged in chalk and talk, doctors are busy saving lives in emergencies all the time. Doctors are smartly dressed in clean white gowns and definitely look more respectable and attractive than teachers.

Let’s conduct debates on the following topics:

- 1) Mobile phones and social media prevent people from concentrating fully on work and study.
- 2) It is better to go to a single sex school than a mixed school.

- 3) People should use private vehicles less and public transport more.
- 4) War is never the right solution for international problems.

Think two minutes about what you are going to say. Give a quick oral summary of the topic. Try to speak for 2-3 minutes. Say why it is controversial. Then give your own opinion about it, the following expressions may help you.

Giving opinions

I think ... / I don't think ...

It seems to me that ...

I would say that ...

It's clear that ...

It could be argued that ...

Some people argue that ...

Backing them up, ...

The main reason for this is ...

A good example of this is ...

For example, ...

The evidence shows ...

The advantage of this is ...



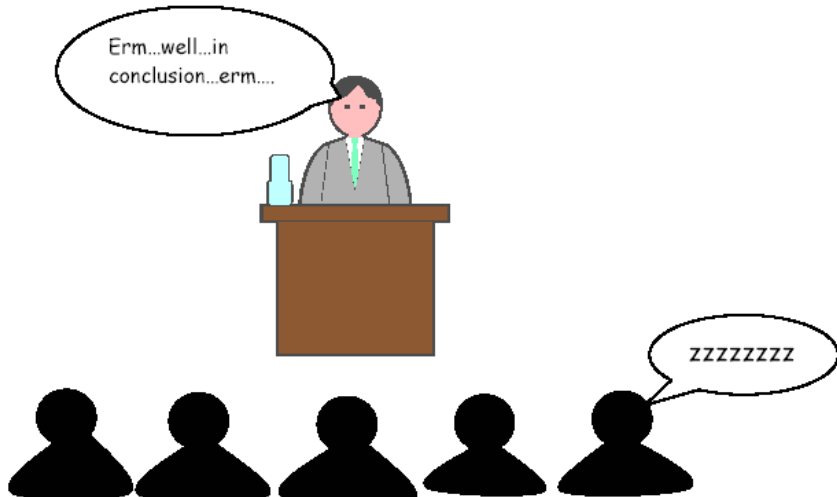
Discuss

1. Did all the members in the group participate in the debate actively?
2. Which group's presentation was more appealing? Why?
3. Who do you think was the best debator?



Giving a Presentation

We have seen the skills required for making speeches and debates. Another mode of communicating to an audience is by giving a presentation.



How a speech differs from a presentation?

A *speech* is a type of oral recitation, whether from memory or notes. *Presentation*, on the other hand, is usually referred to as a more interactive experience. Presentations are about giving the information in a way that appeals to the audience, rather than necessarily transferring the information. Speeches are more formal than presentations. Presentations tend to be about facts and figures. Speeches are given to larger crowds and therefore must appeal to the emotions. Presentations are generally given to smaller groups and therefore contains more details. A presentation is primarily about conveying or explaining information so that the audience can understand, remember and use it.

When you give a presentation, **how** you deliver the information is just as important as **what** you say. Knowing your **subject** well and knowing your **audience** are both very important.

But there are other considerations too. Here are some of them. What is your opinion on these? Can you add a few more to the list?

body language	notes	language
visual aids	humour	length
confidence	voice	speed

Outlining your presentation

It is important to present an outline of your presentation at the very beginning. This helps the audience to understand how you have structured your presentation. A presentation will be much clearer to the audience if the structure is clearly signalled.

The use of a variety of **presentation verbs** can help you present the outline clearly, specifically and effectively.



Activity

Here are some verbs often used in presentations. Can you complete the outlines of the presentations below by inserting suitable verbs from the box? You may need to use some of these verbs twice.

talk	discuss	outline	filling
share	bring	highlight	tell
report	start	go on	

- i. Good morning everyone. I am Deepesh. This morning I am going to _____ to you on the Adult Education project taken up by our Institution. So I'll begin by _____ to you about the background of the project and then I'll update on the progress of the project. I'll go on to _____ what I see as the main achievements of the project. Next I will _____ our plans for further extension of the project. In the end I will _____ you how you can become part of this project. Please feel free to interrupt me anytime with any questions you might want to ask.

ii. Good afternoon ladies and gentlemen. I am here to _____ the results of Class X and Class XII in different districts of Kerala. I will _____ with Malappuram which has the largest student population in our state. I will then _____ to Thiruvananthapuram and Kollam in the south.

After _____ with you the information on the data collected from these cities, I will _____ in depth the implications of the results. My presentation will be followed by an open discussion on the student performance in our state.

Here are some more ways of signalling the structure of your presentation. Pay particular attention to the verbs in bold.

Introduction

Greeting

Good morning ladies and gentlemen / everyone...

Topic

I'd like to **talk** to you about...

I'd like to **think** about...

I'm here to **make** a presentation on...

This morning I'll be **talking** to you about / **telling** you about / **showing** you / **reporting** / **taking** a look at...

Outline I'll be **dealing** with three areas.

I've **divided** my talk into...

So I'll start off by **filling** you in on the background to / **bringing** you up-to-date on / **giving** you an overview of/ **making** a few observations about / **outlining**...and then I'll go on to **discuss** in depth / **highlight** what I see as the main / **make** detailed recommendations regarding...

Conclusion

I will conclude with.../ **I will end** my presentation with.../ At the end of my presentation I **will invite** you to ask me any questions that you may have.

Signposting

Signposts help to guide the audience through a presentation. Look at the phrases given below. These phrases will help you guide your audience through a presentation.

to move on	to go back	to summarise
to expand	on to recap	to turn to
to digress	to conclude	to elaborate on
to illustrate		



Activity

Choose one of the signpost expressions from the above for the following situations:

- | | |
|------------------------------------------------|-------------------------|
| 1. When you want to make your next point | To move on to..... |
| 2. When you want to change direction | To..... |
| 3. When you want to refer to an earlier point | To..... |
| 4. When you want to repeat the main points | To..... |
| 5. When you want to give a wider perspective | To..... |
| 6. When you want to give an example | To..... |
| 7. When you want to do a deeper analysis | To summarise once again |
| 8. When you just want to give the basic points | To..... once again |
| 9. When you want to deviate from your plan | To..... |
| 10. When you want to finish your talk | To..... |

More Signposting

Here are some more helpful signposts which you could use during your presentations.

While highlighting the steps:

- First of all let's look at.....
- Then.....
- Next.....
- Lastly.....

Visuals too may be included in your presentation to enhance its effectiveness. We shall discuss ways to present them:

Using Visuals

Visuals like bar graphs, line graphs, pie charts, pictograms, maps, photographs, charts, PowerPoint slides etc., are commonly used in presentations to present statistical information or to make comparisons.

Introducing a visual : I'd like to show you.....
 Have a look at this.....
 This graph shows / represents.....
 Here we can see.....
 Let's look at this.....
 As you can see in this graph / table.....

Comparisons : This compares x with y
 Let's compare the.....
 Here you see a comparison between...

Conclusion : Some language input for the end of your presentation is given below. Read it carefully.

Finally, to sum up.....
 I'd like to sum up now.....
 That concludes my presentation.
 To conclude.....



Activity

Take a look at the following table. It shows the number of students enrolled for different courses during the last five years.

Courses	2009	2010	2011	2012	2013
General English	200	180	160	100	50
Business English	35	80	140	140	210
English for Information	20	60	150	80	60
English for the Hotel Industry	40	45	35	45	50

How will you talk about the data given in the above table? Make a presentation.



Discuss

At the end of a presentation you are required to invite the audience to ask questions that they may like to ask. Alternatively, you could also permit them to ask questions whenever they want in the course of your presentation. This has to be told to them at the very beginning. Given below are some ways to invite questions from your listeners.

Inviting questions

Are there any questions from your part?

If there are any questions, I'll be glad to answer them.

I'll be glad to answer any question you may have.

Now, we could have a discussion on.....

Given below are the outlines of two presentations. Compare the two outlines.

Television as a source of information and entertainment

Good morning ladies and gentlemen. This morning I'm here to talk about the importance of television as a source of information and education. I will begin my talk by giving an overview of the popularity of television as a means of communication.

I will then go on to outline the areas in which it provides invaluable information. Next I will emphasize upon the importance of television as a popular and affordable source of education and entertainment for all age groups.

My presentation will last for 10 minutes. I will be glad to answer any questions that you may have at the end of my presentation.

My Favourite Magazine

Hello friends. I'd like to say a few words about my favourite magazine. I've divided my talk into three parts. I will start by telling you which my favourite magazine is. Secondly, I will highlight the main features of the magazine. In the end, I will tell you why I prefer this magazine to other magazines. I will invite you to ask me any questions you may have at the end of my talk.



Activity

1. Which presentation do you think is formal and which is informal? Why?
2. Which presentation do you think is appropriate at a seminar? Why?
3. Prepare an interactive presentation for 4 to 5 minutes on the following topics. You can use PowerPoint slides for your presentation.
 - a) Should politicians have a minimum qualification?
 - b) The impact of television on children.
 - c) Women are better administrators than men. Do you agree?
 - d) Is our population an asset to our nation?



Know your Progress

A grid is given below. Assess your performance putting a tick mark against the appropriate column.

How effective was my presentation?

Learning outcome	Good	Average	Needs improvement
<ul style="list-style-type: none"> Presentation of information in a logical and interesting sequence which the audience can follow. 			
<ul style="list-style-type: none"> Expression of main ideas, the supporting details with necessary examples. 			
<ul style="list-style-type: none"> Use of grammatically acceptable language. 			
<ul style="list-style-type: none"> Ability to hold the attention of the audience through body language and voice modulation. 			
<ul style="list-style-type: none"> Ability to answer all questions with explanations & elaboration. 			

UNIT

2

DIFFERENT MEDIA,
ONE MESSAGE



Discuss

- Do you read newspapers everyday?
- Are you familiar with any of the newspapers shown above?
- Which page of the newspaper do you prefer to read?
- Do the pictures and layout of the newspaper attract you?

We come across different articles like news reports, features, editorial etc. in a newspaper.

A **local news** article focuses on what's making news in our neighbourhood. A **national news** article dwells upon news of national importance. An **international news** article focuses on news that's happening outside India. A **feature article** is a light-hearted write-up on events or people who are newsmakers, celebrities or unique people. An **editorial** is the opinion or stand of the newspaper about a particular current event, news or person. A **column** is newspaper space given to a senior writer or a person of eminence to write on topics of social, cultural, academic or historical importance on a regular basis.

A few clippings of newspaper articles are given below. Identify and select the types of news. Write them in the boxes given along with the clippings.

10

A THOUGHT FOR TODAY

It's one thing to be religious, but it's another thing to make religion your policy.

MADELEINE ALBRIGHT

Dissolving Barriers

Focus on development may force political parties to redefine secularism

With the announcement of the 2014 Lok Sabha election schedule, campaigning and alliance formation are expected to gain steam in the days ahead. Over the last few months, national and regional parties have dropped hints about their respective poll strategies and electoral calculations. And one thing that has hitherto stood out in contrast to previous general elections is the mellowing of the secularism-versus-communalism rhetoric.

All but eight countries to get visa-on-arrival

EXPRESS NEWS SERVICE
NEW DELHI, FEBRUARY 5

THE GOVERNMENT Wednesday approved an ambitious plan to extend visa-on-arrival facility to almost all countries barring a handful categorised as "sensitive" due to the security risk they pose.

The move aims to make it easier for tourists to visit India and has been extended to 180 countries. Pakistan, Sudan, Afghanistan, Iran, Iraq, Nigeria, Sri Lanka and Somalia are eight countries that have been kept out of the list.

The *Sunday Express* had reported on February 2 that the government was set to take up a proposal after intelligence agencies had given their consent.

Fresh out of Grandma's cookbook

For someone who was least interested in cooking in her girlhood, Bridget White Kumar made a remarkable turnaround. Hooked on her Anglo-Indian community's cuisine, Ms. White dusted her foremothers' recipes to perfect her own and published six books on the subject, making her an authority on delights such as the Muligatawny Soup and the Dak Bungalow Curry that date back to the days when the sun never set on the Empire.

"I had to literally go back to the days of the Raj to uncover some of the recipes," she says relating how a book dating back to 1902, and lining her mother's meat shelf in their home at Kolar Gold Fields, supplied many recipes. "But it was not precise: it listed ingredients as a pinch of this and a dash of that. I had to experiment and arrive at exact measurements of off-the-shelf ingredients to ensure that they were easy to make."

Chandrasekhar RECENT ARTICLES

Feb 6, 2014

Cheap labour and competitiveness

For years now China has been the world's manufacturing powerhouse, leveraging its cheap labour and much else to dominate global trade in general and developing country exports in particular. Jan 28, 2014

Search for recovery

Even as the progress of the taper triggers capital flight from emerging economies, disrupting their markets and depressing their currencies, the World Bank and the IMF. Jan 15, 2014

US claims Russia tested new missile, despite treaty

MICHAEL R GORDON
WASHINGTON, JANUARY 30

THE United States informed its NATO allies this month that Russia had tested a new ground-launched cruise missile, raising concerns about Moscow's compliance with a landmark arms control accord.

American officials believe Russia began conducting flight tests of the missile as early as 2008. Such tests are prohibited by the treaty banning medium-range missiles signed in 1987 by Presi-

RUSSIA ARRESTS TWO OVER BLASTS IN VOLGOGRAD

MOSCOW: Russia identified two suicide bombers responsible for an attack that killed 34 in Volgograd last month and arrested two suspected accomplices in violence-torn Dagestan province, officials said Thursday. National Anti-Terrorism Center said the bombers, whose fears of further violence at the Sochi Olympics prompted a military response.

You have read various samples of newspaper articles. Do you know where these reports and articles are produced?

Newsroom is the central place where editors, reporters, photographers and production managers work to gather the news to be published in a newspaper, magazine or broadcast on radio or television. The modern newsroom has gone through several changes over the last 50 years.



Discuss

Given below are the pictures of two newsrooms. Compare them. Can you find any difference between the two? Can you guess what the modern newsrooms would be like? (You can use: may/might/could/must/can't be/ seems to be/ appears to be etc., to express your thoughts.)



**Activity**

Work in pairs and talk to your partner about what you see in the pictures. Remember to make use of the expressions in the box.

I think .../I believe .../I guess ...

I am under the impression that...

To the best of my knowledge...

I take it (that) ...

It seems to me (that) ...

It may / might be ...

It strikes me as ...

It comes across as ...

It has all the hallmarks of ...

It shows signs of ...

It looks like ...

It looks as if ...

It appears to be ...

A welcome party at a newsroom

Imagine that you are working in a media firm and you are participating in a function where you have to introduce your staff to the audience. Introduce the following people. Make use of the job titles and the nature of work.

'The New Guy'

Correspondent	a person employed by a newspaper, a television station, etc. to report on a particular subject or send reports from a foreign country
Reporter	a person whose job is to discover information about news events and report them for a newspaper, magazine, radio or television

Editor	a person who corrects or changes pieces of text or films before they are printed or shown, or a person who is in charge of a newspaper or magazine
Scriptwriter	a person who writes scripts for films or radio or television broadcasts
Sub editor	someone whose job is to check and correct writing, especially articles in a newspaper, before it is printed
Proof reader	a person whose job is to check text before it is printed or put online
Journalist	a person who writes news stories or articles for a newspaper or magazine or broadcasts them on radio or television
News reader	someone who reads the news on the television or radio
Graphic designer	someone whose work is related to the arranging of text and pictures

Newspapers have become an integral part of our lives. We subscribe to newspapers at home, school, college and even in shops.



Discuss

1. Do you think newspapers have long life span? Will newspaper disappear soon? Comment.
2. What would the world be without news?
3. What media do you depend for news? Why?
 - a. Newspaper
 - b. Radio
 - c. Television
 - d. Internet

To state your opinion, you can make use of the following expressions:

In my experience...,

As far as I'm concerned...

In my opinion...

Personally, I think...

I'd say that.....

I'd suggest that...

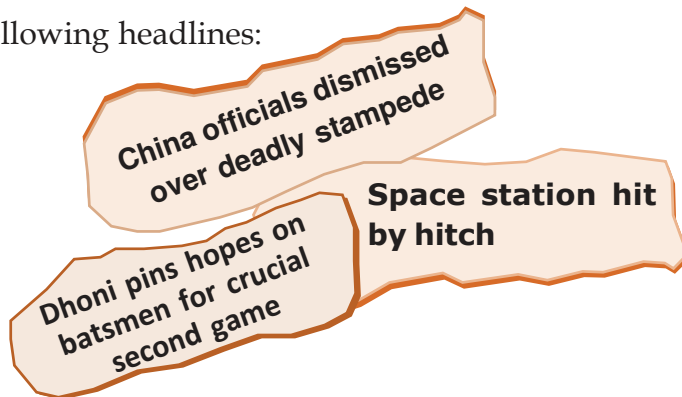
I'd like to point out that...

I believe that...

Headlines are very important for newspapers and other media. Let's look at some of the features of headlines.

The headline of a news story is a summing statement which introduces the story at the beginning of a TV or radio news broadcast, or which leads us to read the article in a newspaper or on a website.

Look at the following headlines:



Since the aim of a news headline is to grab readers' attention, 'unimportant' words are often left out. These include:

Articles: **The** space station has been hit by a hitch.

Auxiliary verbs: The space station **has been** hit by a hitch.

Possessive adjectives: Dhoni has pinned **his** hopes on batsmen for crucial second game.

News broadcasts and newspapers are designed to make you think that news stories are happening now. So news stories make use of the *present simple tense* in the headlines.

e.g: **Simple Present:** Dhoni **pins** hopes...

The passive voice is also used in headlines. However, we usually notice just the past participle form in them.

Past participle: China officials **dismissed** over deadly stampede.

(Instead of 'The China officials were dismissed over')

To refer to the future plans of the subject, the headline usually uses a verb in the infinitive form.

Infinitives: Sugarcane farmers **to launch** indefinite agitation.



Activity

Change the following sentences into news headlines.

e.g: The Indian cricket team arrived in Napier on Monday for the five-match ODI series against New Zealand starting January 19.

'Pleasant weather' greets Team India in New Zealand

1. Twelve people were killed overnight in the Brazilian city of Campinas in a surge of violence that began with the murder of an off-duty policeman, police and media said on Monday.
2. A victim of a car crash has learned to walk again.
3. A new drug will cure 'flu this winter.
4. The police questioned a suspect in a robbery yesterday.

Headlines lead us to read the details of the news story. The reporter needs to choose the words very carefully to make the newsreport clear and unbiased.

Activity



Activity

Go through the following newsreports:

- a) Five men **have been arrested** in connection with the theft last month of three masterpieces from the National Museum in Stockholm. The Swedish nationals **were detained** in the Stockholm area just days after police received several photos of the paintings, along with a demand for hundreds of thousands of pounds. The works of art, including one by the Dutch master, Rembrandt, **are estimated** to be worth up to \$ 30 million in total.
- b) The crew of the world's biggest ocean-racing yacht, the Team Philips catamaran, have been rescued after the boat was badly damaged in storms. They had been preparing for a race 800 miles off the west coast of Ireland.

1. Look at the verbs in bold print. In what respect are they similar?
2. Find out two words or phrases which refer to 'paintings' in report (a).
3. List two words that refer to a 'boat' in report (b).
4. What special effects do the headline 'Five men were arrested' instead of 'Police arrested five men' bring to you. What are they? Discuss?
5. How does the use of synonyms keep the readers' interest in the story?

Choose one of the following and write a newspaper report about it.

1. An unusual event that took place in your school.
2. An interesting place you have visited.

Remember:

- to think of a good headline.
- to include some interesting facts and descriptions.
- to keep it simple and not to write too much!

Have you ever thought of becoming a columnist or a journalist for a newspaper? Read the following article of Simon Jenkins and identify the features of journalistic writing.

*Journalists are creatures of nature not nurture. The profession develops from **instinct**, from a peculiar way of seeing and describing the world. It may be objective in practice but it is **subjective** in motivation.*

*Journalism is expressed in the written or spoken word, but I have never regarded that as its **essence**. The technical skill is that of creating **clear** and **succinct** sentences, which any profession should inculcate. This can be taught and should be part of any core curriculum. Its absence from so much of written English nowadays, from users' manuals to student exam questions to government white papers, is **deplorable**. I sometimes think a well-produced newspaper is that last **redoubt** of clear English. There is no talent for such technique. While some people pick it up quickly, it must be acquired, as must a skill at playing the piano. Like many **ingénue** journalists, I acquired it first in the trial and error of a student newsroom and then went on to a more formal training, in my case with the Times Newspapers.*

*The latter's Educational Supplement, then integrated with the main paper, possessed two invaluable bits of equipment. One was a source of stories, the politics of education, to which little harm could be done by my reporting. The other was a ferocious, Irish sub-editor. He would score through **superfluous** words, underline bad grammar and mercilessly spike articles, leaning back in his chair, removing his glasses and asking the classic question of any journalism teacher: 'Now, what is it you are really trying to tell me?'*

*I absorbed his maxims like mother's milk. Never begin a paragraph with 'it'. Make every paragraph a single idea. Nouns and verbs are the workhorses of a sentence, never qualifiers. Delete every adjective and adverb from your story and reinsert only those that appear essential. Never use **sloppy** words*

such as supply, problem, accommodate and interesting and try to use concrete not abstract nouns. The best punctuation is a full stop.

*That training was a privilege greater than anything I acquired at school or university. It was the toolkit for a career, always to be kept **oiled** and polished. I watched colleagues **floundering** as they sought to fashion stories in ignorance of its framework.*

I used to ask aspiring journalists whether they kept a diary. What was their instinctive response to meeting an exciting person or visiting a beautiful place, to any highly charged emotion? Did they crave to communicate their experience through the written word? It is the best indicator I know of a natural reporter.

*The qualities **essential** to journalism thus extend far beyond an ability to write. They are those of curiosity, an uninhibited mind, native cunning and an eagerness to communicate, summed up in the gift to **narrate**. Such is the raw material on which the story depends and without which there is nothing to say. There can be a story without journalism, but no journalism without a story.*

Simon Jenkins - The Guardian

1. Read the text again and ensure that you understand the words in bold.
2. Imagine that you are interviewing Mr Jenkins for a TV channel.
 - a. Prepare a possible script for the interview and make a write-up based on your interview.
3. 'What you say' and 'the way you say it' make a lot of difference in news reporting. Look at the phrases on the left and match them with their negative counterparts on the right.

1. a reminder of a bygone age	a. dull, cream and beige
2. a ground breaking innovation	b. a gas-guzzling monster
3. an extensive range	c. an untried experiment
4. a leisurely, relaxing drive	d. an outdated piece of junk
5. subdued, neutral tones	e. a bewildering variety
6. a sleek, powerful sports car	f. a tedious, uncomfortable trek

Many new words make their entry into the English language every now and then. Let's look at the following words that we come across in the media very often.

journalese (disapproving): a style of language considered typical of newspapers.

reportage (formal): the activity of, or style of, reporting events in newspapers or broadcasting them on television or radio

parlance: a group of words or style of speaking used by a particular group of people



Activity

Use your dictionary and find out the meanings of the following words.

cliche	
--------	--

bias	
------	--

slander	
---------	--

plagiarism	
------------	--

redundancy	
------------	--



Now read the following extract :

In one day, the face of Ananda Bhavan changed. Expensive silverware, costly carpets, and drapes were thrown out. Chandeliers were smashed to smithereens.

Garments made outside India were piled up in the front yard. Silk, satin, and chiffon were piled on the ground. Trousers and suits were cast off. Ladies threw away their silk dresses. Every member of Ananda Bhavan now wore khadi.

Someone threw a burning faggot on the pile of clothes. Tongues of fire lapped up the clothes. Indu appeared there in an expensive frock presented by someone in Paris. Without any hesitation she removed it and threw it on the fire. Her cheeks glowed with joy and pride.

The eyes which turned to congratulate her, got hooked on the doll she held to her bosom. It was always with her as though of her flesh and blood. It smiled in her arms. A beautiful doll. The gift of some visitor to Ananda Bhavan. She used to hug it tightly in her sleep. Indu thought that even dolls have life.

"Indu's doll is also foreign made."

The voice fell on Indu's ears like a thunderbolt. She looked at the doll's eyes. It seemed to bat its eyelids as though it had life. She held it tightly for a moment. Some of the onlookers were grinning.

Indu did not hesitate. She kissed her dear friend on the forehead. As everyone looked on, she wrenched it with all her strength as though from her heart, and flung it on the fire, She could not stand there anymore. The air around was too hot. Her mind and body could take no more of it. She rushed to her bedroom and fell on the floor. There she sobbed for a long time.

"The duty to one's nation is so much greater than the love for a doll."

Whose voice was that? Mother's? Mother India's? Mother Earth's?

The Wind in the Mountains by George Onakkur.



Activity

Can you recognise the girl in the extract? She is none other than the former Prime Minister of India, Mrs. Indira Gandhi. When you read it, you can feel the spirit of freedom among the people of India.

- What role does the media have in inculcating patriotic spirit?
- Imagine you are a media person reporting for the Indian press. Report this incident in your own words.
- Make a speech about this incident.



Project Work

1. Collect patriotic speeches, reports and articles found in the Indian media during the days of freedom struggle.
2. Bring out a class newspaper

You have noticed the different features of a newspaper. Now, collect news from your class and arrange them properly to bring out a class newspaper. Think creatively and bring in substitutes for local, national and international news. Include an editorial as well as feature articles too.



Know your Progress

Assess your performance in the project work by putting a tick mark in the appropriate column of the following grid.

How effective was my project work?

Learning outcome	Good	Average	Needs improvement
<ul style="list-style-type: none"> • Arranging the collected materials in different heading 			
<ul style="list-style-type: none"> • Editing the material 			
<ul style="list-style-type: none"> • Providing proper layout and style 			
<ul style="list-style-type: none"> • Giving proper headlines 			



Discuss

Newspaper is a medium meant for the eyes. How do other media entertain you?

Do you listen to the radio?

How does the radio survive today?

Which are the most popular radio stations in your locality?

Radio is meant for the ears and not for the eyes. Writing news for radio is different from writing news for the newspaper or the television.



Activity

1. Identify some of the features of radio language from the following news.

An explosion followed by huge sheets of flame rising hundreds of feet lit up the sky over Troy this morning. A security guard called the fire department at 4:30, and when firefighters arrived just six minutes later, the fire had escalated. Chief Jed Krystowiak said his men battled for five hours before they brought it under control. The fire's cause is unknown, but they haven't ruled out arson. No one was injured. Police officials and fire department arson investigators say they'll issue a full report as early as Monday night. In Troy, I'm Rip Reed, Newsradio 93.6.

Radio is a verbal communication medium and the language to be used for knitting radio content must be spoken, easy and colloquial.

2. What radio text would you make for the following news:
 - a. 'The government,' said the opposition leader, 'had created the problems.'
 - b. A taxi driver, overran a pedestrian.
 - c. Because of heavy rainfall, which poured down yesterday, the city life was jammed.

What shape might it take if you are to read it the same way without editing? And what meaning would it convey?

Two - minute news bulletin

Work in groups. Each group can prepare a part of the whole class bulletin. Select news and write down the script for the news bulletin.



Discuss the following questions in pairs

1. How is radio different from TV?
2. What advantage/disadvantage does TV have over other media?
3. Would you like to work in the TV industry?
4. What are the differences between being a TV anchor and a newspaper journalist?
5. What is the attraction of a TV anchor?
6. Can you think of the skills required for a T V anchor?
7. What do you think happens behind the scenes of a TV programme?
8. What are the characteristics that make the television different from other news media?

Work in groups: You are the producer of a 30 minutes news programme for a local TV channel. The headlines given below are the possible stories for today's edition of the programme.

●	GOVT. TO CRACK DOWN ON NET CRIME
●	FLOOD TOLL RISES
●	MOVE TO CURB TOBACCO SALES
●	PM PLEDGES TAX CUT
●	CAT SAVES OWNER FROM BLAZE
●	OLYMPIC GOLD AFTER 9 YEARS
●	KERALA FAST BOWLER AXED
●	UN URGED TO ACT OVER NEW CLASHES.



Activity

- Discuss the possible content of each story and decide how interesting they would be for your viewer?
 - Choose 5 headlines for your programme. You may also include one extra item of "breaking news" (your own idea).
 - Decide a running order for the stories.
 - Decide how much time will be spent on each story. Will it contain an interview? If so, whom will you interview? Present your ideas before the class.
- Look at the following words related to TV/radio programmes and match these words with their definitions on the right.

fly-on-the-wall	a long television advertisement, that contains a lot of information and seems like a normal programme
Infomercial	a television programme in which the people involved behave normally, as if they are not being filmed
Roadshow	a film or television show made in the style of a documentary to make invented events seem real
Mockumentary	a series of shows or events that take place in different places around the country, for entertainment or in order to give the public information about a company, product, etc
Reality TV	a short news report on radio or television, giving the most recent information about an important or unexpected event
Newsflash	television programmes about ordinary people who are filmed in real situations, rather than actors



Project Work

Collect the following items and analyse their language features.

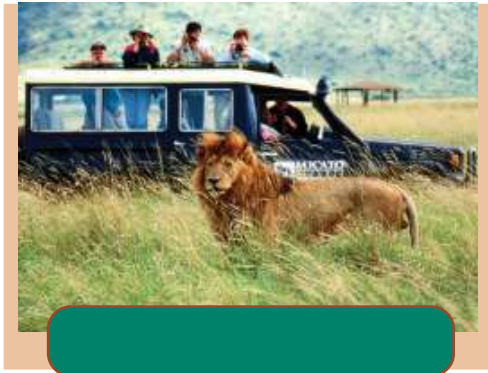
1. Headlines of national, international and sports news in different media.
2. Text of a running commentary of a sporting event.
3. Common expressions used by anchors of Radio and Television programmes.

UNIT

3

THE WANDER THIRST

Look at the following pictures.



Discuss

- Which of the above will be your favourite picnic spot? Why?
- Why do people visit these places?
- What are the major attractions of these places?



Activity

The tourist spots are generally categorised under different heads. Here are some of them. Write them in the space provided in the picture given earlier.

- *Safari*
- *Cruise*
- *Trekking*
- *Eco tourism*

Have you ever visited an eco-tourist spot? As part of your travel, you might have booked rooms in a hotel over the telephone or in person.

Go through the following conversation between Mr Suresh and a receptionist of Hotel Regency over the phone.

- Receptionist : Hello Hotel Regency. May I help you?
- Mr Suresh : I would like to book a room. May I know the charges?
- Receptionist : Our rates start at Rs 1000 a night for a double room.
- Mr Suresh : It's OK. Can you book a room for me?
- Receptionist : Sure. What day are you planning to come?
- Mr Suresh : I will be checking in on January 3rd.
- Receptionist : May I know how long will you be here?
- Mr Suresh : Three nights.
- Receptionist : That means, you check in on 3rd January and check out on 6th. Am I right?
- Mr Suresh : Exactly.
- Receptionist : How many members will be with you, sir?
- Mr Suresh : Two adults and two kids.
- Receptionist : Let me know how old the kids are.

- Mr Suresh : They are 8 and 10.
- Receptionist : Would you like to have one room or two rooms?
- Mr Suresh : Just one is fine.
- Receptionist : Would you like an A/C room?
- Mr Suresh : No, Non A/C is enough.
- Receptionist : May I know your full name sir?
- Mr Suresh : Suresh C P
- Receptionist : Let me confirm your information please. You have booked one non A/C double room for 2 adults and 2 kids from 3rd to 6th January. Shall I proceed?
- Mr Suresh : Yes, please.
- Receptionist : The total comes to Rs 3000.
- Mr Suresh : All right.
- Receptionist : I have the room reserved for you. In case you wish to cancel, please call us 24 hours before your check in date. Is there anything else that I can do for you Sir?
- Mr Suresh : Yes, one more thing. What's the check-in time?
- Receptionist : You can check in by 2 pm on 3rd January.
- Mr Suresh : Thank you.
- Receptionist : Thank you and have a nice day.
- Mr Suresh : Thanks. Bye
- Receptionist : Good bye.



Activity

Imagine that a 10 member group from your school is going on a study tour to one of the wildlife sanctuaries near your place. As the leader of the group you are asked to book 5 double rooms in Yathri Nivas owned by Kerala Tourism Development Corporation near the sanctuary. What would be the likely telephonic conversation between you and the receptionist of Yathri Nivas?

After writing the conversation, role play it before the class as a pair activity.

Our state, Kerala is a travel destination for many people in and out of the country. Here is a news report about Kerala. Read it carefully.

More than one crore Indian tourists visited Kerala in 2012

The charm of Kerala seems to be growing for international travellers if one would go by numbers. According to the latest figures, God's Own Country had 7.94 lakh foreign tourists visiting the state in 2012. This is a small but significant jump from 7.33 lakh tourists the year before.

In a recent press meet, Kerala tourism revealed its total revenue, both direct and indirect, to be Rs 21,125 crore in 2012 compared to Rs 19,037 in 2011. The state also saw a hike in the number of domestic tourists in 2012. As per tourism statistics, more than one crore Indian tourists visited key locations in the state for their holiday. This figure is a remarkable increase from 93.88 lakh domestic tourists in 2011.



Discuss

Why do people travel so much now-a-days?

Why do people visit Kerala?



Activity

Given below are some of the purposes people wish to travel for.

Work	Business
Holiday	Wedding
Conference	Pilgrimage
Exhibition	Health and fitness
Festival	Education

How often do you travel? Why do you travel? Share with your friends the experiences you have had while travelling.

There will be occasions during your travel, when you have to talk to other travellers.

Here is a sample conversation between Rima and a traveller, when she went for a holiday trip.

- Traveller : Are there so many people here all the time?
- Rima : Sorry sir, I don't exactly know. This is my first time here.
- Traveller : Me too. This is really a good place, isn't it?
- Rima : Yes, absolutely wonderful !
- Traveller : May I know your name? Where are you from?
- Rima : I'm Rima from Ernakulam. And you?
- Traveller : I'm Mohit from Jaipur.
- Rima : How long will you be here?

- Traveller : For 2 weeks. I'm planning to spend one week in Kerala. I want to see the Varkala Beach before I go back to Jaipur. I'll visit Varkala probably on Monday.
- Rima : It seems you are having a nice time at Kovalam.
- Traveller : Yes. Do you plan to spend some more days here?
- Rima : I am here only for two days.
- Traveller : That's great. Can you tell me about the places worth seeing in Kerala?
- Rima : You'd better approach the Tourism Promotion Council. They'll help you. I'll give you their contact number.
- Traveller : Thanks. I have their number with me.
- Rima : I'm sorry Mohit I have to leave now. My family is waiting for me.
- Traveller : Ok, It was nice meeting you. Thank you.

Write the conversation you had with a traveller during one such travel experience described earlier.



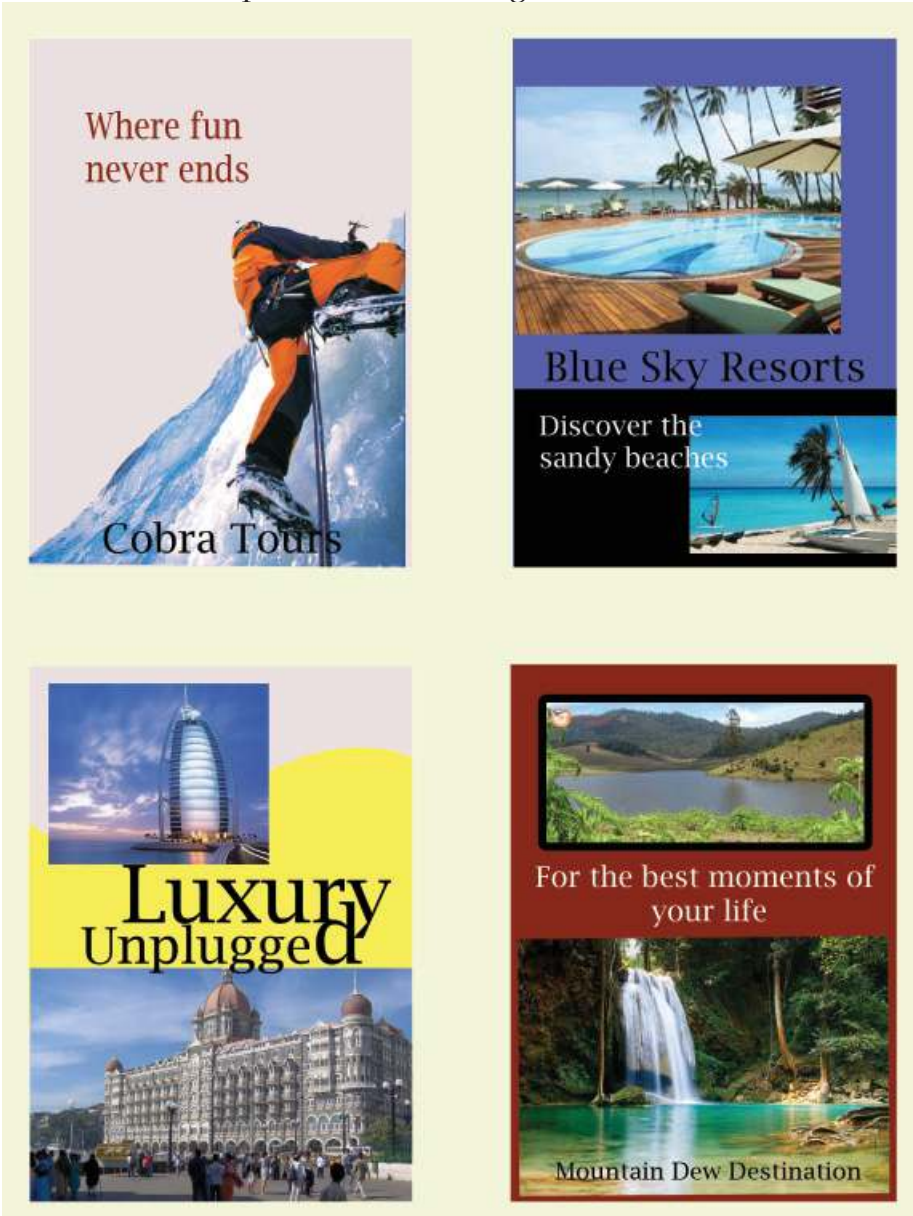
Activity

Go through the following expressions and say for what communicative purpose you use them. One is done for you.

Are you from around here? (To start a conversation with a stranger)

1. Can I get you something to drink?
2. Can I have two more minutes?
3. Excuse me. Do you know where the post office is?
4. Take the left turn at the next traffic signal.
5. Can I have a glass of water?
6. How is your day going so far?
7. What would you like to have?
8. Could you please wait a little longer?

Look at the cover flap of the brochures given below.



Think of the kind of tourists who would prefer to visit these locations. What sort of enjoyment do these destinations offer travellers?



Activity

Suppose you are asked to prepare a write-up of the places shown on the brochures, how would you describe the places to attract travellers? Write down your descriptions.

Given below is the content of a brochure. Read it and answer the following questions.

Maharashtra

Once a most powerful maritime State, some of its sturdy forts rise from the sea itself. So do some of its rich rock sculptures and carvings such as the Elephanta caves, a short ferry ride beyond the Gateway of India in Mumbai. Magnificent frescoes on cave walls and figurines sculpted from rock faces adorn the Ajanta and Ellora caves, speaking of art in its most excellent forms. Pune, close to Mumbai, is one of the most prominent centres for music and theatre.

Places to see

Mumbai, Elephanta Caves – a short ferry ride from Mumbai, Aurangabad, Ajanta and Ellora – a virtual gallery of ancient Buddhist and Hindu art in the midst of jungles, Lonar crater – formed by the impact of a meteorite nearly 50,000 years ago, Mahabaleshwar, Lonavala, Khandala, Nashik, Pandharpur, Pune, Shirdi, Kolhapur, Murud-Janjira, Nagpur, Ahmednagar, Amravati

Beaches: Bassein, Dahanu-Bordi, Tarkarli, Ganpatiphule, Malwan, Vengurla, Alibag, Murud, Harihareshwar, Srivardhan, Kelva, Aksa, Annala, Manori, Gorai, Juhu, Madh Island, Mandwa-Kihim, Marine Drive-Chowpatty, Marve, Manori, Tarkarli

Adventure

Rock Climbing & Trekking: Kondane Near Karjat
Paragliding : Kamshet and Panchgani
Sailing: Mumbai - Pune - Khadakvasla Lake
Windsurfing: Mumbai - Pune.
Snorkelling : Tarkarli
Scuba Diving : Tarkarli

IMPORTANT INFORMATION

STD Code: Mumbai 022, Pune 020, Nasik 0253, Lonavla 02114

Summer: March to June
Monsoon: June to September
Winter: End of October to February

Main Languages

Marathi, Hindi and English

Indiatourism Mumbai


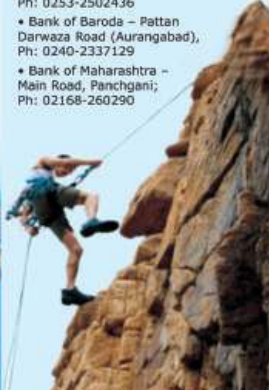
123, M Karve Road, Opp. Churchgate, Mumbai-400 020, Maharashtra
Tel : 022-2203 3144 /45, 2207 4333 /4
Fax: 022-2201 4496
E-mail: regdir.indtour@gmail.com

Maharashtra Tourism Development Corporation

Express Towers, 9th Floor, Nariman Point, Mumbai-400 021.
Tel: +91 22 2204 4040 (5 Lines)
Fax: +91 22 2202 4521
Website: www.maharashtra-tourism.gov.in

Foreign Currency & Travelers Cheques

- State Bank of India – Old Agra Road (Nasik); 10.30 AM - 4 PM.
Ph: 0253-2502436
- Bank of Baroda – Pattan Darwaza Road (Aurangabad),
Ph: 0240-2337129
- Bank of Maharashtra – Main Road, Panchgani;
Ph: 02168-260290

1. Who are the target readers of the above brochure?
2. What are the words used in the brochure to persuade the readers?
3. Mention the adventure activities stated in the brochures.



Activity

1. Write down short descriptions/catchy phrases to attract travellers to the following travel destinations in your state.
 - a) a city
 - b) a beach
 - c) a hill station
 - d) a place of historical importance
 - e) a resort
 - f) a wildlife sanctuary

You may choose any of the following adjectives in your description.

memorable, exclusive, cosmopolitan, excellent, vibrant, world-class, palm fringed, crystal-clear, romantic, traditional, off-the-beaten-track, exotic, luxurious, pristine, secluded, sumptuous, rare, remote

2. Think of a tourist location/spot in your area. What makes the place unique? What type of tourists would probably visit there? Discuss with your partner. Consolidate the points and design a brochure for the location. You may make use of the words listed above to make it attractive.



Activity

Imagine that you have bagged a holiday trip to a tourist destination for one month. Where would you like to go? Would you like to visit Verona, New York, Buenos Aires or Paris? Reflect on your hobbies, your likes and dislikes and then choose your destination. Browse the internet and find out more about the most exciting travel destinations in the world.

Prepare your tour itinerary, keeping in mind the points listed below.

- The place you want to go
- a website to book your flight
- a website to book your hotel
- decide what you will do there

Make a presentation before the class on the trip. Show the class the photographs and the clippings of the places you like to visit.



Know your Progress

Assess your presentation by putting a tick mark in the appropriate column.

How effective was my presentation?

Learning outcome	Very good	Good	Average	Needs Improvement
• Presentation of facts in a logical and interesting sequence				
• Expression of main ideas, with supporting details and necessary examples				
• Use of grammatically accepted language				
• Ability to hold the attention of the audience through body language and voice modulation				
• Fluency and accuracy in conveying the ideas				

Imagine that you have chosen Verona as your holiday destination. Read the following write-up on Verona.

Verona, A Wonderful Holiday Destination

Nestled into the shadow of the Italian Alps, Verona is a picturesque and peaceful destination. The city is sandwiched between Milan and Venice. The lengthy, riotous ancestry of the city has left it home to incredible architecture, museums, culture and churches. Verona's historic centre is surrounded by ancient walls, following a tight curve along the Adige River. The winding waterway is punctuated with pretty bridges, to connect the centre with the rest of the straddling city.

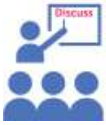
Listed in 2000 as a UNESCO World Heritage site, it's not surprising that city officials want to preserve the unusual and brilliant monuments from antiquity, medieval and Renaissance periods. UNESCO described it as: 'an outstanding example of a town that has developed progressively and uninterruptedly over 2,000 years, incorporating artistic elements of the highest quality from each succeeding period.'

Shakespeare certainly appreciated its loveliness, although from afar as, alas, he never actually made the trip over to Italy. He set three of his legendary plays in this region - The Taming of the Shrew, Two Gentlemen of Verona and last, but by no means the least, Romeo and Juliet. This theatrical history is just one reason people flock to Verona: but it's also an elegant, romantic city, overshadowed by Venice leaving it less crowded.



Verona is relatively small with a population of just over 250,000 and much quieter than its famous neighbours: Venice and Milan. It's the perfect location for travellers who want culture, art and history that Italian cities have to offer. City-breakers

can explore on foot or by bicycle with ease, thanks to regulated traffic zones. For those looking for day trips, there are beautiful lakes and awe-inspiring the Alps nearby, easily reachable by train, car or bus. Indeed, it is a wonder destination and who could ask for more?



Discuss

How does the writer describe the glory of Verona?

What is special about Verona's history?

How much did the city influence Shakespeare?



Activity

1. Attempt a similar write-up to be posted in your school/class blog on a historic place blessed with scenic beauty. Use descriptive words and catchy phrases to make your writing attractive.
2. Imagine that you are leaving for Verona. As you need more information to plan your journey, you make a call to the tourist information centre to know more about Verona, the flight details, accommodation, travel facilities, weather etc.

Write down the possible dialogue that might take place between you and the staff at the information counter.

Have you ever travelled by air?

Have you travelled to any foreign country?

Here is a girl who is travelling alone to a foreign country. She is going abroad for her studies at a University. She speaks to her father about her first flight journey.

Hema : Father, I'm a bit worried.

Father : Why should you, dear? You know what to do when you reach the airport, don't you?

Hema : Yes, ...but....Can you tell me once again all those in detail?

Father : Ok. When you arrive at the airport go straight to the check in counter at Terminal 1. You can see counters of different airline companies there. You are travelling by Air India. So you go to

their counter and give them your passport and ticket. They will issue you a boarding pass. For goodness sake don't lose it.

Hema : All right. I think I can manage.

Father : Then hand over your suitcase to be sent as luggage and tag your handbags for security check. Follow the signs to the departure and you will reach the security check area. Got me? After the security check you will go into a waiting area. There you can see a few cafes and duty free shops. Look for your flight on the display board. It'll tell you when to go to the boarding gate. That's it. Your aunty will meet you on your arrival. Don't panic.

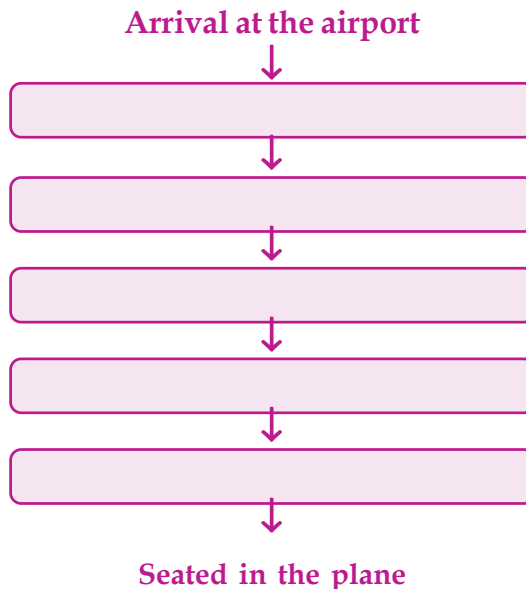
You might have understood the procedure while taking a flight. Now, answer the following questions.

1. Where must Hema go first as part of this procedure?
2. What did Hema's father warn her?



Activity

Complete the following flow chart that shows the different stages of a flight journey.





Activity

Look at the clippings below. They imply the various stages involved in air travel. Identify the various activities and counters that you can find in an airport.



Activity

At the airport you want to make a call to the hotel receptionist over phone to know the details of the hotel. The following expressions will help you frame the dialogue.

Language for asking directions

Can you tell me the way to.....?

Do you know how to get to the.....?

Language for giving directions

go left/right

turn left

it's on the left turn

take the second right deviation

take the second turning on the left

go ahead till the signal lights

100 mts away from here

only a walking distance

towards the church

infront of the civil station

Now read the following conversation.

You: Hello. Is it Grand Hotel? I am Shameer Mohammed. I've booked a room in the hotel. Now I'm calling from the airport. Can you please direct me to the hotel?

Receptionist: Come out of the airport on Church road

You:

Receptionist:

Role play the possible dialogue with your friend as the receptionist. Take turns as the receptionist as well.



Sometimes during your travel you may experience discomfort or inconveniences. You may have to complain about your room, transportation etc. Discuss in pairs and write the possible inconveniences one might come across during travel.

- 1
- 2
- 3
- 4



Here is a letter of complaint written by Mr Sudeep who has had a bad experience when he and his friend visited a hotel for dinner.

The Manager

Date

Hotel Cassa Blanca

Sir

I am lodging this complaint to inform you about the poor service that I got at your restaurant, Cassa Blanca, on Wednesday 10 September.

My friends and I had to wait for about half an hour to get seats even though we had booked our seats well in advance. Furthermore we had to wait for another fifteen minutes for a waiter to take orders. The service throughout the rest of the meal was equally slow and when it arrived, I found it mixed up. By the time this was rectified, my friends' dish got cold.

I am deeply disappointed by the experience we had on Wednesday night. We are frequent visitors at your restaurant and have never experienced such a service before. No form of compensation will restore our faith in your establishment.

Looking forward to your response.

Yours sincerely

R Sudeep

Phone Number



Activity

Imagine that you are the manager of the hotel. Now write a reply to Mr Sudeep expressing regret over the incident at the hotel.



Here is an interesting anecdote of a travel experience. Read it carefully.

In the last stint of a gruelling six hour train journey I was day dreaming about arriving at my hotel....I would take a hot shower, snuggle up a fluffy dressing gown, relax on my soft king- size bed plumped up by huge pillows, and watch something vacuous on TV while ordering a sumptuous meal from room service.

The reality of my Hotel was more Hitchcock than Hilton. I soon discovered that 'The Grand Hotel' was named ironically; I was greeted by the peeling hotel façade and the miserable face of a spotty teenager chewing gum and talking animatedly on her mobile phone. When I was eventually paid some attention, the adolescent pushed a set of grubby keys towards me and grunted, 'chef's off sick-there's a chip shop next door'.

Upon opening the door to my coffin-sized room, I discovered that the hotel's interpretation of an 'ensuite' was a toilet in the corner of the room that looked as though it had never been acquainted with bleach. The decor had all the trademarks of a short-sighted colour blind designer, and through the gargantuan spider's web that stretched across the bed frame I spotted the stained bed sheets and the congealed hospitality tray.

My journey was going to have to be a bit longer; I was not going to spend another minute in this fusty, dirty, hell-hole of a hotel.



Activity

What is the tone of the writing? Justify your answer by picking expressions from the extract.

Travelling is an exciting experience to most of the people. But there are a few who hate it. Here is a piece of writing which condemns people's craze for travelling.

Down with Travelling

Travel is the name of a modern disease which became rampant some years ago and is still spreading. The disease is carried by a germ called prosperity. Its symptoms are easily recognizable. The patient grows restless in early spring and starts rushing about from one travel agent to another, collecting useless information about places he/she does not intend to visit. Then he/she will do a round of tailors, summer sales and sports shops spending three and a half times as much as she or he can afford. And finally in August the patient boards a plane, train, coach or car and proceed to foreign parts along with thousands of fellow sufferers, not because he is interested in or attracted by the place he is bound for, nor because he can afford to go, but simply because he cannot afford not to. The disease is highly infectious and now-a-days you catch 'Foreign Travel' rather as you caught influenza in the twenties, only more so.

1. What is the point of view of the writer?
2. Do you agree with the writer? Why?



Conduct a debate in the class on the topic 'Travelling is a mad waste of money and energy'.



Know your Progress

Assess your performance in the debate. Put a tick mark in the appropriate column.

How effective was my performance in the debate?

Learning outcome	Very good	Good	Average	Needs Improvement
• Organisation of the arguments, supported with details in a logical sequence				
• Clarity on the topic in depth and presentation of arguments forcefully and convincingly				
• Ability to speak in grammatically acceptable language				
• Use of appropriate gestures, eye contact and tone of voice.				
• Fluency in conveying ideas				



Project Work

Collect as many travel writings, brochures, itineraries from print sources and the internet and compile a volume of travel writings.

You may also collect as many words as possible which are connected with travel and add them to your compilation.

UNIT

4

WE ARE WHAT WE EAT

People across the globe enjoy special food habits that reflect their culture. Offering food expresses a willingness to share cherished values with others. People enjoying such offers accept not only the food but also their culture. Hence offering and accepting food are symbolic by nature. This unit enables students to understand the food habits and culture of people the world over and the vocabulary related to food.



Read the following sayings:

- You are what you eat.
- Breakfast like a king, lunch like a prince and supper like a beggar.
- One man's meat is another man's poison.
- Don't dig your grave with your own knife and fork.
- Let food be your medicine and medicine be your food.

**Discuss in groups**

- What do you think the above sayings mean?
- Do you agree with them? Why?
- Do you know any other saying related to food?



Activity

Read the following article and choose the best title from those given below:

- a) Breakfast like a king
- b) Food for thought
- c) How to become fit
- d) Fish is brain food



Studies are proving that what we eat can have a huge effect on our brain. This, in turn, may affect how we think and learn. Students, in particular are advised to take note of the 'brain foods' they should be eating in order to do better at school or college.

First, put up your hands if you eat breakfast. Many studies have shown that students who do not have breakfast regularly do less well in memory and concentration tests than those who eat. Of course, it's not just the food that you eat but the mixture of food that is equally important.

A combination of carbohydrates, which stimulates attention span and memory, and proteins, which have a calming effect on the nervous system provide the best mix to ensure that children in school – and workers in offices are mentally ready for the day ahead. Children who breakfast on sugary drinks and nutrient poor junk food have been shown to have the same memory ability and attention span as an average 70 year old.

Food such as eggs, wholemeal bread, yoghurt, beans, salad, vegetables, strawberries and blueberries are ideal food to kick-start the brain in

the morning and to refuel throughout the day, to keep students alert and able to learn effectively.

Currently, oily fish, nuts and seeds are at the top of the brain food class due to the fact that they all contain 'Omega 3' fatty acids. Eating such food will give you a range of learning benefits, which include improved memory, attention span and thinking skills and the delay of age-related brain diseases. On the other hand, there is evidence linking the consumption of food high in processed fats and sugars to a range of serious mental health disorders.

Fish for better brains? Breakfast like a king? I think I might go and ask my grandmother if she has any other good ideas!

Source: www.newscientist.com



Activity

Read the text again and choose the appropriate sentence from each set.

1.
 - a. Our grannies did scientific research.
 - b. Scientific research agrees with what our grannies told us.
 - c. Our grannies' beliefs are nonsense.
2.
 - a. Eating helps us to study.
 - b. Eating helps us to think.
 - c. Eating the right food can help us to learn more.
3.
 - a. Not having breakfast improves concentration and memory.
 - b. People who have breakfast have good memory.
 - c. Having breakfast regularly is better for one's memory than not having breakfast.
4.
 - a. Carbohydrates and proteins together help you learn more.
 - b. Carbohydrates make children and office workers calm.
 - c. Carbohydrates and proteins help you concentrate and improve your memory.

- 5
 - a. Children who eat junk food for breakfast have the same attention span as 70 year old people.
 - b. 70 year old people have the same memory as children who have breakfast.
 - c. 70 year old people eat junk food for breakfast to strengthen their memory.
- 6
 - a. Eggs, wholemeal bread and strawberries should only be eaten in the mornings.
 - b. Brain foods can be eaten at any time of the day.
 - c. Yoghurt, beans and salad vegetables should not be eaten during the day.
- 7
 - a. Omega 3 fatty acids encourage brain disease.
 - b. High-fat processed food contain Omega 3 fatty acids.
 - c. Omega 3 fatty acids are found in fish, nuts and seeds.

You probably know the meaning of the words *workaholic* and *alcoholic*. Who do you think a *foodaholic* is? Walter Hudson was one. How much do you weigh? Walter Hudson weighed more, much more. This is his story.



Read the passage below and discuss the problems of over eating?

The Story of Walter Hudson

WALTER HUDSON, who died at Hempstead, New York, age 46, was once listed in *The Guinness Book of World Records* as the heaviest man on earth. About 183 cm tall and 274 cm around, with cherubic features set off by pigtailed braided in the Cherokee style, he long devoted himself to the pleasures of the table. Four years ago, Hudson-then tipping the industrial scales at his top weight of 540 kg - gained worldwide notoriety (as "Whopping Walter") when he got stuck between his bedroom door. He was wedged there for some four hours. It took eight firemen to free him.

Walter Hudson was born at Brooklyn in 1945 and, as he recalled, "began gorging at the age of six." At 15 he was so obese, his legs collapsed underneath him and he was confined to bed.

Indeed, except for the time when his family moved to Hempstead in 1970 and he was transported by motor-car (his then weight of 266kg broke the seat,) he remained inside."I'm just a foodaholic," he once confessed, "I have no excuse."

Hudson's eating habits were fuelled by food brought in by members of his family. He would generally start his day with a breakfast of two pounds of bacon, 32 sausages, a dozen eggs, a loaf of bread, jam and coffee.

For lunch, Hudson favoured four enormous bowls of rice, four double cheeseburgers, eight boxes of fried potatoes, six pies, and six large bottles of coca-cola.

For dinner he would eat six roasted corns, half-a-dozen yams, and another six or seven baked potatoes, ending with a whole apple pie. Between these main meals, he would eat a chicken or two, followed by noodles, string beans, six large bottles of soda, not to mention colossal sandwiches, and copious amounts of ice-cream. "All I cared about," he recalled, "was food, FOOD!"

When not eating and sleeping he would watch television, listen to tapes and read the Bible-he had a particular penchant for the psalms and was apt to recite Psalm 121. "I will lift up mine eyes unto the hills..."

Hudson, though, was advised against sitting up for longer than five minutes because of the risk of being smothered by flab. The only exercise he engaged in was when he attended to his ablutions; it took him an hour to negotiate the six yards to the bathroom from his bedroom. Then in 1987, he found himself wedged in the door-way. "The day I got stuck in that door," he recalled, "that when the Lord got me the help I needed." The help to which he referred was offered by Dick Gregory, a comedian who masterminded the Slim Safe Diet Scheme.

Gregory placed Hudson on a 1,200 calorie-a-day diet of raw fruit and orange juice. For exercise he was advised to lie in bed waving his arms about like a conductor. Hudson soon lost some four inches off his knees,

and within three months had shed 178 kg. It began to look as if he might fulfil such ambitions as visiting his mother's grave, riding on the New York subway, driving into the country-and even flying to a clinic in the Bahamas, from which he envisaged emerging as a sylph of 13 stones.

But it was not to be. At the time of his death, of an apparent heart attack, Hudson reportedly weighed 508 kg. Rescue workers had to cut a large hole in the wall of his bedroom to remove the body. He was unmarried.



Discuss

1. What do you think life was really like for Walter Hudson? Was he happy? Did he have many friends? Think of the things that you do every day what things could Hudson not do? And what about clothes, chairs, a bed, washing himself...?
2. Why do you think he did not go on a serious diet when he was much younger, so that he could have lived longer?
3. What advice would you have given Hudson on his diet?
4. Where do you think he got the money from to eat so much food?
5. Who do you think bought and cooked all the food he ate? Were they also to be blamed for Hudson's obesity?



Activity

The following is an entry in Hudson's diary

I woke up at 10 am. I have put on 7 kg in the last three days. I watched TV all morning. All my clothes are now too small, so I phoned mother. She came at 3 p.m. with a tailor. He looked shocked and frightened when he saw me! He measured me for some new shirts and trousers. For evening dinner I had 10 baked potatoes, 2 kg rice, 6 meat pies, 12 bananas, and 4 large cokes. Then I had problems getting through the bedroom door - I had to breathe in and squeeze my stomach through with my fingers. I went to bed at 8 p.m. and read the Bible.

Work in groups. Discuss and prepare the next day's entry in Hudson's diary. Invent more details in order to make your entry interesting.



Activity

Nobody wants to be like Walter Hudson. Choose the correct word or phrase in each sentence, which gives you tips on leading a healthy life.

- 1) There are (too many / too much / too little) calories in the average modern diet.
- 2) Eating (too many / too much / not enough) sugar will damage your teeth.
- 3) You know you need to lose weight when your clothes don't seem (too big / too little / enough).
- 4) Children are getting (too much / not enough / too little) fat nowadays because they eat junk food.
- 5) People do (too little / not enough / few) exercise these days.
- 6) Trying to lose weight by eating (too little / too much / few) calories can kill you.
- 7) Eating five pieces of fruit a day will give you (enough / too many / too much) vitamins and minerals to stay healthy.



Activity

Who is a vegetarian? Was Walter Hudson one? What do you call people who eat nothing but uncooked food? Let's see. Match the items in column A with column B and find out who the people in column A are.

Column A	Column B
1) Vegans	a) Only eat food which are part of a plant and which do not destroy the plant itself
2) Vegetarians	b) Will not eat anything that has come from or was once part of an animal
3) Fruitarians	c) Avoid eating a mixture of protein food and carbohydrate foods at the same meal
4) Raw foodists	d) Believe that by having few, highly nutritious, calories of food they will live longer
5) Food combiners	e) Believe that only food which has not been cooked is healthy food
6) Calorie restriction practitioners	f) Generally do not eat meat, although most of them eat eggs and dairy products



Read the following text and answer the questions that follow.

Are you a Vegan?

Most people eat meat, but some people think it is wrong to eat animals. They also think that modern farmers treat animals very badly. Vegans do not eat meat or fish. They do not eat eggs, milk or even honey. A large number of dishes are already vegan, for example, there are many Chinese, African, Asian, Indian and Mediterranean vegetarian dishes. Other dishes can be made vegan simply by making a few minor alterations such as replacing butter with vegetable oil or vegan margarine; or cow's milk with soya or oat milk.

If you knew me, you wouldn't eat me 'Sick animals cannot be used as food, so farmers treat animals well'. Many people think this, but it is not true. Nowadays, food does not come from small family farms, but from huge business, called 'agri- businesses' or 'factory farms'; making money is more important than the health of animals !

A farming magazine in the USA gives the advice, 'Forget that the lamb is an animal. Treat it just like a machine in a factory.' When most people think of lambs, they think of fields in springtime. But real lambs in factory farms do not see the sun or the flowers. They live in very small cages in which they cannot even turn around. When they are big enough, they are killed.

It is the same with cows too. In 1940 a cow produced 2.3 tons of milk a year. But now it produces 8 tons. They do not give milk to their babies, only to machines which collect the milk for supermarkets. When a cow cannot give enough milk, the farmer kills her for meat. Cows can live for 20 years, but in factory farms they usually die when they are 5-6 years old.

Vegans believe this is wrong. They do not eat any food that comes from animals and they do not wear leather shoes or belts. Veganism is good for animals and is good for humans too. Vegans have lower blood pressure, healthier hearts and less cancer than meat-eaters. But isn't vegan food boring? Try having fresh fruit for breakfast, vegetable soup and bread for lunch and an Indian curry for dinner. Delicious and healthy!

It is important to have a well balanced diet. You should eat fruits, nuts, beans and lots of green vegetables. Vegans eat a lot of pasta, salads, soups and dried fruits. There are some very good vegan cook books, such as Vegan Favourites by Jay Solomon.

- 1) Who produces most of the food we need today?
 - a) Small family farms
 - b) Big farming business
 - c) Supermarkets
- 2) As per the descriptions in the passage, do farmers treat animals well?
 - a) Yes, so that they get good meat.
 - b) Yes, because farmers love animals.
 - c) No, they only want to make money from them.

- 3) Why do farmers think of lambs as machines?
 - a) They work in a factory.
 - b) They want to keep them healthy.
 - c) They are only animals. Feelings are not important therefore.
- 4) How much more milk does a cow produce now, compared to 1940?
 - a) 2.3 tons
 - b) 8.0 tons
 - c) 5.7 tons
- 5) The milk produced by the cows in the farms is given to
 - a) the calf
 - b) the supermarket
 - c) the calf and the supermarkets
- 6) Why do cows have a shorter life in the farms?
 - a) They are killed for the meat.
 - b) Because they don't give enough milk.
 - c) Because they are too old.
- 7) Why don't vegans eat meat?
 - a) because farmers treat animals badly
 - b) because they don't eat food items of animal origin
 - c) because they don't wear leather
- 8) Does the writer think vegan diet is boring?
 - a) Yes
 - b) No
 - c) Can't say
- 9) A 'balanced diet' should have
 - a) fruits, nuts and vegetables
 - b) lots of green vegetables only
 - c) lots of soups and salads

- 10) Vegans do not eat honey because
- It is non vegetarian
 - It is of animal origin
 - It is sweet

People of Kerala eat the best Vegan food available in the world. It is called "Avial". Do you know the story of Avial? Here it is.

The Story of 'Avial'

The Maharaja of Travancore used to conduct Murajapam, an organised chanting of Vedic "mantras" every year, in which a large number of Vedic scholars participated. In one such year, it so happened that there were no vegetables left for the feast on the last day of Murajapam except a few pieces of different vegetables. The cook cut all those into thin pieces and prepared a dish and named it 'Avial'. The king liked the dish very much and presented the cook a gold bracelet and ordered that the dish be served every year from then on.

Kerala Avial Recipe

Aviyal (avial) is a delicious preparation made with mixed vegetables, curd, coconut and seasoned with coconut oil and curry leaves. It occupies an important place in Kerala cuisine and is a compulsory item for **Onam Sadya**. Today let us learn how to make avial in Kerala style using this easy Avial recipe.



How to prepare Kerala Style Avial

Serves -(3-4)

Ingredients needed

Ash gourd -3/4 cup

Cucumber - 1 cup

Carrot-1

Drumstick -1



Beans -6-7

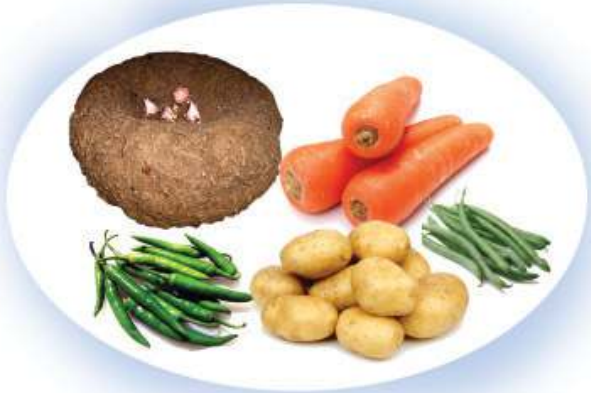
Potato -1

Raw plantain -1

Raw Mango - a few pieces
(5-6 medium size pieces)

Elephant foot yam -100 grams

Curd -2 tbsp



For the grinding

Grated coconut - 1 cup

Cumin seeds /Jeera - 1/2 tsp

Green chilli -3

For the seasoning

Coconut oil - 2-3 tsp

Curry leaves - a few



Preparation

Peel the skin and cut all the vegetables into 2 inch long pieces.

Coarsely grind grated coconut, green chillies and cumin seeds. Keep it aside.



Method

Since each vegetable needs different time for cooking, cucumber, plantain, ash gourd were cooked together in a pan separately adding salt needed. When it is half cooked, add chopped raw mangoes.

Pressure cook the rest of the vegetables adding salt and turmeric powder for 2 whistles. (You can cook in an open pan also.) The vegetables should be soft but not mushy; use very less water and cook.

Add the ground coconut paste and cook for a few minutes. Remove it from the flame.

Add curd and mix well. Check for salt. Season with coconut oil and curry leaves. Avial is ready for you.

Note - You can skip curd, if you are adding raw mangoes or add according to the sourness you want.



Activity

Do you know how to prepare Chicken Biryani? What ingredients do you need? Prepare Biryani recipe and explain how you prepared it. Share it with your friends.

Which food item do you like the most? Why? Now, read the conversation between Todd and Abidemi.

Todd : So Abidemi, you're talking about food in Nigeria, are there any other dishes you can talk about?

Abidemi : Yes, I could talk all day about food and now I'm going to share with you, how to make 'dodo', a Nigerian dish. In my region of Nigeria, in Yoruba, we call it dodo, but it's basically fried plantains. Actually, plantains are like bananas but they are bigger and starchier. So when they get really ripe, we fry them in oil over the stove, deep fry it and it just comes out really sweet and a bit caramelized, just a little bit, and little kids just really love it. And we have this at home or even school and if you tell a little kid, when I was growing up if you told us that, "Okay, if you don't do your homework, you're not going to have dodo." It would freak us out because we just wanted to have it so we always listened then because that's what we wanted to have. So yeah, I have really good memories of eating it.

- Todd** : So is this a dish you just make at home or is it something you buy from a street stall, or can you buy it in a supermarket?
- Abidemi** : Actually, both. When I was young, we didn't have it so much outside but now you can buy it just about anywhere. They have little kind of like plantain chips but it's made from, yeah, it's sweeter and you could buy it anywhere on the streets or you can make it at home. I make it definitely at home when I get my hands on plantains. So, it's very accessible, yeah.
- Todd** : That's great. So in your country are there lots of street stall food?
- Abidemi** : Yes. Yes, actually there are. In my area of Nigeria, the south western part, the Yorbas, we like to eat out. We can buy food from the market or from outside people cooking. In the mornings lots of people outside making pastry-like food that you can buy and eat, for people going to work who don't have time to cook at home. In the afternoons for lunch too, you could just pop out of your office and buy something. And at night, there are lots of people in different neighbourhoods who make food on the street. And you can just buy it hot and fresh and delicious.
- Todd** : Wow! So what are some dishes that you can buy, like what's a typical lunch that somebody would buy on the street?
- Abidemi** : I would say, probably something made from rice - rice and beans with stew. That's very easy to buy. You could also buy for lunch maybe, we call it Puff Puff, it's like a...
- Todd** : Puff Puff?
- Abidemi** : Puff Puff, yes, it's like dough, it's doughy and it's fried in oil. And it's like a simple lunch that you can have, a simple dish not very filling but mostly they would eat what I talked before, maybe Inyan or Amala. These are all made from yam; different ways of making yam, of processing yam that comes out to different food, yeah.

Todd : Oh, sounds yummy. What about fruits?

Abidemi : Lots of fruits. Nigeria is a tropical country so we've got an abundance of fruits: mangoes, pineapples, watermelons and we also have fruits that I've never heard of. There's one that's called in my language Agbalumo but I checked it on the internet the other time and it's called African cherry and I've never seen it anywhere, but in Nigeria, before.

Todd : Oh really, what's it like?

Abidemi : It's ... how do I ... the colour is bright orange, inside it's sour and really sour and a little bitter. It's just got this really strong taste and...

Todd : So it's not sweet like a normal cherry?

Abidemi : No, it's not. No, not at all. It's not sweet like a normal cherry but it's got its own different ... it tastes a little bit like grapefruit but it's not citrus. It's not a citrus fruit so it's really interesting when you eat it and it's really good. And the thing about Nigeria is, like other tropical countries, you have fruits that come in, in different seasons so that's always exciting to look forward to because some things you can only get at a certain time of the year. So when it comes out and it's really cheap and everyone is buying it so it's really good.

Todd : Oh, well that sounds great. And you like ... it sounds you've a lot of really good food in your country.

Abidemi : Yes, we do, definitely. Come check them out. **Activity**



Activity

Abidemi likes the Nigerian food *dodo*. What is your favourite food item? Work in pairs.

Interview your friend and find out his/her favourite food. What is so special about the food item? Write the conversation between you and your friend. Role play the conversation in the class.

Read the following write-up on food allergies and complete the chart given below.

Food Allergies

Louis always had headaches and stomach aches. Louis's doctor gave him some medicine, first but it didn't work. Then his doctor asked him about his favorite food. Louis said he loved cakes and ice cream. His doctor said, "Stop eating sweets". Louis stopped, but he still got headaches and stomach aches. Next, his doctor asked more questions about his diet. Louis said he ate a lot of fish. His doctor asked him to stop eating fish. When Louis stopped eating fish, he felt much better.

Sharon often had a very sore mouth after eating. First, she stopped drinking milk and eating cheese, but this made no difference. Then, in the summer, the problem became really bad, and it was difficult for Sharon to eat. Her doctor asked her about her diet. She said she had a tomato garden, and she ate about ten tomatoes a day. Sharon's doctor told her not to eat tomatoes. When she stopped eating tomatoes, Sharon's mouth got better.

Fred is a mechanic, but he was not able to hold his tools. His hands were swollen. First, he went to his doctor, and she gave him some medicine. The medicine didn't work. He still couldn't hold his tools. After that, his doctor asked him about his diet. Fred told her he ate a lot of bread .She told him not to eat bread or pasta. After ten days, Fred could hold his tools again.

Complete the chart.

Problem	What didn't work	What worked
Louis		
Sharon		
Fred		

Did you ever have any food allergies? If so, how did you overcome it?



Look at these headlines from a newspaper.

Food Poisoning in Train

Shawarma took the life of a student



Have you ever fallen prey to food poisoning? If so prepare a write-up of such experiences.

Do you think quality of food is not maintained in trains? Conduct a debate in your class.

In many countries, Governments are banning smoking in public places. Some people believe that it is a very good practice; others think that Government should not do so. Both groups of people have their own reasons for their arguments. You are going to read some of these opinions, and you are going to identify their arguments- both for and against.

Topic: Should smoking be banned in public places?**Debator - 1**

Yes because...

Smoking should definitely be banned in public places. The places they do allow smoking might lose a bit of money, but it will also prevent the health problems that occur. Most people believe that a person who is not in the smoking zone of a public place, is not affected by the smoke, but smoke spreads in a room and may affect the people around. Smoking causes a lot of problems not only for the smoker, but for people around. If someone were to put together a protest for those to stop smoking in public, I bet every non- smoker would say they should.

Debator - 2

No because...Smoking is a matter upto the individual to decide. Banning smoking is against individual liberty. It seems clear to me that most people have their opinions against smoking. Nevertheless, smoking still has some positive aspect to economic sides. For example, many countries around the world, especially tropical nations, like Cuba as well as England consider cigarette an important product for export, in exchange of money or other commodities. They can invest money in different fields. Furthermore, in my country, selling cigarettes is also an easy job that everyone can do to earn more money, no matter how old they are. As a result, this can bring some job opportunities for people and partially solve the rate of unemployment.

Debator - 3

Yes because...

Second-hand smoke is harmful, just like smoking is. I really feel that smoking in public places should be banned, because not only does it harm the health of smokers, but also the health of others around them. In my opinion, smoking in public places, especially places with a lot of people, is a pretty selfish thing to do. I learn that second hand smoke is very annoying, because every time I walk past someone smoking, I always feel that I have to hold my breath. Smoking seriously harms people's lungs, but so can second-hand smoke. Sorry, I mispelt the title. I meant "yes of course"

Debator - 4

Yes, it is a real problem. The smoke bothers every non-smoker. But a complete ban is not necessary. I mean, those public places can save up some money so they can build special areas for non-smokers and those areas would be vent. This way would thank both parts: the part of population that smokes and love smoking while at a restaurant and the part of population that doesn't smoke and can't stand the smoke. So if somebody wants to smoke, let him do, as long as it doesn't socially harm anyone. And by using these special zones for smokers, everyone would be happy and the restaurants would make profit. Sorry for my bad English but it's not my native language. But I hope I proved my point.

Activity**Discuss**

In groups, discuss which of the things in the list you think are good for your health and which you think are bad for your health.

practising yoga, taking pizza, smoking, eating sugar, watching TV, living alone, going to the gym, drinking coffee, keeping a pet, using salt, running, walking, taking sunbath, reducing stress, eating meat, eating fruit and vegetables, using mobile phones, eating burgers, drinking tea

There is a saying that *sound mind in a sound body*. What do you do to make your body sound? Practising 'Yoga' is one of the best ways to make your body healthy.



Here's an interview with a Yoga practitioner in the Programme 'Health matters' for a local TV channel. Read the interview.

Interviewer : Good evening and welcome to 'Health Matters'. Today we are going to talk about yoga. I have with me Mr. Ganesh Raghunath, who will tell us more about this ancient art and how it can help us to be healthy. First of all, Mr Ganesh, tell me something about the art of yoga.

Ganesh : You called yoga an art. I would like to call it a science. It is a science of life which brings together the body, the mind and the spirit. Most people think that yoga is about sitting in strange positions, with your feet behind your head. Making your body strong and flexible is only one part of yoga. The most important part of yoga is finding peace of mind and spirit. You can only do this if you have a healthy body.

Interviewer : As you know, most people nowadays have very busy lives. How can yoga help us?

Ganesh : Well, yoga can improve your health in a hundred different ways. Just to name three: It is good for your blood pressure, it helps you sleep better; it improves your posture—the way you stand and sit. Most important of all, in these days of mobile phones, text messages and deadlines, yoga helps us relax.

Interviewer : And how long does it take to be really good at yoga?

Ganesh : It takes a lifetime. You may practice yoga from the age of four to a hundred years and still you will never be perfect. The beauty of yoga is that, as you get older, you learn more and more. With other sports, such as tennis or football, you only get worse.

Interviewer : Do we have to change your diet while doing yoga?

Ganesh : If you want to have a healthy body, you must eat well. A yoga diet includes fruits, vegetables, nuts and yoghurt. We prefer natural foods, so we eat honey instead of sugar. Of course, if you eat meat, nobody will stop you doing yoga. The important thing is to have a healthy diet and not to eat too much.

Interviewer : What advice would you like to give to young people who are starting yoga for the first time?

Ganesh : You can do yoga anywhere. You can do it in a room in your house, in your garden or a public park. You don't need any special equipment. But if you are starting for the first time, it is best to find a good yoga teacher and take lessons once or twice a week. On other days of the week, you can practise on your own. My advice to someone who wants to practise yoga is: "Start today!"

Interviewer : Thank you, Mr Ganesh. Now, he will show us some yoga positions after the break...



Activity

Write whether the following statements are *True* or *False*.

1. Doing exercise is only one part of yoga.
2. Yoga helps you relax.
3. Old people should not do yoga.
4. If you do yoga, you should not eat meat.
5. It is best to do yoga in a gym.



Read the following carefully.

GM crops: Do you know what you eat?

Scientists have been changing the genes in crops, such as corn, to make them grow bigger and quicker. Besides, the crops can be changed to fight disease more easily. These crops are called Genetically modified, or GM, crops. There are lots of arguments about the safety of GM crops.

You will look at these arguments in the next few pages.

Firstly, read the leaflet from a company called MonsterAntCo. They want to test GM crops in your local area. They have written a leaflet to local people trying to persuade them to let the crops be tested.

Dear local people,

GM crops have the power to change the world. FOREVER

GM crops have the power to wipe out crop disease. FOREVER

GM crops have the power to eliminate world hunger. FOREVER

These are big claims. Correction. These are MASSIVE claims. But let's look at the facts to see how they could come true.

GM crops have been genetically engineered in some way. This means that their genetic code has been altered to make them grow STRONGER, FASTER AND HEALTHIER.

This means that more food can be grown in a shorter period of time. And it is disease-free. So there is more food to feed the whole world. And the world changes for the better.

You might have heard some other things about GM crops. We admit we do not yet know all the facts. That is why it is important to run tests. We want to grow some test crops in your area. Please let us do this. You could be helping to change the world. FOREVER



Discuss in groups

1. What does the company want people in the community to do?
2. Pick out three ways the leaflet tries to persuade you. You might comment on: words and phrases; layout; use of repeated words or phrases; other features you notice.

A Sour taste: the opposing argument

The leaflet from MonsterAnt Co ignores a lot of concerns that many people have, on GM crops. Some of these concerns are listed below.

MonsterAntCo failed to mention that:

GM crops might harm your health.

GM crops might be so powerful that other natural crops would be wiped out.

GM crops might harm or even kill local wildlife.

The pollen from GM crops tests can spread many miles. Therefore, there is no way of controlling where the crops are grown.

There should be enough food to feed the whole world already.

Big companies like MonsterAntCo make farmers buy their GM seeds. This makes small farmers poorer and big companies richer.

Select what you think are the three most important concerns and use them in a postcard to be sent to MonsterAntCo as part of a campaign to stop GM crops being grown.

Activity



Write a letter to the Chief Executive of MonsterAntCo requesting him to stop GM crops being grown.

From

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

To

The Chief Executive
Monster AntCo
Corporate Drive
Goldtown

Dear Chief Executive,

I invite your kind attention in the following matter. You must halt tests of GM crops until much more is known about them.

Firstly I would like to....

Also I want to add....

Finally I wish to confirm....

Yours sincerely,



The great crop debate

MonsterAntCo is still trying to test Genetically Modified crops in your local area. A decision has not yet been taken. You are going to take part in a debate in which all sides of the argument are heard.



Activity

Debate

Read the points below, made by each of the four main speakers. Share out the roles in your group of four. Conduct a debate in the class.

1) **Local Farmer: AGAINST**

- Already grows plenty of food
- Does not want other crops being spoiled by GM crops
- Will have to buy GM seeds in future. At the moment can use his own seeds that are free
- GM crops, in the long run, will mean small farms getting taken over by big farms

2) **MonsterAntCoManager: FOR**

- GM crops will become necessary to provide more food for everyone
- GM crops are safe
- The tests are carefully controlled
- GM crops will lead to more food and so more profits for farmers
- Farmers do not have to buy GM seeds if they do not want to

3) **Eco-warrior: AGAINST**

- GM crops risk destroying nature
- GM crops might be unsafe to eat
- GM crops mean small farmers go out of business
- GM crops help companies like MonsterAntCo make massive profits
- There should already be enough food for everyone

4) **Local Politician: FOR**

- The tests need to take place somewhere.
- GM crops could help feed the whole world.

- Companies like MonsterAntCo will bring business to the area.
- Parliament will make sure the tests are controlled.
- People will still be able to choose what they eat.



Know your Progress

A grid is given below. Assess your performance by putting a tick mark in the appropriate column.

How effective was my performance in the debate?

Learning outcome	Good	Average	Needs improvement
• Organisation of the arguments supported with details in a logical sequence			
• Clarity of ideas conveyed			
• Grammatical acceptability of the language used			
• Gestures, eye contact, tone of voice to keep the attention of the audience			
• Accuracy relevance and force of the counter arguments			
• Fluency in the language			

UNIT

5

THE WORLD OF OPPORTUNITIES

Look at the following clippings given below.



What do you see here? People are engaged in different jobs, aren't they?



Discuss

- Do you like all these jobs?
- If 'yes', state why you like these jobs?
- If 'no', state why you don't like them?

Pick out your preferences from the box below.

- | | |
|---------------------------------------|---------------------|
| job satisfaction | meeting people |
| earning plenty of money | visiting new places |
| having pleasant co-workers/colleagues | security in life |

Arrange the aspects given below in the order of your preference. If you want to add more, you may do so.

Of the people you know, whose job do you like the most? Why?

If you are to choose a job what would it be? Why?

Know your Aptitude towards jobs

A few statements are given below in the form of a checklist.

Go through the statements in the checklist. Put a tick (✓) mark or cross (×) mark in the box given along with each statement, if you 'agree' or 'disagree' with the statements respectively.

- | | |
|----------------------------------------------|--------------------------|
| I enjoy listening to people talk. | <input type="checkbox"/> |
| I can persuade people to do things. | <input type="checkbox"/> |
| I can do mathematical problems easily. | <input type="checkbox"/> |
| I am good at arguing. | <input type="checkbox"/> |
| I have a good imagination. | <input type="checkbox"/> |
| I like to draw pictures. | <input type="checkbox"/> |
| I enjoy sports and games. | <input type="checkbox"/> |
| I like to engage in physical activities. | <input type="checkbox"/> |
| I like to sing or play a musical instrument. | <input type="checkbox"/> |
| I hum or sing while I play or work. | <input type="checkbox"/> |
| I like to work in a team. | <input type="checkbox"/> |
| I make friends easily. | <input type="checkbox"/> |
| I like to work alone. | <input type="checkbox"/> |
| I enjoy my own company. | <input type="checkbox"/> |
| I care for pets or animals. | <input type="checkbox"/> |
| I enjoy spending time outside. | <input type="checkbox"/> |
| I seek the meaning of life. | <input type="checkbox"/> |
| I always ask 'why'. | <input type="checkbox"/> |

Spot your field of work / profession

Based on the checklist, select a profession, from the box below, that you think suits you the best.

Teacher, Lawyer, Salesman, Policeman, Artist, Businessman, Engineer, Sports professional, Journalist, Accountant, Environmentalist, Philosopher, Scientist, Receptionist, Chef, Agriculturalist, Animal Husbandry, Civil Service

Now, write, why this profession is most suitable for you.



Presentation

Prepare an interactive presentation for 3 to 4 minutes on the profession that you think suits you the best.

How effective was my presentation?

A grid is given below. Assess your performance by putting a tick mark in the appropriate column.

Learning outcome	Excellent	Very good	Good	Average	Needs Improvement
• Logical sequencing in presentation					
• Expression of main ideas, supporting details with necessary examples					
• Use of grammatically correct language					
• Use of correct body language and voice modulation					
• Fluency and overall effectiveness					

Career Debate

Listen to people speak about various professions. Do you agree or disagree with them? Express your views by conducting a debate in your class.

Women excel in cooking.

I don't think so. All good chefs in big hotels are men.

No profession has the dignity of medical profession.

I don't agree! Every job has its own dignity.

The profession of a journalist is quite challenging and interesting.

Journalism is a risky profession. Journalists have to cook up exclusives often.



Let's Debate

Take any one of the topics mentioned earlier for debating. Think for a few minutes about what you are going to say. Give a quick oral summary of the topic. Say why it is controversial. Are you *in favour of* or *against* the topic? Give your opinions about it. Substantiate your opinions with valid reasons. Try to speak for 2-3 minutes.



Read the following passage carefully.

It was probably the April of 1974. Bangalore was getting warm and gulmohars were blooming at the IISc campus. I was the only girl in my postgraduate department and was staying at the ladies' hostel. Other girls were pursuing research in different departments of Science.

I was looking forward to going abroad to complete a doctoral thesis in computer science. I had been offered scholarships from Universities in the US. I had not thought of taking up a job in India.

One day, on the way to my hostel from our lecture-hall complex, I saw an advertisement on the notice board. It was a standard job-requirement notice from the famous automobile company Telco (now Tata Motors). It stated that the company required young, bright engineers, hardworking with an excellent academic background, etc.

At the bottom was a small line: "Lady candidates need not apply." I read it and was very upset. For the first time in my life I was up against gender discrimination.

Though I was not keen on taking up the job, I took it as a challenge. I had done extremely well in academics, better than most of my male peers.

Little did I know then that in real life academic excellence is not enough to be successful.

After reading the notice I went fuming to my room. I decided to inform the topmost person in the Telco management about the injustice the company was perpetrating.

I got a postcard and started to write, but there was a problem: I did not know who headed Telco I thought it must be one of the Tatas. I knew JRD Tata was the head of the Tata Group; I had seen his pictures in newspapers. I took the card, addressed it to JRD and started writing. I remember that I expressed my protest against Telco for discriminating candidates on the basis of gender.

I posted the letter and forgot about it. Around 10 days later, I received a telegram stating that I had to appear for an interview at Pune. I was taken aback by the telegram. My hostel mate told me I should use the opportunity to go to Pune free of cost and buy them the famous Pune saris for cheap!

I collected Rs 30 each from everyone who wanted a sari. When I look back, I feel like laughing at the reasons for my going, but back then, they seemed good enough to make the trip.

It was my first visit to Pune and I immediately fell in love with the city. To this day it remains dear to me. I feel as much at home in Pune as I do in Hubli, my hometown.

The place changed my life in many ways. As directed, I went to the Telco office for the interview. There were six people on the panel and I realized then that this was serious business.

“This is the girl who wrote to JRD,” I heard somebody whisper as I entered the room. I knew for sure that I would not get the job. The realization drove away all fear from my mind. So I was rather cool at the interview.

Even before the interview started, I reckoned the panel was biased, so I told them, rather impolitely, “I hope this is only a technical interview.”

They were taken aback by my rudeness, and even today I feel ashamed about my attitude. The panel asked me technical questions and I answered all of them.

Then an elderly gentleman with an affectionate voice told me, "Do you know why we said lady candidates need not apply? The reason is that we have never employed any ladies on the shop floor. This is not a co-ed college; this is a factory. When it comes to academics, you are a first ranker throughout. We appreciate that, but people like you should work in research laboratories.

I was a young girl from the small-town Hubli. My world had been a limited place.

I did not know the ways of large corporate houses and their difficulties, so I answered, "But you must start somewhere, otherwise no woman will ever be able to work in your factories."

Finally, after a long interview, I was told I had been successful. So this was what the future had in store for me. Never had I thought I would take up a job in Pune. I met a shy young man from Karnataka there, we became good friends and got married.

It was only after joining Telco that I realized who JRD was: the uncrowned king of Indian industry. Now I was scared, but I did not get to meet him till I was transferred to Bombay. One day I was in his office on the first floor of Bombay House (the Tata headquarters). Suddenly JRD walked in. That was the first time I saw "appro JRD". Appro means "our" in Gujarati.

I was feeling very nervous, thinking of my postcard episode. Our chairman introduced me generously, "This young woman is an engineer and that too a postgraduate. She is the first woman to work on the Telco shop floor." JRD looked at me. I was praying he would not ask me any questions about my interview (or the postcard that preceded it).

Thankfully, he didn't. Instead, he remarked. "It is nice that girls are getting into engineering in our country. By the way, what is your name?"

"When I joined Telco I was Sudha Kulkarni, sir," I replied. "Now I am Sudha Murthy.

He smiled kindly, initiating a discussion with our chairman. As for me, I almost ran out of the room.

After that I used to see JRD on and off. He was the Tata Group Chairman and I was only an engineer. There was nothing that we had in common. I was in awe of him.

One day I was waiting for Murthy, my husband, to pick me up after office hours. To my surprise I saw JRD standing next to me. I did not know how to react. Yet again I started worrying about the postcard. Looking back, I realize JRD had forgotten about it. It must have been a small incident for him, but not so for me.

“Young lady, why are you here?” he asked. “Office time is over.” I said, “Sir, I’m waiting for my husband to come and pick me up.” JRD said, “It is getting dark and there’s no one in the corridor. I’ll wait with you till your husband comes.”

I was quite used to waiting for Murthy, but having JRD waiting alongside made me extremely uncomfortable.

I was nervous. Out of the corner of my eye I looked at him. He wore simple white pants and shirt. He was old, yet his face was glowing. There wasn’t any air of superiority about him. I kept thinking, “Look at this person. He is a chairman, a well-respected man in our country and he is waiting for the sake of an ordinary employee.”

Seeing Murthy I rushed out. JRD called and said, “Young lady, tell your husband never to make his wife wait again.” In 1982 I had to resign from my job at Telco. I was reluctant to go, but I really did not have a choice. I was coming down the steps of Bombay House wrapping up my final settlement when I saw JRD walking towards me. He was absorbed in thought. I wanted to say goodbye to him, so I stopped.

He saw me and paused. Gently, he said, “So what are you doing, Mrs Kulkarni?” (That was the way he always addressed me.) “Sir, I am leaving Telco.”

“Where are you going?” he asked. “Pune, Sir. My husband is starting a company called Infosys and I’m shifting to Pune.”

“Oh! And what will you do when you are successful?”

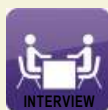
“Sir I don’t know whether we will be successful.” “Never start with diffidence,” he advised me. “Always start with confidence. When you are successful you must give back to society. Society gives us so much; we must reciprocate. I wish you all the best.”

Having said, JRD continued walking up the stairs. I stood there for what seemed like a millennium. That was the last time I saw him alive. JRD respected the intentions of an unknown girl, who had neither influence nor money, and gave her an opportunity in his company. He had not merely given her a job; he had changed her life and mindset forever indeed!



Work in groups

1. You might have read the advertisement in the extract. It says ‘lady candidates need not apply’. Is it good to discriminate men and women like this? Discuss in groups.
2. Imagine that Sudha Murthy is your friend. She is going to attend her first interview. Give her your valuable suggestions about attending the interview with respect to the following points.
 - Preparation for the interview
 - Dress code for the interview
 - Punctuality and its importance
 - Facing the interview board confidently and answering boldly
 - Being courteous
 - Avoiding nervousness when the interview begins



Sudha Murthy attended the interview. The interviewer might have asked her a few questions on personal and professional details. Frame such questions and conduct a mock interview in your class including some of your friends as members of the interview panel and one as the candidate.

Frame questions about personal and professional details, hobbies, future plans, contribution etc., of the candidate for the betterment of the company and so on. You may refine your questions with the help of your friends.



Know your Progress

How effective were my questions?

Learning outcome	Yes	No
• Adequate questions were asked.		
• Questions were grammatically well formed.		
• There were enough number of questions to check personal qualities of the candidate.		
• Adequate number of questions were asked to check professional qualities of the candidate.		
• Questions were delivered with appropriate stress and intonation.		
• Appropriate body language was used.		
• Included different types of questions, Wh, Yes/No type, open ended etc.		



Discuss

Form small groups and discuss these questions.

1. Which countries would you like to work in? Why?
2. Which countries would you not like to work? Why?
3. What are the problems faced by people who work abroad?
4. Do you think working abroad implies a successful career? Why/Why not?

You might know that when you go for a job, you have to submit a Curriculum Vitae (CV) to the board of interviewers. How do you prepare a CV? Are the curriculum vitae in different nations the same? Does culture influence the writing of CV? Let's examine.



Read the following passage

Cultural Chameleon

In the context of today's competitive job market, not spending time abroad can seriously damage your chances of climbing the career ladder. It is no surprise then that more and more graduates and professionals are looking for opportunities to live and work in a foreign country.

With record number of workers hoping to relocate, it is no longer enough to have done a work placement abroad or to speak a foreign language. "This is no longer something that makes you different," says Nannette Ripmeester, Director of Expertise in Labour Mobility. "It is something employers expect."

But even if you are a strong candidate, the application process for foreign jobs is far from straightforward. The European Union has introduced the Euro CV to standardise application procedures

throughout Europe, but Ripmeester believes that a culturally adapted CV is better. 'What do I mean by that? For example, in the UK, it is customary to add hobbies and interests at the bottom of the page. In Italy however, that information is not necessary.'

When you prepare your CV it is proper to check whether a photo is necessary and whether an English-language CV should be written in American or British English. Another point to reflect on is whether or not employers will recognise your qualified subject, especially when you have studied a subject, such as Wireless Network Systems, which doesn't necessarily translate into another language and culture.

You also need to consider the cover letter, the first thing that an employer will read. Approaches differ from country to country: get the CV right but the cover letter wrong and you destroy your chances of getting short-listed for the interview because the cover letter is the first thing that an employer will read. The British usually write long letters to draw attention to relevant sections on the CV, the Italians prefer one or two sentences and the French expect candidates to handwrite detailed letters which may be analysed by handwriting experts.

When it comes to the interview, make sure you know about the work culture and understand the importance different countries place on language and speech. For example, the French use short sentences and hate silence, while Scandinavians have a deep respect for pauses. You may think these points are not important but by not paying attention, you are showing that you do not respect the culture of the country you wish to work in.

Making a mistake at the interview is something Sarah Hall knows all about. She is from Liverpool in the UK and has worked in Germany, Sweden and Spain. "My advice is be aware of 'culture clash.' In Britain there is usually a maximum of two interviews. In southern Europe they may call you back for a third or fourth interview. I lost a very good job in Spain when I thought they weren't serious. I withdrew my application because they asked me to go for a fourth interview. Looking back, I now realise they were doing as they always do. I behaved wrongly."

“It’s important to show that you understand the working culture. Adapting a similar style of dress as your co-workers, eating the kind of food they eat, enjoying similar activities - these things help to win trust and respect.”

“Think of yourself as a cultural chameleon, mirror the kind of messages you get about communication and appearance. People like people who remind them of themselves, and nobody likes what they don’t understand.”



Work in groups

1. What does the author mean by ‘culturally adapted’ CV? What are its advantages?
2. How does the author distinguish between the conventions of writing the covering letter in Britain, Italy and France?
3. How different are the interview conventions across the countries of the European Union?
4. Is ‘Cultural Chameleon’ an appropriate title to the article. Why? Can you suggest an alternative title?
5. What are the problems faced by people who work abroad?
6. Do you think working abroad is essential for leading a successful career? Why/Why not?

Activity

Look at the job advertisement given by a company.

Work in Sultanate of Oman?

ACHE Atlantic is a well-known and respected trading company. We handle imports directly from manufacturers in 35 different countries, often to our own specifications, and currently export to 46 different countries worldwide.

We are looking for enthusiastic people to work in our office at Oman, as accountants on a two year contract. Applicants must be able to speak and write English fluently and can be nationals of any country. The salary we offer is excellent. We will pay for your return air fare and provide adequate accommodation at a nominal rent.

Please apply in your own handwriting, enclosing your CV, to Charles Fox, Head, HRD, ACHE Atlantic Ltd, 45 Sultan Qaboos Road, Ruwi, Sultanate of Oman.



Activity

Imagine that you have completed the Plus Two course and have acquired B.Com Degree. Prepare your CV and covering letter for applying for the job of accountant in a company.

Preparing a Curriculum Vitae

A Curriculum Vitae (CV) is an organised listing of one's achievements and experiences in the areas of education, professional experience, organizational membership, presentations and publications, honours and awards and community service. The Latin words curriculum vitae mean literally "the course or outline of [your] life". The CV, sometimes called a "long resume," is longer and more detailed than resumes prepared for most job interviews.

A well-composed CV is easy to read and contains information about your strongest attributes and experiences. Remember that a CV is a living document and that dates are very important. Start with the most recent information and work backward. For students, the following sections should be included:

- Personal Details
- Education
- Work Experience
- Presentations and Publications
- Honours and Awards
- Membership in Organizations (include offices held)
- Professional and Community Service
- Other Special Experiences or Skills

Now, write your CV. After writing, read it in your group and modify it. Then present your completed CV before the class.

A Curriculum Vitae is always preceded by a covering letter. How do you write a covering letter for a CV?



Activity

Look at the following covering letter. Fill in each blank with a word from the following list:

as available consider enclose inquiries
favourably for opportunity take to with

From

Jacob John

PRA - 40/1982, Koduvayoor

To

The Manager

Pop Enterprises

Sir,

I would like to apply (6) the post of administrative clerk in your company. I hereby (7) my application form. I am presently working (8) a secretary in the accounts office at TW Industries. My responsibilities include copy typing and dealing (9) correspondence and telephone (10) Twice a week I have been going to evening classes in bookkeeping and I intend to (11)an examination in three month's time.

I wish to apply for the present post because I would like to get an (12) to make the most of my training. I would be (13) for an interview at any time.

I hope you will (14) my application (15)

Yours faithfully,

Sd/-

Name



Activity

1. You might have been taught by male and female teachers. Have you noticed any misrepresentation of male and female teachers in your school? Female teachers are more in number than the male teachers, aren't they? Why is it so?

2. Is there any difference in their way of teaching? Are men reluctant to take up the job of a teacher? If so, what might be the reasons?



Read the following extract:

To Sir, With Love

Next morning I had an idea. It was nothing clear cut, merely speculative, but I considered it all the way to school. Then, after assembly, as soon as they were quiet I waded in. This might be a bit rough, I thought, but here goes.

'I am your teacher, and think it right and proper that I should let you know something of my plans for this class.' I tried to pitch my voice into its most informally pleasant register. 'We're going to talk, you and I, but we'll be reasonable with each other. I would like you to listen to me without interrupting in any way, and when I'm through any one of you may say your piece without interruption from me.' I was making it up as I went along and watching them; at the least sign that it wouldn't work I'd drop it fast.

They were interested, in spite of themselves; even the husky blasé Denham was leaning forward on his desk watching me.

'My business here is to teach you, and I shall do my best to make my teaching as interesting as possible. If at any time I say anything which you do not understand or with which you do not agree, I would be pleased if you would let me know. Most of you will be leaving school within six months or so; that means that in a short while you will be embarked on the very adult business of earning a living. Bearing that in mind, I have decided that from now on you will be treated, not as children, but as young men and women, by me and by each other. When we move out of the state of childhood certain higher standards of conduct are expected of us...'

At this moment the door was flung open and Pamela Dare rushed in, somewhat breathlessly, to take her seat. She was very late.

‘For instance,’ I continued, ‘there are really two ways in which a person may enter a room; one is in a controlled, dignified manner, the other is as if someone had just planted a heavy foot in your backside. Miss Dare has just shown us the second way; I’m quite sure she will now give us a demonstration of the first.’

To this day I do not know what made me say it, but there it was. I was annoyed with the way in which she had just barged her way in, insolently carelessly late.

All eyes were on her as she had probably planned, but instead of supporting her entrance they were watching her, waiting to see the result of my challenge. She blushed.

‘Well, Miss Dare?’

Her eyes were black with anger and humiliation, but she stood up and walked out, closing the door quietly behind her; then to my surprise, and I must confess, my relief, she opened it as quietly, and with a grace and dignity that would have befitted a queen, she walked to her seat.

‘Thank you. As from today there are certain courtesies which will be observed at all times in this classroom. Myself you will address as ‘Mr Braithwaite’ or ‘Sir’ – the choice is yours; the young ladies will be addressed as ‘Miss’ and the young men will be addressed by their surnames.

I hadn’t planned any of this, but it was unfolding all by itself, and I hoped, fitting into place. There was a general gasp at this, from boys and girls alike.

Potter was the first to protest.

‘Why should we call ‘em ‘miss’, we know ‘em’.

‘What is your name?’

‘Potter’.

‘I beg your pardon?’

‘Potter, Sir.’ The ‘Sir’ was somewhat delayed.

‘Thank you, Potter. Now, is there any young lady present whom you consider unworthy of your courtesies?’

'Sir?'

'Is there any one of these young ladies who you think does not deserve to be addressed as Miss?'

With one accord the girls turned to look at Potter, as if daring him; he quailed visibly before their concerted eyes and said: 'No, Sir.'

You should remember, Potter, that in a little while all of you may be expected to express these courtesies as part of your jobs; it would be helpful to you to become accustomed to giving and receiving them.'

I walked around my desk and sat in my chair. For the time being at least they were listening to me; maybe they would not understand every word, but they'd get the general import of my remarks.



Discuss in groups

- Do you think the teacher in this class is an effective communicator?
- Are his expressions appropriate?
- What convention of courtesy does he use in his speech?
- What are the professional skills of this teacher?
- What might be the teacher's relationship with his/her students?



Let's Debate

Here, the teacher, Mr Braithwaite, asked Pamela Dare to demonstrate the dignified way of entering the class. Is it good for a teacher to force students do certain things in the class? What is your opinion about the action of the teacher? Conduct a debate in the class.

UNIT

6

IN THE PLAYGROUND

Look at the following pictures.





Activity

1. Can you identify and list the games and athletic events from the pictures?
2. Write the names of the games and athletics in the table below and say why you like or dislike each item. You may use the words given below to express your likes and dislikes.
(terrible, difficult, interesting, hard, stressful, funny, easy, boring)

Name of Item	Games/Athletics	Like / Dislike
Badminton	Game	I like / don't like it because ...
Race	Athletics	



Activity

Are you familiar with Hockey, our national game?

India's performance in Hockey at the Summer Olympics for the last 85 years is given below. Take a look at the chart.

- | |
|--------------------------------------------------------------------------------------|
| • 1928 – held at Amsterdam, Netherlands (<i>India – Gold Medal</i>) |
| • 1932 – held at Los Angeles, United States of America (<i>India – Gold Medal</i>) |
| • 1936 – held at Berlin, Germany (<i>India – Gold Medal</i>) |
| • 1948 – held at London, United Kingdom (<i>India – Gold Medal</i>) |
| • 1952 – held at Helsinki, Finland (<i>India- Gold Medal</i>) |
| • 1956 – held at Melbourne, Australia (<i>India – Gold Medal</i>) |
| • 1960 – held at Rome, Italy (<i>India – Silver Medal</i>) |
| • 1964 – held at Tokyo, Japan (<i>India – Gold Medal</i>) |
| • 1968 – held at Mexico City, Mexico (<i>India – Bronze Medal</i>) |
| • 1972 – held at Munich, Germany (<i>India – Bronze Medal</i>) |
| • 1980 – held at Moscow, USSR (<i>India – Gold Medal</i>) |
| • 1984 – till date India has not won any medal for hockey in Olympics |

1. How will you rate India's performance in hockey?
2. Do you think the enthusiasm on our national game has declined recently? Why?
3. Has any other game eclipsed the popularity of hockey? Name it? What could be the reason for that?



Read the following extract:

With eye on World Cup, Indian hockey team to train in the Netherlands

New Delhi: Aiming to prepare in the best possible way for this year's World Cup, the Indian hockey team will train at the event's host city – The Hague, Netherlands – from April 11 to 19, 2014.

India had earlier decided to skip the Azlan Shah Cup to be held in Ipoh, Malaysia from March 13 to 23 to tour a European nation keeping in mind the preparations for the World Cup.

Indian hockey's High Performance Director, Roelant Oltmans said, 'India will play five to six matches during their nine-day tour'.



“It was a conscious decision to miss the Azlan Shah Cup and go for a tour to Europe to give the players an idea what to expect during the World Cup,” Oltmans told PTI.

“And so understandably there was no better choice than The Hague where the World Cup is scheduled. We will tour The Hague from April 11 to 19,” he said.

“During the tour we will play top European teams like Netherlands, Belgium, Germany and one or two local club teams.”

The World Cup will be held in The Hague from May 31 to June 15 in relatively cooler climatic conditions than tropical Malaysia.

PTI, 24 Feb 2014



Presentation

Now, work in groups and prepare a few tips for a presentation, on our country's performance in hockey at the World Cup by collecting materials from different sources. You can write down the important points and make the presentation before the class for about 3 - 4 minutes.



Assess your performance putting tick marks in the appropriate column in the grid.

How effective was my presentation?

Learning outcomes	Excellent	Very good	Good	Average	Needs Improvement
• Appropriateness of the data for presentation					
• Clarity of points/ facts presented					
• Development of points by giving examples and details					
• Use of appropriate words and language for presentation					
• Voice modulation and body language for my presentation					
• Fluency in expressing views					



Let's debate

Hockey is our national game. Yet, it does not seem to enjoy the status that cricket enjoys in our country today. Conduct a debate on the topic 'Has Cricket killed Hockey in India?'

To state your agreement you may use expressions like:

- I think ...
- In my opinion...
- As for me,...
- I agree with ...but...
- In my opinion / view... etc.

To express disagreement, you may also use expressions such as:

- I strongly disagree
- I don't think ...
- What ...says is not completely true, as... etc.



Have you heard of Lt. Col. Goda Varma Raja, the famous sports personality of Kerala? He was the founder President of Kerala Sports Council. The very name evokes love, respect and fond memories in us. Read the following extract.

A member of the erstwhile Travancore Royal family, the late Raja was a multi-faceted personality who worked standing shoulder-to-shoulder with the common man for the development of sports and games in Kerala. The Trivandrum Golf Club -the second oldest such facility in the country-and the Trivandrum Tennis Club which established by him are examples of the zeal and vision of this great legend. Besides his contribution to sports and games, the genial Raja was also instrumental in sowing the seeds for the growth of tourism and aviation in the State. Widely regarded as the 'Father of Kerala Sports', the birthday of Raja, falling on October 13 is now celebrated as Sports Day in the State since 2007. The highest sporting honour of the State is also named after the late Raja, reverently referred as 'Thirumeni'. It carries a cash prize of Rs. 1 lakh and a citation.



Activity

- Collect more details about Lt. Col. Godavarma Raja and present it in the form of a speech.



Name any one sports person you admire the most. Prepare a write-up on him/ her giving the following details.

- The item he/ she excelled in
- The awards/medals he/ she won
- The qualities you see in him/ her as a sports person



Activity

You are given a chance to interview your favourite sports person. Prepare an interview schedule framing questions relating to the following aspects.

- Item of sports he / she plays
- Number of meets / events participated
- Medals / awards won
- Memorable day in sports life
- Job/work/ profession
- Attitude of people towards the sporting item
- Attitude of people towards him/ her
- Incident, if any, that hurt him/ her
- Personal details
- Advice/ message to the younger generation etc.

Now interview your partner using the questions framed.



Project Work

Collect the details of the following and compile it in the form of a project to be submitted to your teacher.

- a. The athletes from Kerala who have won the Rajeev Gandhi Khel Ratna Award
- b. The winners of the Dronacharya Award from Kerala and their contributions to the field of sports.



Activity

Do you read sports news regularly? Does it differ from other news items?

What attracts you to a particular piece of news on sports?

List the features of a news report on sports.

- A catchy headline
-
-
-
-



Now read the news report given below and see whether it satisfies the features you have listed.

US Open 2013: Leander Paes - Man of the moment

New York: No amount of controversy can deter Leander Paes. A true athlete in his own right, the most famous tennis player from India has done it yet again. With Czech partner Radek Stepanek; he won the US Open 2013 men's doubles crown. At 40, Leander Paes has become the oldest man to win a major title. Paes now boasts of 14 grand slam titles (8 men's doubles and 6 mixed doubles). His long journey in the tennis arena has been topsy-turvy and inspirational. This is the same Leander who fought back Neurocysticercosis. Words fall short in praise of this man.

It all began for young Leander, when at 18 he became the World No. 1 in junior ranking by winning the Junior US Open and Wimbledon titles. In the 1996 Atlanta Olympics, he won a bronze medal; losing to Andre Agassi. He never looked back. He kept on winning more majors and more titles. Age is just a number for the man. His inspiration is another legendary player Martina Navratilova, with whom he paired in 2003 Australian Open. In 2012, there was this ugly spat among the tennis fraternity in India, but Paes, chose to keep going. India's brightest tennis star is shining like the Sirius.



Activity

Given below are the highlights of a cricket match played by India. Prepare a news report based on the tips given and present it before the class.

Yuvraj hits six sixes in a row in a T 20 match between India and England.

Left hander Yuvraj Singh lifts India to a huge total.

Durban witnesses the fastest 50 in cricket; Yuvraj scores a 50 in 12 balls.

Stuart Broad incensed as Yuvraj whacks his deliveries to score six sixes in an over.



Activity

1. What makes the commentary interesting?
2. How do the commentators maintain the flow while taking turns during the commentary?
3. What difference do you find in the commentary as the play progresses?

List the features of an interesting sports commentary.

- Exciting and entertaining
-
-
-



Read the speech delivered by Sachin Tendulkar on the day of his retirement.

No More Matches in my Life

All my friends, settle down, let me talk, I will get more and more emotional. My life — between 22 yards for 24 years — it is hard to believe that that wonderful journey has come to an end. But I would like to take this opportunity to thank people who have played an important role in my life. Also, for the first time in my life, I am carrying this list, to remember all the names in case I forget someone. I hope you understand. It's getting a little bit difficult to talk, but I will manage.

The most important person in my life, and I have missed him a lot since 1999 when he passed away, was my father. Without his guidance, I don't think I would have been standing here in front of you. He gave me freedom at the age of 11, and told me, 'Chase your dreams, but make sure you do not find short cuts. The path might be difficult, but don't give up'. And I have followed his instructions.



Above all, he told me to be a nice human being, which I will continue to try, and try my best. Every time I have done something special, showed my bat, it was for my father.

My mother... I don't know how she dealt with such a naughty child like me. I was not easy to manage. She must have been extremely patient. For a mother, the most important thing is that her child remains safe and healthy and fit. That was what she was most bothered and worried about. She has taken care of me for the past 24 years that I have played for India, but even before that, she started praying for me the day I started playing cricket... Her prayers and blessings have given me the strength to go out and perform. So a big thank you to my mother for all the sacrifices.

In my school days, for four years, I stayed with my uncle and aunt because my school was quite far from my home, and they treated me like their son. After a hard day's play, I would be half asleep, and my aunt would be feeding me food so I could go again and play the next day. I can't forget these moments. I am like their son and I am glad it has continued to be the same way.

My eldest brother Nitin and his family have always encouraged me. My eldest brother doesn't like to talk much, but the one thing he

always told me is that 'Whatever you do, I know you will always give it 100 per cent, and that I have full faith and confidence in you'. His encouragement meant a lot to me.

My sister Savita and her family were no different. The first cricket bat of my life was presented to me by my sister. It was a Kashmir willow bat. But that is where the journey began. She is one of those many who still continue to fast when I bat. So thank you very much.

Ajit, my brother, now what do I talk about him? I don't know... We have lived this dream together. He was the one who sacrificed his career for my cricket. He spotted the spark in me. And it all started from the age of 11 when he took me to (Ramakant) Achrekar Sir, my coach, and from there on my life changed. You will find this hard to believe but even last night he called up to discuss my dismissal. Knowing that there was a remote chance of batting again, but just the habit we have developed, the rapport we have developed, since my birth, has continued and it will continue. Maybe when I'm not playing cricket we will still be discussing technique.

Various things we agreed upon, my technique, and so many technical things on which I didn't agree with him... We have had arguments and disagreements, but when I look back at all these things in my life, I would have been a lesser cricketer...

The most beautiful thing happened to me in 1990 when I met my wife Anjali. Those were special years and it has continued and will always continue that way. I know Anjali, being a doctor, there was a wonderful career in front of her. When we decided to have a family, Anjali took the initiative to step back and say that 'You continue with your cricket and I will take the responsibility of the family'.

Without that I don't think I would have been able to play cricket freely and without stress. Thanks for bearing with all my fuss and all my frustrations, and all sorts of rubbish that I have spoken. Thanks for bearing with me and always staying by my side through all the ups and downs. You are the best partnership I've had in my life.

Then the two precious diamonds of my life, Sara and Arjun... They have already grown up. My daughter is 16, my son is 14. Time has

flown by. I wanted to spend so much time with them on special occasions like their birthdays, their annual days, their sports days, going on holidays, whatever. I have missed out on all those things. Thanks for your understanding. Both of you have been so, so special to me you cannot imagine. I promise you that for 14 and 16 years I have not spent enough time with both of you, but the next 16 years or even beyond that, everything is for you.

My in-laws, Anand Mehta and Annabelle, both have been so, so supportive, loving and caring. I have discussed various things in life generally with them, and have taken their advice. You know, it's so important to have a strong family who is always with you and who are guiding you. Before you start clapping, the most important thing they did was allowing me to marry Anjali. So thank you very much.

In the past 24 years that I have played for India, I have made new friends, and before that I have had friends from my childhood. They have all had a terrific contribution. As and when I have called them to come and bowl to me at the nets, they have left their work aside to come and help me. Be it joining me on holidays and having discussions with me on cricket, or when I was a little stressed and wanting to find a solution so I could perform better.

All those moments my friends were with me. When I was injured, I would wake up in the morning because I couldn't sleep and thought that my career was over because of injuries, that is when my friends have woken up at 3 o'clock in the morning to drive with me and make me believe that my career was not over. Life would be incomplete without all those friends. Thanks for being there for me.

My cricket career started when I was 11. The turning point of my career was when my brother (Ajit) took me to Achrekar Sir. I was extremely delighted to see him up in the stands. Normally he sits in front of the television and he watches all the games that I play. When I was 11 or 12, those were the days when I used to hop back on his scooter and play a couple of practice matches a day. The first half of the innings I would be batting at Shivaji Park, the second half at

some other match in Azad Maidan. He would take me all over Mumbai to make sure I got match practice.

On a lighter note, in the last 29 years, Sir has never ever said 'well played' to me because he thought I would get complacent and I would stop working hard. Maybe he can push his luck and wish me now well done on my career, because there are no more matches Sir in my life. I will be witnessing cricket, and cricket will always stay in my heart, but you have had an immense contribution in my life. So thank you very much.



Activity

1. Sachin begins his speech on an emotional, but friendly tone. Do you think the speech was appealing? Why?
2. The speaker here uses expressions like 'I would like to take this opportunity...'. We usually find such expressions to give a flow to the speeches. Find out similar expressions from the above speech.
 - Above all
 -
 -
 -
 -
 -

GLOSSARY

ablutions(n)	: the act of washing yourself
accustomed (adj)	: familiar with something and accepting it as normal or usual
alert(adj)	: able to think quickly
arena(n)	: a place with a flat open area in the middle and seats around it where people can watch sports and entertainment
august (adj)	: impressive, making you feel respect
aviation(n)	: the designing, building and flying of aircraft
catamaran(n)	: a fast sailing boat with two hulls
celebrity (n)	: a famous person
chandelier(n)	: a large round frame with branches that hold light or candles
cherubic(adj)	: looking round and innocent
citation(n)	: an official statement about something special that has been done, especially about acts of courage in a war
colossal (adj)	: extremely large
concerted(adj)	: done in a planned and determined way
congeal(v)	: to become thick or solid
copious(adj)	: in large amounts
courtesies(adj)	: polite behaviour that shows respect for others
cuisine(n)	: the style of cooking
deplorable(adj)	: very bad and unacceptable
dignity(n)	: a sense of your own importance and value
digress (v)	: to start to talk about something that is not connected with the main point of what you are saying
discomfort(n)	: a feeling of slight pain or of being physically uncomfortable
discrimination(n)	: the practice of treating somebody or a particular group in a society less fairly than others
drape(n)	: a long thick curtain
eclipse (v)	: to make something dull or unimportant by comparison
embark on (<i>phrasal verb</i>)	: to start to do something new or difficult
exotic (adj)	: from or in another country, especially a tropical one
faggot(n)	: a bunch of sticks tied together, used for burning on a fire
flab (n)	: soft, loose flesh on a person's body
flounder (v)	: to struggle to know what to say or do or how to continue with something
gargantuan(adj)	: extremely large

gorge (v)	: to eat a lot of something
grubby(adj)	: dirty, not washed or cleaned
humiliation(n)	: feeling ashamed or stupid
husky (adj)	: sounding deep, quiet and rough
ingénue(n)	: an innocent young woman, especially in a film/movie or play
maxims(n)	: a well-known phrase that expresses something that is usually true or that people think is a rule for sensible behaviour
nestled (v)	: to be located in a position that is protected, sheltered or partly hidden
notoriety(n)	: fame for being bad in some way
obese(adj)	: very fat in a way that is not healthy
perpetrate(v)	: to do a crime or something wrong
picturesque(adj)	: pretty; especially in a manner that looks old-fashioned
pristine (adj)	: fresh and clean, as if new
quail (v)	: to feel frightened
rampant(adj)	: existing or spreading everywhere in a way which is uncontrollable
reasonable(adj)	: fair, practical and sensible
reckon (v)	: to think something or have an opinion about something
redoubt(n)	: a small building from which soldiers can fight and defend themselves
relocate (v)	: to move to a new place to work or operate
Reverently (adv)	: showing great respect and admiration
riotous(adj)	: noisy, exciting and enjoyable
sloppy(adj)	: something that shows a lack of care, thought and effort
smash to smithereens(<i>idiom</i>)	: to destroy something completely by breaking it into pieces
smother (v)	: to kill somebody by covering their face so that they cannot breathe
snuggle(v)	: to get into a warm comfortable position
spat(n)	: a short argument or disagreement about something unimportant
spike (v)	: to reject something that a person has written or said
straddle(v)	: to sit or stand with one of your legs on either side of something
succinct(adj)	: expressed clearly and in a few words
sumptuous(adj)	: very expensive and looking very impressive
topsy-turvy(adj)	: in a state of utter confusion
vacuous (adj)	: showing no sign of intelligence or sensitive feeling
wade (v)	: to walk with an effort through something especially through mud or water

Concept	Learning outcomes	Learning process	Evaluation
<p>The Art of Communication Internalise the importance of speaking clearly and accurately on a variety of topics such as freedom, discrimination, etc.</p>	<p>Present ideas, opinions, experiences, arguments, etc with confidence. Apply speaking and presentation strategies and delivery skills (voice modulation & body language)</p>	<p>Watches TED presentations/ world renowned speeches and identifies their features Prepares and delivers spontaneous/planned spoken texts that are accurate, fluent and coherent</p>	<p>Rates brief presentations based on select criteria Brief presentations, group discussion, speech on select topics</p>
<p>Different Media, One Message Become aware of the need to respond to issues like child labour, media addiction, problem of teenagers etc.</p>	<p>Plan and present one's own ideas and points of view on a specific issue/topic. Develop, organize and express ideas coherently and cohesively in the form of a report</p>	<p>Identifying an issue /topic Conducting investigation and preparing investigative reports for classroom presentation</p>	<p>Developing tool for survey/study Oral and written presentation of investigative report</p>
<p>The Wander Thirst Develops an awareness on travelogues, feature articles, itinerary, brochures and web articles on travel and tourist destinations and hospitality facilities</p>	<p>Reads travelogues, feature articles, itinerary, brochures and web articles and respond to them in the form of brief presentations and writes brochures, feature and web articles</p>	<p>Reads and analyses travelogues, feature articles, brochures, web articles and identifies their features such as lay-out, design and language Prepares brochures, web articles and feature articles by brainstorming, drafting, revising, editing and proof reading</p>	<p>Prepares brochures and web articles Revises, proofreads and edits various written texts</p>

Concept	Learning outcomes	Learning process	Evaluation
<p>We are what we eat Develops awareness on culinary culture by reading recipes, feature articles, reports etc.</p>	<p>Reads and identifies the features of recipes, articles, feature articles etc. and responds to them in oral and written forms</p>	<p>Reads critically and analyses the features of recipes, articles and feature articles Makes presentations and writes recipes, feature articles and reports</p>	<p>Prepares presentations, recipes, feature articles and reports</p>
<p>The world of opportunities Develops the language skills to read and respond to different genres related to the domain of employment and jobs</p>	<p>Reads and identifies the features of Job ads, CV's, Cover letter and articles related to employment skills</p>	<p>Develops employability and job related skills by reading, responding and writing CV's, Cover letter, interview, articles etc Identifies the features of submitting CV, Cover letter etc online and offline</p>	<p>Prepares CV, Cover letter, articles and performs mock interviews in appropriate language and format</p>
<p>In the Playground Develops the ability to read/view and respond to audio/video texts by analysing running commentary, interview, memoirs of persons related to sports and games</p>	<p>Listens critically and analyse features of speeches in terms of voice modulation (stress, pause, tone pitch, rhythm) style of narration, language used, emotive aspects etc.</p>	<p>Listening and analysing running commentary, sports reporting etc and identifying their features Reading and analysing interviews, memoirs and responding to oral and written forms</p>	<p>Analytical report assessing the running commentary and sports reports using instruments for rating Writing reviews and reports</p>