

LECTURE NOTES
ON
Communicative English-I
B.TECH I YEAR- I SEMESTER
(R19)



DEPARTMENT OF HUMANITIES & SCIENCES

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Introduction

English All Round is designed to assist teachers in helping students to improve their competence in the use of English language as they study subjects of their choice and prepare themselves for careers. Various tasks/activities are included to offer the teachers ample scope to give students several exercises for practice, besides motivating learners to read and listen in English and use English for speaking and writing. The content of the book also provides opportunities to build awareness about the diverse multicultural work environment today.

The book takes into account the **challenges faced by teachers of heterogeneous classes** and offers the possibility of assigning additional or challenging tasks to fast learners, while paying personal attention to the slow learners/poor performers.

English All Round is based on the premise that in the classroom, English language is used to learn as well as to communicate. It combines the following elements:

- The **content** is carefully prepared aiming at a gradual progression in knowledge, skills, and understanding with a graded increase in complexity.
- The prime focus is on **communication** and learners are encouraged to share thoughts and ideas, and use English to explore and get to know about new things while they are learning to use the language. This is achieved through a wide range of topics, texts, tasks and activities included under each of the four skills. This would help them use the English language in real-life scenarios both in their personal and professional lives.
- **Cognition** is another important aspect that is taken into account, and every task/activity is intended to develop thinking skills which can help learners understand a concept (abstract/concrete), think originally, come up with ideas, and effectively express those using the English language.
- Conscious effort has been made to expose learners to different **cultures** with the belief that exposure to alternative perspectives deepens their awareness of otherness and self.

The four language skills are seen thus:

- **Listening** is a regular and normal activity which is vital for language learning.

- **Reading**, using meaningful material, is an essential skill.
- **Speaking** focuses on fluency, and while accuracy is encouraged, it is believed that learners should be encouraged to express themselves freely.
- **Writing** involves a series of specific tasks, each with a clear purpose; grammatical structures and correct usage is reinforced.

Every Unit integrates language and skills (both receptive and productive). Teaching/learning can be based on discussions generated through speaking activities, reading and listening texts. Language is seen as primarily functional and governed by the context. Different learner styles and preferences are taken into account in various task types, which are mostly of the *think, discuss/read/listen, and do* type.

The **approach** is not really new considering that an English teacher's aim is to help the learners in language processing and guide them as they engage in language production by teaching strategies to use reading/listening texts for supporting spoken/written language. Discussions with fellow teachers and collaborating with them can help a teacher devise strategies that work well for his/her class. Blending the traditional and flipped classroom approaches could help the teacher best utilise the contact hours.

The attempt is to enable teachers to **facilitate activity-based learning in large mixed-ability classes**.

For feedback and suggestions, the authors may be contacted at englishallround2019@gmail.com

Unit Sections

Getting Started

Simple activities given in this section get learners to **think and warm up** to the tasks/activities that are going to come up. Discussion in pairs or small groups encourages collaborative work. This Section may be given 10–15 minutes in each Unit.

Discovering the Theme

A reading text/passage that is relevant to the theme is given in this section. Students may be encouraged to quickly read through the text in their free time before the class and think about the questions that follow. If time permits, students could be asked to share their observations on how the passage relates to the Unit theme. This section may be allotted 15–20 minutes in each Unit.

Speaking

For speaking activities/tasks, teachers could run parallel sessions by dividing the class into two or three batches of 20 or 30 students per batch. Each batch can be supervised by a different teacher. Alternatively, the teacher could supervise one batch for speaking activities, while the other batches are working on Listening/Reading/Writing/Grammar and Vocabulary Practice/Exam Practice. In order to handle this and manage time efficiently, it would be good to prepare detailed session plans and give clear instructions to each batch of students.

It is essential to **strictly regulate the time** for each short talk or presentation made by the students. Students may take turns as timekeepers during speaking activities. After one round of practice where the students are made aware of how much could be conveyed in the given time, they are likely to enjoy the challenge of accomplishing a task within the time limit.

Discussion tasks given under Speaking as well as in the other sections are not formal Group Discussions that follow a clear set of conventions, but are informal discussions for sharing thoughts/ideas/opinions on a topic. However, the students may be advised to follow instructions regarding taking turns, expressing agreement/disagreement, and arriving at conclusions/decisions. They may be encouraged to take notes during discussions to enable them to present a report (oral or written) on the points discussed. These

activities also enable students to work in pairs/small groups thus fostering teamwork and interpersonal skills.

Sharing the assessment rubrics (preferably in a tabular form with grading scales) for each task with the students would encourage them to pay attention to the various aspects on which they would be assessed. It is useful to have detailed descriptors of performance based on clear criteria. Some of the **criteria** for evaluation are given below:

- Task accomplishment
- Content (in terms of relevance to the topic/task given)
- Discourse management (flow of ideas, and use of suitable discourse markers)
- Vocabulary (range and appropriate word choice)
- Grammatical structures (range and accuracy)
- Pronunciation (focus on being intelligible)

Listening

Listening activities/tasks can be delivered by a single teacher for a class of about 60 students. About five minutes may be spent on giving instructions and explaining to the students the purpose of the task. Teachers could monitor students while they are listening. It is important to ensure that students listen to the audio files/watch the videos and write their answers in the coursebook cum workbook. Students may be permitted to listen to the audio twice. It is essential to manage time effectively and instruct students to complete an assigned task within a **specified time limit**. For example, a two-minute listening task with five questions should not take longer than eight minutes. It would help if the timer is displayed on the screen in the lab (if there's such a provision), or the teacher could monitor time.

For certain tasks (e.g., listening for specific expressions such as signposts), it would help if students are asked to go through the questions before they listen. However, this is not necessary for every task.

If a student finds it difficult to follow a speaker's pace, the audio speed could be reset to a slower pace by adjusting the playback speed to about 0.75. Slow learners may also be initially permitted to pause the audio/video and listen again, especially in the case of longer tasks. However, they should be weaned off from these practices because

they do not get such opportunities while listening to live lectures/talks, or while taking tests. For longer talks, they may be encouraged to make brief notes while listening. They should be clearly instructed not to try writing down everything or attempt transcribing.

If a task requires listening only to the audio first, followed by listening while watching the video, the students should be instructed to minimise the video display screen the first time.

Students who need to devote more time to listening may be encouraged to listen to the audio files again in their free time. They could also be encouraged to use various web resources, some of which are listed under Suggested Additional Learning Resources in the coursebook. Fast learners who complete a task quickly may be encouraged to complete their writing tasks.

Laboratory/Practical hours on the time-table (if allotted separately) could be used for Speaking and Listening activities, tasks, and assessments.

Reading

Teaching reading can be challenging because it is a receptive language skill. During the sessions on reading skills, it would help if it is emphasised that reading is not a passive task. Reading tasks and activities are designed to help students learn **various reading strategies** such as those listed below:

- Asking/answering pre-reading questions
- Identifying and finding meanings of unfamiliar terms
- Recognising the theme/s, main idea/s
- Paying attention to details
- Identifying keywords
- Highlighting textual clues such as signposts/discourse markers
- Making notes
- Framing questions
- Answering questions
- Identifying the author's purpose
- Summarising
- Thinking critically and discussing different points of view

Teachers may choose to ask students to read aloud short texts. Students may be encouraged to read longer texts within **specified**

time limits that are set based upon the length of the texts. Students who read and comprehend faster may be advised to use their time to do Practice Exercises while the teacher assists slow learners with their reading tasks, if required. Students at different levels of reading ability may thus be actively engaged during class.

Sessions could be made interactive by encouraging collaborative work in pairs or small groups. Teachers could control the reading material in several ways depending upon the purpose of the activity/task. Questions of different kinds are included to enable this. Vocabulary, grammar, comprehension questions, and discussions on the theme help students better process what they have read, thus helping them improve their reading skills.

A wide **variety of texts** provide exposure to different discourse patterns or patterns of organisation. **Subskills** such as predicting, skimming, and scanning are focused upon. Questions and tasks draw the learners' attention to discourse markers, and help them follow the flow of ideas by recognising links. Questions on main idea and supporting details provide for global comprehension of the texts they read, and assist them in writing summaries. Questions asking them to predict are also included because knowing what to expect improves comprehension. Questions on information/details, and simple inferences help students comprehend the texts.

An **interactive class** could engage the students and bring in multiple perspectives of interpreting a text and provide ample opportunity for discussion. A reading session could thus lead to further reading, speaking activities or writing assignments.

Writing

While marking/evaluating students' responses to writing tasks, it is useful to have detailed descriptors of performance based on clear criteria. General **criteria for writing assessment**:

- Task accomplishment
 - Content (in terms of relevance to the topic/task given)
 - Coherence and discourse management/organisation
- Vocabulary (range and appropriate word choice)
- Grammatical range and accuracy
- Capital letters, punctuation and other mechanics of writing
- Meeting the required word count

Apart from the general criteria listed above, each task has to be evaluated on the basis of certain specifics. A few pointers are given below.

- Paragraph writing on a given topic:
 - Clear statement of one main idea
 - Relevant supporting details
 - Conclusion that restates or reinforces the main idea
 - Should avoid putting in too many ideas that take away the focus from the main idea
- Summarising a given text/passage:
 - Clear focus on the main idea of the given text/passage
 - Sufficient attention to supporting points without repeating all the examples/details given
 - Should avoid copying sentences from the given text, though keywords/phrases may be used
- Report based on a graph/chart/table (Information transfer):
 - Introductory sentences should highlight key features of the graph/chart/table Identifying trends and providing supporting details from the data given
 - Writing a factual report
 - Should avoid putting in information that is not given in the graphical data provided in the question
 - Should avoid opinion
- Essay Writing:
 - Content
 - Clarity of ideas and purpose
 - Original and critical thought
 - Use of supporting details such as examples/quotes/factual information
 - Organisation/Structure
 - Flow of thought
 - Paragraphing
 - Tone and Style

Students should be guided to brainstorm, think, and plan for a writing task. Clear instructions may be given to let them know the time given for each step in the process. Collaborative work may be encouraged for some of the tasks, especially while brainstorming for ideas on specific topics. **Regulating time** is important to enable them to handle writing tasks in examinations.

Sharing the rubrics/assessment criteria for speaking and writing assessments with the students helps them provide meaningful peer feedback besides motivating them to try and improve their skills.

Grammar and Vocabulary Practice and Exam Practice

Inputs and explanation on grammar and usage could be given immediately after the Getting Started section in every Unit so as to enable students to answer the exercises on their own. Strategising in this manner could also facilitate better utilisation of classroom time because teachers could instruct students to answer the exercises if an assigned task is completed early by some of them.

For exercises under Grammar and Vocabulary Practice and Exam Practice, students could be **guided through a few sample questions/tasks of each kind, and encouraged to complete the rest in their own time**. If a student doesn't understand something or finds a task difficult, he/she can seek clarification/help from the teacher. Interested students may be encouraged to act as mentors to their classmates. Dividing the class into small study groups also helps.

Unit Assignment

Unit assignments are planned in such a way as to enable students to apply the skills they have learned in the English course to their study of other subjects. Students would have to be given clear instructions on the mode of submission (soft copy/print/hand-written). This may be decided based on the task given (e.g., the assignment in Unit 4 would have to be submitted in soft copy/print form). For group activities, students may be asked to submit peer reviews including information on how much each member of a group has contributed. Forms could be created to facilitate this process. Instructions for a Unit Assignment and submission deadline may be given midway through a Unit giving the students sufficient time to prepare, complete and submit the assignment by the end of the Unit.

Unit I – Exploration

Getting Started

First Impressions

Sample responses:

- Physical appearance – height, build, complexion, hair colour, hair length or style, clothing, accessories
- Speech – language, accent, tone, voice
- Gestures – expressions, movements
- Posture – reactions/responses to other people or surroundings, confident, nervous, excited
- Background – education, rural, urban, nationality/region

Some of the points listed above would be assumptions and may not be true of a person. First impressions might be proved wrong after one gets to know a person better. Impressions are purely subjective and hence cannot be relied upon.

Some other ways to get to know someone/about someone:

Sample responses:

- Meeting through a common interest/hobby
- Engaging in small talk with someone you have just met
- Sharing the same classes/college/travel route
- Being part of the same team (sports/debate/dance group)
- Volunteering for a cause of common interest
- Sitting at a community table (campus cafeteria/hostel)

Speaking

Students could be encouraged to read the examples given in **S1.1**, **S1.2** and **S1.3**. They must be instructed to follow the prompts given. The students may be made aware that a good introduction creates a positive first impression when they have just met someone. It would also help when they face job interviews later in life.

Listening

L1.1

I.

1. Jung Min
2. Because of the amount of homework they get
3. Her parents wanted her to study in an American university.

4. To learn different cultures
5. It would be more fun travelling without her parents.

II.

- | | |
|-----------------------------|----------------------------------|
| 1. <i>has, in, for</i> | 2. the, will, be, their, this |
| 3. am, to, that, (has), the | 4. does, this, of, the |
| 5. (is), to | 6. and, (would), to, during, the |
| 7. (will), your, to | 8. had, before, her |
| 9. the, along, the, are, to | 10. that, the, to, is, in, the |

L1.2

1. b (because it is very small)
2. d (her tongue gets really hot)
3. a (salmon and the Space Needle)
4. c (outdoor)
5. a (space and nature)
6. c (Royal Gala)
7. i. Anita – c. Taiwan
 ii. Jeyong Kim – e. Korea
 iii. Martin – f. United States of America
 iv. Naomi – a. Australia
 v. Marion – b. Ireland
 vi. Akane – d. Canada

L1.3

1. Odd jobs/cool jobs
2. He would like to run a tour company.
3. He thinks that Jeff is a very worldly person and very conscious about culture.
4. He feels that the experience is like going to a zoo where there is no interaction, and it is like looking through a window.
5. As tour guides, drivers and for as many other jobs as possible
6. As dirty, noisy, smelly and hot. No, he does not.
7. It is inexpensive and exotic with interesting and beautiful people who are really fun to be around.

Reading

1. *Internet search*
2. Word of mouth (through friends/family/neighbours)
3. Advertisements
4. Career counsellors
5. Education fairs
6. Teachers in school

Prior knowledge of these famous people may be used to initiate a discussion among students. A few details are given below:

- An Italian explorer, *Christopher Columbus* made four ground-breaking voyages to the Americas.
- *Vasco da Gama* was a Portuguese explorer who was the first European to reach India by sea.
- *Marco Polo* was a Venetian traveller and explorer who made ground-breaking journeys to Asia and China.
- *David Livingstone* was a Victorian missionary who explored the continent of Africa.

R1.1

It may be explained that the main idea of a paragraph is the primary point or concept about the topic, and can be found at the beginning, middle or in the concluding sentences of a paragraph. It could be pointed out that the main idea may not always be clearly stated.

Students may be encouraged to read on their own and teachers could help them with difficult words/phrases if any.

I.

1. Suitable title – Explorations beyond the Earth
Other suitable titles may be accepted.
2. Sample answer: Main idea – The text is about what motivates human beings to explore, and suggests that the priority should be to protect our planet before exploring others.
3. The human race spread across the earth by navigating across land and water to find new places to inhabit.
4. It is not a certainty but a possibility.
5. cutting-edge

II.

Ten countable nouns are given below. Other correct answers may be accepted.

Singular	Plural	Singular	Plural
1. corner	corners	6. exploration	explorations
2. year	years	7. community	communities
3. ocean	oceans	8. star	stars
4. island	islands	9. system	systems
5. explorer	explorers	10. station	stations

- Proper implementation of the mechanism of discovery leaves a memorable experience for players.

IV.

	Nouns	Verbs	Adjectives	Adverbs
	<i>Interest</i>	<i>interest</i>	<i>interesting,</i> <i>interested</i>	<i>interestingly</i>
1	developer, development	develop	developable, developing	developmentally
2	force	forces, force, forcing	forceable/ forcible, forced, forceful	forcefully, forcibly
3	desire	desired, desiring	desireless, desirable	desiredly
4	confusion	confuse	confusable, confusing	confusedly, confusingly
5	carefulness, care	care, cared, caring	careful	carefully

Note: Answers suggested are not exhaustive, there could be other forms.

R1.4

I.

- Kevlar is a stiff synthetic material, five times as strong as steel, used in the production of things such as bullet-proof vests, safety helmets, camping gear, snow skis, and cables. Stephanie Kwolek invented it.
- Kevlar is considered a super strong material because of its resistance to corrosion and flames.
- Sundar Pichai is the current CEO of Google Inc. He joined the company in 2004.
- Google Chrome is the browser launched by Sundar Pichai.
- Saina Nehwal won over 24 international titles, which include eleven Superseries titles. (according to the given text)
- Saina learnt Karate and also has a brown belt in it.
- Jack Ma's strategy to learn English was to converse with English-speakers and work as a tour guide.
- Alibaba Group was founded on 4th April, 1999.

II.

1. How many US patents does Kwolek have to her credit?
2. What led to the launch of the Chrome operating system?
3. Who is the first Indian badminton player to be ranked World No.1?
4. Why did Jack Ma resign from his position as CEO of Alibaba Group?

* After completing the task, teachers can make students aware of the use of *do/did/does*.

R1.5

Keywords: a word or concept of great significance

e.g. multicultural

vibrant

embrace

differences

possibilities

experiences

background

Sample answer: Main idea – Importance of understanding and embracing cultural differences

Grammar and Vocabulary Practice

P1.1

1. When did you come to Hyderabad?
2. How do you like this place?
3. Have you been to any art galleries here?
4. What do you plan to do over the weekend?
5. How do you come to college every day?
6. How did you spend your summer vacation?
7. When was the last time we watched a movie together?
8. How different is India from China? (or) How different is China from India? (or) How is India different from China? (or) How is China different from India?
9. What are some interesting places to visit in Hyderabad?
10. What are your hobbies and interests? (or) What are your interests and hobbies?

* After completing the word order task, teachers can make students aware of the use of *do/did/does*.

P1.2

Countable: crafts, idea, paintings, house, pieces, craftsmen, orders, passes, ice cream

Uncountable: furniture, pottery, pricing, time, ice cream

P1.3

- | | |
|-----------------|--------------|
| 1. shoes | 2. journey |
| 3. scenery | 4. people |
| 5. experiences* | 6. knowledge |

Two uncountable nouns are: *scenery*, *knowledge*. Make students aware of uncountable nouns.

People in this context is used to refer to more than one person, probably many. However, *peoples* is incorrect here because *peoples* is used only when one is referring to groups of people from multiple ethnic, cultural, racial or national backgrounds.

* *Experience* is both countable and uncountable.

P1.5

1. Maryam is a talented photographer who took an award-winning photograph.
2. Place your books on the desks.
3. People are concerned about increased traffic on these roads because there were accidents in the neighbourhood last week.
4. There was no water in the lakes last summer.
5. Roshan needs to find information about a Nobel Peace Prize winner for his presentation tomorrow.
6. An IQ test measures intelligence.
7. Please get some loaves of bread when you go to the bakery.
8. The laboratory has a lot of expensive equipment.
9. She makes beautiful pottery.
10. He bought a pair of jeans.

P1.6

Exploration means

- travel for the purpose of discovery
- journey organised for a particular purpose
- a careful systematic search
- an exploratory action or expedition
- the activity of looking thoroughly in order to find something or someone
- a systematic consideration
- the process of giving careful thought to something

noun: exploration

verb: explore, explored, exploring

adjective: explorative, exploratory
adverb: exploratively, exploratorily, exploringly

Exam Practice

E1.1

I.

- A – iv (Poverty despite resources)
- B – i (Money isn't the solution)
- C – vi (Sustainability perspective)
- D – iii (Solution: Self-reliant communities)

II.

Sample answers:

A – Nigeria has the highest number of people living in extreme poverty in spite of its vast natural resources.

B – Money in the form of aid could cause several problems and by itself cannot eliminate poverty.

C – In order to understand and address issues related to poverty, it is essential to look at them from a perspective of sustainability rather than aid/donated money.

D – Communities should come together and look at ways of using resources and knowledge to eliminate poverty.

E1.2

(1) During the 1990s, **experts** predicted that online shopping would not be a preferred option to in-store shopping. (2) However, there has been an increasing **demand** for online shopping as reflected in the online sales figures. (3) In fact, all evidence points to the fact that online **shopping** will have surpassed the in-store shopping in the next decade. (4) This rapid increase has been driven by a number of **factors** including choice, price and convenience. (5) Most online retailers use a **delivery** service. (6) As a result, specific delivery timings were introduced so that customers can ensure their goods **are** delivered when they are at home.

Unit 2 – On Campus

Getting Started

Words/phrases – impression about college campus:

Sample responses

- Sprawling campus
- Lot of greenery
- Good playgrounds
- Canteens/cafeterias to hangout with friends
- Well-equipped labs
- Freedom
- No uniform
- Chance to join various clubs
- Extracurricular activities
- Excitement about being a college-goer/not being a ‘school kid’
- Teamwork
- Staying on campus/in the hostel

Speaking

S2.2

Example:

The speaker:

Indian industrialist, N.R. Narayana Murthy is Co-founder and Chief Mentor of Infosys Technologies Ltd.

The context:

In 2013, when NDTV turned 25, it honoured 25 Greatest Global Living Indian Legends. The awards ceremony was organised at the Rashtrapati Bhavan where the legends were felicitated by the President of India.

The adage he mentions at the end: “Let the good news take the steps and the bad news the elevator”. Narayana Murthy believes that it’s best to bring bad news to the investors early, on a proactive basis. Investors will respect those organisations that disclose their mistakes and resolve to improve themselves.

Signposts used: One, finally, first, second

Listening

L2.1

1. Students (international students) looking for on-campus housing/living on campus.
2. An opportunity to practice English with native speakers and the availability of a cafeteria.
3. The cafeteria might not serve food that you enjoy and you might have an untidy roommate.
4. Payment of a cancellation fee to get out of the contract.

L2.2

1. About his essay
2. He lost the draft that was on his computer.
3. Regarding a retirement party for Dean Adams
4. He took Dean Adams' anthropology classes.
5. He overheard some graduate students talking about it.
6. A couple of administrative assistants
7. Help with compiling a database of articles published by the anthropology faculty
8. Field research
9. On speciation (how species form)
10. No; she is still working on several projects.

L2.3

1. New students need guidance on how to effectively use the library for their studies and research work.
2. The talks focus on different aspects of the library and its resources.
3. The small classes conducted throughout the term help students access computer-loaded information and enable them to become computer literate.
4. Computers in the library are used as research tools.
5. CD-ROMs contain the same information as the reference books.
6. Students can access journal articles online in the library.
7. Reference books in the library are for students who would like to borrow books rather than use the online sources sitting in the library.
8. The restriction on loan time for library books is to ensure that the books are not missing from the shelves for too long.
9. Students can take the help of the Cataloguing Assistant if they need help to find something in the library.
10. now, so, OK, however, naturally, although

Expressions that students may find difficult could be explained. For example, the phrase *bring someone up to speed* may be unfamiliar to many students. It means *to help someone perform at a desirable level*. (“... all this term we run small classes which will bring you *up to speed* on how we access the computer-loaded information.”)

Reading

Emphasis:	most important, most significant, especially
Addition:	moreover, also, in addition
Comparison:	alike, just as, similarly
Contrast:	but, differ, however
Illustration:	for example, for instance, such as
Cause-and-effect:	therefore, as a result, consequently

R2.1

I.

First, Second, Finally

II.

1. *An elevator pitch* is a very short, persuasive speech.
2. The objective of a one minute talk in a networking group is to create interest so that listeners who want to know more details can talk to the speaker later.
3. No, it is not a good idea to introduce oneself with one's name at the beginning as most people are not good at remembering names.
4. Make the presentation memorable by telling an interesting story which the listener/s can relate to.
5. Unfortunately and Luckily
6. *A call to action* means telling the audience what one wants them to do.

III.

1. False
2. True
3. Not given
4. True

R2.2

1. Sample answer: The importance of socialising during one's college life.
2. In paragraph A/the first paragraph
3. Yes, it reinforces the main idea by giving examples of the benefits of social life.

Sample conclusion: Social interactions help one appreciate and understand differences and improve interpersonal skills thus contributing to success and happiness in life.

4. maximise
5. No, they are both important. The sentence from paragraph A that helps answer this question is '*However, there is growing acceptance of the fact that social skills are as essential as intellectual development...*'
6. However
7. Besides
8. Not socialising could affect the cognitive ability, thinking speed and memory of students.
9. Interestingly
10. Paragraph A:
 - good grades – seen as the goal of college education
 - social skills – as important as academics
 - socialising helps in many ways

Paragraph B:

- socialising – not a waste of time
- working in isolation – negative effects
- interactions with peers – academic purposes and friendship
- safety aspects to be considered
- healthy balance between academics and socialising

Paragraph C

- assessment by friends – very helpful
- college life – best time to build social skills
- basic human social behaviour – common across the globe
- appreciate differences
- social skills can help achieve success and happiness

Students may be encouraged to make notes using only points/phrases. Clear instructions should be given not to copy sentences from the given text.

R2.3

I.

1. The author begins with a reference to four CEOs/Corporate Leaders. He draws the reader's attention with a question of what they have in common.
2. The examples of extracurricular activities mentioned in Paragraph C are debate and cricket.

3. Could be Yes/No. There could be several acceptable reasons. This question is intended to encourage relevant discussion among students.

II.

1. Adobe Systems CEO Shantanu Narayen, MasterCard CEO Ajay Banga and Fairfax Financial Holdings Founder and CEO Prem Watsa
2. Skand Bali, Principal of the school that Satya Nadella attended.
3. Hyderabad Public School, Manipal Institute of Technology (then part of Mangalore University), University of Wisconsin at Milwaukee and University of Chicago Booth School of Business
4. He joined Microsoft in 1992 and became the CEO in February 2014.
5. Cassandra Frangos is a leadership consultant.
6. Ancient Greek civilisation
7. Nadella learned how to find a balance between being confident yet humble and having the ability to learn.
8. The occasion was a robotics conference.

III.

1. True
2. Not Given (1980 is the year the computer was launched)
3. Not Given
4. Not Given
5. False ('always' is not used in the text)
6. False
7. Not Given (while it appears so, the text does not make a clear statement, the answer is not given. There is an implication but not stated.)
8. True (it can be inferred because it is advice given to students)

IV.

1. c (well balanced, wise and sensible)
2. c (extend across a period of time or a range of subjects)
3. b (to lead in a particular direction or to deal effectively with a difficult situation)

V.

1. grasp
2. empathy
3. wellspring
4. hubris

VI.

- Uninterested: not showing any interest, unconcerned, or indifferent
- Disinterested: a disinterested person is impartial, unbiased, or has no stake in the outcome, have no personal involvement or receiving no personal advantage (Paragraph F)
- Organisation: (noun) an organised group of people with a particular purpose, such as a business or government department
the quality of being systematic and efficient (Reading Tip)
- Appropriate: (verb) take (something) for one's own use, typically without the owner's permission
e.g.: *Rahul was accused of appropriating welfare funds.*
(adjective) suitable or proper in the circumstances.
e.g.: *Jeans are not appropriate for a formal office dinner party.*

Writing

W2.1

I.

c. BFDECA

II.

1. c 2. a 3. e 4. d 5. b

W2.2

You perhaps topped your class in high school. You were probably the secretary of the school cultural club. You may have won laurels in inter-school sports meets. Actually, you realise that it doesn't matter much what you did in high school as you make the transition to college. High school successes (or even failures) no longer apply once you join college. Metaphorically speaking, you start college with a clean slate. Besides great freedom and immense responsibility, you have a whole plethora of decisions to make as you embark upon your journey into adulthood. Find yourself, build good friendships, hone your skills, face every challenge boldly, and you're sure to emerge successful. As E. E. Cummings* says, "It takes courage to grow up and become who you really are."

Noun	Verb	Adjective	Adverb	Antonym (of any one form) using a prefix
<i>interest</i>	<i>interest</i>	<i>interested,</i> <i>interesting</i>	<i>interestingly</i>	^t <i>uninterested</i> <i>disinterested</i>
understanding	<i>understand</i> understood understanding	understanding understandable	understandingly understandably	misunderstand
<i>agreement</i>	agree agreed agreeing	agreeable	agreeably	disagreement
relevance	-	<i>relevant</i>	relevantly	irrelevant
^t <i>organisation</i>	organise organised organising	organisational organised	organisationally	unorganised disorganised
articulation	articulate	articulate	articulately	<i>unarticulated</i>
articulateness	articulated articulating	articulated	articulately	inarticulate
appropriateness	appropriate appropriated appropriating	appropriate	^t <i>appropriately</i>	inappropriate

*This American poet's name is often styled as 'e. e. cummings' using only lower case letters. It is said that he capitalized his name in his signature. The name is capitalized here to avoid confusion since it is a punctuation exercise. This point may be explained if a student who is familiar with the works of E. E. Cummings asks for a clarification. Information may be accessed at the links below:

<https://www.britannica.com/biography/E-E-Cummings>

<http://eecpoem.pbworks.com/w/page/9068325/Decapitalization>

W2.3

Reinforce the importance of unity of thought in writing and remind them to use suitable linking words and discourse markers. Once they pick the topic, ask students to brainstorm for ideas, pick two or three supporting ideas, state the main idea clearly and end with a concluding sentence. Make students aware that a good paragraph will help them write good essays.

Grammar and Vocabulary Practice

P2.1

I.

- | | | |
|-------|-----------------|-------|
| 1. an | 2. a | 3. an |
| 4. an | 5. a | 6. a |
| 7. a | 8. zero article | |

II.

Encourage students to write different answers and share their answers in the class.

Sample answers:

1. Tanya loves reading *books*.
2. *Mobile phones* are very useful.
3. *Youngsters* enjoy spending time with *friends*.
4. *Fruits* are good for health.

III.

Sample answers:

1. Please help yourself to some *rice*.
2. I need to carry *water* from the water tank.
3. Sheela enjoys *pottery* and *painting*.
4. Human beings long for *happiness*.

IV.

Sample answers:

1. *Sivamani* is a famous Indian percussionist.
2. What is the capital of *Canada*?

V.

Sample answers:

1. Did you come *by car*?
We are going to Mumbai *by train*.
I go to college *by bus* every day.
Is your cousin coming *by air*?
I usually go to the grocery store *on foot*.
2. The power often goes off *at night*.
We are planning to wish her *at midnight* on her birthday.
There is a football match *tomorrow*.
Today is one of the hottest days this summer.
How was the farewell party *yesterday*?
I watched an interesting movie *last night*.
Did you visit your grandmother *last week*?
We went on a trek *last month*.
I won a scholarship *last year*.
3. I left my laptop *at home* today.
We are not allowed to take personal calls while *at work*.
We have a sports meet *at school* today.
I have to be *in class* by 8 am.
My sister is *in college* now.
Children should be *in school* by the age of five.
Do you go *to church* every Sunday?
Shall we take him *to hospital* now?

P2.2

I.

- | | | | |
|-------|--------|------------|---------|
| 1. in | 2. for | 3. on | 4. into |
| 5. of | 6. in | 7. on/upon | 8. of |

II.

Sample answers:

Books:

- *Across the River and into the Trees* - Ernest Hemingway
- *Far from the Madding Crowd* - Thomas Hardy

Movies:

- *Breakfast at Tiffany's*
- *Once upon a time in Hollywood*

Songs:

- *Somewhere over the Rainbow* – Howard Arlen
- *Always on my mind* – Elvis Presley

III.

on, in, to, at, with (prepositions are repeated)

IV.

in, of, with, to, for (prepositions are repeated)

Answers to questions:

1. die, especially in a violent or sudden way
2. construction, restoration
3. Sample answer: Main idea – Fire symbolises desire and ice, the coldness of heart/hatred. Both could lead to destruction. The main idea is that humans could be agents of destruction through the force of desire (fire) or hatred (ice).

P2.3

- | | | | |
|----------------------|--------|-------|---------|
| 1. to (after 'tell') | 2. the | 3. to | |
| 4. the | 5. a | 6. at | |
| 7. the (home) | 8. of | 9. at | 10. for |

P2.4

I.

- | | |
|--------------------|--------------------------|
| 1. b (As for) | 2. c (While) |
| 3. e (As a result) | 4. a (On the other hand) |
| 5. d (However) | 6. f (Furthermore) |

II.

- | | | |
|-------------|---------------|---------------|
| 1. although | 2. despite | 3. because of |
| 4. like | 5. while | 6. like |
| 7. despite | 8. because of | |

III.

- | | | | |
|------|------|------|------|
| 1. c | 2. a | 3. d | 4. b |
|------|------|------|------|

IV.

- | | |
|-----------------|----------------|
| 1. Firstly | 2. In addition |
| 3. Another | 4. Also |
| 5. for instance | 6. However |
| 7. To sum up | |

V.

b. BDACE

P2.5

Five-year-old Della was playing in the driveway of her grandfather's farmhouse with her seven-year-old sister Jane. They saw their grandfather's old pickup van. Della looked at it for a few minutes and said, "Jane, don't you think Grandpa's van looks ugly? Shall we make it pretty?" Jane stopped kicking the ball, looked at the van for a long moment and replied, "Great idea! Let's paint it." Della clapped her hands in delight and said, "Yes, let's do that!" Walking towards the garage, Jane said, "Come in. I saw some paint cans here. Let's find them." Then they found two cans of paint: one was white and the other, yellow. They got a couple of brushes and painted sunflowers all over the van. Jane was finishing the job and Della was skipping around the van gleefully when Grandpa walked up, looking dazed. He came to the van, took a deep breath and said, "Wow! That's a pretty van! The prettiest I've ever seen!" Guess all adults don't stop seeing things through children's eyes. Grandpa could have punished them. Instead, he made them very happy.

Exam Practice**E2.1**

1. Some of the tasks performed by satellite subsystems are power generation, thermal control telemetry, attitude control and orbit control.
2. Satellites are launched from a launch pad on land, a submarine or a mobile maritime platform at sea, or from a plane.
3. No. Satellites are usually semi-independent computer-controlled systems.
4. 3 to 4 years after launch
5. No, as of 2002 it is mandated that a satellite be moved to a graveyard orbit at the end of its mission.

E2.2

- | | | |
|-----------|----------|---------|
| 1. the | 2. will | 3. were |
| 4. an | 5. that | 6. are |
| 7. have | 8. after | 9. a |
| 10. would | | |

E2.3

1. unprecedented
2. restored
3. altered
4. intensification
5. exploitation
6. invasive
7. attributed
8. hotspots

Unit Assignment

Students may be asked to choose topics of their interest. A list could be submitted, and if any topics are found inappropriate, alternatives may be suggested.

Unit 3 – Working Together

Getting Started

Sample word games or activities:

- Pictionary (Guessing words/phrases based on drawings)
- Hangman (Guess words or phrases by suggesting letters)
- What’s the good word (Guessing keywords using related clues)
- Scrabble
- Word search
- Listening to English audiobooks, readings of poems, and songs with focus on lyrics (Looking up new words in a dictionary)
- Poetry slams
- Forming reading clubs/groups
- Word a day emails or messages (Students can take turns sending/posting new words)
- Writing word cinquains (5 line poems)

Sample template for a cinquain poem:

The first line is a one word title (a noun)

The second line contains two words describing the title word (adjectives)

The third line has three related words ending in “ing”

The fourth line has four or five words (a phrase or a sentence)

The fifth line is again one word (a synonym of the title word or any related word).

Examples can be found at the following link:

http://www.readwritethink.org/files/resources/lesson_images/lesson43/RWT016-1.PDF

- Writing acrostics with names (one’s own name or each other’s names if working in pairs)

Speaking

First, students may be encouraged to discuss a given topic with their peers. They must be instructed to follow the given instructions carefully. It could be pointed out that a good discussion results in arriving at a decision as a team. The importance of discussions in academic and professional contexts may be emphasised.

Listening

L3.1

I.

1. Teambuilt: Making Teamwork Work
2. Commitment, communication, cooperation and contribution
3. No. Team slayer in this context is someone who destroys the team spirit.
4. A lone ranger is someone who likes to work on his/her own.
5. Sample answer: The speaker talks about the importance of the four Cs – Commitment, Communication, Cooperation and Contribution in teamwork. He also gives examples of the characteristics of the four Cs.

II.

Sample answer: The book is a true story of Fred who is a mail carrier. He truly loves his job. He shows how much he cares for the people he serves in many little ways such as watching over the houses on his route and treating everyone he meets as a friend. Fred does not see his work as monotonous but an opportunity to make a difference in the lives of those he serves.

III.

Sample answer: The focus of his talk could be about how taking an interest in the well-being of others is impactful.

IV.

Sample answers:

Main idea: The power of being genuinely interested in others.

Supporting details: The lady working at the coffee shop said 'be careful crossing the street'

Brief summary: When one is genuinely interested in the well-being of others an ordinary interaction can turn into something memorable. Such an experience, however small it may be, creates a positive impact.

L3.2

Students may be allowed to watch the video twice, if required.

I.

1. It was established in 1972, in Tiloniya, Rajasthan (India).
2. The belief that motivated Bunker Roy to establish Barefoot College was that solutions to the problems of the rural poor lie within the community itself.
(The word *conviction* gives a clue to the answer. You may draw attention to the fact that questions in listening tests may not always use the exact words from the talk/conversation/dialogue, but may give lexical clues).
3. The term used to refer to the approach followed by Barefoot College to ensure that alternative technologies reach rural communities is the *bottom-up approach*.
4. The rural women are trained in Barefoot College to become solar engineers for six months.
5. The three things are: establish electronic workshops, install solar panels and batteries, maintain and repair them.
6. Barefoot College complex was designed and built by Barefoot architects with locally sourced materials using traditional knowledge passed down from one generation to the next.
7. Decentralised photovoltaic systems
8. In privileged schools and colleges, students may not be trained to serve society at large as they intellectually prepare them to go outside the country or stay in urban areas.

II.

Sample answer:

1. The college began in 1972
Shift in tense: from the present tense to the past
Context: Information about Barefoot College and what it does.
Reference to the past – its year of establishment.
2. Then, I got interested and I learned it all. Now, I can make them and train others. It's been a year since I learned this technology.
Shift in tense: the past, the present and the present perfect
Context: What the speaker did in the past, can do now and for how long he has been engaging with the technology.

III.

1. The Doon School and St. Stephen's College, Delhi.
2. Squash

IV.

Sample responses:

1. One might expect someone educated in a privileged school/college to pursue a career path that is popularly perceived as sophisticated and that may lead to commercial success. It is interesting that he became an educator and social activist.
2. Genuine concern for social well-being, sustainable development, strong conviction, perseverance and hard work.
(Elicit responses from students rather than suggest answers. Could ask them leading questions)
3. Community engagement is crucial for sustainable development. People's participation and collective efforts can bring about changes in society.

Can elicit responses from students and encourage discussion.

V.

Students may be permitted to audio-record their discussion for this activity. However, if the institutional policy does not permit it, the students in the group may be asked to make a note of the discussion points and use the notes to write the report.

VI.

Students could be encouraged to make notes while listening to the talk. This task could be attempted in their free time.

L3.3

I.

1. No, they did not.
2. At a grocery store owned by Warren's grandfather.
3. Charlie was 35 and Warren was 29.
4. No, they did not.
5. For almost 60 years.

II.

Sample answer:

Warren and Charlie are great business partners and very good friends for almost 60 years. They have their differences, but respect each other and have contributed to each other's success. While the first sentence is based on information from the interview, the second is more of an inference.

III.

Sample answer:

It is possible to disagree with someone and share a good working relationship. Three behavioural aspects that are important while working in teams:

- Efficient coordination
- Clear communication
- Effective conflict resolution

Some other important aspects:

- Courtesy
- Willingness to collaborate
- Discipline

Other answers can be accepted; however, they should be behavioral aspects and not personality traits.

Reading

R3.1

I.

1. Hospital/At the doctor's/Emergency room
2. One is a doctor and the other is a sportsperson (badminton player).
3. 'It' refers to the sportsperson's foot/leg.
4. 'I'm afraid not' is a polite expression for a negative reply. It does not express fear. (In the given context it means the doctor regrets to convey that the sportsperson would not be able to play the next day.)

II.

- a. No b. Yes c. Yes

R3.2

I.

Signal words: First, After, Then, Next, Finally

Key Events:

- (1) setting out at 5.30 am
- (2) meet fellow craftspeople for breakfast
- (3) setting up the kiosk(booth)
- (4) arranging the display
- (5) setting up the cash register
- (6) fair closes at 8 pm

(7) packing up things

(8) drive back home

Details/examples:

Location of the house and the fairgrounds

Distance from home

Details of how the craftsperson sets up the stall

List of items on display

How the craftsperson takes down orders

Interactions with customers

Lights in the fairgrounds

Going to bed with a favourite book

II.

1. c (a craftsperson who sets up a booth at the fair)
2. b (The action will happen in any weather.)
3. The long drive to the fairgrounds and back home.
4. The narrator is not likely to get caught in a traffic jam early in the morning. However, it is possible that there may be more traffic in the evening that could cause a traffic jam.
5. The focus of the narrative is a description of a craftsperson's day at the annual crafts fair.
6. Sample summary: The passage is about a craftsperson who eagerly sets out early in the morning to sell his/her products at the annual crafts fair. The narrator describes the long drive and the process of setting up the kiosk. He/She lists out some items that are for sale and makes special mention of a hand-painted backpack for custom orders. Interactions with fellow craftspeople and customers are also described. After a successful day, he/she drives back home tired but happy.

III.

The narrator is working alone. If he/she were working with a partner, the narrative would change to include the partner's name and details such as when and where they'd meet that morning and how they share tasks.

IV.

Paragraph 1: will give, will be – **simple future**
have met – **present perfect**
is, are, meet, chat, set (up), put (up), spread, have
– **simple present**

Paragraph 2: enjoy, tie, hang, are, draw, lay (out), put, reserve, leave, use – **simple present**
was, made, received – **simple past**
am now taking – **present continuous**

Paragraph 3: set (up), am ready, are, encourages, flies, closes, am exhausted, takes, load, seems, am tired, end – **simple present**

(The list is not exhaustive)

R3.3

I.

1. It implies that they are no more. (dead)
2. Bapu studied at Taylor High School, Narasapuram, from 1942 to 1945.
3. Sample answer: Bapu and Ramana, who had a very strong and successful partnership were immensely popular for their collaborative work.

II.

1. illustrator
2. screenplay
3. panic
4. exodus
5. ethos

Two tense forms predominantly used in R3.2 and R3.3:

R3.2 – simple present tense – The text is a narrative that describes a person’s activities during the course of a day. Some of those recur annually and are hence regular activities.

R3.3 – simple past tense – The text is about events in the past.

R3.4

I.

1. False
Textual clue: Paragraph B – Partnerships (at least successful ones) ...
2. True
Textual clue: Paragraph C – Inspired perhaps by Marc Chagall ...
3. False
Textual clue: Paragraph C – I would paint three canvases to make my point ...
The author uses an analogy/hypothetical scenario.
4. False
Textual clue: Paragraph D – “Even Einstein”, says Charlie Munger, “wouldn’t have been successful if there weren’t other people ...”

5. Cannot be inferred
6. Cannot be inferred
7. False
Textual clue: Paragraph H – Elsewhere in his life, Charlie Munger plays the alpha role ...
8. True
Textual clue: Paragraph H – “... There are some times when you should be first, sometimes you should be second, and sometimes you should be third.”

II.

- | | |
|------------|-------------------|
| 1. Emotion | 2. Warren Buffett |
| 3. Trust | 4. Michael Ovitz |

III.

- | | |
|------------------------|----------------|
| 1. checks and balances | 2. accommodate |
| 3. keep score | 4. lie low |
| 5. dominant | |

IV.

1. Buffett told Eisner that he would be in conflict with Ovitz from the first day and that he would never be able to trust him. He advised him not to do it.
2. Charlie says that he is in many activities where he is the dominant personality.
3. Warren says that one cannot keep score and it just doesn't work with the best of human relationships.

V.

1. b. (talk about a hypothetical situation)
2. I found myself wishing I was an artist rather than a weekend writer.

VI.

The narrative is in the past tense and the quotations are in the present.

Grammar and Vocabulary Practice

P3.1

Claves are a type of percussion instrument, **been** consisting of a pair of short dowels traditionally made of wood. The basic principle when playing the claves is to allow**ing** at least one of them to resonate. The usual technique **will-be is** to hold one lightly with

the thumb and fingertips of the non-dominant hand, with the palm up. This **has formed forms** the hand into a resonating chamber for the clave. Holding the clave on top of finger nails **is making makes** the sound clearer. The other is held by the dominant hand at one end with a firmer grip, much like how one normally **has been holding holds** a drumstick. With the end of this clave, the player **is being struck strikes** the resting clave in the centre. A roll can be **achieving achieved** on the claves by holding one clave between the thumb and the first two fingers, and then alternating pressure between the two fingers to move the clave back and forth. This clave is then **being** placed against the resonating clave to produce a roll. In Cuban music, they are often **using used** to play a repeating rhythmic figure throughout a piece, known as clave. This kind of key pattern is also **been** found in African and Brazilian music.

P3.2

- | | |
|-------------------------------|-----------------------------|
| 1. am | 2. practices |
| 3. have read | 4. has had |
| 5. shop | 6. won |
| 7. was | 8. woke |
| 9. gave | 10. had been walking |
| 11. is driving | 12. is competing |
| 13. was studying | 14. had been making |
| 15. had woken up | 16. will complete |
| 17. will have been | 18. has <i>just</i> arrived |
| 19. have <i>never</i> tried | 20. has lived |
| 21. has been contributing | 22. is |
| 23. drink | 24. watched |
| 25. have <i>never</i> watched | |

P3.3

Mahesh asked Leena (1) what she was doing there and said (2) that he hadn't seen her since May. Leena explained that (3) she had just come back from her holiday in Switzerland. Mahesh wondered if (4) she enjoyed/had enjoyed it. Leena told him that she (5) loved Switzerland and that the Swiss people (6) were very friendly. Mahesh wanted to know (7) if she went to the Matterhorn Mountain. Leena said that it (8) was her first trip and that she (9) could show him some pictures. She then asked him if he (10) was doing anything the next day. Mahesh explained that he (11) had to arrange a couple of things, but added that he (12) was free later

that evening. Leena suggested that he (13) could come to her place and asked him what time (14) they could meet. Mahesh said he (15) would be there at six and asked her (16) if it was all right.

P3.4

- | | | |
|---------------|-------------|--------------|
| 1. emphasises | 2. argue | 3. suggests |
| 4. observes | 5. proposes | 6. questions |
| 7. describes | 8. asserts | 9. states |
| 10. implies | 11. proves | 12. explains |

P3.5

1. Sreeja and Anvita are really bored. They have a lot of homework to complete but neither of them **wants** to do it. Instead, they **decide** to go to a shopping mall. When the girls arrive at the mall, they **notice** that some of the stores offer discounts to their customers. They buy shoes and dresses, and **enjoy** a few treats. After a little while, Sreeja **wants** to go to the gaming zone, but Anvita is tired. Since they could not decide on what to do, they just **go** home.
2. My family **is** a combination of three types of personalities. All my father wants to do **is** try out the latest electronic gadgets and see how he can use them in his work. My brother is a sportsman and watching sports on the television is what he **enjoys** most when he is not on the field. My mother and I **are** nature lovers. We enjoy long walks in the woods, but neither of us **has** any interest in going on arduous climbs or difficult treks. So, even if we spend our holidays together, each one **does** one's own thing.

P3.6

- | | | |
|--------------|---------------|--------------|
| 1. ironical | 2. prevails | 3. exploited |
| 4. countered | 5. acceptance | 6. approach |
| 7. innate | 8. leading | |

P3.7

1. When Jane first saw him he was a four-year-old boy and was playing with other children.
2. Personally, I'd never be able to do what Sita did even if others think differently about the issue.
3. We also need to consider the impact of capitalism.
4. However, he refused to acknowledge the fact.

5. Rao's examination of the impact of rising inflation rates on the ability of an average middle class Indian to secure a home loan is the only study that has utilised the model effectively.
(Redundant expression: other than/no other)

Exam Practice

E3.2

- (1) The whole team **meets** every afternoon.
(2) There **are** twelve people in our department.
(3) All the **people** in our department are hard working.
(4) Everyone comes in early and leaves late as we are understaffed **at** the moment.
(5) However, nobody ever **complains** about the amount of work.
(6) At the same time, nobody works **hard** to please Rajeev, our manager, because he rarely smiles and hardly interacts with anyone in the office.

E3.3

- | | | |
|--------|---------|---------|
| 1. the | 2. of | 3. had |
| 4. to | 5. into | 6. from |
| 7. of | 8. does | 9. been |
| 10. an | | |

E3.4

- | | | |
|----------------|----------------|--------------|
| 1. collaborate | 2. scrapped | 3. disparate |
| 4. atrium | 5. abandoned | 6. cafeteria |
| 7. trait | 8. consilience | |

Unit 4 – Fabric of Change

Getting Started

Changes after joining college:

Sample answers:

interesting/exciting: meeting new people and making new friends, scope for extracurricular activities, freedom, new opportunities, learning new things, having options to choose from

challenging/difficult to accept: adjusting to the new environment, managing time, coping with peer pressure, self-discipline and greater responsibility, dealing with fears and anxieties about academic performance and new teaching/learning methods, new courses, parental expectations

enjoyable/pleasant: hanging out with friends on campus, participating in a variety of interesting activities, hands-on learning, interactions with teachers who are approachable and experts in their fields

Aspects in which the world has changed over the past decade:

Sample answers:

- Technology: internet speed, smartphones with better features, smart cars, smart TVs
- Global warming: temperature fluctuations, blurring seasons, pollution
- Urbanisation
- Socio-cultural changes: diverse, multicultural, multi-religious, global exposure, online shopping, fashion trends
- Social media and digital media
- Increased environmental consciousness at all levels

- Lifestyle: food, physical activity, stress, entertainment options, shopping malls, food delivery apps
- Rights awareness and activism

Listening

L4.1

I.

1. Poverty and pollution
2. Yes, and they believe that change can happen only when everyone is part of the process.

II.

Sample lists of problems/issues in society. Examples of ways in which an individual can contribute, and aspects/areas of focus are given within brackets.

- Pollution (household waste disposal, use of personal vehicles for travel, littering, use of non-decomposable plastic, planting trees)
- Water scarcity (saving water, rain harvesting, planting trees)
- Corruption (giving/taking bribes, following traffic rules, abiding by the law)
- Child labour (awareness of how products consumed are manufactured, donate time/money, domestic help, talk about free education and other beneficial government-aided schemes, report incidents)
- Illiteracy (donate school supplies, volunteer, educate parents/guardians on the importance of education)
- Gender bias (mindfulness of thoughts and actions, inclusive language, stereotyping, intervene if negative conversations are observed)
- Starvation and malnutrition due to poverty (conserving food, donating groceries/food, volunteer)

Some aspects which can help with all the issues listed above: developing and spreading awareness, being well-informed about rights and responsibilities, and consciously taking steps to avoid adding to the problem/damage. An important factor to remember when talking about social issues is that any contribution towards the betterment, however small, is a step towards a positive change. The focus of the discussion should be on how an individual can contribute towards this positive change.

L4.2

I.

1. Pre-listening task: Encourage discussion and elicit responses.
2. Malala Yousafzai (Having received the prize at the age of 17, Yousafzai is the youngest Nobel laureate.)

II.

1. 15 years old
2. No
3. She became stronger than before. She wanted to forget about it and continue her life with greater courage and more work.
4. A campaign for the right to education for girls
5. The love and concern of people who prayed for her, took care of her, and sent her cards and letters every day.
6. By letting her follow her dreams
7. She was in a chemistry class in school studying about atoms.
8. She was surprised but she chose to finish her school day before meeting the press because the award was given in recognition of her fight for children's right to go to school.
9. An opportunity for every girl to get quality education by going to schools that have teachers, classrooms and facilities such as science labs to help them discover their latent skills and talents.
10. Education helps you get an identity and makes you aware of basic human rights. It also helps you discover yourself, your talents, skills, and how you can help your community and your society.
11. Encourage students to write on their own. In case students have trouble answering, some of these prompts may be used: mentally strong, determined, optimistic, focussed in her fight for the right to education, courageous, an inspiration to young people, positive change maker, visionary leader.

III.

1. Sample answer: She is simple, humble, and has a sense of humour. While in some ways she is like any other teenager, her courage, vision, and leadership are outstanding. Listening to the interview in the context of her being awarded the Nobel Peace Prize created feelings of admiration and awe. Watching her interact with the interviewer, the way she connected with the audience, and her rapport with her family make it possible to identify with her as a youngster and relate to her as a person. Encourage students to discuss and share their observations as there could be multiple answers to this question.

2. Two hundred pieces of iPad Air 2 and a step-stool. The former is a meaningful one to support her cause. With over 100,000 educational apps, tens of thousands of textbooks, it is a very useful gift. The latter is just for fun.
3. Her family
4. He appears overwhelmed with emotion, happiness and a sense of pride at his daughter's achievements.
5. Yes, she met them before the interview as she mentioned that it was really fun dancing with them.
6. The younger one, through his body language.
7. Sample answer: The tone and gestures of the interviewer are open and friendly putting the guest/interviewee at ease. Malala's simplicity, confidence and passion come across in her tone, expressions and body language causing the interviewer to interact with her with genuine warmth and appreciation. The audience response is positive as indicated by their laughter at appropriate moments.

IV.

Sample questions:

1. Some of us would like to support your work. What are the ways in which we can do that?
2. Can you suggest how I can support children's right to education in my own community?

V.

Teachers can initiate a discussion on these questions and let the students respond to the questions in their own groups. Teachers could monitor and help with the discussion.

L4.3

I.

There could be multiple answers to the three questions in this section. You may initiate discussions and elicit answers in class. Each student can write whatever answers he/she comes up with or is convinced with.

II.

1. The lack of good teachers in places where they are needed the most.
2. 1999, in Delhi
3. Children will learn to do what they want to learn to do.

4. First, is an eight-year-old boy teaching a six-year-old girl how to browse. Second, children recorded their own music and then played it back to each other. Third, some boys assembled a video camera and were trying to take a photograph of a bumblebee.
5. Groups of children can learn to use computers and the internet on their own, irrespective of their background and the learning environment.
6. By giving them a computer with a speech-to-text interface
7. Information Technology for International Development Journal
8. "A teacher that can be replaced by a machine should be." & "If children have interest, then education happens."
9. "... children quickly learn to navigate the web and find things which interest them. And when you've got interest, then you have education."
10. Sir Arthur C. Clarke was a science fiction writer, science writer, futurist, inventor, undersea explorer and television series host. (Even if one hasn't heard of Arthur C. Clarke, one can guess that he is an important person, perhaps someone highly respected by the speaker.)
11. A large amount of money was sanctioned to Newcastle University to improve schooling in India and the university insisted that he works from Newcastle to avail the funds.
12. Students can learn any subject of their interest on their own with the help of a computer and the internet.
13. To encourage students to work together and discuss with each other for effective learning
14. Self Organised Learning Environments
15. Education is a self-organising system, where learning is an emergent phenomenon.

III.

1. Teachers to initiate and monitor group discussion for responses to this question.
2. The answer could be yes/no/maybe. Students should be guided to provide suitable justification for their answers. A discussion could be encouraged.
3. Yes. People's participation can certainly bring about a positive change.
4. Yes. Students may be encouraged to support the answer with suitable examples and/or factual information.

5. Encourage discussion among the students and guide them to come up with at least two strategies.
6. Sample answer: Strong conviction and commitment to a cause; patience, perseverance and ceaseless effort; courage in the face of odds and iron will.

IV.

Sample answer: Visuals provide additional information and inputs thereby contributing to better comprehension.

Reading

R4.1

I.

1. Not given
2. False (Textual clue: ... collectively recorded ...)
3. True
4. False (Textual clue: There is a dire necessity ... increasing rate.)
5. True
6. True
7. True
8. Not given
9. False
10. Not given

II.

- | | | |
|---------------|--------------|----------|
| 1. anguish | 2. exponents | 3. array |
| 4. preemptive | 5. extinct | |

III.

- | | | |
|----------------|------------|-----------|
| 1. collective | 2. mammoth | 3. create |
| 4. substantial | 5. support | |

R4.2

I.

- | | | |
|--------------|---------|--------------|
| 1. Not given | 2. True | 3. Not given |
| 4. False | 5. True | |

II.

1. Diversity is considered a valuable resource because it encourages innovation, creativity and empathy in ways that homogeneous environments would not cater to.
2. The role of businesses in creating an inclusive and diverse environment in society is to employ people with varied religious and political beliefs, education, socio-economic backgrounds, sexual orientations, cultures and even disabilities.

3. One of the two innovations that is a product of diverse societies or cultures is the food we eat every day. The second is musical genres, such as jazz, rock'n'roll or hip-hop.
4. Business firms and organisations can create a sense of belongingness among employees by challenging assumptions, having open conversations on diversity, updating the corporate culture and giving space to varied perspectives.
5. It can be inferred from the last paragraph that it is essential for the corporates to come together for building a diverse, peaceful and tolerant society.
6. Blending of cultures can improve organisational effectiveness by bringing in different perspectives, ideas and experiences.
7. Malaysians perform better in the workplace as a result of their exposure to a multicultural, multilingual environment in their home country.
8. Yes, diversity helps improve team performance. Diverse teams are better at problem solving because they bring different perspectives, and are more tolerant and resilient.

III.

- | | | |
|-----------------|------------------|------------|
| 1. versatility | 2. melting pot | 3. unleash |
| 4. polarisation | 5. uphill battle | |

IV.

- | | | |
|--------------|---------------|--------------|
| 1. inclusive | 2. outperform | 3. diversity |
| 4. melding | 5. nurtured | |

V.

Sample answer: Diversity in the classroom enriches the educational experience by giving students an opportunity to learn from a peer group that shares different backgrounds. It improves communication, broadens perspectives and encourages critical thinking. Students learn to challenge stereotypes and become more non-judgemental and accepting of others. It promotes engagement with different cultures and languages and prepares them better for a multinational, academic/work environment.

R4.3

I.

1. Yes, businesses run by women are more successful as they generate more revenue than those run by men.

2. Solutions to the problem of funding start-ups founded by women include greater participation of women in the start-up ecosystem as well as the venture capital/private equity community.
3. The general perception of businesses run by women is that they build neighbourhood businesses rather than large scale businesses.
4. Four factors that are believed to impact funding are business idea, talent, business acumen and the opportunity.

II.

1. Meaning in context: an opportunity to make your ideas or beliefs known publicly
Other meaning: a flat raised area or structure
2. Meaning in context: a network or, an interconnected system for a specific purpose
Other meaning: a biological community of interacting organisms and their physical environment
3. Meaning in context: able to be changed in size or scale, especially when increased
Other meaning: able to be scaled or climbed
4. Meaning in context: a position where everyone has a fair/equal chance of succeeding; balanced
Other meaning: having a flat, horizontal surface
5. Meaning in context: seek to influence on an issue
Other meaning: a room providing a space out of which one or more other rooms or corridors lead, typically one near the entrance of a public building

III.

Sample answer: Main idea – There is a need to address various issues and challenges faced by women entrepreneurs, including the problems of funding, given the fact that they have proven themselves capable by delivering higher revenues than their male counterparts, in spite of the difficulties faced.

IV.

Pointers for paragraph:

Some consequences of gender bias in the context of entrepreneurship:

- inadequate funding
- discrimination that stems from gender stereotyping
- expectations from family/society and possible lack of emotional/moral support, especially in the case of those from a conservative background
- assumptions that women are risk-averse, cost-conscious, and therefore cannot run big businesses
- limited opportunities in certain cultures/communities

Writing

Pie chart

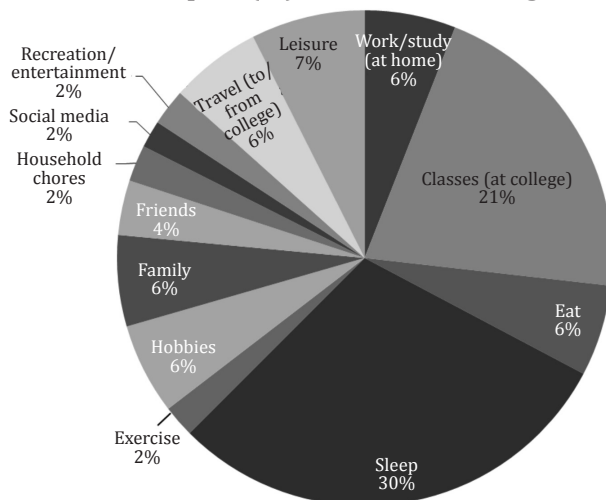
Students may be encouraged to use MS Excel/Word to create pie charts (or other graphs/charts).

To create a pie chart, the data (list of activities and time spent) needs to be entered into a table and the percentage value of the hours spent should be calculated.

Sample pie chart – Time spent on activities during a week:

Activity	Time spent (hours)	Time spent (%)
Work/study (at home)	10	5.95%
Classes (at college)	35	20.83%
Eat	10	5.95%
Sleep	50	29.76%
Exercise	3.5	2.08%
Hobbies	10	5.95%
Family	10	5.95%
Friends	6	3.57%
Household chores	4	2.38%
Social media	3	1.79%
Recreation/entertainment	4	2.38%
Travel (to/from college)	10	5.95%
Leisure	12.5	7.44%
Total hours in a week	168	

Time spent (%) on activities during a week



Purpose of words/phrases used in the sample report/description:

- **compare:** largest, second highest, third largest, growing more rapidly than, ranks fifth among, four times the national average
- **contrast:** however
- **indicate trends:** closely followed by, now considered, recent trends, likely to overtake, recent estimates, have ranged, increased by, decreased from
- **report numbers using approximations:** over 11 million, an estimated, a decade or so, ranking it either the most or the second most, nearly half, about

Grammar and Vocabulary Practice

P4.1

Discourse markers may be used at the beginning, middle or at the end of a sentence.

Sample sentences:

- I'm **definitely** going to the school reunion on Saturday.
- The campaign will **hopefully** ensure the survival of the endangered birds.

P4.2

I.

1. c (lots of)
2. a (many)/b (a few)
3. b (any)
4. b (much)
5. a (a lot of) /b (lots of)
6. a (many)
7. c (some)
8. b (Most)
9. c (enough)
10. c (Lots of). *Few* without an article means *hardly any*. Therefore, logically/factually incorrect.
11. c (Each)
12. b (every)

II.

Sample questions:

1. How many hours do you sleep every day?
2. How much time do you devote for physical activities in a week?
3. How many litres of water do you drink a day?
4. How much time do you spend with your family during weekends?
5. How many times a week do you eat outside?
6. How much do you spend on movies in a month?

P4.3

I.

Word	Antonyms
1. lazy	active, industrious, energetic
2. intelligent	stupid, dull, unintelligent
3. amiable	unfriendly, disagreeable, hostile, antagonistic
4. shy	bold, confident, brash
5. happy	unhappy, sad, gloomy, dejected, miserable
6. rude	polite, civil, well-mannered, courteous
7. picturesque	ugly, drab, unsightly, hideous
8. bustling	idle, inactive, indolent
9. vibrant	listless, dull, unenergetic, lethargic
10. reliable	unreliable, undependable

II.

The list of antonyms/opposites given above is not exhaustive. Other suitable words may be accepted. Encourage students to write sentences of their own and look up a dictionary if required.

P4.4

I.

1. farther
2. the best*
3. much
4. better
5. elder
6. difficult
7. older, wiser
8. less (if *little* means *small amount of*, the comparative is *less* and the superlative is *least*)
9. interesting
10. the cleverest*
11. worst
12. stronger
13. shorter
14. most interesting
15. more information

*Add 'the' where the gaps are filled with the superlative forms

P4.5

1. facilitate
2. devoid
3. reality
4. multitude
5. repeatedly
6. facile
7. propagandists
8. fiction
9. resisting
10. menacing

P4.6

1. Sample answer: Theme – Not to judge others but to understand that all of us have different qualities.
2. Adjectives: little, big, large, small, spry, pretty
3. Adverbs: doubtless, very, wisely
4. The squirrel responded to the mountain by saying that although it is small, it is more lively and energetic. They have different talents. If it cannot carry forests on its back, neither can the mountain crack a nut.
5. Sample answer – Talents and qualities differ but each one is unique in one's own way.

Exam Practice

E4.3

1. transition
2. contrast
3. continuous
4. absolute
5. experimentally
6. abrupt
7. converges
8. latent

Unit 5 – Tools for Life

Getting Started

Words that occur when looking at the banner:

Sample response:

- Skill
- Balance
- Bonding
- Serene
- Sport
- Instinct
- Responsive
- Trained

Self-reflection questions:

1. Sample answer: Success is relative. Achieving a goal/fulfilling a dream/winning something is success.
2. The response to this question is subjective and could reflect the student's thoughts/feelings. A few of the areas that one might reflect upon: academic choices, decisions made, responses/reactions in specific situations, mistakes made, something that one regrets.
3. Encourage students to think freely and creatively.
4. Students may write what they think/feel. Advise them to give a valid reason.
5. Encourage students to write what they think/feel.

In this section, the focus should be on self-acceptance and self-esteem.

Questions for discussion:

1. Sample answer: optimism, patience, passion, discipline, hard work, integrity, determination, self-reliance, motivation/drive, empathy
2. Sample answer: communication, time management, teamwork, decision making, critical thinking, networking
3. Sample answer: Finding time for oneself, one's family and one's interests, being happy while handling career responsibilities efficiently and effectively.
4. Encourage students to write skills that would help them achieve personal/academic goals.

Listening

L5.1

1. A chance encounter with an Irish biotech entrepreneur prompted the speaker to start her own business.
2. A person does not need any specific training to become an entrepreneur.
3. The three traits that the speaker possessed even at the beginning of her entrepreneurial venture are commitment, passion and involvement.
4. Endurance means the power to withstand something challenging/difficult. The speaker considers it a powerful entrepreneurial trait because the ability to not give up in the face of difficulty and move forward despite all odds leads to success.
5. Doing something completely different makes an entrepreneur outstanding.

L5.2

1. The first tip given by the speaker is to track one's expenses using free apps.
2. The speaker advises students not to borrow more than what is absolutely essential on student loans.
3. The two reasons for getting a part-time job if money is tight are to make some money and to spend less due to lack of time.
4. An emergency fund prevents one from borrowing even when things go wrong.
5. 'Keeping up with the Joneses' refers to the comparison to one's neighbour in matters of social class or material possessions.

L5.3

I.

1. As a child, Adichie read British and American children's books.
2. The books Adichie read as a child influenced the characters and settings in the stories she wrote at the time.
3. When Adichie discovered African writers she realised that dark-skinned people like her could also exist in literature.
4. The single story of Fide's family that Adichie had before she visited them was one of poverty. Her visit helped her realise that there was a lot more to them than poverty and they were creative and talented people who could make beautiful crafts.
5. Adichie's American roommate assumed that she could not speak English well, listened to tribal music and did not know

how to use a stove. Her initial attitude towards Adichie was condescending.

6. Both the responses were based on assumptions formed on the basis of the single story each one had.
7. The professor made the comment that Adichie's novel was not 'authentically African' because her characters did not match the stereotypical image he had of Africans as poor and uneducated.
8. During her visit to Mexico, Adichie realised that she had been so strongly influenced by media coverage of Mexicans that she had formed a single story of them as miserable immigrants.
9. Power structures impact how a people are perceived, with the ones in power controlling what stories are told, who tells them, when they're told, and how many stories are told.
10. Yes, America influences and controls how it is perceived by others. It is visible from media representations of America.
11. Two Africans whose 'stories' contradict the stereotypical images of Africa: A Nigerian publisher (Muhtar Bakare), a remarkable man who left his job in a bank to follow his dream and start a publishing house, and a fearless woman who hosts a TV show in Lagos (Funmi Iyanda), and tells the stories that we prefer to forget.
12. Adichie is referring to the possibility of multiple narratives and not relying on a single story of any place/person. Knowing that every person, place or situation may be seen from different perspectives can lead to better understanding and greater harmony because there would be less prejudice and healthier interactions among people.

II.

About Adichie's family and her life in Nigeria – Pointers:

Conventional, middle-class Nigerian family; father was a professor and mother was an administrator; close-knit family; happy childhood; grandfathers died in refugee camps; sometimes her parents were not paid their salaries because of the repressive military governments in Nigeria; at such times the family had to ration food.

III.

Inclusiveness and diversity in today's world – Pointers:

Changing demographics; greater diversity; multicultural societies and workplaces; prejudice and stereotyping could cause problems;

need for acceptance of differences; need to derive value from individual differences is seen as an essential professional skill; greater awareness about cross-cultural communication; more sensitivity in interpersonal interactions.

IV.

Sample answer:

The word 'story' in Adichie's talk refers to a narrative from a particular perspective. A single story is essentially incomplete and creates stereotypes that cause problems in relationships among individuals, organisations or nation states.

The question 'Is there a need to change our mindset?' is intended to encourage reflection upon situations/experiences in one's own life. Students may be advised to be more accepting of differences.

Reading

R5.1

1. Using examples the author describes the method of learning by doing. His grandfather and Patrick both tinker with things and learn through trial and error.
2. Two strategies that a student can adopt in order to better understand the concepts taught in class are doing hands-on work and working in groups.
3. The author gives an example of how students could apply the fundamentals of a technology they may have learned over a semester/a course to a final project, where creativity is required and rewarded.
4. If students work together to solve an assignment problem, it is not considered cheating if collaborative work is permitted. However, it would not be acceptable, and could amount to cheating if the task was an individual assignment.
Yes, definitive instructions would be given.
Sample instructions for a task that is specifically not meant to be collaborative:
This task is an individual assignment. Avoid discussing with others, going through their work or asking for their inputs. Give a declaration at the end stating that the submitted work is your own.
5. According to the given text, the challenge of using technology in the classroom is the inability of students to move between

platforms and their lack of intermediate and advanced technological skills.

II.

1. False
Reason: Net Geners enjoy the social interaction that comes with being in class with their peers
2. False
Reason: Technology can be used to enable learning but it is not the fundamental purpose.
3. Not given
Reason: He is in favour of practices that uphold academic integrity, but the text does not give information that establishes him as a strong advocate of academic ethics.
4. Not given
Reason: No specific information on the world wide popularity of interactive toys for children.
5. True
Reason: The text states that new methods of assessing students are being devised in view of emerging technologies.
6. True
Reason: Textual clues throughout the passage.

III.

1. launches
2. template
3. manipulates
4. virtual
5. dynamic

IV.

Students may be encouraged to use the dictionary.

R5.2

1. Some students make career choices keeping in mind what would appear best on their resume. However, they regret their decision after realising that they could have opted for something they are capable of/enjoy doing.
2. Career assessment tests help students understand their own skills, interests, personal traits, inherent talents and values.
3. Internships are compared to test drives as they help you decide on things.
4. Alumni mentorship, job shadowing, and informational interviews with professionals from the industry are three ways to explore career path opportunities.

5. The sentence from the text which is about handling psychosocial aspects that impact career choice is, *'It is also essential that you learn how to handle stressors, and balance personal preferences with family expectations.'*

Grammar and Vocabulary Practice

P5.1

An invention is **a** unique or novel device, method, composition or process. The invention is a process within **an** overall engineering and product development process. It may be an improvement upon a machine, a product, or a new process **for** creating an object or a result. An invention that **achieves** a completely unique function or result may be a radical breakthrough. Some inventions can **be** patented. A patent legally protects the intellectual property rights of the inventor and recognises that a claimed invention **is** actually an invention. The rules and requirements for patenting an invention vary from country **to** country and the process of obtaining a patent is often expensive. Inventions often extend the boundaries of human **knowledge**, experience or capability.

P5.2

- | | | |
|-------------|-------------|---------------|
| 1. outright | 2. off | 3. the |
| 4. to | 5. on | 6. previously |
| 7. both | 8. most | 9. for |
| 10. to | 11. of | 12. the |
| 13. through | 14. enabled | |

P5.3

I.

- | | | |
|---------------|---------------|---------------|
| 1. accomplish | 2. guild | 3. adventured |
| 4. eventually | 5. pilgrimage | 6. plaque |
| 7. littered | | |

II.

- | | | |
|----------------|--------------|--------------|
| 1. fundamental | 2. heartfelt | 3. immediate |
| 4. created | 5. grief | 6. permanent |
| 7. realise | | |

Exam Practice

E5.2

- | | | |
|----------|----------|--------------|
| 1. False | 2. True | 3. Not given |
| 4. True | 5. False | |

Model Question Paper

Max. marks: 60

Time: 3 hours

Section A

I.

1.

- i) c – Diversity is fundamental to an organisation
- ii) a – Why diversity is needed
- iii) f – Current practices
- iv) e – Need for change

2.

Sample answers:

Main idea:

- i) It is essential to understand the importance of diversity and inclusion in an organisation because they are believed to have positive outcomes.
- ii) Diversity and inclusion foster innovation and creativity leading to success in business.
- iii) Current corporate and governmental policies strengthen diversity, but they may fail unless inclusion is considered essential.
- iv) There is a need for organisations to adopt inclusion strategies more conscientiously in order to achieve measurable positive outcomes.

II.

- a. Peer pressure usually affects an individual during the transitional phase of adolescence.
- b. Examples of positive peer pressure: develop new skills, stimulate interest in books, better performance in activities, achieve professional success (any two)
- c. Youngsters do not explore various options as they are influenced by the choices of others due to peer pressure.
- d. Critical thinking prevents an individual from depending on others' choices or opinions.
- e. According to popular belief, peer pressure has a lot of negative impact on individuals during adolescence.

III.

- a. Not given b. True c. False d. False e. True

Section B

IV.

(1) The universe is the prime manifestation of unity in diversity and all forms **at of** enquiry have to abide by the axioms of nature. (2) It is **the** vital for us to understand that all existing ideologies, however variant they might appear to be, finally converge to the base of truth. (3) An open mind, a non-judgmental attitude, and a spirit of exploration may **being be** seen as prerequisites to survival and success in today's world where science and technology have shrunk the globe into a village. (4) Today, mankind **has-been appearing appears** to take a leap with a fresh new mindset that openly embraces differences and celebrates variety. (5) It is hoped that humanity would pave the way to peaceful coexistence **with by** bridging the gap between science and religion. (6) This will eventually **leads lead** to finding the path of real happiness within and harmony outside.

V.

- | | | | | |
|--------|----------|--------|---------|------------|
| 1. the | 2. in | 3. for | 4. been | 5. through |
| 6. of | 7. being | 8. a | 9. will | 10. off |

VI.

- | | | |
|-------------------|-----------------|-----------|
| a. fuzzy | b. tug | c. unveil |
| d. Herculean task | e. asymmetrical | |
| f. mysterious | g. incredible | h. Nabyss |

VII.

- | | | |
|--------------|--------------|-------------|
| a. crucial | b. gentle | c. frenetic |
| d. extrovert | e. precisely | f. reveal |
| g. popular | h. prompt | |

Section C

For the three writing tasks, students may be instructed to follow the instructions about word limit and be reminded that they should not write fewer than the expected number of words. Sharing the assessment rubrics/evaluation criteria with the students can motivate them to be more focused on task accomplishment and encourage them to attempt an error-free piece of writing.

