

Good English Coursebook

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Dear friends,

Kerala has a trilingual system in language education, i.e., Malayalam, English and Hindi. Besides our mother tongue, it is necessary to learn English as a world language and Hindi as a common language. Even though we have been learning these languages from the primary level, after the completion of education most of us are unable to use them in a proper way. This situation demanded Kerala Literacy Mission to take the initiative to introduce certificate courses in these three languages.

Language is not merely a tool for communication. Basically, language is culture itself. Thus through learning different languages we experience the diverse cultures of mankind. Hope all of you will take this as an opportunity to know the world, recognize humanity and enjoy the freedom of using 'Good English'

Wish you all the very best!

Dr. P. S. Sreekala

Director

To the learner...

Having good proficiency in English language is no longer just an added asset to a person's skills. It has become very important today, for people across the world, to express themselves clearly and accurately in English. In Kerala, English is not a foreign language, and it has always had a very prominent presence. Still, even very educated speakers are often not fully confident in using the language. This is largely because of a general anxiety about making mistakes, and the lack of opportunities for using English in contexts.

The basic aim of the Good English programme is to help you gain confidence in speaking English, and give you a good start to continuously sharpen your English language skills. Language learning is something you do naturally. No language learning programme can teach you any language fully. You can learn a language only by using it a lot, and using it in contexts. This is true about English as well.

This is not a textbook with a lot of language rules. It has been designed for use in the classroom. It contains structured activities which will help you to practise talking in English. The units are prepared around various functions for which English is used. We know how grammar is important in any language. In this programme we do not look at grammar directly, but the important grammar rules are hidden behind the activities! You will acquire important grammar rules by using English through various activities.

This coursebook is also your workbook, and there is space for you to do your written work. Remember that neither this book nor the classes you attend are sufficient to make you good users of English. This is only a beginning. It is very important to read as much English as you can, like simple stories, novels, newspaper reports and blogs, to mention only a few. The internet is a vast source of written English. It is equally important to listen to a lot of English. Make it a habit to listen to English programmes in the TV and the internet. YouTube is a good source for quality listening material. Read and listen to things you understand and enjoy. Do not think of it as a task, but make it part of your life, and then you will sustain your interest in learning English. Also, write something in English every day, even a few lines. Keeping a diary is an excellent idea! You can then put down something about your life in it, every day.

Here we are setting you off on a journey, the happy journey of using English confidently along with other friends. You will not worry about making mistakes but see mistakes as natural and even learn from them. Make the best of the Good English programme dear friends, and I am sure it will take you a long way, not only in your quest to acquire English language, but also to travel deep into the wide world of knowledge, scholarship and learning!

Wish you all the very best!

Dr. Lal C. A

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UNIT 1 (I a)

REETING PEOPLE

I hour

WORDS

- a. Look at the pictures below. Which style of greeting would you use to greet an elderly person, a brother, a friend or someone from work? Discuss with your partner and write down below.





(10 minutes)



brother

Take a look at the greetings and gestures given below. Do you use this in your daily life when you meet people? **Tick one or two that you regularly use!**

<u>Expressions</u>	
Hello!	<input type="checkbox"/>
Good morning!	<input type="checkbox"/>
Namaste!	<input type="checkbox"/>
How are you?	<input type="checkbox"/>
Hi!	<input type="checkbox"/>

<u>Gestures</u>	
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
 (salute)	<input type="checkbox"/>

- b. Work in pairs, and match the greetings given in column A with suitable responses in column B. (10 minutes)**

A	B
How are you?	Glad to meet you too.
How's life?	Good morning!
How was your day?	Great!
Good Morning!	Good evening!
Hello!	It was okay!
Hi! Nice to meet you.	I'm fine. Thank you!
Good evening!	Hi! What a surprise!

Now write it down in the space given below

Once done, try using the greetings and responses with your partner.

- c. There are different ways to greet a person. Similarly there are different ways of saying goodbye. They have been given in a jumbled manner below. Discuss with your friend, rearrange and write them below. (10 minutes)

- later /you / see

.....

- soon/meet/we'll

.....

- take /goodbye/care

.....

- will/again/we/meet

.....

- meeting/ nice/ you

.....

- good / have / day / a

.....



- d. Look at the pictures below. Write down how people greet and respond to each other, according to the context mentioned above each picture. (15 minutes)

You can use the options given in the box below.

How are you?	Glad to meet you too.	Good evening!
Great!	What's up?	I'm fine. Thank
Good morning!	It was okay!	Hi! What a surprise!
Nothing much	Good Morning Sir!	Good evening!
How was your day?	Hi! Nice to meet you.	Hello!

- *greeting your boss*



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- *greeting your friend*



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- *greeting an elderly person*



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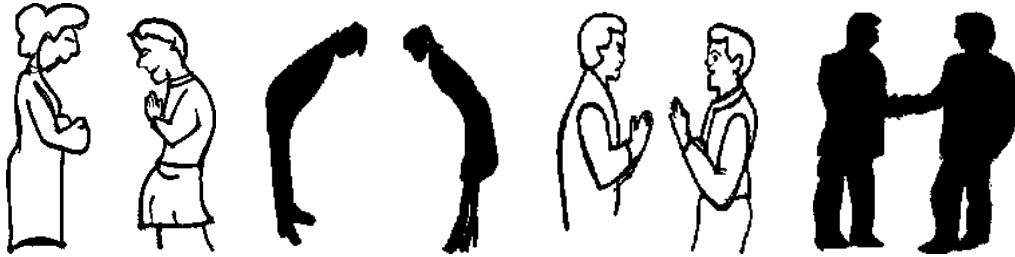
READ

Read the passage given below and find out different ways of greeting people around the world. (15 minutes)

GREETINGS FROM AROUND THE WORLD!

Here are some ways to say hello and greet people around the world! Waving our hand to greet people informally or saying "Hello" or "Hi" has become very common. We also use *Good Morning/ Good Afternoon/ Good Evening* frequently. In India, saying hello to somebody is often accompanied by pressing the palms together over

your heart and saying "Namaste". Thailand has a similar palm gesture called the *wai*. In Gulf countries, saying "As-salamalaykom" which means "may peace be upon you", is the most common way of greeting people.



Tibetan monks stick their tongue out to greet people. They also press the hands together and place them in front of their chest. In Oman, men often greet each other by pressing their noses together. In the USA, greetings are casual - a handshake, a smile and a 'hello' will do just fine. The British simply say 'hello' and shake hands only when they meet for the first time. The Chinese usually nod their heads and smile, or shake hands!

Now work with your partner and fill up the table!

COUNTRY	GREETING
India	Pressing palms together and saying Namaste
Thailand	
Gulf countries	
Tibet	
Oman	
USA	
Britain	
China	

UNIT 1 (I b)

GREETING PEOPLE

I hour

TRY OUT

- a. Do you know when to say good morning, good afternoon, good evening and good night? (10 minutes)**

We say *good morning* from the time we get up till 12 noon. We never say *good morning* after 12 noon!

From 12 noon to around 5 p. m we say *good afternoon*. After 5 p. m. until we sleep, we greet people with *good evening*.

After it is dark, and we wish to say bye, we use *good night*. Remember *good evening* is for greeting and *good night* is for saying bye.

Fill the empty columns in the box below suitably, along with your partner.

12 midnight till 12 noon	Good morning
12 noon to 5 p.m	
	Good evening
Saying bye after nightfall	

- b. Imagine you are meeting your friend in the street. You can use the following dialogues for the conversation. Fill up the blanks and practise with your partner. (10 minutes)**

You: Hi! _____

Your friend: Hello!

You: How _____?

Your friend: I am doing well. And you?

You: I'm fine. Are you going somewhere?

Your friend: Yes, I am going to meet my sister.

You: See _____

Your friend: It was great to see you. _____!

- c. Write down 3 greetings that you can use in any situation and their possible responses. One has been done for you! (20 minutes)

Greeting: Hi! How are you?

Response: I am fine, thank you! And how are you?

1. Greeting:.....

Response:.....

2. Greeting:.....

Response:.....

3. Greeting:.....

Response:.....

- d. Let's complete the conversations based on the given pictures. Remember to include the appropriate greeting and response.

(20 minutes)

Arun: _____ Binu!

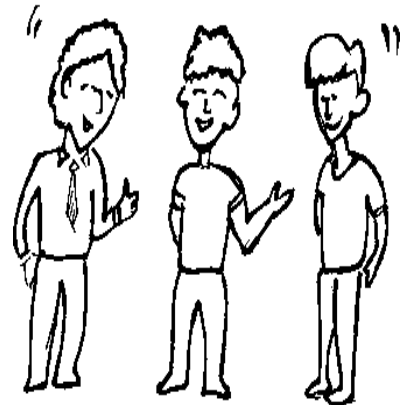
Binu: What a surprise! How _____?

Arun: I am doing well. How have you been?

Binu: I am _____. Thank you!

Arun: Binu, this is my brother Renji.

Binu: _____, Renji. It's nice to meet you.



Renji: _____. It's nice to meet you too.



Geethu: _____ Maria!

Maria: Hello, Geethu. _____

_____ your day?

Geethu: Busy. _____ your day?

Maria: Hectic.

Geethu: I need a break. Let's go for a movie?

Maria: Yes, let's.

Geethu: Okay, then I'll go finish my work
and meet you at the cinema.

Maria: Great! _____ soon.

Geethu: _____.

Once done, split into groups of four and share your answers

UNIT 1 (II a)

INTRODUCING ONESELF

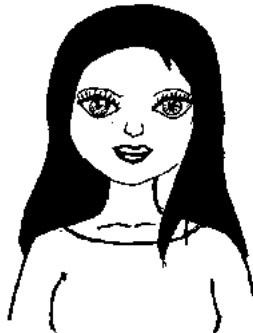
I hour

WORDS

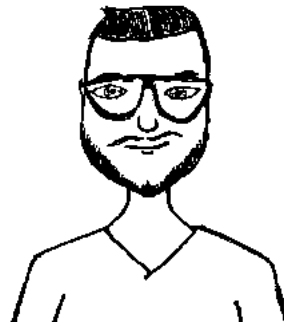
- a. Look at the following pictures. Name each person. Also guess their age, home town, education, likes (food items, clothes, car/bike, etc.) and job. Write them down. (10 minutes)



I



II



III



IV

	I	II	III	IV
name				
age				
place				
education				
likes				
job				

Sit in groups of four and share what you have written.

- b. The whole class should divide into two groups. Each person should take turns to introduce him/herself. Think of a word to describe yourself. For example, 'smart Reena'. So, the first person should introduce herself as "I am smart Reena". The second person should introduce as "She is smart Reena and I am fast Rahul." The third person should say, "She is smart Reena. He is fast Rahul and I am tall Soumya". This should continue till everyone is introduced. (20 minutes)

READ

(30 minutes)

a. Read the following details about Asha

name : Asha
 hometown : Kottayam
 occupation : English teacher
 likes : driving, listening to music
 hobby : reading books
 favourite sport : tennis
 talent : painting
 dislikes : tv serials, sweets



It's the first day of college and Asha and Anand have just met! Read through the passage and rearrange the dialogue between them, in an order you find appropriate.

Asha: I'm from Thrissur. And you?

Anand: Hi! I'm Anand.

Asha: No, I went to Mount Carmel. How about you?

Anand: Where are you from?

Asha: Hello! I'm Asha.

Anand: I'm from Kottayam. So, did you study in HAC?

Asha: My cousin is working there. Her name is Nisha.

Anand: St. Joseph's.

Asha: She just started working there.

Anand: I'm sorry. I don't know her.

Asha:

Anand:

Asha:

Anand:

Asha:

Anand:

Asha:

Asha:

Anand:

Asha:

Anand:

b. Fill in the missing information and learn how to introduce yourself!

Good morning! I am happy to introduce myself.

My name is _____.

I come from _____.

I have completed _____ (education).

Now I am _____ (mention employment / unemployed).

I like _____.

I am very _____ (positive qualities about yourself -like 'hardworking').

My ambition is to become _____.

Once done, try to introduce yourself to your partner without looking at the written text!

UNIT 1 (II b)

INTRODUCING ONESELF

I hour

TRY OUT

a. You are now familiar with the ways in which you can introduce oneself! Work in pairs and get the following information from your partner. (20 minutes)

1. What is your name?

.....

2. Where are you from?

.....

3. Where did you study?

.....

4. What do you do for a living?

.....

5. How do you spend your free time?

.....

6. What is your favourite game?

.....

7. Mention two likes and dislikes each.

.....

Now write down the information you got in the following manner.

My friend's name is.....

He/She is from.....

He/She studied in.....

He/She works in.....

He/She likes to.....

He/She is interested in.....

Sit in groups of four and take turns to introduce your friend to the group.

- b. Now, based on the formats given to you how would you introduce a famous person who inspired you? For example, it can be a teacher, social worker, film star or sports person.**

(20 minutes)

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- c. Remember the conversation between Asha and Anand? Imagine you and your partner are strangers. Work in pairs and write in the form of a dialogue how you would introduce yourself.**

(20 minutes)

You:

Stranger:

You:

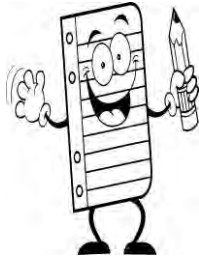
Stranger:

You:

Stranger:

You:

Stranger:



UNIT 1 EVALUATION

I hour

Total marks: 20

I

(45 minutes)

a. Write suitable responses to the following greetings:

(1*8 = 8marks)

1. *Hello*
2. *Hi*
3. *What's up?*
4. *How's your day?*
5. *Nice to meet you*
6. *Take care*
7. *Good evening*
8. *Bye*

b. Partner up! Pretend that you are old friends from school who haven't met each other in years! Imagine a conversation that takes place when you run into each other unexpectedly where you introduce each other to your respective families. Write it down in the space given below.

(4 *1= 4marks)

.....

.....

.....

.....

.....

.....

c. Introduce the following people using the hints provided.

(4*2 =8 marks)

1. Koduri Srisaila Sri Rajamouli (S. S. Rajamouli)

Indian film director and screenwriter

Born: 10 October 1973 (age 44), Raichur

Spouse: Rama Rajamouli

Parents: K. V. Vijayendra Prasad, Raja Nandini

Awards: National Film Award for Best
Feature Film, Padma Shri



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2. Sachin Ramesh Tendulkar

Former Indian cricketer, widely regarded as
the greatest batsman of all time.

Born: 24 April 1973 (age 44), Mumbai

ODI debut: 18 December 1989 v Pakistan

Test debut: 15 November 1989 v Pakistan

Last ODI: 18 March 2012 v Pakistan



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II Teacher’s Concluding Remarks

(15 minutes)

UNIT 2 (I a)

ASKING YES / NO AND INFORMATION QUESTIONS

I hour

WORDS

- a. Answering using only Yes/ No. Do you use any of the following vehicles to travel? (15 minutes)

a bus	
a car	
a boat	
an aeroplane	
a cycle	
a lorry	

Now, answer the questions given below. One has been done for you!

Qn. Do you go to office in a boat?

Ans. No, I don't/ Yes, I do.

Qn. Do you travel by car?

Ans: _____

Qn: Do you use a lorry to travel?

Ans: _____

Qn: Do travel by aeroplane every day?

Ans: _____

Qn. Do you go to the theatre on a cycle?

Ans: _____

Now, ask the above given questions to your partners. Once done, fill out the information in the space given below. One has been done for you.

Qn. Does your partner go to office in a boat?

Ans: Yes, he does/ No, he doesn't.

Qn: Does your partner travel by car?

Qn: Does your partner use a lorry to travel?

Ans: _____

Qn: Does your partner travel by aeroplane every day?

Ans: _____

Qn: Does your partner go to the theatre on a cycle?

Other ways to ask Yes/ No questions!

Are you feeling cold?

Is he home?

Yes, I am/ No, I am not

Yes he is /No he isn't.

Are they coming along?

Yes, they are/ No, they aren't

(Isn't and aren't are short forms of is not and are not. These short forms are usually used only while speaking.)

b. It's the Arts Club meeting in your town. Some of the members have arrived, but some have not. Work in pairs to fill in the missing blanks using am, is, isn't, are, aren't. (15 minutes)

Anwar: _____ we all here now?

Gopi: Is Subha here? No, she _____ here.

Sheeja: She _____ well.

Deepu: Oh dear*. Poor Subha. And _____ Aji here?

Aji: Yes, I am.

Deepu: I ____ sorry Aji! I didn't see you standing there, over in the corner.

Hridya: ____ Jiju late? Or ____ he ill too?

Indu: No, he ____ ill. He will be here in sometime.

Aji: ____ Ajay and Suni here?

Gopi: No, they _____. They ____ late.

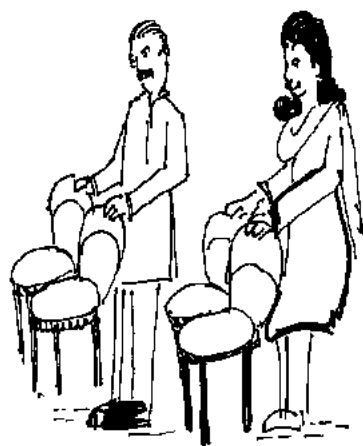
(**Oh dear* is a way to express sympathy, sadness or surprise. For example: “Oh dear I have forgotten to bring my book” or “Oh dear we are late for class.”)

c. It is festival time and there is a discount sales at Big Bazaar. Look at what these people have bought very cheaply.(30 minutes)

Did you notice the short forms *he's* and *they've*? Here they mean *he has* and *they have*. This is very common in English, they are used only when we speak. Look at another example: *she has* – *she's* (*he's* and *she's* can also mean *he is* and *she is*).

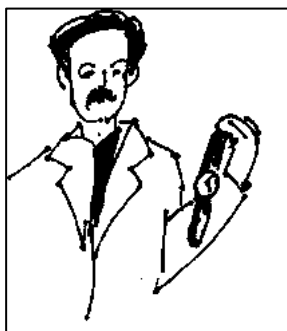


He's got a shirt



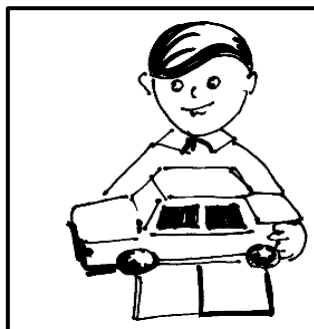
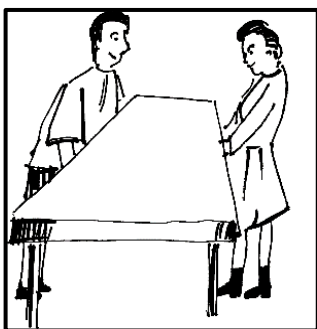
They've got some chairs

Now discuss with your partner and write under the following pictures what the others have got! Use *she's got*, *he's got*, or *they've got*



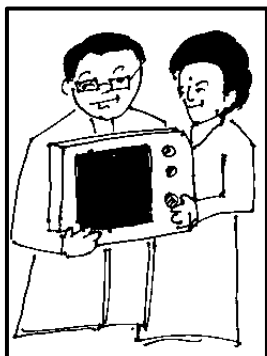
1. _____ (a wristwatch)

2. _____ (a coat)



3. _____ (a new table)

4. _____ (a new toy)



5. _____ (a lot of books)

6. _____ (a microwave)

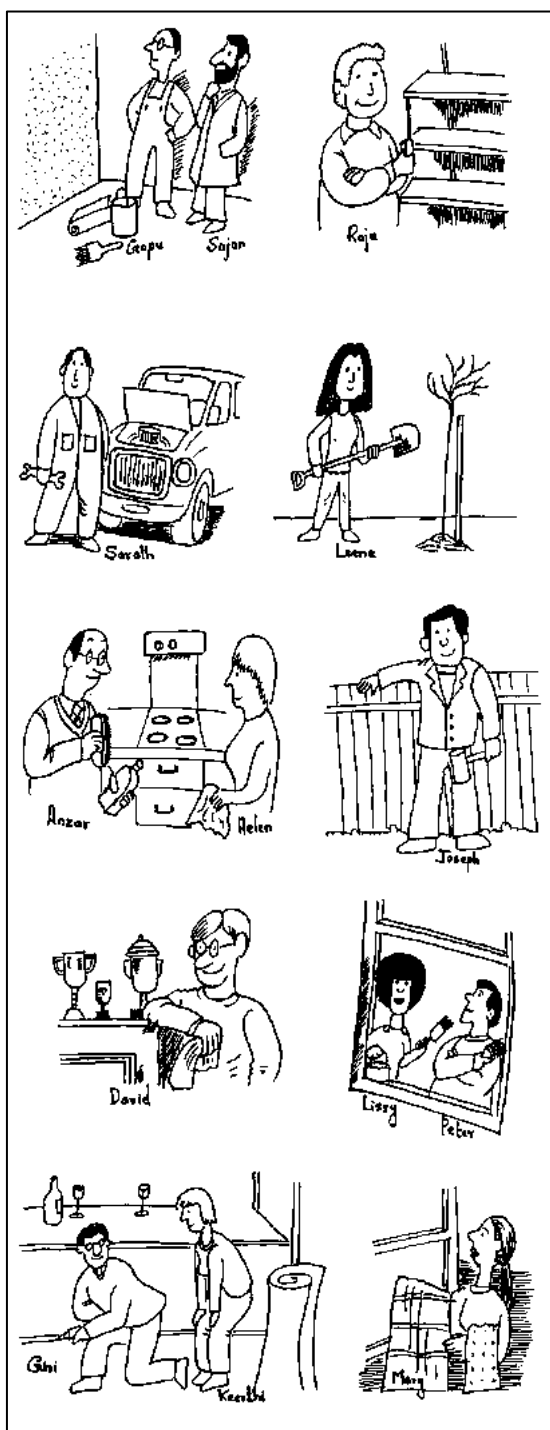


5. _____ (a camera)

6. _____ (a radio)

d. Two weeks back the members of the Arts Club decided to clean and renovate the club building. They have just finished the job.

Work in pairs! Now, look at the images given below and find out who has/ have done each work. Once done, make questions as in the example. The first one has been done for you.



1. Has Joseph painted the fence?

Yes, he has painted the fence?

2. _____

Yes, they have cleaned the wall

3. _____ (buy)?

Yes, she has bought new curtains.

4. _____

Yes, he has polished the cups.

5. _____

Yes, he has serviced the van.

6. _____

Yes, they have used a new carpet in the dining room.

7. _____

Yes, they have cleaned the kitchen.

8. _____

Yes, she has planted the tree.

UNIT 2 (I b)

ASKING YES / NO AND INFORMATION QUESTIONS

I hour

TRY OUT

- a. Each student imagines a known personality (film star, sports person, and politician). The partner asks yes/no questions to find out who the personality is. A few examples are given below.
(20 minutes)

Is it a man or a woman? Has he got an expensive car?

Is she a film star? Does he live in Chennai?

Answers should only be given in the Yes/NO format

Partner up and take turns to mime! Mime an action and let your partner find out what it is by asking you questions like *Are you changing a light bulb? Are you drinking some water? etc.*

Once done, write down the questions in the space given below.

.....

.....

.....

.....

.....

.....

- b. Anju is planning to get married. She filled out the following questionnaire in a marriage bureau. What can you say about her? (20 minutes)**

E.g: *Anju reads books. She doesn't listen to music.*

Do you	Yes	No
read books	√	
spend a lot of time at Facebook or WhatsApp	√	
play computer games		√
drive a car	√	
listen to music		√
watch movies	√	
know swimming	√	
go for walks		√
like sports		√

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c. Work in pairs and find out what things your partner has got at home.

Have you got an arm chair? / Have you got a bike?

You can also ask: Do you have an arm chair? / Do you have a bike?

Give answers like: *Yes, I've got a bike or No I haven't got one.*

Write down both the questions and the answers. (20 minutes)

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

UNIT 2 (II a)

MAKING REQUESTS AND SEEKING PERMISSION

I hour

WORDS

a. What do the following pictures say? Partner up and discuss.

(15 minutes)



Fig 1



Fig 2



Fig 3



Fig 4



Fig 5

Which of the above shows making a request?

.....

Which pictures show seeking or asking for permission?

.....

Now, discuss with your partner and fill in the blanks using the hints given.

to come, stop playing, please pay, you not be, you help,
tell me the, the classrooms are, what this,



READ

a. Read the responses to the requests, in the pictures below.

(15 minutes)



The first is a positive response. Other examples of positive responses are:

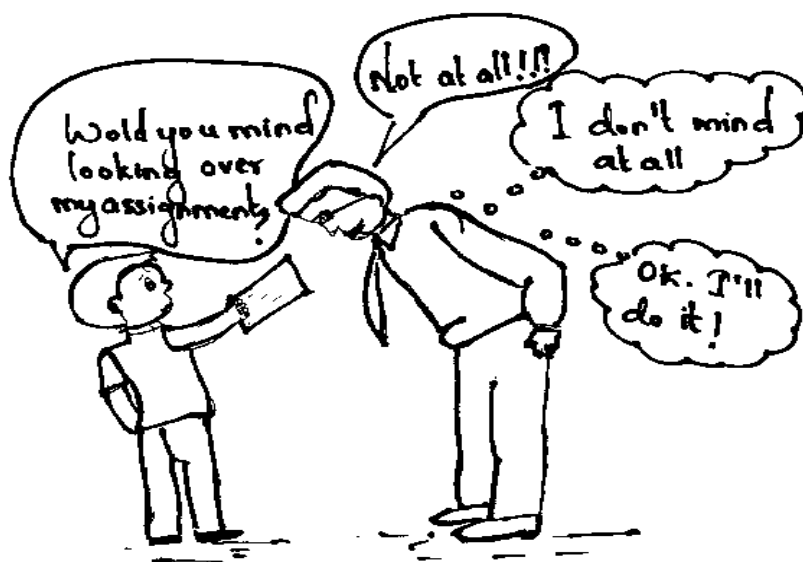
"Of course I can help you" / "Sure" / "Why not?" and so on.

The second is a negative response. Other examples of negative responses are:

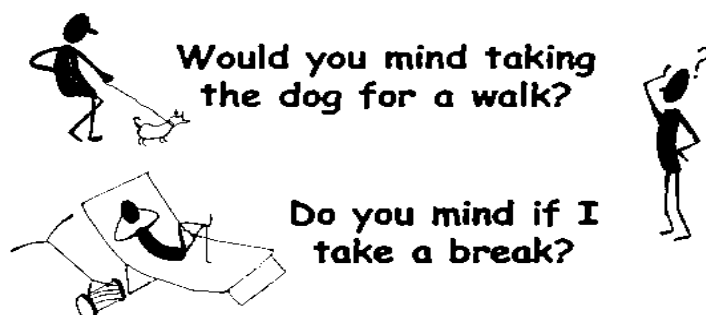
"Sorry, I can't help you" / "No, I am afraid I can't" etc.

You should always remember to be polite when you say 'no' to a request

The below given picture shows asking and responding to requests.



Now write a positive and a negative response to the two requests given in this picture.



.....

.....

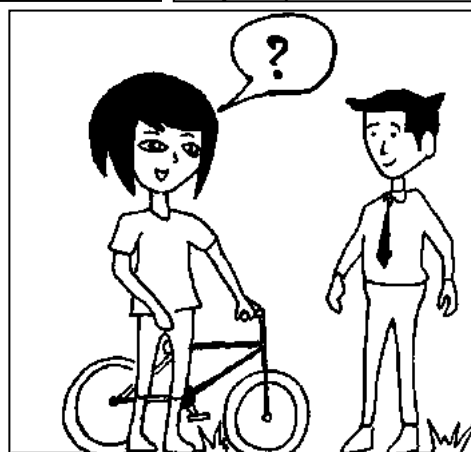
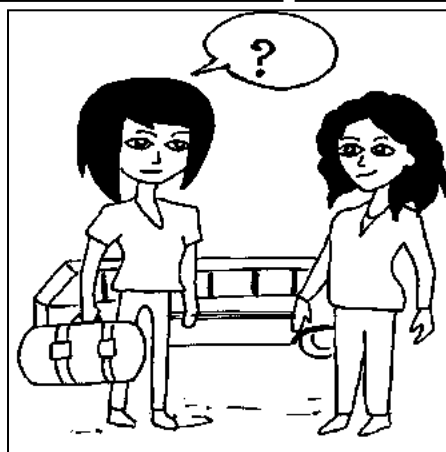
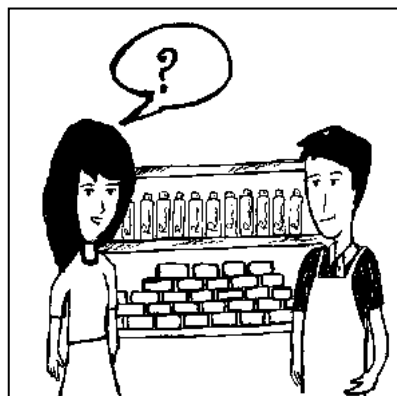
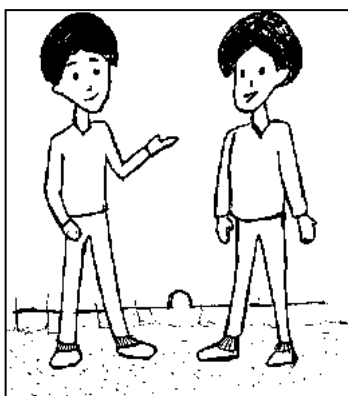
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.....

b. The following are some other ways of seeking permission.

Look at the following pictures. Work in pairs and match the sentences in A with those in B to make requests / seek permission. Once done write it down in the space below and also add suitable responses (30 minutes)



A	B
Do you know	telling me what time the bus leaves?
Do you mind	help me find A.R Rahman's new album?
Would you please	give me a discount?
May I	where I could find fresh apples?
Can you	help you?

1.....

Response:

2.....

Response:

3.....

Response:

4.....

Response:

5.....

Response:

UNIT 2 (II b)

MAKING REQUESTS AND SEEKING PERMISSION

I hour

TRY OUT

- a. Imagine you are a teacher. How will you make requests or your students seek permission for the following? (20 minutes)**

sit down, (don't) stand up, clean blackboard, don't run/ shout, be silent, go out, come in, (permission) to speak, ask doubts

Write down the permissions/the requests as well as the responses as given in the example below.

Student: Please, May I come in?

Teacher: Yes, you may come in. Please sit down.

(Or)

Teacher: Would you mind cleaning the blackboard?

Student: Not at all, Sir.

.....
Response: _____

.....
Response: _____

.....
Response: _____

.....

.....

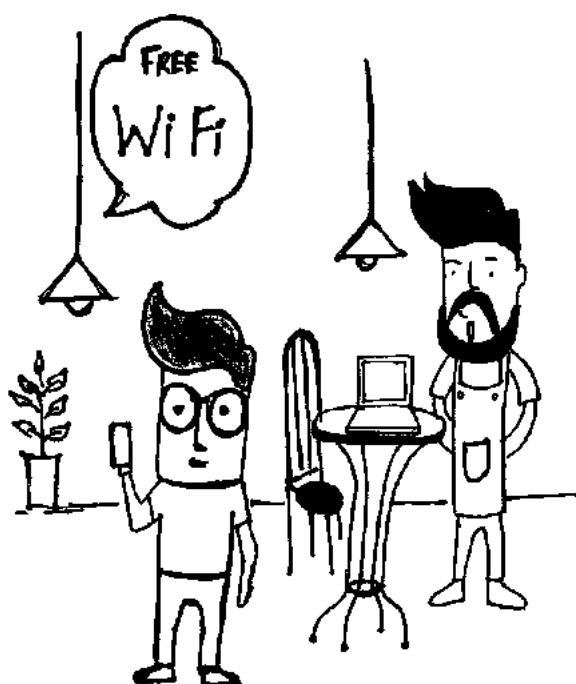
Response: _____

.....

Response: _____

.....

- b. You are at a restaurant. Order some items from the menu in the form of making requests. Also request for the password to the Wi-Fi connection. (20 minutes)



Waiter: What can I get you, Sir?

You: _____ give me a minute to look at the menu please?

Waiter: Yes sir, I'll wait.

You: _____ if you could suggest something?

Waiter: Why don't you try our famous ginger chicken?

You: I would like to have a plate of fried rice and ginger chicken.

Waiter: Can I get you anything else?

You: _____
 _____ giving me the Wi-fi password?

Waiter: It's eat123

You: Thank you.

c. Partner up! Read the example given below. (20 minutes)

Example: You are talking to your English teacher.

A: Would you mind explaining a grammar rule to me?

B: Not at all. How can I help you?

1. You are talking to your boss.
2. You want your co-worker to help you.
3. You want your children to clean up their rooms.
4. You want your wife/ husband to help you cook dinner.



Look at the different situations (1-4) given above. Choose the appropriate request/ permission from the box given below.

- 1.....
- 2.....
- 3.....
- 4.....

Could you cook tonight?

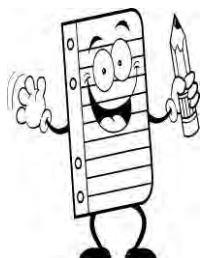
Do you mind helping me with the project?

May I leave early today?

Would you please clean your room?

Once done, add a response to each of the request!

1. _____
2. _____
3. _____
4. _____



UNIT 2 EVALUATION

I hour

Total marks: 20

I

(45 minutes)

a. See the picture below. Write what each person 'has got'?



.....

.....

.....

b. Fill up with *is/isn't* or *are/aren't*

(1*10= 10marks)

- | | |
|------------------------------------|--|
| 1) These books _____ mine. | 7) Malu's dog _____ named Toby. |
| 2) Remya and Pramod _____ married. | 8) My sisters _____ on vacation. |
| 3) That _____ right. | 9) My name _____ familiar to them. |
| 4) My brother _____ at home now. | 10) There _____ many students in my class. |
| 5) We _____ leaving tomorrow. | |
| 6) It _____ Monday today. | |

c. Rewrite the following sentences in proper order. (1*5=5marks)

1. Sanju / play / football / Can / us / with?
2. phone / I / please / your / May /use?
3. close / you / that /door / Could / please?
4. go / watch/ we/ all / Can / to / the / game?
5. joining /Would / me/ your / you/ eco club/mind?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

d. Choose appropriate requests for the following expressions,from the box given below (1*5=5 marks)

Of Course, I can/he may

No problem

I don't mind at all

Not at all

I'm afraid we can't

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

Could you help me with the project? Will you both come with me to watch a movie? Will it be difficult for you to carry the heavy boxes? Do you mind waking me up at 5.30 am? Would you meet me on Sunday at school?

II Teacher's Concluding Remarks

(15 minutes)

UNIT 3 (I a)

EXPRESSING LIKES AND DISLIKES

I hour

WORDS



a. Abhi builds a house

(10 minutes)

Shall we meet Abhi? Abhi is short for Abhilash. He is thirty eight years old, and teaches in a school. We will learn more about him soon. Look at him building a new house for his family! Abhi knows a bit of carpentry. See, he is doing some carpentry work in the picture!

Look at what Abhi would like to have in his new house...

I need a gas stove in my kitchen

I would like to have a table in my study room

I want a sofa in my living room*



I must have a fan in my bedroom

(*living room is a room in a house also called drawing room or sitting room)

for general everyday use. It is room)

Imagine you are Abhi, planning to build the house. Think of various things you would like to have in your new home.

Fill up the box below.

Three things I need in my bedroom	.....	.....	.....
Three things I need in my study room	.....	.....	.....
In my kitchen I would like to have	.....	.....	.....
I want my living room to have	.....	.....	.....

Have you completed?

Now, partner up! Share your answers with your partner and find out how if your answers match.

READ

(40 minutes)

- a. Study the picture of Abhi's living room, and say whether the statements given below, are right or wrong. Put a tick mark if right. If wrong, can you correct the sentences? The first has been done for you.**



a) The potted plant is beneath the book shelf. (wrong)

The potted plant is near the sofa chair.

b) The fish tank is on the window sill.

c) He has kept the TV on the sofa.

d) The pot near the books is on the bookshelf.

e) The clock is placed below the bookshelf.

f) His clothes are hung inside the cupboard.

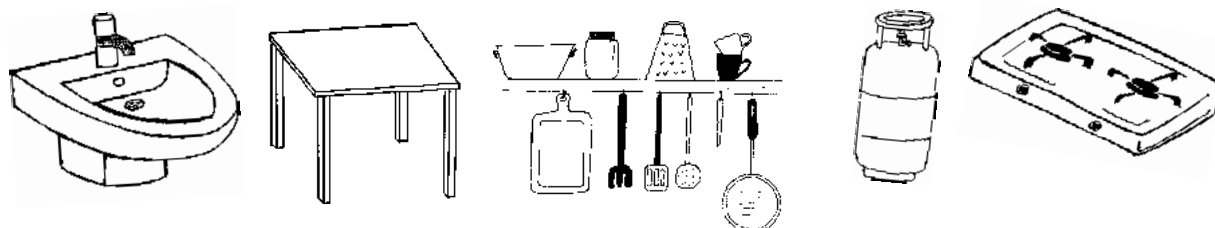
Given below are the list of the things you can see in Abhi's living room and the list of words you can use to say where Abhi likes or doesn't like to keep them. Partner up, and write a small paragraph describing the positions of the things in Abhi's room.

For example you can begin with: *Abhi likes to keep the books on the bookshelf*

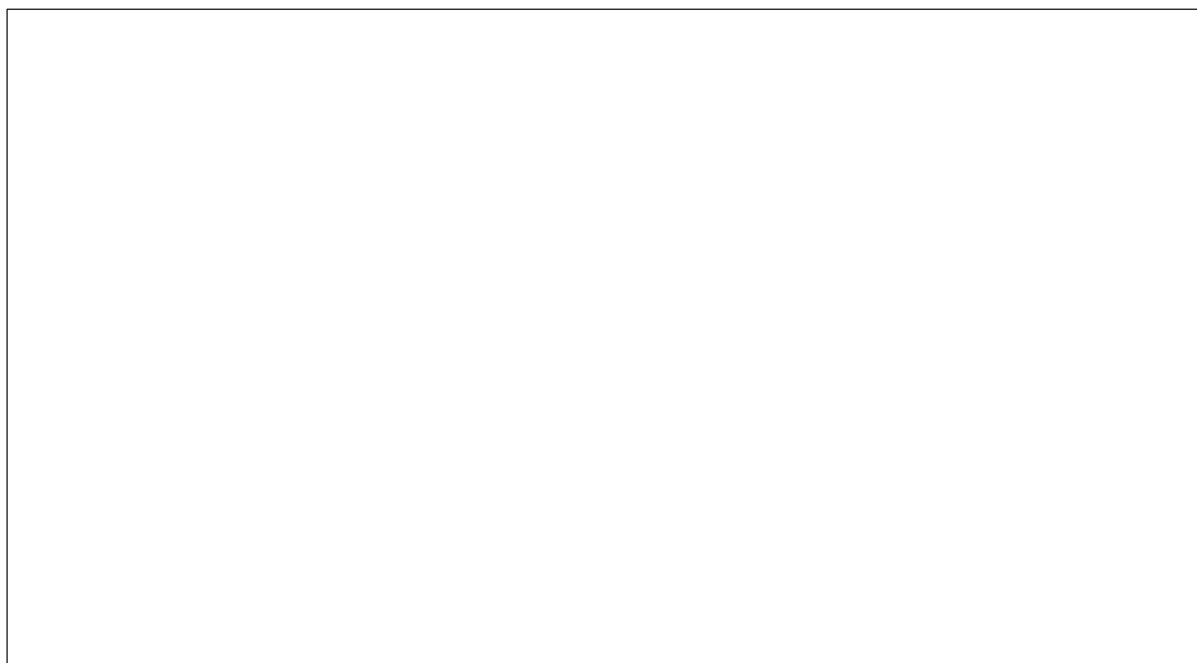
List of things: *the books, the TV, the mirror, the tape recorder, the tea table, the carpet, the clock*

List of words: *beside, near, in front of, behind, on, in, above, below, under, over*

Now let us move to Abhi's kitchen. He needs help to arrange a *gas stove*, *gas cylinder*, a *kitchen shelf*, a *kitchen sink* and a *table*. Draw the five items in the spots you want them to be. Do not show this to your friend yet!



Your Kitchen



Have you finished drawing or marking the places where you want each item to be placed in the kitchen?

Partner up! Ask questions beginning with *Where is....*, *Where have you kept* *Is there a*etc. to find out where your partner has placed the five items.

Write down his answers in the box given below, using words like *above*, *below*, *beside*, *near*, *in front of*, *to the right*, *in the middle* etc. to help explain its position.

For example: Where do you like to keep the cylinder?

Answer: I like to keep it under the table.

Your Friend's Kitchen

- b. Abhilash is an interesting man. Do you want to hear more about him? Fill up the blanks in the following paragraph with your partner using like/likes or dislike/dislikes to find out more about what he likes and what he doesn't like! (10 minutes)**

Hi friends! I am Abhilash, but I _____ my friends to call me Abhi! Now you know how I _____ to arrange my home. I _____ to live in Kottayam very much because it is my native place. My parents _____ city life, so they live away from the town. I _____ having dogs as pets, but I _____ cats. I have a pet dog called Jimmy. My wife and children _____ dogs too. Jimmy _____ to go for a walk every evening. But, Jimmy _____ a bath. I _____ it when people harm dogs. I also _____ to do gardening during my free time.

UNIT 3 (I b)

EXPRESSING LIKES AND DISLIKES

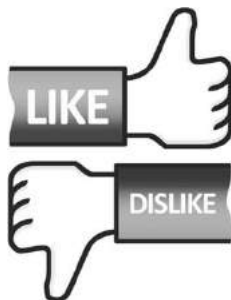
I hour

TRY OUT

A few other ways to express likes and dislikes are given below:

Expressing likes

- *I love...*
- *I adore...*
- *I'm crazy about...*



Expressing dislikes

- *I hate...*
- *I can't stand...*
- *I despise...*

For example, you can say:

I love listening to music, but I hate watching reality shows.

I'm crazy about cricket but I dislike basketball.

Suppose you neither like nor dislike something, you can say:

I don't mind doing my homework.

- a. Think of three things you like and two things you dislike! Work in pairs and write a few sentences using the like/dislike expressions that you have studied. (20 minutes)**

.....

.....

.....

.....

.....

Sit in groups of four and share what you have written!

b. Work in pairs! Match the following choosing either like(s) or dislike(s) and make at least five sentences. Write them down in the space given below. (20 minutes)

Children	like likes dislike dislikes	travelling
We		watching movies
They		football
I		biriyani
She		sweets
He		rains

.....

.....

.....

.....

.....

.....

Make sentences with the clues given in brackets. Use the formats you have learned.

- I adore _____, but I don't like _____
(name of a film star you like and someone that you don't like)
- I like _____, but I hate _____
(something you like / don't)
- _____
(a sport you like and one that you dislike)
- _____
(a newspaper you like and one that you don't like)
- _____
(a hobby that you like and one that you don't like)

- c. Choose two people in your family. Write a few sentences about their likes and dislikes. (20 minutes)**

Once done, share it with your partner!

UNIT 3 (II a)

EXPRESSING ABILITIES AND INTERESTS

I hour

WORDS

- a. Look at the following pictures. Each person in the picture can do something. Partner up, and write down what the person or persons in each picture can do. Use clues given in brackets.

(10 minutes)

(act, play musical instruments, dance, sing)



Fig 1



Fig 2



Fig 3

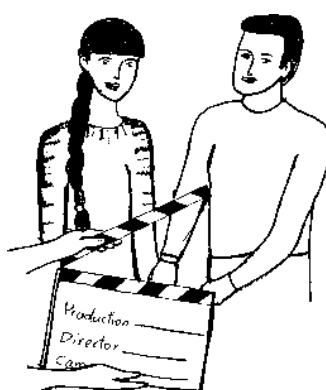


Fig 4

(Fig 1) She can _____

(Fig 2) She can _____

(Fig 3) He can _____

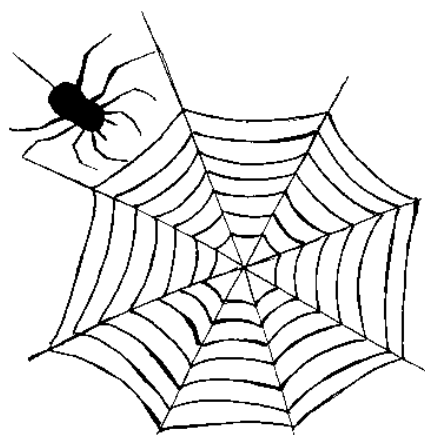
(Fig 4) They can _____

READ

- a. Partner up, read the following passage quickly and underline 'can' 'could' and 'be able to'!** (20 minutes)

Chilanthi Ambalam

Believe it or not, Kerala has a temple for worshipping spiders. It is believed that we will be able to cure spider bites using *prasadam* and *theertham* we get from the temple. At least fifty people with spider bites come to the temple every week as they believe it could cure them.



This 1200 years old temple is known as *Chilanthi Ambalam* (spider temple). You can go to see this temple which is in Pathanamthitta district. (<http://www.karmakerala.com>)

Now fill up the following dialogues with 'can' or 'could' or 'be able to'.

Work in pairs.

A: Excuse me please! _____ you tell me where *Chilanthi Ambalam* is?

B: Of course, I _____. It is in Pathanamthitta.

A: Is it very far from here?

B: Yes, but you _____ go by bus.

A: _____ I get a bus now?

B: You will _____, if you go to the bus stand.

A: _____ you tell me how to get to the bus stand?

B: Sure, I _____. You should take the right turn from the next junction. It is just around the next corner.

A: _____ you say that once again? I am a stranger here.

B: I _____ come and show you the way.

A: Thank you very much.

b. Collect the following information from your partner using the format given. Choose five things and frame questions.

(30 minutes)

For example: Can you cook?

First name :				
Surname:				
Qn: Can you.....?		Ans: Yes, I can/ No, I can't.		
Sing two English songs	Cook	Play Badminton	Play the guitar	Speak three languages
Play basketball	Drive a car	Dance	Use internet	Eat apple
Tell a joke	Eat snakes	Eat papaya salad	Play cards	create website
Draw a picture	Play tennis	Name three vegetables	Ride a horse	Name three animals
Mimic actors	Stitch a shirt	Make a statue disappear	Swim	Fly a plane
Make a table	Plant a tree	Play Caroms	Paint the world green	Carry 100 kgs

After writing down the questions, collect information from your partner by asking those questions. Note down the responses in the space given below. Also use a suitable expression of interest as a reply to what your partner says.

Example: Question: *Can you cook?*

Answer: *No I can't.*

Your Response: *Oh! That's okay*

Qn:

Ans:

Your Response:.....

Qn:

Ans:

Your Response:.....

Qn:

Ans:

Your Response:.....

Qn:

Ans:

Your Response:.....

Qn:

Ans:

Your Response:.....

UNIT 3 (II b)

EXPRESSING ABILITIES AND INTERESTS

I hour

TRY OUT

a. Partner up! Match column A with column B (20 minutes)

A

1. *I can swim*
2. *He can drive a car*
3. *They can speak in good English*
4. *When she was young*
5. *After you finish your studies*
6. *If I have money*
7. *The teacher can help you*

B

- a. *she could run fast*
- b. *I can buy a new car*
- c. *you will be able to get a good job*
- d. *but I am unable to dive*
- e. *if you have doubts*
- f. *but they can't write well*
- g. *although he hasn't got a driving license*

1	2	3	4	5	6	7
d						

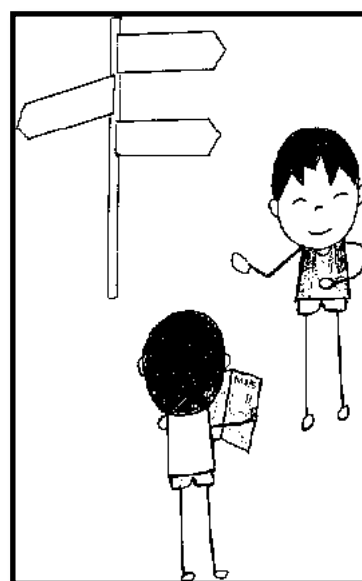
b. Imagine that you have lost your way. How will you ask someone for help? Write down suitable dialogues using the models that you have learned. (20 minutes)

.....

.....

.....

.....



.....

.....

.....

c. There are five actions given in the ‘Activity’ column in the table below. Study the box and the columns. (20 minutes)

Plan questions beginning with “Can you...” for the three activities.

Eg. *Can you count backwards 20 to 1 without stopping?*

1.

2.

3.

Stand up and walk around. Ask each question to two persons. See if they can do the task in the question. Write the name of person one in 1a and person two in 1b, etc. Tick *can* or *can’t* in the boxes.

	Name	Can	Can’t	Activity
1a	Gokul	✓		count backwards 20 to 1 without stopping
1b				
2a				remember the birthdays of all in the family
2b				
3a				remember the names of all the districts in Kerala
3b				

Come back to your seat and write out the six sentences in the box provided.

Example: *Gokul can count backwards 20 to 1 without stopping.*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



UNIT 3 EVALUATION

I hour

(Total marks: 20)

I

(45 minutes)

- a. Make sentences connecting the parts in the first box with those in the last. Use 'am able to', 'is/isn't able to' or 'are/aren't able to' to link them.** **(1*6=6)**

I am very strong. I...	am able to is/isn't able to are/aren't able to to	attend classes.
The children are sleeping. They...		carry it.
We can speak English. We...		talk fluently.
The bag is too heavy. Sasi ..		lift the heavy bag.
You are very tall. You...		hear the bell.
Binitha is unwell. She ...		reach the top shelf.

Example: I am very strong. I am able to lift the heavy bag.

.....

.....

.....

.....

.....

.....

b. Fill up the following with “can” or “could”.**(1*7=7)**

1. _____ you hear me now?
2. I _____ lend you some money.
3. She _____ speak in three languages.
4. They are so tired that they _____ not finish their work.
5. You _____ take my car to go to the hospital.
6. I’m sorry that I _____ not help you.
7. When he was young, he _____ climb trees.

c. Make questions for the following statements.**(1*4=4marks)**

- She can sing well.
- He is able to repair the clock.
- They could visit *Chilanthi Ambalam*.....
- We do not like chappathis.

d. Talk to your partner and find out three of his likes and dislikes.**One has been done for you.****(1*3=3marks)***My partner likes apples, but he hates oranges.*

II Teacher’s Concluding Remarks**(15 minutes)**

UNIT 4 (I a)

TALKING ABOUT THE PAST

I hour

WORDS

- a. Here are two pictures of the same river. The first picture was taken twenty years back. The second shows the present condition of the river. (10 minutes)**

What are the differences between these two pictures? Partner up and discuss!

Then, pick out suitable words from the box that say something about the pictures and write them under each picture.



.....

.....

.....

.....

muddy, deep, dry, flowing, riverbed,
dying, long

See the following sentences about the two pictures. Work in pairs and fill in the blanks using the same words given in the box above.

- The river was very _____.
- It was also very _____, so you could not see the _____.
- Now the river is _____.
- The _____ river is _____.

READ

- a. Read the following extract from an article that came in *The Hindu* newspaper on Saturday, Jul 03, 2004. While reading, underline those words that you have already come across.

(20 minutes)

Bharathapuzha, a dying lifeline!

Staff Reporter

PALAKKAD, JULY 2. Nobody has taken steps to save the dying Bharathapuzha River. It is sad as this river is the lifeline of Palakkad, Thrissur and Malappuram. The river also called *Nila*, remains dry during most part of the year, especially during summer. Then you can see the muddy riverbed. Bharathapuzha, is the second longest river in the State. This deep, long river is the main drinking water source for 175 villages. During monsoon, the flowing river gets filled up but soon after the rain it goes dry again. This is because the water of the river is simply allowed to flow into the Arabian Sea.

When was the article published? _____

From the extract above pick out and write down in the space below three sentences that talk about the condition of the river.

b. Partner up and read the following sentences. (10 minutes)

1. I **walked** in the park **yesterday**.
2. I **talked** to Sunil **this morning**.
3. They **went** to the beach **last night**.
4. She **was reading** a book when we **saw** her.
5. They **were playing** when the teacher **came** to class.

Discuss with your partner when the actions in the above sentences take place? They took place sometime in the past, right?

c. Answer the following questions. You may begin the answers as directed. The first one has been done for you! (20 minutes)

1. Where *were* you last night?

Last night I *was* at home watching television.

2. What *did* you *have* for lunch yesterday?

Yesterday I *had*.....

3. What *were* you *doing* an hour ago?

I *was*.....

4. *Was* it *raining* when you left home?

Yes/No, it *was* /*wasn't* raining when I...

5. When *did* you *reach* home last evening?

I *reached* home at

UNIT 4 (I b)

TALKING ABOUT THE PAST

I hour

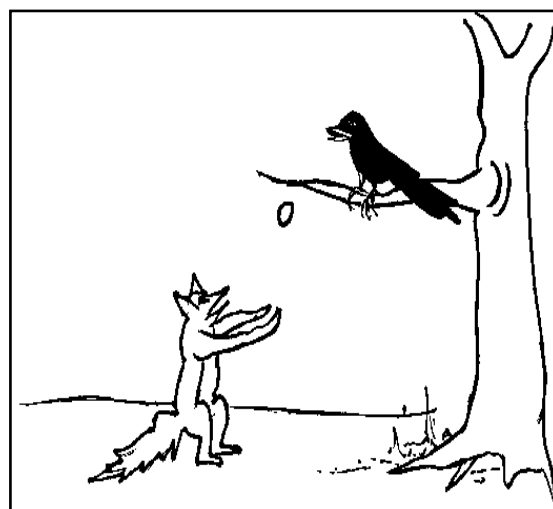
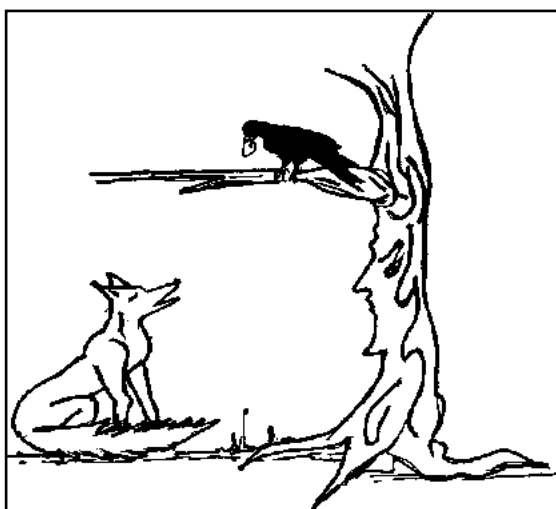
TRY OUT!

Now you are familiar with **ways in which you can talk about things that happened before**. You should know other ways to talk about things that happened in the past, like yesterday or last year etc.

Look at the following sentences. They all **tell about the past in different ways**

- Yesterday evening I *went* to the park.
- I *had gone to the park* just to get out of my house for some time.
- I *saw* Hari at the park on Monday.
- His friends *were* with him.
- Hari *was having* fun with them.
- They *were planning* to watch a movie later.
- Children *played* in the park, while their parents *were watching* them.
- It *was* very late when I *reached* home last night.

a. Given below are two pictures of a familiar story. (20 minutes)



Tell the story to your partner using the different ways to talk about the past. You can use the outline given below. Do not forget to talk in English.



Once there was a stupid crow who lived in a jungle. One day he was eating vada... clever fox came alongrequested food.....fox praised crow....opened mouth...vada fell down....clever fox ran away

- b. Think of 5 things that you did yesterday. In column A make a list of those things. In column B, frame sentences based on the list of things mentioned in the first column. One has been done for you (20 minutes)

A		B
e.g. go shopping		Yesterday I went shopping with my mother to <i>Pothys</i> .
1		
2		
3		
4		
5		

Share what you have written with your partner and see whether you have done similar things.

- c. **Think about your childhood. Each one should talk to your partner about your childhood days in five sentences. Now write down in the space provided, what your partner has told you.** (20 minutes)

For example: I *lived* _____ during my childhood.

UNIT 4 (II a)

TALKING ABOUT THE FUTURE

I hour

WORDS

- a. Look at the 4 pictures given. You may understand what they are talking about. (10 minutes)

When are the things mentioned in the picture going to happen? Partner up, and discuss the pictures



Fig.1



Fig. 2



Fig. 3



Fig. 4

b. Now look at the sentences given in the boxes below (20 minutes)

Work in pairs and try to match the sentences in A with similar sentences in B. For example, sentence **no.1** in **A** matches with **e** in **B**.

A

1. *Are you coming* to my party?
2. I *am* so sleepy and tired.
3. Tomorrow *is* Gandhi Jayanti.
4. I *will read* these books tonight.
5. Anil *will buy* a new car soon.
6. My teacher *is retiring* in next March.
7. Anita *will finish* her project in July.
8. Tourists *are coming* to Kovalam.
9. They *will marry* during Onam next year.
10. I *have* a nice dress

B.

- a. They *will be* flying in a private jet.
- b. It *will be* a holiday tomorrow.
- c. They *are waiting* for a good muhurtam.
- d. She *is planning* to work after that
- e. Sure, I *will come* to your party today.
- f. I *will go* to the party tonight.
- g. I *will get* you some coffee.
- h. I *am returning* the books tomorrow.
- i. He *is thinking* of booking a Maruti Alto.
- j. She *will relax* after her long teaching career.

Sit in **groups of 4 or 5**. Cross check and see whether your answers are correct.

READ

a. In a television programme, a scientist was talking about how our world would be in 2050. The points he mentioned are given in the box below. (15 minutes)

Discuss with your partner and write them down in your notebook as given in the example.

Remember to use '**will**' or '**will be**'

1. After 50 years, people **will live** longer.
- 2.
- 3.
- 4.
- 5.

- people live longer
- more population in the world
- robots do difficult work
- not many jobs
- people have more free time
- less natural resources like air, water, trees
- people flying to other planets
- people not very happy

- 6.
- 7.
- 8.

b. The students mentioned in box A below have finished their degree course. Each one wants to do something different in life. Box A gives information about what they are good at. With this information you and your partner have to select from box B, what kind of job they are planning to do. The first one has been done for you. (15 minutes)

Anand knows about computers. He is going to study computer engineering.

A	B
1. Sarath knows how to drive.	a) do social work
2. Nimmi likes to design clothes.	b) study computer engineering
3. Heera is good in Mathematics.	c) try to become an author
4. Rajan loves to read and write.	d) become a fashion designer
5. Tara likes to work for the society.	e) get a bank job
6. Anand knows about computers.	f) work in tourism field

Now, write down the above in complete sentences in the space below, and share it with your partner.

1. _____
2. _____
3. _____
4. _____
5. _____

UNIT 4 (II b)

TALKING ABOUT THE FUTURE

I hour

TRY OUT

Now you are familiar with **ways in which you can talk about things that will happen later / in the future**. You should know other ways to talk about things that will happen in the future.

Look at the following different ways:

- Tomorrow I **am going** to see my parents.
- I **will be gone** for just a few hours.
- My parents **are celebrating** their 50th wedding anniversary on Monday.
- They **are organising** a lunch for family and friends tomorrow afternoon.
- Probably I **will meet** some cousins.
- All of them **will be** happy to see me.
- We **will be having** great fun as we used to do when we were children.
- Some of them **are coming** here to see me next month.

- a. Think how the world will be like after 50 years. Think of 5 things that you see in the world today. Write them down in column A. In column B, think of what will happen to them after 50 year. The first one has been done for you. (20 minutes)

TODAY		TOMORROW
rivers		dry, less water
1		
2		
3		
4		
5		



Share what you have written with your partner and see whether you have listed similar things.

In about five sentences **talk to your partner about** what you have mentioned. Use the words and models you learned!

For example: *After 50 years, the rivers **will be dry** and there **will be less water**.*

Now write your sentences down.

1. _____
2. _____
3. _____
4. _____
5. _____

- b. Imagine you are going on a trip next week. Each one should talk to your partner about the place or places you are planning to visit and what you are going to do there in about five sentences. Use the words and formats you learned. (30 minutes)**

For example: I **am going** to Ooty next week for a short holiday
with my family.

Once done, write down in your own words what your partner's plans are, in the space given below.



UNIT 4 EVALUATION

I hour

Total marks: 20

I. (45 minutes)

a. Rearrange the jumbled sentences: (2*5= 10 marks)

1. Janaki / the bus/ yesterday / missed.

2. she /today morning/ her room / cleaned

3. talked / Ravi/ last night/ her / to

4. rain/ it / tomorrow/ will

5. you/ are / next week/ going? / Munnar / to

b. Fill up with 'was' or 'were'! (1*5= 5marks)

1. The books on the table.

2. You very clever.

3. He in trouble.

4. Nehru the first prime minister of India.

5. The cars very fast.

c. **How will you tell your friend about your future dreams?**

Write five simple sentences in spaces provided below.

(1* 5= 5 marks)



II Teacher's Concluding Remarks

(15 minutes)

UNIT 5 (I a)

SAYING 'NO' POLITELY

I hour

WORDS

- a. Here are a few signs that ask us not to do certain things. What do the pictures say? Pick suitable captions from the box below and write them under the pictures. (20 minutes)





Don't Waste Water, No Shouting, Do Not Cross the road,
No Smoking, No Alcohol

b. Work in pairs and match the phrases in Column 1 with those in Column 2

Column 1

I'm afraid you cannot drink here

I'm sorry you should not cross the road here.

Kindly do not smoke here

Please avoid making any noise.

Please do not leave the tap open after use.

Column 2

Wasting water is not right!

Consumption of alcohol is prohibited.

You will wake up the baby.

There is a pregnant lady in the room.

Crossing the road is forbidden.

Have you matched the phrases? That is good!

Now, look at how Kala says 'no' politely to Nina on different occasions

Nina: May I come in?

Kala: I'm sorry, I don't think you can come in now.

Nina: Can I talk to Ammu, please?

Kala: I'm sorry, you cannot at the moment.

Nina: Will you help me?

Kala: I'm not sure if I have the time.

Nina: You should try this tasty Kozhikode halwa!

Kala: No thank you, I am trying to avoid sweets.

Nina: I want to go out and play.

Kala: I wish you could go out, but I think it is going to rain.

Nina: May I leave the class early?

Kala: I'm afraid you can't.

*** (The word *try* in the first sentence means *eat*. In the second it means *attempt*)**

READ

- a. Imagine you and your friends are going on a tour organised by Red Bus to Kovalam beach. Here is a short speech made by Rajesh, the tour guide of the Red Bus tour company. Read it quickly and mark parts where there is idea of 'no' or 'do not'!**

(30 minutes)

Red bus to Kovalam!

Hello everyone! My name is Rajesh. I am your tour guide for today. Welcome to the Red Bus tour to the famous Kovalam beach! The ride will take about an hour and thirty minutes. Right now I'd like to give you a few instructions. First, I request you to remain seated until we reach our



destination. Please do not stand up. Also, do not eat or drink while on the bus. The best passengers are the ones who quietly enjoy the ride.

I promise you that you are going to enjoy your visit to Kovalam. The beach is very beautiful, and you can relax, sit by the sea, enjoy great meals and feel very safe. You can stroll around doing shopping or take a walk along the water. Please do not swim here. This is not a safe place to swim because of the strong waves. I would like to warn you that it is a crime to drink alcohol in public.

Everyone please sit back and enjoy the trip!

Read once more and note down all the things the guide asks you not to do.

Keep quiet during the bus journey.

During the ride passengers ask a few questions to Rajesh, the tourist guide. He answers each question very patiently. Look at the conversation below, and observe how he says 'No' very politely.

Balu: *Rajesh, can I use my mobile phone on the bus?*

Rajesh: *No, kindly switch off your mobile phones.*

Gopi: *Is it okay if I smoke on the bus?*

Rajesh: *Sir, I'm afraid you are not permitted to smoke on the bus.*



(*'I am afraid'* in this context is polite way of saying 'no')

Now, imagine you are Rajesh and try to answer the following questions politely. Use expressions that you came across before.

Gita and Nita: *Can we go swimming in the sea?*

Rajesh:

Sarada: *Is it ok to have some food during the bus ride?*

Rajesh:

Hari: *My friends would like to have some beer.*

Rajesh:

Look at the following instructions found in the tour guide booklet in the Red Bus.

- Be polite to your co-passengers and the driver.
- Listen to music only with earphones.
- Do not cause damage to any property.
- Avoid talking loudly on the bus.
- Littering the bus is not allowed.
(*to litter means to throw garbage carelessly)
- Keep public transport and public places clean.
- Try not to disturb other passengers.



Now, partner up, and rewrite the above sentences in a more polite manner. Remember, there are many different ways in which you can say ‘No’ politely! You can use “kindly avoid/do not”, “please avoid/do not”, “I am afraid”, “I am sorry” etc. One has been done for you.

Please be polite to your co-passengers and the driver.

- [illegible]

UNIT 5(I b)

SAYING 'NO' POLITELY

I hour

TRY OUT



- a. **Work in pairs! Imagine that one of you is a parent and the other is the child. Frame questions and possible ways to say 'No' politely. Use the expressions that you have learned in the previous lessons. You can use the hints given in the bracket to help you form the questions and the reply. The first one has been done for you.** (30 minutes)

Child: *May I go to bed late?*

Parent: *No you may not. You have to wake up early tomorrow.*

Child:

Parent:

Child:

Parent:

Child:

Parent:

play, eat ice creams, you have already brushed your teeth, wake up early tomorrow, watch cartoons, have to finish your homework, have to have dinner, go to bed late

- b. A major function is being held in your family. You are very busy with work. Think of three situations where people ask you for help. Write it down. Once done, write down how you would agree / refuse to help them. You can use the hints given in the box. (30 minutes)**

Example: Can you help me carry the gift boxes?

I'm sorry, I'm busy at the moment.

1.....

Response.....

2.....

Response.....

3.....

Response.....

<p>with the decorations, pick up the guests from the railway station, clean the hall, carry the gift boxes</p>
--

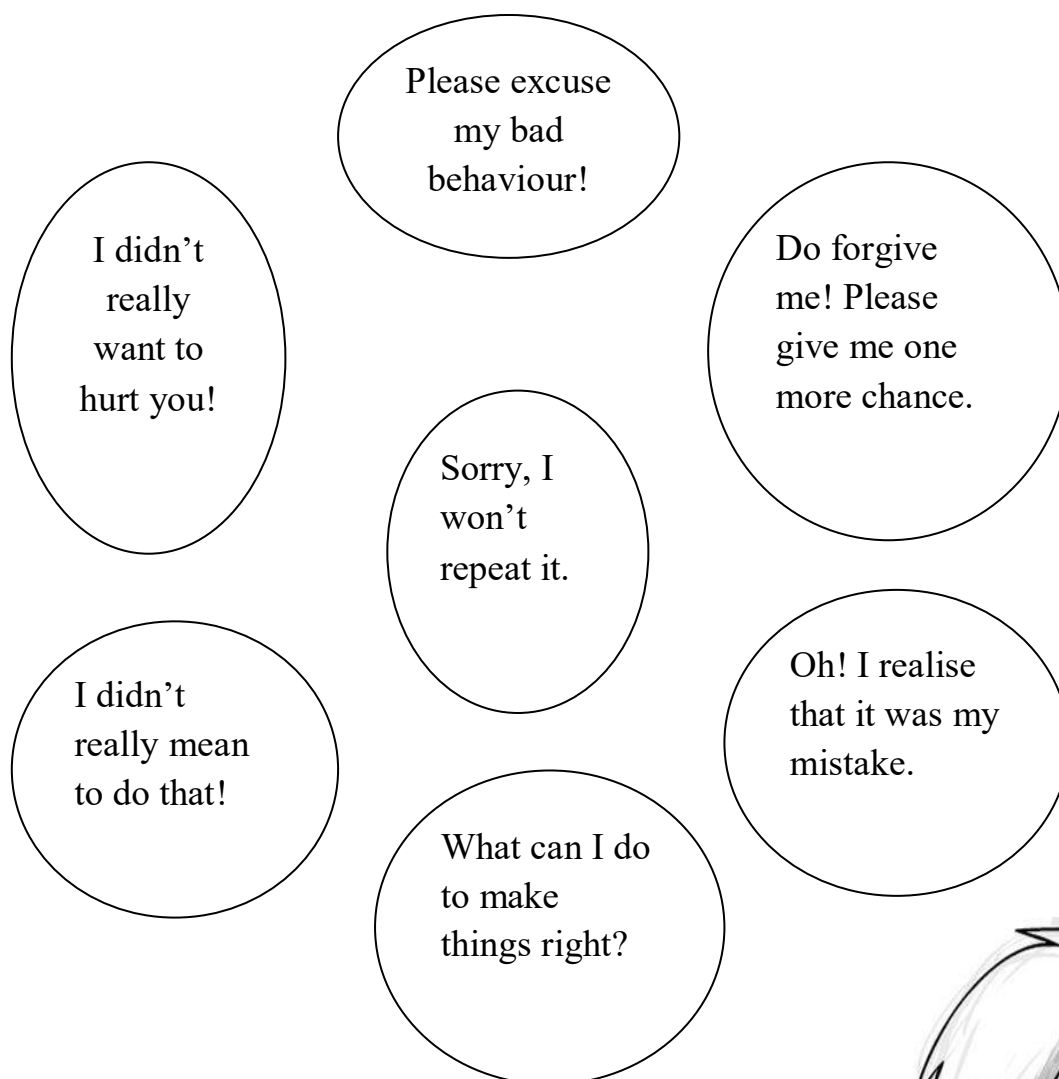
UNIT 5 (II a)

APOLOGISING

I hour

WORDS

a. Read the expressions in bubbles and discuss with your partner what the boy is doing. (10 minutes)



The boy is _____



- b. Carefully read the situations given below. For each situation write a suitable expression to say sorry. Use the expressions given earlier. (20 minutes)**



For example *coming late to class* goes well with the expression. **I didn't really mean to do that! (Or) Sorry, I won't repeat it.**

accidentally stepping on someone's foot

coming late to class.....

dialling the wrong phone number.....

forgetting to do something.....

doing wrong to another person.....

breaking something which is not yours.....

taking something that doesn't belong to you, without permission.....

hurting someone with your words and actions.....

Sit in groups of 4 and cross check your answers.

**READ**

a. You had submitted a request to the bank manager to link your Aadhar number with your bank account. But you had to request again as it was not done. Here is a short email sent by the bank manager to you. Read it quickly and underline those parts, which says ‘sorry’!
(30 minutes)

To : narayanan@gmail.com

Subject: delay in linking Aadhar

Dear Sir,

We are very sorry that we couldn't link your Aadhar number to your bank account. We regret the delay caused. I promise you that it will be done in the next working day itself.

Thank you.

Yours sincerely,
Maya Anand
Assistant Manager, SBI Kottayam

Now look at the following draft. It is a letter from a student to a teacher saying sorry for not submitting the assignment on time.

Partner up and fill up the following email. (The words in the box might help you.)

To: _____@gmail.com

Subject: Assignment _____

Dear teacher,

I am _____(*name*), a student of _____(*class*).

Thank you for your email informing the *deadline to submit our assignments. I _____that I am unable to submit the assignment on time.

I am _____ about this lapse on my part. I was down with dengue fever for the last two weeks. I _____you that I will submit it at the earliest.

Please _____me. Thank you.

Yours faithfully,

*deadline means last date

promise, repeat, regret, forgive, pardon, sorry

b. Steps generally used for writing formal emails are given below. But they are in jumbled order. Work in pairs, and rearrange the steps in the correct order. The first has been done for you.

- 1. Offering to solve the problem.*
- 2. Acknowledging responsibility.*
- 3. Explaining what went wrong.*
- 4. Introducing oneself.*
- 5. Expressing sorry for what happened.*
- 6. Polite request to overlook the problem this time.*
- 7. Expressing gratitude for pointing out the issue.*

- 1. Introducing oneself*
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

UNIT 5 (II b)

APOLOGISING

I hour

TRY OUT

Go through all the expressions of apologies used in the previous sections and share these expressions with your partner.

See below for other ways of saying sorry and how to apologize.

MAKING APOLOGIES

- I am so sorry for...
- Please, forgive me for...
- Excuse me for ...
- I'm terribly sorry for...
- I apologize...

ACCEPTING APOLOGIES

- That's all right.
- It doesn't matter.
- Don't worry about it.
- Don't mention it.
- That's okay.
- I understand.
- Forget about it



a. Look at the conversation given below. Underline expressions of apology used in it. (30 minutes)

Sharon: I'd like to apologize for my behaviour last night.

Karthika: Don't worry about it.

Sharon: I had a fight with my brother and was rather upset. I'm terribly sorry for shouting at you.

Karthika: I understand, we all get upset. Forget about it.

Once done, practise the dialogue with your partner!

Now, create a short dialogue with your partner apologizing for being late to the cinema!

b. Works in pairs. Tell your partner what you don't like others to do without asking for your permission, and your partner should respond with a suitable expression to say sorry. Write them down in the space provided. An example has been done for you. (30 minutes)

You: *"I do not like anybody using my pen"*

Your partner: *"I am sorry, I won't repeat it"*



UNIT 5 EVALUATION

I hour

Total Marks: 20

I

(45 minutes)

- a. Write down the different ways to apologise for the following situations! Use different expressions of apology and use the hints given below. One has been done for you. (2*5=10)**

You could not wash the car.

I am so sorry, I was busy on Sunday. / I apologize, I was busy on Sunday.

- a) You forgot to return your friend's book on time.

.....

- b) You were late to meet your friend at the park.

.....

- c) You did not attend your cousin's birthday party.

.....

- d) You could not help Sheeba with her project work.

.....

- e) You could not go to his/her marriage.

.....



I missed my bus I had an important meeting I was hospitalized

I forgot about it!

I was out of town



b. Write down how the man in the picture can say 'No' politely to his boss. (2*5=10)

a) I already have a lot of work to do now.

Please forgive me, Sir. I already have a lot of work to do now.

b) I need to pick up my child from school.

.....

c) I cannot do too many jobs at the same time.

.....

d) I went home very late yesterday

.....

e) I have a bad cold and fever.

.....

II. Teacher's Concluding Remarks

(15 minutes)

UNIT 6 (IA)

Describing People

I hour

WORDS

- a. Very often we feel the need to describe people, friends, strangers we meet, teachers etc. Now, let us try to describe people! Look at the words in the box. You may know a few, and a few may be new. Partner up, and discuss the possible meaning of each word. (20 minutes)

**Dark, fair, frail, complexion, short,
cropped, tall, bald, shaven, curly,
tall, long, lean, stubble, chin,
forehead**

Discuss with your partner and try to match the sentences in A with those in B. You will now understand some of the words given in the box above more clearly.

A

1. He is not very tall
2. She is very lean and weak
3. He has no hair on his head
4. He has cut his hair very short
5. He has shaved his face
6. Her hair is not straight
7. His skin is not dark
8. He did not shave his face
9. She is a bit overweight
10. She is wearing sindhoor

B

1. Gopu has a fair complexion
2. Sheela has curly hair
3. John has stubble on his face
4. Aisha is not very lean
5. Rakhi has something on her forehead
6. He has no stubble
7. Mujeeb is close cropped
8. My uncle is bald
9. Kuttan is short
10. Anju looks frail

b. Partner up! Take a look at the table given below. It has more words that will help you describe a person. (20 minutes)

Table 1

Height	Build	Age
Tall, short, of medium height	Frail, stocky, slim, thin, plump, fat, skinny, well-built	Young, elder, middle-aged, teenager, in his 20s, 30s, 40s.
Face	Eyes	Hair
Round, oval, square, with scars, wrinkles, sun-tanned, pale	Big, round, blue eyes, large, small, bright, narrow	Bald, straight, curly, spiky, wavy
Clothes	Colour of clothes	Complexion
Casual, shabby, smart, tidy, messy, well-stitched, formal, stylish, ordinary,	Bright, loud, soft, colourful, faded	Fair, dark, wheatish, pale, light

Now that you have looked through it, complete the blanks in the next table using words from the first. You can also use other describing words that you know to fill the blanks.

Table 2

Height	Build	Hair	Face	Age
Short	Muscular	Curly	Round	Teenager
.....
.....	Slim	.....	Angular	.....
	.....	Blonde	.....	.....
Clothes	Eye	Lips	Complexion	Voice

Shabby	Piercing	Thin lips	Fair	Shrill
.....
.....

Find out the one word substitution of the following descriptions.

Use the words from the box above.

1. Colour of skin made darker because of the sun
.....
2. Clothes worn without much care:
3. Hair that is not very straight.....
4. Skin with the colour of wheat.....
5. Covered with lines or loose folds of skin, often in old people.....

READ

a. Read through the passage and answer the questions given below.

(20 minutes)

No one in this world looks exactly the same as another person. People are different in appearance in many ways. They have different complexions. Some people are short while some are very tall. But in spite of the differences we are all the same in our basic nature.

Let me describe a few of my friends to you. Mahadevan is a tall man, rather lean and often has stubble on his face. Harish on the other hand, always has a shaven face. Yasser lives in Sudan, is very tall, and he has a very dark complexion. Naima, who also lives in an African country, is rather short, but fair in complexion. She

has short curly hair. Li is Chinese, and he keeps his hair close cropped. Ira has small eyes, and broad forehead. Li and Ira have slightly yellow skins. Magda has long straight yellow hair, and she lives in Hungary.

I have spent much time with all these friends. They are different in many ways. They look different, they speak different languages. But they feel happy and sad just like I do. They love their families and pets just like we all do. We all live together in this big world. We work together to create a happy place for our future generations.

1. _____ is very tall whereas Naima is _____
2. _____ has stubble on his face but Harish always has _____
3. Pick out two examples where the colour of skin is mentioned.

4. Is it true that all the people in Africa are short? Why do you think so?

5. Who among these do you think do not know Indian languages?

Once done, share your answers with your partner!

UNIT 6 (IB)

Describing People

I hour

TRY OUT

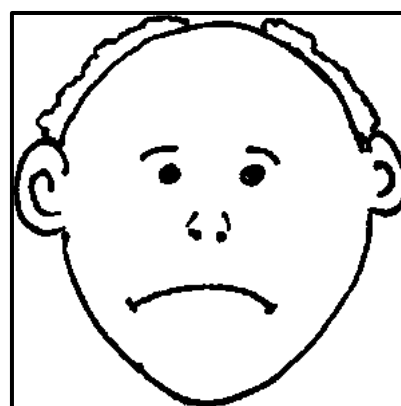
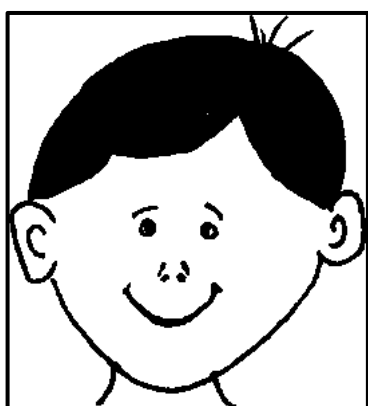
- a. Let us now try to describe a friend. Close your eyes for a minute. Think of a good friend of yours. Try to remember the features of his/her face, general appearance and a quality that is striking. Now fill in the details of your friend in the worksheet given below. (20 minutes)

My Friend	
<u>Name of my friend</u>	.....
<u>Face</u>	
Eyes : Colour	:
Shape	:
Nose : Shape	:
Hair : Appearance	:
: Style	:
<u>Prominent facial features</u>	:
<u>Overall Appearance</u>	:
Build/Figure type	:
Behaviour/Mannerism	:
Attitude towards other people:	.....
Other qualities	:

Now, in a short paragraph write a description of your friend in complete sentences.

E.g. He is very tall.

b. Look at the pictures of Ram in his 20's and 60's given below!
See any difference?



Now complete the sentences given below. You can refer to previous exercises for help! (10 minutes)

- a. He looks _____ in the first picture whereas he looks *old* in the second picture.
- b. He is *happy* in the first picture. On the other hand, he is _____ in the second picture.
- c. He keeps his hair *trimmed* in the first image. While in the second picture he is _____.

- c. Each student thinks of a well-known person and writes a short description in the space below. Use words and expressions that you have become familiar with in the earlier activities. Make the description as clear as possible, with something about the hair, shape/colour of the face, etc. Write only descriptions, do not mention names. (20 minutes)**

Once done, partner up and take turns to narrate (not read) the description to your partner who should try to guess the person. Have you both identified the persons?

It is okay if you could not. The important thing is to try!

UNIT 6(II a)

Describing Places

I hour

WORDS

- a. Look at the conversation between Dennis and his friend Devan who has come down from Hyderabad to attend a wedding in Trivandrum. (20 minutes)**

Hello Devan. What a pleasant surprise! When did you reach Trivandrum?

Hi Dennis. Good to see you! I arrived a week ago.

You've been working in Hyderabad, haven't you? What brings you to Trivandrum?

That's right. I'm here to attend a wedding function

Aha, great! Tell me something. How's Hyderabad? Did you like the place?

Well, Hyderabad is a cosmopolitan city as you know. It always busy, but a friendly city.

Oh, I see. Is it good to live there?

Hmmm, not bad. But it's rather crowded and the cost of living is also very high.

Oh, well... I did not know that. Anyway, it's good to see you after so long! Let's get some coffee.

Partner up and read out the conversation between Dennis and Devan. One of you can read for Dennis and the other can read for Devan.

Did you notice how Devan describes Hyderabad? Pick out the words that he uses to describe the place.

1. Cosmopolitan

2.....

3.....

4.....

5.....

6.....

Can you add more words to describe a place? Do Try!

.....

READ

a. Have you ever been to Munnar? See how Munnar is described below. (20 minutes)

Munnar is a pleasant little town that sits on the Western Ghats in the Idukki district. A long time back, Munnar was the summer resort of the British government in South India. Situated at 6000 feet above the sea level, Munnar is famous for its tea and cardamom plantations. The name Munnar is derived from the words *Moonu* (three) and *Aaru* (river), referring to the town's location at a point where three rivers meet. Sprawling tea plantations, little tea shops, winding lanes and holiday resorts make Munnar a memorable experience for visitors from the plains. Munnar is misty and cold in winter and pleasant and cool in summer. Aanamudi, the highest peak in south India is in Munnar. Every twelve years the Munnar hills are bathed in an ocean of blue, when the Neelakurinji flowers bloom in large numbers. Munnar is a place you will never forget, if you visit it once.

Pick out sentences describing Munnar from the passage above.

a. Location

.....

b. History/Legend

.....

c. Climate

.....

d. Importance

.....

e. Words used to describe Munnar

.....

b. Describe a place you have visited recently, taking hints from the previous two exercises. (20 minutes)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Once done, share it with the person sitting next to you!

UNIT 6 (II b)

Describing Places

I hour

TRY OUT

- a. Look at the table given below. It has many words and expressions that will help you describe a place. (30 minutes)

Useful Language		
Position	Giving Your personal feelings	Giving Reasons
<i>Ten minutes from the bus station -150 kms from the airport -on the coast - in the town centre – opposite - next to – near - on the riverside – up the -</i>	<i>What I liked most about.....is I loved/I hated/ I found it very exciting to.....</i>	<i>It is because of..... The main reason is..... Why I like the place is ...</i>
Other words to describe places		
<i>Amazing, beautiful, dull, bright, calm, seren, creepy(causing uneasiness or fear), crowded, deserted, different, magical, fresh, hot, unbelievable, interesting, natural, noisy, perfect, pleasant, quiet, remarkable, silent, stormy, strange, ugly, unique, warm, wild, windy, misty, cold, freezing</i>		

Form answers to the question from the table given above.

1. Is your aunt's house near the airport? _____ (position)
2. Did you like the place your aunt lives in? _____ (personal feelings)
3. Why did you like the place? _____ (reason)
4. Describe the place your aunt lives in a sentence. (Use describing words)

Now ask the above questions to your partner and write down the answers in the space given below. One has been done for you!

His/ Her aunt's house is ten minutes away from the airport

Pick out words meaning the opposite to those below from the box given in the previous page. There can be more than one word!

Dull _____	noisy _____
warm _____	very hot _____
ugly _____	crowded _____

b. Answer the following questions given below. (30 minutes)

- What is your hometown called? _____
- How old is it? _____
- How many people live there? _____
- Name a famous place to visit in your hometown. _____
- Is there a market there? _____

- Is there a park in there? _____
- Name a movie theatre in your hometown. _____
- Write any two good things about your hometown.

- Write any two bad things about your hometown.

- Name some famous people who belong to your hometown.

Once done, use the information to write a description of your hometown. Then, share it with your partner!

MY HOMETOWN

[illegible]



UNIT 6 EVALUATION

I hour

Total Marks: 20

I

(45minutes)

a. Make a list of the new words and expressions you learnt today.

(4*1=4marks)

b. The following gives information about missing/wanted persons. Their descriptions are given below. Complete the gaps appropriately. Clue words have been provided.

(3*4=12marks)

Wavy hair		smooth skin		short hair
Dark skin	stout	long face		Rough skin
Lean	wavy hair	frail	Wrinkled	thin
Pock marked face	receding hairline	rugged skin		angular face

Escaped Convict**Raja****Height 5 ft 2 inches**

.....(face)

..... (skin)

.....(build)

.....(hair)

Wanted for Kidnapping**R.B Babu****Height 5 ft 4 inches**

.....(face)

..... (skin)

..... (build)

.....(hair)

Missing**Bhaskaran****Age 73, Mentally ill****Height 5ft 9 inches**

.....(face)

..... (skin)

.....(build)

.....(hair)

Missing**Sithammal****Age 32, Mentally ill****Height 5 ft 3 inches**

.....(face)

..... (skin)

.....(build)

.....(hair)

After filling in the gaps, write down the description of each of the convict in complete sentences in the space provided below.

Raja

R.B Babu

Bhaskaran

Sithammal

- c. Look at the two places in the pictures below. Create short descriptions of these places. There must be at least two sentences about each. Also add what you feel about each place.

(2*2=4)



<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



II Teacher's Concluding Remarks

(15 minutes)

UNIT 7 (I a)

OFFERING HELP

I hour

WORDS

- a. Look at the pictures given below. Partner up, and discuss what they are doing. (10 minutes)



Fig 1

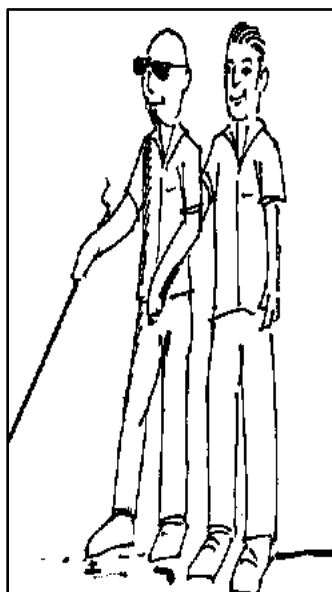


Fig 2



Fig

Now, pick the sentences from the box below which best describes the pictures and write it in the space given

1.....

2.....

3.....

Offering to help a blind man cross the road

Helping the poor

Offering help to carry a heavy bag

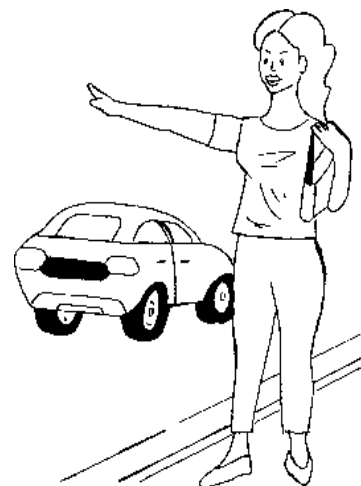
READ

a. Here is a short story for you to read. Read with your partner and understand it. (25 minutes)

Gopi was returning home after work. He noticed a lady, standing alone on the roadside. He understood that she needed help. So he stopped his Maruti Alto and got out.

She looked worried, and he could see that she was tired. "I'm Gopi", he smiled and said. "Can I help you in some way?"

Her car had a punctured tyre. He took out the necessary tools from his car and changed the tyre quickly. The lady thanked him warmly and offered him some money. Gopi refused politely and said, "No, Thank you! Maybe you can help someone else with your money!"



Here are a few sentences. Put a tick mark against the correct ones and a cross against the wrong ones. Work with your partner and pick out the correct sentences from the passage. One has been done for you!

1. Gopi was returning home from the cinema _____

2. Gopi stopped the car to get some fresh air. X

He noticed a lady, standing alone on the roadside. He understood that she needed help. So he stopped his Maruti Alto and got out

3. The lady's car had a punctured tyre. _____

4. Gopi accepted the money that the lady offered. _____

5. The lady looked worried because she was late. _____

6. Gopi called the mechanic to repair her car. _____

Work in pairs!

Try to pick out an expression from the passage showing how Gopi offered his help.

b. Different ways of offering help and their possible responses are given below. How many of them are you familiar with? Partner up, and discuss. (25 minutes)

Offering help

Can I help you? Let me help you with that. Shall I help you?
 What can I do to help you? Would you like any help ...?
 Is there anything else I can help you with? I'll do it for you.
 Can I help out? May I be of any assistance?

Responses accepting the offer for help

That's very kind of you. Yes, please. If you're sure it's no trouble.
 Thanks very much. Just what I needed ...! Lovely! /Great!
 You're most kind. That's extremely kind/good/thoughtful of you.

Responses saying 'No' to the offer for help

No, thank you. No, really, I can manage. That's very kind of you, but
 No, it's all right, really. Thank you for offering, but ... No, don't
 bother, really. No, it's okay. Thanks. Thanks a lot, but ... It's
 very good of you to offer, but Please don't trouble yourself about
 That's extremely kind of you, butI'm very grateful for your
 offer. However...

Some phrases for offering help are given in the boxes below. You will get the complete sentences by matching them. Write the sentences in the space given.

A

a) Would you...

b) I'll...

c) Let me...

d) Shall I ...

B

...do it for you

... carry this for
you

...like any help?

...help you with
that

a) _____

b) _____

c) _____

d) _____

Some responses for the above sentences offering help are given below. Pick out a suitable response for each sentence above and write them down, in the space provided.

*How kind of you!**Thank you very much.**Thank you.**No, Thank you I can manage.**No, Thanks I'm good.**No, Thanks.
grateful.**No, thank you. But I'm very*

a).....

b).....

c).....

d).....

Once done, cross check your answers.

UNIT 7 (I b)

OFFERING HELP

I hour

TRY OUT

- a. Now, look at the situations given below. Using the expressions given above, write down how you would offer help and suitable responses to it. (15 minutes)**

Your friend is searching for a lost pen.

YOU:

YOUR FRIEND:

An old person is finding it difficult to cross the road

YOU:

YOUR FRIEND:

- b. Imagine that you meet a foreigner at a KSRTC bus stand. He is looking at the buses and seems confused. How will you help him catch the correct bus to his destination? Work in pairs and complete the short dialogue given below in which you offer help to the foreigner. You can refer to the previous exercises in case you need any help!**



(20 minutes)

You: Hello, You look rather confused! Can I _____?

Tourist: Yes _____. I am not sure which bus I should catch to get to Palayam.

You: You can take any of those with the number 7 on it.

Tourist: Oh! That's _____!

You: Is there anything _____?

Tourist: Not, really. It was very thoughtful of you to help me. _____ very much!

You: You are welcome. Have a pleasant stay here!

Once done, read it out loud with your partner

c. Look at the dialogue given below.

Your classmate is sick. You are offering to help take him to the hospital. Work in pairs, and write down the dialogues in correct order in the space given below.

(25

minutes)



YOU

I really do think you should go to the hospital

Are you not well?

Hey, Rahul. Is everything alright?

Shall I given a call home?

RAHUL

No, I'll be fine.

I don't feel so good.

I was alright in the morning, but I vomited a while back.

Thanks a lot! I really appreciate your help.

Then, I shall take you to the hospital.

Everyone's gone to
Ernakulam.

It's not a bother at all. Let's go

I don't want to bother
you....

You:

Rahul:

You:

Rahul:

You:

Rahul:

You:

Rahul:

You:

Rahul:

You:

Rahul:

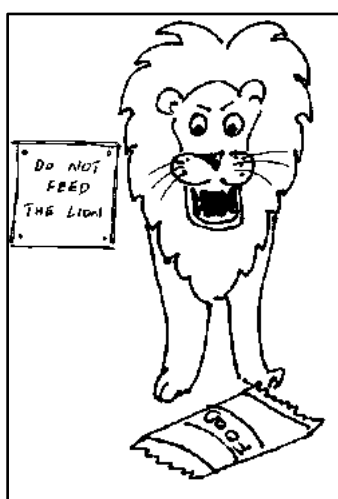
UNIT 7 (II a)

GIVING INSTRUCTIONS AND DIRECTIONS

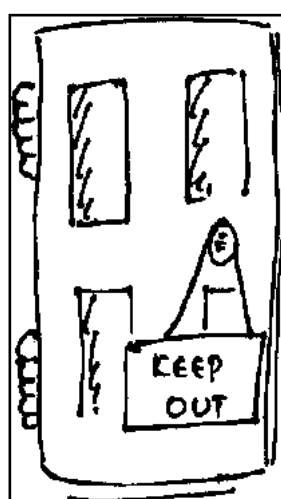
I hour

WORDS

- a. Look at the pictures below. Partner up and discuss where you have seen them before. Write down in the space given below
(15 minutes)



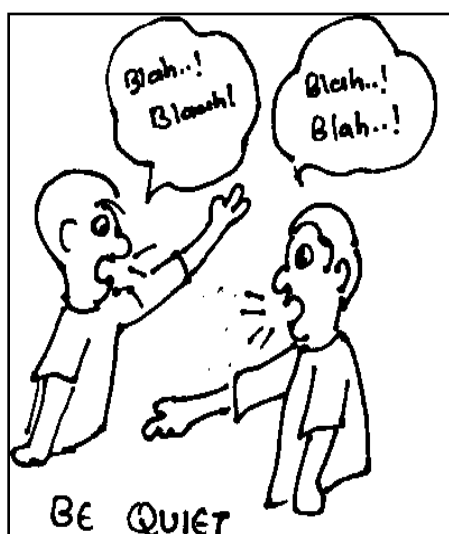
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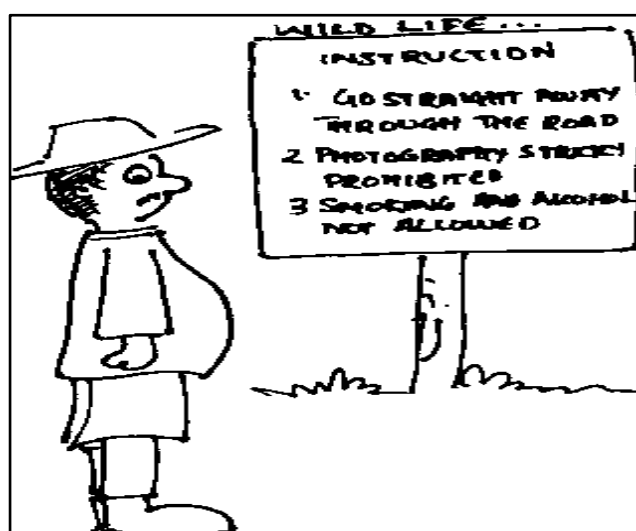
II



III



IV



V

I.....

II.....

III.....

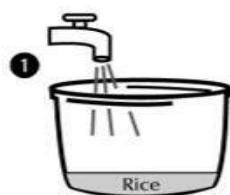
IV.....

V.....

READ

a. Two different ways to cook rice are given below. (30 minutes)

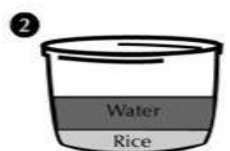
RICE COOKER METHOD



First, you rinse the rice and drain.



After this, set the rice cooker on cook mode.

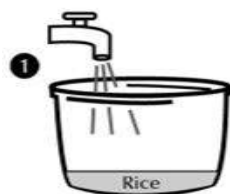


Once this is done, put rice and water into the pot.



Finally, leave it on warm mode for ten minutes before serving.

MICROWAVE METHOD



To begin with, rinse rice once and drain.



When this is done, cook on high (800w) for 5 minutes and medium (450w) for 7 minutes.



Then, put rise and water into the bowl and cover it.



Lastly, leave it covered 5 minutes before serving

Given below are certain words used at the beginning, continuing and at the end of giving instructions. Work in pairs and classify them into three groups in the boxes given below. (Take hint from the above exercise.)

The first thing you do is..... And... Finally ... Following this ...

Once (this is done) ... To begin with ... And then ... To start with ... Then...

After this Next ... To finish ... While something else is happening ... First ...When

you've done this ... Lastly ... When this is done ...

Beginning	Continuing	Ending

Go back to the pictures which tell us the different ways of cooking rice and rewrite using different forms of instructions than the ones used in the picture. The first one has been done for you.

RICE COOKER METHOD

- To begin with, you rinse the rice once and drain.
-
-
-
-
-
-

MICROWAVE METHOD

- The first thing you should do is to rinse the rice once and drain.
- After this.....
-
-
-
-

b. Look at the box given below. It shows different ways of asking / giving directions. (15 minutes)

ASKING DIRECTIONS	GIVING DIRECTIONS
Excuse me, could you tell me how to get to...?	It's this way. It's that way.

Excuse me, do you know where the is?	Take this road. Take the first turn on the left and then the second on the right.
Is this the right way to?	You are going the wrong way.
Can you show me on the map where the.....is?	It is right next to the..... It's opposite to the.....

Your friend wants to reach the nearest bus stand. How can you help him reach there? Give proper directions. Discuss with your partner and then complete the instructions in the space given.

Friend: _____ nearest bus stand?

You: _____ And then, _____ You'll reach the police station. It's _____

Friend: Thanks a lot!

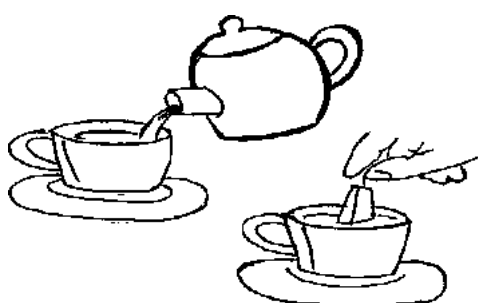
You: You are welcome.

UNIT 7 (II b)

GIVING INSTRUCTIONS AND DIRECTIONS

I hour

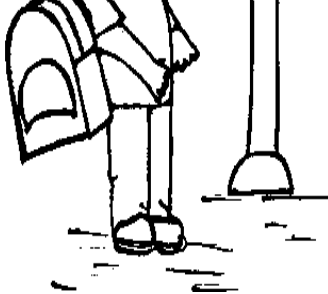
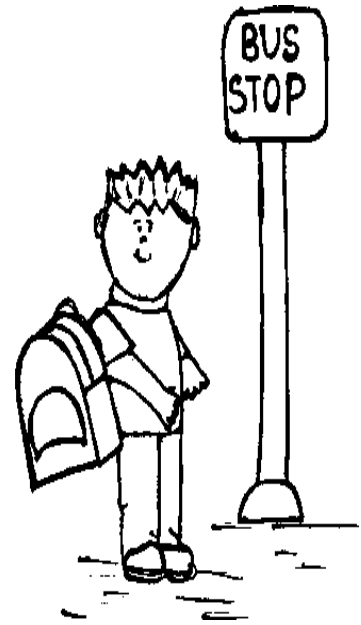
TRY OUT



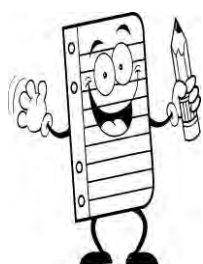
- a. Your friend wants to make a nice cup of tea. Give him instructions to prepare it. Work in pairs! (30 minutes)

b. Your friend wants to visit your home. He is at the bus stand / railway station. How will you direct him to reach your home? Write down the directions in the space below.

(30 minutes)

A line drawing of a person in a wheelchair on a sidewalk. The person is wearing a hat and a coat. A street lamp is visible in the background. The drawing is located in the top right corner of the page.

Once done, share you answers with your partner!



UNIT 7

EVALUATION

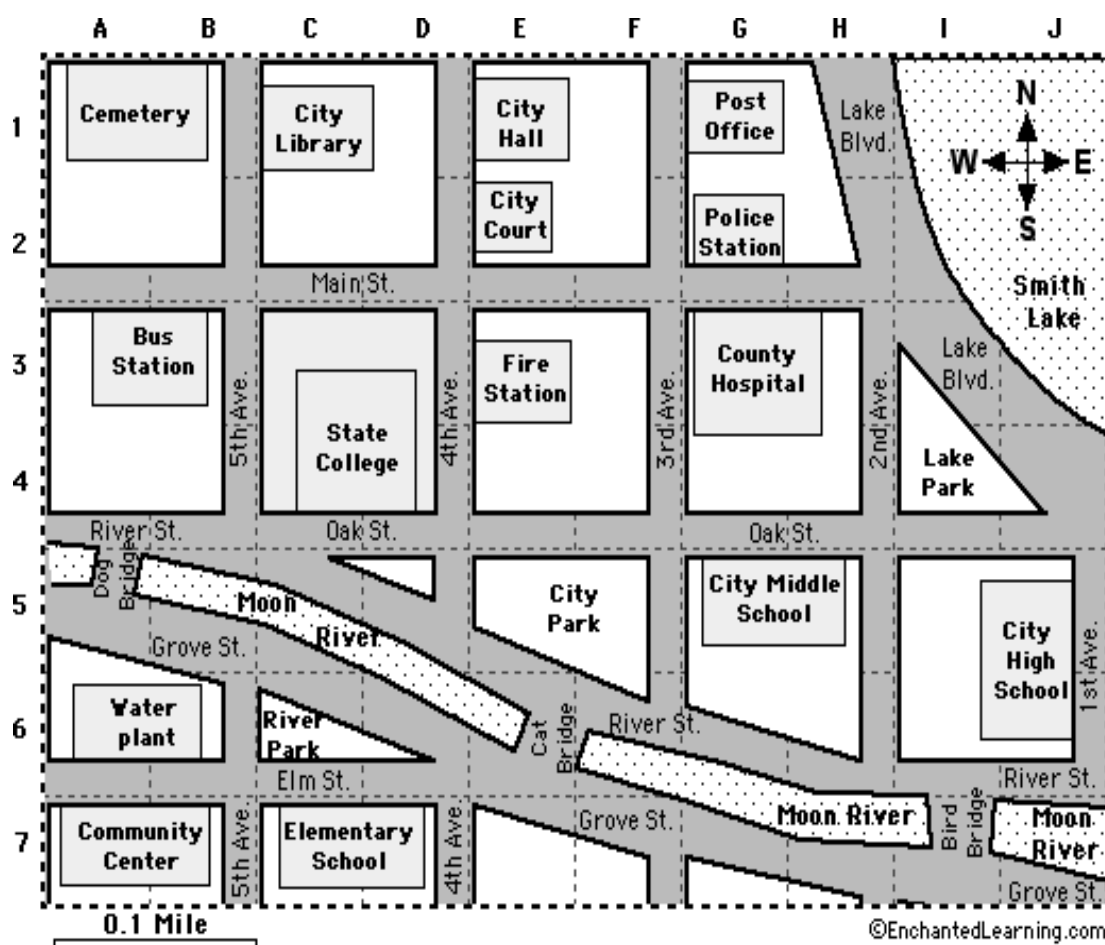
I hour

Total marks: 20

I

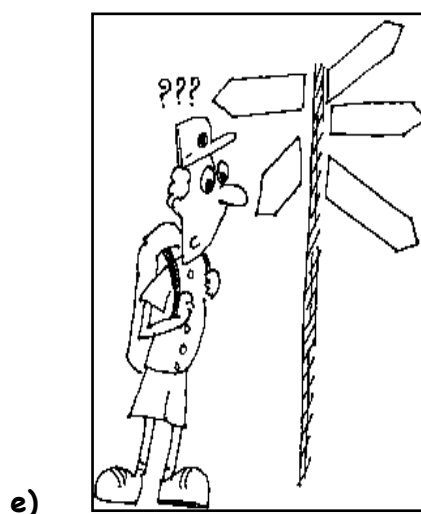
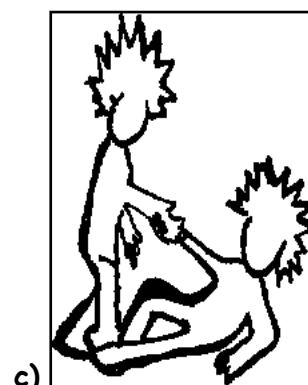
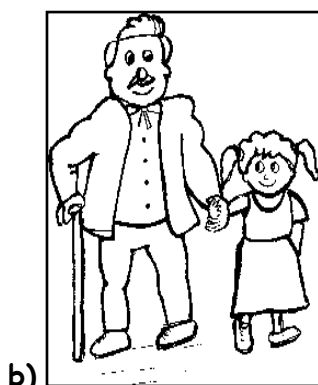
(45 minutes)

- a. Look at the picture. Your friend is in the City Park. He wants to go to the City Library. Rearrange the following sentences to give him proper directions. (2*5=10 marks)



- It is right opposite to the cemetery.
- Walk straight along 4th Avenue till you reach the Main Street.
- First you have to come out of the City Park and enter Oak Street.
- Go left a little bit and you will see the City Library opposite the road.
- Then walk to your left and take the road towards 4th Avenue.

- b. The people given in these pictures need help. Can you offer them some help? Write them down in your notebook. Don't forget to write down their possible responses. You can choose appropriate ways to offer help and possible responses from the boxes given below. (2*5=10 marks)



Shall I help you?

How can I help you?

Is there anything I can do?

Can I assist you in some way?

Would you like me to help you?

I am grateful for your timely help!

That's extremely thoughtful of you!

No thanks, I will manage!

Don't worry, I am okay!

Yes please, it is very kind of you!

a. _____

Response: _____

b. _____

Response: _____

c. _____

Response: _____

d. _____

Response: _____

e. _____

Response: _____

II Teacher's Concluding Remarks

(15 minutes)

UNIT 8 (I a)

EXPRESSING DISAPPOINTMENTS

I hour

WORDS

- a. Look at the pictures given below. Discuss with your partner the emotions they convey. Put a tick mark against the emotion each picture conveys! (10 minutes)



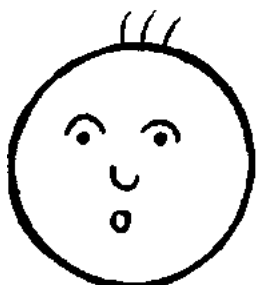
- ☐ happy
- ☐ angry
- ☐ surprised



- ☐ bored
- ☐ confused
- ☐ sad



- ☐ shocked
- ☐ disappointed
- ☐ playful



- ☐ confused
- ☐ playful
- ☐ irritated



- ☐ jealous
- ☐ confused
- ☐ sad



- ☐ happy
- ☐ shy
- ☐ disappointed



- ☐ unhappy
- ☐ happy
- ☐ surprised



- ☐ happy
- ☐ angry
- ☐ naughty



- ☐ mischievous
- ☐ unhappy
- ☐ depressed

Now, pick words from the above chart that you would use to say that you are sad. For example : I am sad.

_____. (u - - - - - y)
 _____. (de- - - - - d)
 _____. (dis - - - - - d)

Look at boxes given below. Each contains words with similar meaning.

Happy, Joyful, Glad

Shock, Disturbed, Upset

Angry ,cross, enraged

Calm, Relaxed , Peaceful

Naughty, Playful, Mischeiveous

READ

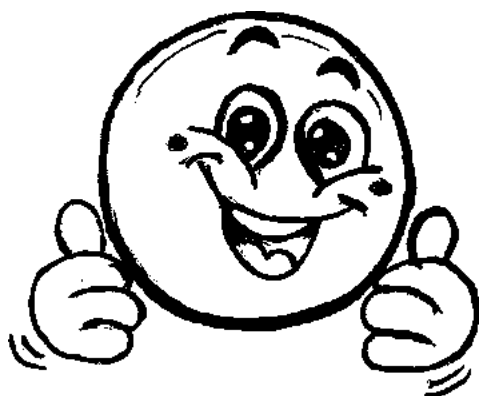
- a. Read the passage given below and underline the words that express happy emotions and circle those that express sad emotions. (20 minutes)

Life is a mixture of joys and sorrows. We may be rich or poor; healthy or weak; educated or uneducated. There is no point in crying over what we do not have. Be happy with what we have. When negative situations hit our life we may feel disappointed and depressed. But always remember that experience is the best teacher. It will help us to overcome any bad situation. There are many good things in our life for which we have to be thankful.

Being unwell may also make us sad. The only way to overcome this is with a healthy diet and regular exercise. We will be relaxed if we sleep well. Good hobbies keep us active and happy. Helping others will also bring happiness to our lives. Spending time with our friends and family will make us feel positive and cheerful.

Let us always be happy and positive!

Hope you have read the passage! Now take a look at the smileys and write down all the words that convey the given emotion. You can refer to the passage.



Joy.....

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

Sorrow.....

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



b. Look at the sentences given below

(30 minutes)

Arun: I'm not happy.

Neethi: What happened?

Arun: Oh, I didn't get that job.

Neethi: That's too bad!

Arun: Yeah, I wish I had prepared better for the interview.

Neethi: Maybe you were just nervous.

Arun: If only I had some experience!

Neethi: Well, I'm sure you'll do better next time.

Arun: I hope so.

After reading the above conversation, try to match the sentences in A with those in B

A

Arun is not happy because

Neethi feels disappointed because

Arun thinks he did badly in the interview because

Neethi thinks the interview did not go well because

Arun feels disappointed that

B

Arun did not get the job

he did not get the job

Arun was nervous

he doesn't have experience

he was not well prepared for it

Write down the complete sentences in the space below.

Once done cross check your answers with your partner

Given below are other ways of expressing disappointment

I wish I had a better job!

I am so sorry!

I wish I had saved more
money!

If only I played cricket well!

If only I had bought a faster car!

That's
too bad!

If only I understood Mathematics!

It is so disappointing!

Oh! What a
pity!

I wish I had more time for my family

How I wish I had studied well in
school.

I was looking forward to meeting her.

That's just sad!

Now, go back to the conversation and underline expressions used to convey disappointment

UNIT 8 (I b)

EXPRESSING DISAPPOINTMENTS

I hour

TRY OUT

- a. Partner up and write down the sentences as done in the example. Hints are given in the box below to help you out!

(30 minutes)

Eg: I missed the bus. I did not wake up on time.

I missed the bus because I did not wake up on time.

If only I had woken up on time!

- 1. I am sad. I cannot go on the trip with my friends**

- 2. I am disappointed. I failed the exam.**

- 3. I am depressed. My dog died!**

- 4. I am disapppointed. My friend did not come to meet me.**

I was looking forward to meeting her

I wish I were not sick.....!

How I wish my dog were alive! If only I had studied....! If only I had woken up!

Now, can you find the suitable responses to the answers written above using the sentences in the box given below? Follow the model given in the example!

For example: If only I had woken up on time!

That's too bad!

1.

2.

3.

4.

I am so sorry! That's just sad! Oh! What a pity! That's too bad!
--

Positive responses can also be given to statements conveying disappointment.

For example: **Arjun** : I did not do well in my exams

Teacher : Well, I am sure you will do better next time !

Arjun: I am sure I would fail.

Teacher: Do not worry. Let's wait for the result.

b. Rearrange the jumbled sentences in the correct order by numbering it. (30 minutes)

1. **Rakesh**: Oh! I was looking forward to meeting her

Rakesh: Where's Neethi?

Varun: She won't be able to come

Varun: That's too bad!

2 **Varun**: Why are you crying?

Varun: Oh! What a pity!

Neethi: My dog died.

3 **Neethi**: Why can't you?

Rakesh: I did not get leave

Neethi: That's disappointing!

Rakesh: I cannot come for the match

4. **Varun**: He is very sad.

Neethi: What can we do to help?

Rakesh: That's disappointing!

Varun: My brother failed his exam

5. **Rakesh**: I will be late for the movie.

Varun: How come?

Rakesh: I am stuck in traffic!

Varun: That's too bad.

Once done, write it down in the correct order below!

1.

2.

3.

4.

5.

UNIT 8 (II a)

MAKING PLANS

I hour



WORDS

- a. Look at the conversation between Rahul and Nithin. Notice the words in *italics*. Discuss with your partner what they plan on doing!

(20 minutes)



Rahul: Hey, What's up?

Nithin: Nothing much. How have you been?

Rahul: Pretty busy with Swachh Barath mission

Nithin: What do you mean?

Rahul: Some of us from the college have been setting up *trash cans* in public places to help keep these places neat.

Nithin: Will that stop *littering* and *dumping* of waste?

Rahul: That alone will not. We are also distributing notices at public places this coming Saturday to make people understand how important it is to *keep our environment clean*.

Nithin: You should also include the harmful effects of *burning plastic* and something about *recycling*!

Rahul: Do you have any plans on Saturday? If not, why don't you come along?

Nithin: That will be nice!

Rahul: I'll mail you the details.

Nithin: I'll see you on Saturday then!

What plan did Nithin and Rahul make? Choose the correct answer from the options given below

They planned to clean public places.

That planned to go for a movie

They planned to meet on Saturday.

They planned to have dinner.

Now that you have seen how Rahul and Nithin made plans, partner up and read the conversation aloud with one of you reading for Rahul and the other for Nithin.

READ

a. Look at Rahul's planner! He seems pretty busy! (30 minutes)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4pm	Piano classes	Football with friends	Maths Tuition	Piano Classes	Maths Tuition		
5pm	Football with friends	Football with friends	Football with friends	Football with friends	Football with friends	Visiting grandparents	
6pm	Football with friends	Homework	Homework	Homework		Visiting grandparents	
7pm	Homework	Study with Kiran	English project work	English project work	Dinner with Athira	Shopping with family	
8pm	Homework	Study with Kiran	Homework	Homework	Dinner with Athira and Smitha	Shopping with family	
9pm						Movie with family	

Work in pairs and find out if the following sentences are true or false. If false, write down the correct sentence in the manner given in the example.

Eg: Rahul plans to visit his grandparents on Sunday

False, Rahul plans to visit his grandparents on Saturday

1. Rahul has no plan for Sunday.

2. Rahul has made plans to play football with Athira and Smitha.

3. Rahul has made plans to do his homework at 9 pm.

4. Rahul has made plans to go shopping with his family on Friday.

5. Rahul plans to do his English project on Wednesday and Thursday at 7 pm.

To make plans for the future we generally use sentences that begin with:

Shall we?

I / We would like to...

How about....?

Let's.....

What about...?

Now look at the telephone dialogue between Rahul and Nithin given below. Underline the sentences which indicate making plans!

Rahul :Hi Nithin! What are you doing this weekend?

Nithin: I am going for a movie on Saturday. How about you?

Rahul: I am spending time with my family. Are you free on Sunday?

Nithin: Yes . What do you want to do?

Rahul: Shall we go to meet Shalini ma'am ? She is in the hospital!

Nithin: Oh! I did not know that! Let's go meet her. At what time?

Rahul: How about at four in the evening?

Nithin: That's good. I would like to get home by six.

Rahul: Okay, I'll see you then!

Once done, mark Rahul's plan for Sunday on his planner !

UNIT 8 (Iib)

MAKING PLANS

I hour

TRY OUT

- a. You and your partner are making plans to go for a movie. Fill up the blanks and complete the conversation: (20 minutes)

A:go for a movie on Saturday evening?

B: Sure, that sounds great!

A: watching the new action movie?

B: That sounds great!.....

A: Okay, so where shall we meet?

B:meet at the theatre!

A:dinner afterwards?

B: Sure, you know I am always hungry!



- b. Imagine you are going on a trip to Munnar with your family. Complete the short dialogue between you and your sister in which you are planning for the trip. Hints are given in the bracket below. (20 minutes)

Me: I hear it's pretty cold in Munnar.

Sister: _____ take some warm clothes.

Me: _____ *taking my new sweater?*

Sister: *That will be good. I will also take my new pair of jeans*

Me: _____ *I take my laptop and speaker?*

Sister : *Definitely!*

Me: *It's going to be fun!*

Sister : *Yes it is.*

Let's..., Shall I..., I would like to.... ,

How about.., What about...

c.Split into groups of four. Write down in the space given below what you would like do this weekend. (20 minutes)

For example: I plan to go to the cinema tomorrow.

_____ ?

_____ ?

_____ ?

_____ ?

Then ask group members if they'd like to join you. In case you need any help, refer to the previous exercises.

For example: Shall we go the cinema tomorrow?



UNIT 8 EVALUATION

I hour

Total marks: 20

I **(45 minutes)**

a. Fill in the blanks according to the instruction given in brackets.

For example: **(3*3=9)**

I: I am sad I lost my job. (situation)

II: Don't worry, you will get another job! (positive response)

III: Oh! That is too bad! (response)

I(situation) _____

II (positive response) _____

III(response) _____

I(situation) _____

II (positive response) _____

III(response) _____

I(situation) _____

II (positive response) _____

III(response) _____

b. Complete the following conversation between two friends who are planning to do something for the weekend. (0.5*6=3 marks)

Alex: _____ *doing this weekend?*

Rani: *I am not sure. What* _____ *?*

Alex: *I was thinking* _____

Rani: *That's a great idea!*

Alex: *Would you* _____ *?*

Rani: *Sure, I would love to go.*

Alex: *What time* _____ *?*

Rani: *By 8.00 am on Sunday?*

Alex: *Perfect! That would give us plenty of time.*

Rani: _____

c. Given below are a few situations where you are required to make plans. Suggest two plans for each situation. Hints are given below. (2*4=8)



For example : *On a hot day*

Plan 1: Shall we have ice cream?

Plan 2: Let's go for a quiet drive.

- *On a hartal day*

Plan 1:

Plan 2:

- *Selecting a dress for a wedding*

Plan 1:

Plan 2:

- *Going shopping*

Plan 1:

Plan 2:

- *Visiting friends*

Plan 1:

Plan 2:

<p>take the bus, have dinner afterwards, get it stitched, cook a new dish, buy it online, watch a movie on tv, like to buy a pair of shoes, drive down to their place</p>

II. Teacher's Concluding Remarks

(15 minutes)

UNIT 9 (I a)

ASKING FOR AND GIVING ADVICE

I hour

WORDS

a. Work in pairs and chose the correct advice. (10 minutes)



He should go to the hospital/ He should put a band aid on it .



She should avoid oily food/ She should drink only water.

He should take bath in cold water/ He should drink hot tea with honey



He should take a paracetamol/ He should listen to loud music.





He should go to school. He should meet a doctor

b. Imagine you have a toothache. Ask your partner what to do (Choose questions from Asking for Advice). **Get responses from your partner** (Choose responses from Giving Advice) **(20 minutes)**



ASKING FOR ADVICE

What do you suggest?

What do you advise me to do?

What should I do?

What's your advice?

If you were me what would you do?

GIVING ADVICE

If I were you, I would go to the dentist.

Why don't you go to the dentist?

How about brushing your teeth regularly?

You should avoid eating sweets.

I really think you need to go to the dentist.

Write down your questions and your partner's responses below!

asking for advice -----

giving advice -----

asking for advice -----

giving advice -----

asking for advice -----

giving advice -----

asking for advice -----

giving advice -----

You could also refuse to give advice! Some of the ways are given below!

I wish I could suggest something, but I can't.

I'm afraid I don't know what advice to give you.

I'm afraid I can't really help you.

I wish I could help.

READ

- a. Quickly read through the conversation among three friends given below. Pick out the sentences used to ask for, give and take advice! (20 minutes)**

Reena: The doctor says I need regular exercise. What do you suggest?

Indu : I have been doing yoga for ages! It really helps. I think you should join a yoga class.

Reena: I don't know.. What do you think, Nisha?

Nisha: Well, if I were you, I'd go swimming.

Reena: That sounds good. But the trouble is I don't how to swim.

Nisha: Then I think you ought take classes. It will not only be fun, you'll also learn something new.

Indu: I agree with her. We could learn together.

Reena: That'd be fun! When do you think we should begin?

Nisha: You should start tomorrow.

For example: What do you suggest?

b. Work in pairs and fill in the blanks using expressions given in the box below. (10 minutes)

a. Patient: I am not feeling any better even after taking the medicine. _____?

Doctor: _____ take complete rest.

b. Shanti: I have trouble sleeping at night. _____?

Sruthi: _____ exercise everyday.

c. Raju : I forgot my best friend's birthday. _____?

Renu : _____ I would call her and apologize.

d. Arjun: I'd like to go on holiday somewhere different this year. _____
_____go?

Ammu: _____ Goa?

Where should I....	What should I do?	How about....?
If it were me....	What do you think would help?	I'd advise you to.....
What do you think I should do?	I think you ought to	

Once done split into groups of four and cross check your answers!

UNIT 9 (I b)

ASKING FOR AND GIVING ADVICE

I hour

TRY OUT

a. (30 minutes)

We often run into problems. Mention two problems you face now.
(For example: I don't have a job / I am tired.)

.....

.....

Seek advice from your partner on how to solve the above problems *(You can use: "What should.....?/ What do you think..?")*

.....

.....

What would be your responses to the advice given? Write down the possible responses you can give. *(You can use: " Thank you for your help"/ "I'd do that")*

.....

.....

b. Work in pairs! Read the letter given below! (30 minutes)

Dear Heera,

27 October 2017

How are you? I am sorry for not replying to your mail before. I was busy with my exams. Hope your studies are going on well! I was wondering if you could give me some advice. I want to do a degree course in journalism. Since you are doing a diploma in

journalism I thought I'd ask you for help? Where do you think I should apply? Which books should I use to prepare for the entrance? Do you think I should apply abroad?

Looking forward to your reply.

Warm regards,
Rohan

What does Rohan need Heera's advice for? Pick out the sentences and write it down in the space given below

Now help Heera send a reply!

Dear _____

I am glad to hear that you are doing well. I will help you in any way I can. _____ apply to at least four universities to be on the safe side. More than books I feel that reading the newspaper daily and being up to date on what's happening in the world is more important. _____ also go through old questions to prepare for the entrance. _____ is necessary. I will give you a call this weekend. Will talk to you in detail then.
Love,
Heera.

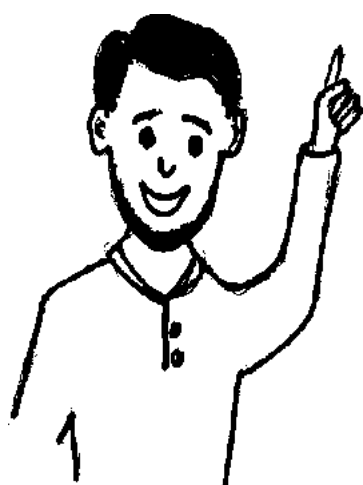
UNIT 9 (II a)

EXPRESSING OPINIONS

I hour

WORDS

a. Look at what the man in the picture has to say! (10 minutes)



In my opinion, football is boring.

I think that Mohanlal is a better actor than Mammooty.

In my view the climate in Kerala is very good.

According to me India will win the next World Cup.

It seems to me that people change their phone very often.

Do you agree/ disagree with his opinions? Write it down as in the example given below.

I agree that, football is boring (or) I don't agree that football is boring

b. Look at the various statements given below. Discuss with your partner and pick out two statements that you think gives your opinion on each advertisement! Write it down in the space given below. (20 minutes)

In my opinion this advertisement is the best.

I think this advertisement has the best tag-line.

According to me, everything said in this advertisement is untrue.

In my view this advertisement is the second best.

It seems to me that this advertisement is the worst.

Personally, I feel that this advertisement will not work.



**DEDICATED TO INDIA
AND 1.2 BILLION INDIANS**

READ**(30 minutes)****a. Quickly read through the story!**

Ajeesh is drunk and driving his car home after a party. His car knocks Jayan off his bicycle. Jayan suffers cuts and bruises and his bicycle is destroyed. Ajeesh does not stop, but Jayan remembers his license number and reports the case to the police. The police go to Ajeesh's house but there is no one at home. They visit his house again in the morning and find some slight damage to Ajeesh's car but he denies causing the accident. The police decide there is nothing they can do.

Now, express your opinion! Pick from the choices given below!

In my opinion, Ajeesh should

(have stopped the car and helped Jayan, have driven the car faster, not have driven the car in a drunken state)

I feel that Ajeesh

(should have reported the accident the next morning, should pay Jayan a huge compensation, should hide from the police)

It seems to me that the police

(did not do their job right, should have arrested Ajeesh without any proof, were quick to let Ajeesh go)

I think that Ajeesh should

(apologize to Jayan, pay a huge amount to Jayan and not care, drink and drive again)

I believe that Jayan

(should have fought with Ajeesh, should not have driven his bicycle at night, did the right thing).

Once done, share your opinions with your partner! Do you agree with each other? Note it down in the space below in the manner given below

My partner agrees with me that Ajeesh should /My partner disagrees. He thinks that Ajeesh should

Look at some other ways of expressing your opinions.

- **What you can say instead of "I think..."**

I would say.....

I believe that...

In my opinion...

Let me put it this way....

- **When you want to stress your "personal opinion"...**

Personally I think...

As for me...

As far as I am concerned

As far as I can see...

- **When you are "quite sure" of something...**

Of course!

I maintain that.....

That goes without saying!

It's my conviction that.....

- **When you want to "emphasize" something...**

I would like to point out that...

I just want to point out that...

- **When you want to "state the truth":**

To be frank...

To say the truth...

Frankly speaking ...

- **And if you are "not sure"...**

I don't know exactly. ..

I don't know for certain...

UNIT 9 (II B)

EXPRESSING OPINIONS

I hour

TRY OUT

- a. Look at the statements given below. Express your opinion about each, using the expressions you came across before. One has been done for you! (30 minutes)

1. No one should drink and drive.

It goes without saying that no one should drink and drive.

2. Stray dogs should be killed.

3. More trees should be planted.

4. Use of plastic should be banned.

5. Men and women should be given equal rights.

Once done, walk around the room and find out the opinions of three of your friends by asking the questions given below. Mark their answer in the table given below

In your opinion should no one drink and drive?

Do you believe that stray dogs should be killed?

What is your opinion about planting more trees?

Do you think that plastic should be banned?

Do you think that men and women should be given equal rights?

AGREE	DISAGREE	NOT SURE

- b. Read the following statements given in the box. Select any five. Write down an opinion on each using the expressions learned before.**

My Opinion

What do you think? Tell your partner.

- ☞ People watch too much TV.
- ☞ Football is boring.
- ☞ Money makes you happy.
- ☞ Future will be good.
- ☞ Speaking English is easier than writing English.
- ☞ Writing is the most challenging part of learning English.
- ☞ Trying new foods is interesting.
- ☞ Having a large number of holidays in our country isn't interesting.



For example: In my opinion people do not watch too much TV

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



UNIT 9 EVALUATION

I hour

Total Marks: 20

I. (45 minutes)

a. Write down your opinion to each statement given below:
(1*10=10 marks)

- Dogs are better pets than cats.

.....

- Wearing helmets should be made compulsory.

.....

- Trees should never be cut down.

.....

- Burning crackers during festivals adding to pollution.

.....

- Television is increasing violence in our society.

.....

- Alcohol should be prohibited.

.....

- Breakfast is the most important meal of the day.

.....

- Female students are better than male students.

.....

- When learning English, listening is more difficult than speaking.

-
- Summer is the best season of the year.
-

b. Imagine that you have come across a foreigner who needs your guidance to go on a tour to Ooty. (1*10=10)

Section A gives how he/she will ask for your advice. Section B gives how you can give him/her some advice, but they are in a jumbled way. Match the following. Write them down in the spaces provided.

A

- Do you think Ooty is a good place to visit?
- How can I reach Ooty?
- Can you advise me on the best way to travel there?
- What are the things that I can do there?
- Do you have any other suggestions?



B

- Why dont you go for trekking in the jungle?
 - The best way to travel is by bus or taxi.
 - I really think it is a beautiful place worth visiting.
 - Boating is also a good way to enjoy yourself.
 - It might be a good idea to go by road.
-
- asking for advice-----

- giving advice -----
- asking for advice-----
- giving advice -----
- asking for advice-----
- giving advice -----
- asking for advice-----
- giving advice -----
- asking for advice-----
- giving advice -----

II. Teacher's Concluding Remarks

(15 minutes)

UNIT 10 (I a)

AGREEING / DISAGREEING

I hour

WORDS

a. Look at the picture below, and study it closely. Share with your partner what you think the two men in the picture are doing.

(20 minutes)



Partner up and discuss whether you agree or disagree with each statement given below. Give a tick mark against the statements you agree with and a cross mark against those that you disagree.

They are discussing peacefully.

☐

There are 3 sticks on the ground.

☐

The two men are quarrelling.

☐

Both men have the same thoughts.

☐

They want to have a fight.

☐

There are 4 sticks on the ground.



b. Partner up! Take turns to ask the following questions and find out what your partner's opinions are! Circle the answer.

(20 minutes)

- | | |
|---|-------------------------------|
| 1) Everybody needs a smart phone. | Agree/ Partly agree/ Disagree |
| 2) Everyone should have a Facebook account. | Agree/ Partly agree/ Disagree |
| 3) We live in a digital age. | Agree/ Partly agree/ Disagree |
| 4) All news on the internet is true. | Agree/ Partly agree/ Disagree |
| 5) The internet can be dangerous. | Agree/ Partly agree/ Disagree |
| 6) Internet trolls are not always fun. | Agree/ Partly agree/ Disagree |

Once done, write down the answers as in the example given below using your partner's name.

For example: If your partner's name is Rekha, you would write:

Rekha partly agrees that everybody needs a smart phone.

1.

2.




3.

4.

5.

6.

Here are some more expressions to use to say whether you *agree*, *disagree* or *partly agree*.

<p>AGREE </p> <p>Absolutely!</p> <p>I totally agree!</p> <p>I think so too!</p> <p>You are absolutely right!</p> <p>That's a good point!</p>	<p> DISAGREE</p> <p>I'm sorry to disagree!</p> <p>I don't think so!</p> <p>I think you are wrong!</p> <p>I completely disagree!</p> <p>I'm afraid I have to disagree!</p>
<p>PARTLY AGREE</p> <p></p> <p>I am not so sure.</p> <p>I partly agree.</p> <p>That may be true, but...</p> <p>Maybe you are right.</p> <p>I cannot fully agree.</p>	

READ

(30 minutes)

- a. Nisha, Apu and Sindhu have just heard Neeraj speak on 'The Smartphone'. Read the conversation and underline the expressions the three friends with use to agree, disagree or partly agree with each other.

Nisha: Well I agree with what Neeraj said. I do think that everyone should have a smartphone. In the digital age, one cannot live without the internet.

Apu: I totally agree with you! To keep in touch, both the internet and the smartphone are a must. I cannot imagine a life without Email, Google, WhatsApp and Facebook.

Sindhu: I cannot fully agree. There are many people who still do not use WhatsApp and Facebook to keep in touch. Moreover, everything said on the internet is not true!

Nisha: That's right, but I do feel that the internet makes life a lot easier. Even kids can learn about the whole world through the internet.

Sindhu: The first maybe true. However, kids should not be allowed to use smartphones or the internet without supervision.

Apu: I agree.

Based on the conversation given above, fill the chart given below with the expressions used to agree, disagree and partly agree.

AGREE	DISAGREE	PARTLY DISAGREE

Now answer the questions given below using the expressions you have come across. Write down your answer in complete sentences. First one has been done for you.

1. Do you agree with Nisha that one cannot live without a smartphone?

I completely disagree with Nisha that one cannot live without a smartphone.

2. Do you agree with Apu that WhatsApp is the easiest way to keep in touch?

3. Do you agree with Sindhu that everything said on the internet is true?

4. Do you agree that kids can learn a lot about the world through the internet?

5. Do you agree with Sindhu that kids should not be allowed to use the internet without supervision?

Once done, share your answers with your partner! Take turns to express your opinions!

UNIT 10 (I b)

AGREEING / DISAGREEING**I hour****TRY OUT**

- a. Think of two things that you like to do and two things you do not like to do. Write them down in column A. Then write why you like doing these things, in column B. The first one has been done for you. You can use the hints given in the box below.

(20 minutes)

A	B
I love cycling.	Cycling is fun

*swimming, singing, reading, dancing, reading, watching,
exercise movies, cycling, cooking, driving, good, bad, boring,*

Share what you have written with your partner. See if he/she *agrees / disagrees / partly agrees* with your opinion. Note down the responses in the space given below. One has been done for you.

YOU**YOUR PARTNER**

Cycling is fun.

*I agree with you / I'm sorry, I don't like cycling**I am not sure / Yes, you are right*

b. Look at the following statements. (15 minutes)

- *Private schools are better than government schools.*
- *We should try only for government jobs.*
- *Trees are essential for life on earth.*
- *Education builds character.*
- *Time is money.*

Write down in full sentences whether you agree, partly agree or disagree to the above statements.

c. Partner up! Think of a movie that both of you have watched recently. Think of two points you liked about the movie and one point you did not like! Write them down. (25 minutes)

LIKE	DISLIKE

See if your partner agrees or disagrees with your points. Note down how he responds. The first one has been done for you. You can use the hints given below if you need help

YOU**YOUR PARTNER**

- I think it is a nice film. Yes, I agree (or) I totally disagree.
- /
- /
- /

Now, fill in the blanks to create a conversation based on the above exercise!

You: I watched _____ (name of the movie)

Partner: I watched the movie too!

You: Well I think it is a nice film.

Partner: _____ (answer)

You: And I also liked _____

Partner _____ (answer)

You: However, I did not like _____

Partner _____

Once done, read the conversation out loud!

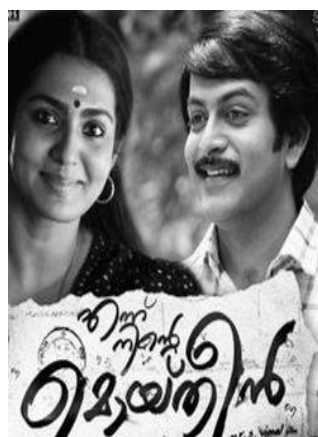
UNIT 10 (II a)

MAKING PREFERENCES

I hour

WORDS

- a. The pictures show different types of films. Choose the correct word to describe the film from the box given below and write it under each picture. (20 minutes)



horror, romance, science fiction, comedy, action, cartoon

Ask your partner, what type of movies he/she prefers to watch using the expressions given below. Write down the answer for each question with the help of the prompts given.

YOU	YOUR PARTNER
<p><i>Do you prefer comedy to tragedy?</i></p>	<p><i>I prefer comedy to tragedy (or)</i> <i>I prefer tragedy to comedy (or)</i> <i>I prefer neither.</i></p>
<p>Do you prefer watching action films or romantic films?</p>	<p>I prefer watching (or) I do not prefer watching..... (or) I prefer neither.</p>
<p>Do you like more than?</p>	<p>I like.....more than.....</p>
<p>Do you prefer to?</p>	<p>I prefer.....to.....</p>
<p>Do you like more than?</p>	<p>I like more than</p>

Now change your roles. Your partner will ask you the same questions and you have to answer.

So now each one of you will have a set of answers. Try rewriting all the answers you have got, using the name of your partner.

For example, if your partner's name is Arya, your answer should be as follows:

Arya prefers comedy to tragedy.

READ

- a. Partner up and try to match the sentences in A with correct sentences in B. For example, sentence 1 in A matches with sentence c in B. (20 minutes)**

A

1. I like to watch comedy films.
2. Children like cartoon films.
3. Boys prefer to see action films.
4. Both young and old like watching romantic films.
5. Amina doesn't like to see horror films.
6. Youth are fond of science fiction (sci-fi) films.

B

- a. Actors like Jackie Chan fight and do extraordinary things.
- b. They make her afraid.
- c. They make me laugh.
- d. These show stories from future or space.
- e. They are love stories.
- f. They show animals that talk, sing and dance and not real people, animals or objects.

- b. Partner up and read the following letter. Read it quickly and fill in the blanks with appropriate words you have come across earlier. (20 minutes)**

27 Oct 2017

Hello Sarath,

How are you? My exams were over last week. So I went for a movie *Adam Joan*, with my friends.

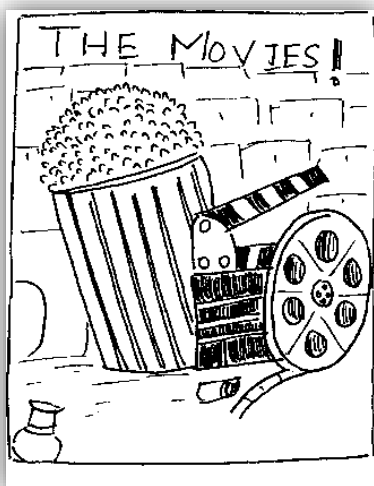
Do you remember going to see *Athishayan*, the _____ movie after our Tenth Board exams?

You know, I usually prefer to watch a _____ like *Kilukkam* as it makes me laugh. *Ennu Ninte Moideen* is a good _____ **film**, but I didn't like the tragic ending. _____ films like *Ezra* scare me. Sometimes I prefer to watch an _____ movie like *Action Hero Biju*. When I was a child I preferred watching _____ films like *Finding Nemo* and *Tintin*.

Hope you are doing well! Do write to me.

With love,

Aswathy



Do the following activity with your partner. (20 minutes)

- What type of film does Aswathy prefer to watch?

Aswathy prefers to _____

- What kind of film did she like to watch as a child?

- Does she like romantic films?

- Do you think she likes to watch horror films?

- Can you guess what type of film Sarath would prefer to watch?

UNIT 10 (II b)

MAKING PREFERENCES

I hour

TRY OUT

- a. The following sentences tell you about Aswathy's preferences. But it has been said in a different manner. (20 minutes)



Aswathy **dislikes** watching tragedy films.

She **would rather** watch a comedy **than** a horror film.

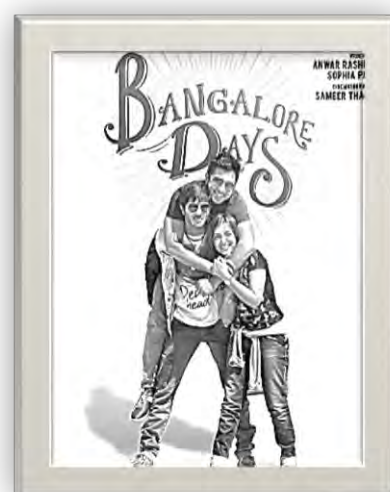
She **prefers** going **to** a movie with friends, **rather than** going alone.

As a child she **preferred to** watch cartoons **than** romantic films.

She **would prefer to** go for a film **rather than** do something else.

Now, quickly read through the passage.

Bangalore Days narrates the story of three cousins- Divya, Arjun and Krishnan. Arjun drops out of college to follow his passion for bike racing. The newly married Divya arrives in Bangalore with her husband Das. Krishnan gets a job there as a computer engineer and Arjun works as a mechanic. Divya wants to study and become a successful businessperson. Krishnan does not like modern life in



the city as he misses the village life in Kerala. Still, the three have great fun together.

Based on the above paragraph, try to finish the following sentences, using different ways of making preferences.

1. Divya would *rather study* than stay at home (study /stay at home).
2. Arjun _____ (bike racing / attending college).
3. Krishnan _____ (village life / modern life).
4. The three cousins _____ (have fun together /be alone).
5. Krishnan _____ (farming /computers).

b. Write down in your notebook, three food items that you would prefer to have for breakfast. Then write three food items that you don't like to have for breakfast. (20 minutes)

.....

.....

.....

Now practise using the models you have already learned to state your preferences in **at least three sentences**. Write them below.

For example:

*I **would rather** have puttu **than** idli for breakfast (or) I **prefer** puttu **to** idli (or) I **like** puttu **more than** idli for breakfast*

c. Choose a person / a place / a movie / television serial/sport that you like or don't like. One has been done for you. (20 minutes)

I like

Anjali

I don't like

Rohan

Now, write down your preferences in the manner given below

I would rather talk to Anjali than to Rohan.



UNIT 10

EVALUATION

I hour

Total Marks: 20

I (45 minutes)

- a. Think of two food items that you like and don't like and why you like or don't like it. Then ask your partner his/her opinion. Use the words you just learned about agreeing, disagreeing and partly disagreeing. Write it down in the following manner given below. Use hints given in the bracket below if you need help!**

(2*4=8)

YOU	YOUR PARTNER
<i>I like dosa and sambar, as it is very tasty.</i>	<i>I agree, it is healthy too (or) I disagree, because sambar is spicy.</i>

(spicy, sweet, delicious, healthy, tasty, salty)

b. Study the picture and fill up the following with names of food items you prefer to have. (2*3=6)

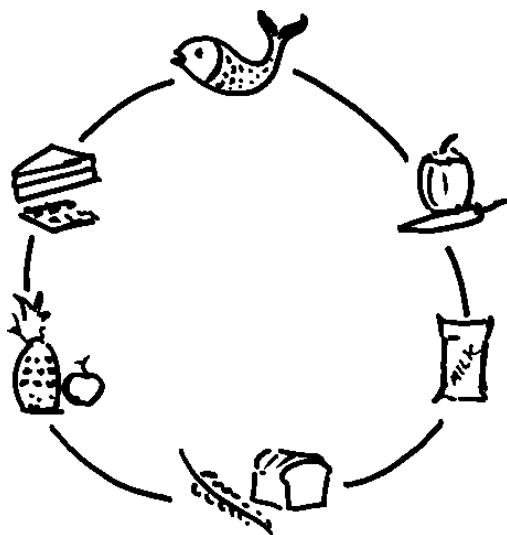
a) I would rather have _____

than _____

b) I prefer _____

to _____

c) I like _____ more than _____



Now talk to your partner and find out what his/her preferences are. Write it down in the space given below. (2*3=6)

II Teacher's Concluding Remarks

(15 minutes)

UNIT 11 (I a)

GIVING WARNINGS

I hour

WORDS

- a. Look the warning signs given below. Partner up and pick out where you would find these warning, from the options given below. (30 minutes)

WARNING



**THESE PREMISES
ARE UNDER
24 HOUR VIDEO
SURVEILLANCE**





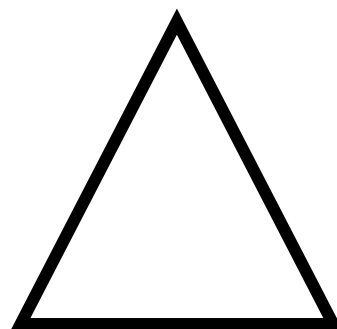
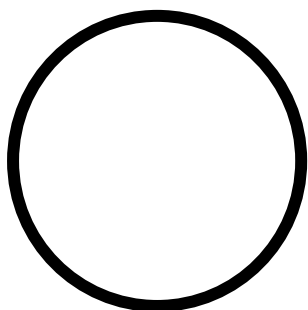
Car/Gate/Cigarette packet/Transformer/Building site/ Battery/Mobile phone /Supermarket

Now that you know where you would find these boards, partner up and choose what the reason for the sign is. Once done, write it down in the manner given below

SIGN	REASON
Baby on Board	Drive with caution

danger of being bitten, danger of shock, the device will switch off, danger of cancer,
danger of having accidents, drive with caution, danger of fire, do not steal

Partner up and draw any two warning boards related to traffic in the circle and triangle given below!



Once done, split into groups of four and share your answers!

Given below are some of the ways in which you can warn others!
Notice the expressions given in bold that are usually used to warn people!

Don't touch. It is very hot.

***Be careful!** That floor is slippery!*

Don't try to open the door when the train is moving.

***Watch out!** You're about to hit a puppy*

***Look out!** There's a car coming.*

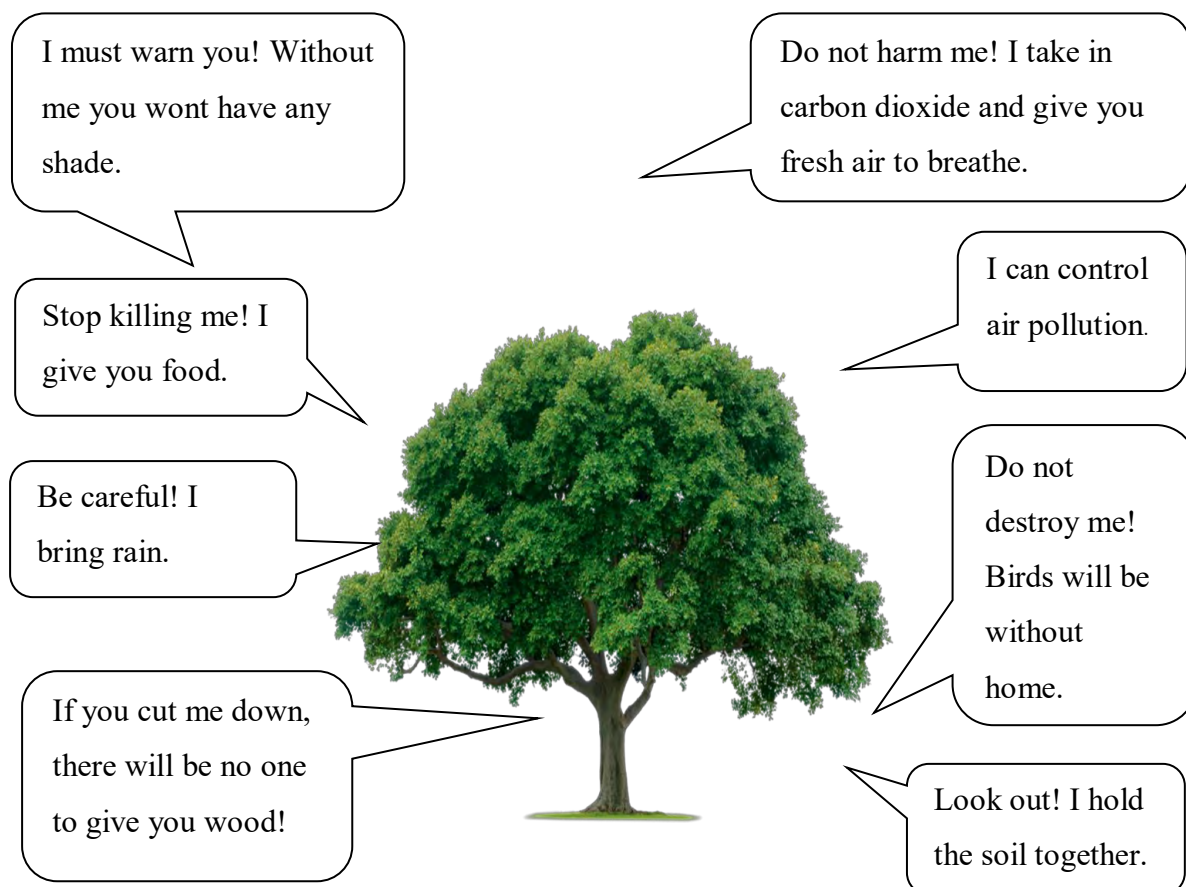
***Take care** on the road!*

I must warn you, it is very hot in Delhi during summers!

***If you don't** take medicines **you will** fall sick.*

READ

- a. Pay attention to the warnings the tree gives! **Underline the expressions used to warn others.** (30 minutes)

NO TREES, NO LIFE!

Now, partner up and discuss what will happen if there are no trees! Take hints from the previous exercise and fill in the blanks! One has been done for you!

Do not cut down trees, otherwise you wont get rain!

_____! Cutting down trees will make birds homeless!

_____ for they give us food!

_____ because trees hold soil together.

_____ you will not get wood.

b. Work in pairs! Match the sentences in A with that in B and write down the complete sentence, in the space given below.

A

If you lie to me

Don't give a stranger

Beware

Caution:

Be careful!

Watch out!

Warning:

I must warn you

B

Electric Fence!

you will be punished!

You will hit the wall!

your telephone number.

of snakes!

wet floor!

The floor is slippery!

the trek is not easy.

Once done, split into groups of four or five and cross check your answers!

UNIT 11 (I b)

GIVING WARNINGS

I hour

TRY OUT

- a. You now know how to warn people. Given below are a few contexts where you would have to warn people. Partner up and write down the warnings for each context in the correct word order! (20 minutes)

i. Petrol pump

not smoke do.

leave on do not the engine.



ii. Hospital

the X-Ray room to walk into warn you not I must

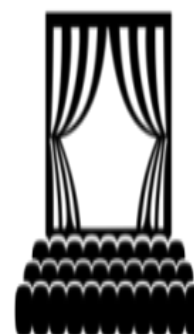
There's water Watch out! on the floor!



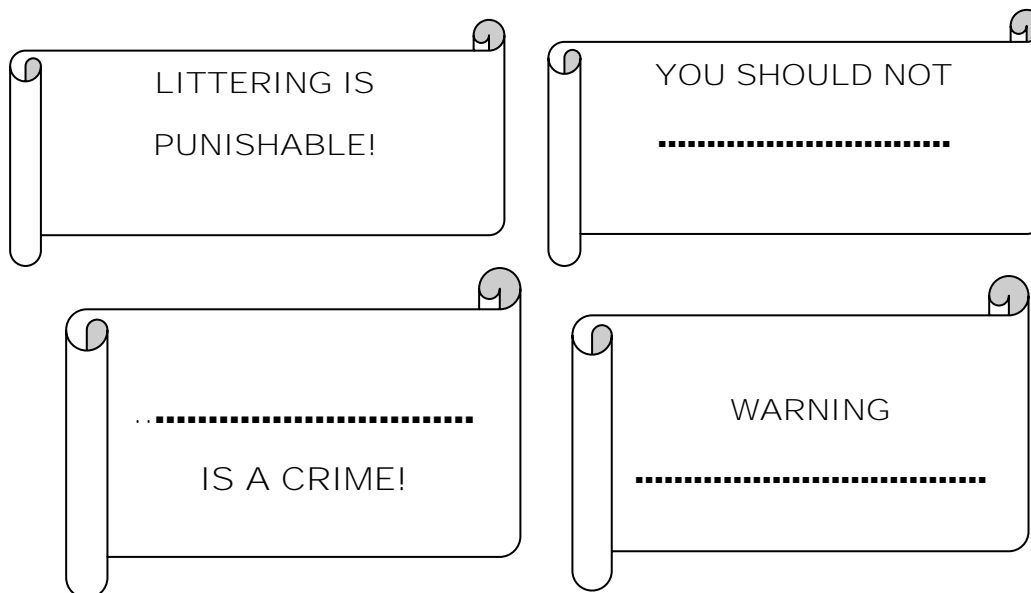
iii Cinema theatre

mobile phones do not use your

belongings! of your Take care



- b. A group of your friends are on a Clean Street Campaign. They plan to put a few sign boards to warn the public of the need to keep their streets clean. You are required to make three Sign boards to be placed in different parts of the street. (20 minutes)**



- c. Complete the following sentences using expressions of warning that you have learned so far! (20 minutes)**

E.g. If you find a fire, *do not* try to put it out yourself!

_____ use mobile phones while driving.

_____ the roads are slippery.

_____ on the trek. It might be dangerous.

_____, the movie is pretty bad.

_____ study ,you will fail the exam.

_____ there's a storm coming.

UNIT 11 (II a)

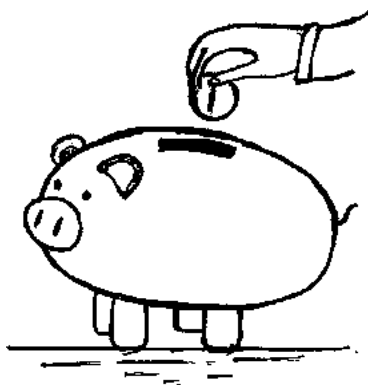
MAKING SUGGESTIONS

I hour

WORDS

- a. Take a look at the words given below. Are they familiar to you? Partner up and discuss the meanings of these words. Write down possible meanings in your notebook. (20 minutes)**

budget, savings, income, deposit, pocket money, expenses, purse, interest



The following phrases give the meanings of the words given above. Work in pairs and try to fill up with the correct words.

1. -----: put some money aside for a specific purpose.
2. -----: some money paid into a bank.
3. -----: money you spend in order to pay for an item or service.
4. -----: money that we get regularly.
5. -----: an estimate of income and money spent.
6. -----: money paid regularly at a particular rate.
7. -----: small bag for carrying money.
8. -----: small amount of money given to children by parents.

READ

(20 minutes)

a. Look at how Athira and Giri plan to save money for travel!

Underline the words you came across before.

ATHIRA: Why don't we go to Rajasthan during Christmas holidays?

GIRI: I would love to! But I don't think I have the money for it.

ATHIRA: I think if we make a budget and begin to save money now, we'll be able to go!

GIRI: Let's plan then!

ATHIRA: We could take the train instead of the plane.

GIRI: And, we could cut down expenses by staying in hostels for travellers. I hear they are safe and cheap.

ATHIRA: Why don't we ask Brian and Keith as well?

GIRI: I agree. Shall I call them?

ATHIRA: Yes please do. Would you like to include Tanmay as well?

GIRI: I think he has other plans, but I shall ask him as well.

ATHIRA: How about opening a recurring deposit and saving a fixed amount each month?

GIRI: That is a good idea!

Now look at some of the expressions used to make suggestions given below!

Shall we -----?

What about -----?

Let's -----

Why don't we -----?

What/ How about -----?

We could -----

I think you should -----

Would you like-----?

Circle these expressions in the conversation above!

b. Work with your partner and complete Ammu and Malu's plans for the weekend using the hints given below. (20 minutes)

Ammu: The weather is so good! _____ go to the Zoo!

Malu: Can't we do something else? _____ going to Ponmudi?

Ammu: That would be nice too. But how will we get there?

Malu: _____ drive!

Ammu: That's great!

Malu: _____ make some snacks to take with us?

Ammu: _____ go shopping then.

Malu: I agree.

Let's..., How about..., I think we should..., Shall we..., Would you like to...

Some of the other possible responses to suggestions are given below!

YES

That's fantastic!

I'd love to!

Sounds like a good idea!

Great!

I'd like to...

NO

Bad idea!

Sorry, I have other plans!

I'm busy.

I don't think I can!

Can't we do something
else?

UNIT 11 (II b)

MAKING SUGGESTIONS

I hour

TRY OUT!

- a. Work in pairs and match the suggestions in A with responses in B. Once done write down the complete sentence in the space given. (10 minutes)**

A	B
1. Why don't you buy the red dress?	I am sorry. I have other plans.
2. How about watching a movie?	That sound's fantastic!
3. Let's go shopping in the evening.	Good idea! What about popcorn?
4. Shall we order a pizza?	Oh! I can't. I came to buy a black one.

- b. Everybody wants to do something different during the weekend. Make sentences using the hints given below! Once done, share you answers with your partner (20 minutes)**

Why don't?
 We could play
 How about playing ...?
 Lets
 I think we should

Football
 Have a picnic
 Go to the library
 Have a party
 Hide and seek

- c. You would like to watch a movie. Frame a few questions/ statements to make suggestions to your friend to come with you. (30 minutes)**

1.

2.

3.

4.

5.

Now, partner up and ask each other the questions. Make sure to answer the questions using the responses you learned. Once done, write down your partner's responses in the space below!

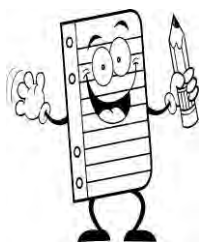
1.

2.

3.

4.

5.



UNIT 11

EVALUATION

I hour

Total Marks: 20

I

(45 minutes)

- a. Lena just completed her degree in BSc Computer Science. She is very eager to get a job, but is a little confused about how to prepare for one.** (2*5=10)

Her friend Amina gave her a few hints:

- a) enrol in a spoken English course*
- b) join a coaching centre*
- c) update your general awareness*
- d) read books to improve language skills*
- e) listen to English programmes in the YouTube*

Can you rewrite these hints as suggestions by completing the sentences below?

Why don't you _____?

Try listening to _____.

You should _____.

How about joining _____?

I recommend that you read _____.

- b. Your friends are planning to set up an English Club in your neighbourhood. Create five suggestions about things to be done.**

A few hints are given below. Write down the five suggestions in the space provided. (2*5=10)

buy books, conduct weekly meetings, buy headphones for listening practice, TV with cable connection, have regular group discussions, invite experts for discussion

Example: I think we should invite experts to lead discussions in English.

1.....

2.

3.....

4.....

5.....

II Teacher's Concluding Remarks

(15 minutes)

UNIT 12 (I a)

CONTRASTING IDEAS

I hour

WORDS

- a. Look at the pictures. Partner up and discuss what the women in the pictures are doing. Pick out from the box below words suitable for each picture and write them down (20 minutes)



Fig 1



Fig 2



Fig 3

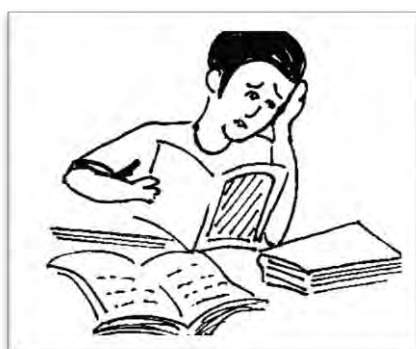


Fig 4

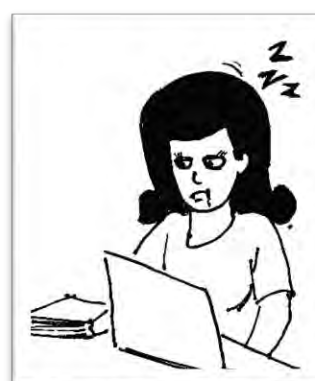


Fig 5

(agitated (disturbed), sleepy, pleasant (happy), hardworking, tired)

Read the following sentences. Work with your partner and pick out the sentence that describes each woman? The first one has been done for you.

- **In spite of** being tired she is reading her books. **Fig 4**
- **Although** it is very late, she works hard at her computer.
- She is very sleepy, **but** she continues to work on her project.
- She looks very agitated **though** there is not much work in the kitchen.
- She has a lot of clothes to fold, **still** she has a pleasant face.

READ

- a. Read the passage carefully and underline the words (**though, although, but, in spite of, still**) used to contrast ideas.

(20 minutes)

Last month we went trekking in Vagamon. We enjoyed the trek in spite of the rains. The trails were covered in mud, but our guide knew the hills very well. Although it took us a while longer to reach the camp, it wasn't very tiring. We all got rather tired, still we enjoyed the trek. Though climbing down the hill was a little dangerous, we would love to go trekking again!

1. We went trekking the rain.

(in spite of but although)

2. We were tired, _____ we enjoyed very much.

(in spite although still)

3. We could have lost our way our guide knew the route very well.

(although in spite but)

4.....climbing down the hill was a little dangerous, we would love to go trekking again.

(still though but)

5. We love to go trekking, _____ we do not get time often.

(but though in spite of)

b. Now, work with your partner and match the sentences in A with the correct sentences in B. For example, sentence 1 in A matches with 'b' in B
(20 minutes)

A

B

1. Though she worked very hard

a. I couldn't sleep.

2. Her dance performance was excellent but

b. she failed in her exams.

3. Although I was tired

c. the manager fired the cook.

4. The food was very tasty, still

d. In spite of being angry with him.

5. She helped him

e. she did not win any prize.

Once, done write down the complete sentences in the space given below!

Though she worked very hard, she failed in her exams.

UNIT 12 (I b)

CONTRASTING IDEAS

I hour

TRY OUT

- a. The following sentences have wrong word order! Work in pairs and arrange the words in the right order to get meaningful sentences. (20 minutes)

It is an old radio although it works very well.

Rain walked home, in spite of the I.

Box, tried I to but lift the heavy it was too.

The cake did not taste good the recipe though I followed.

- b. Work in pairs and fill up the blanks using *but*, *although*, *though*, *in spite of*, *still* (20 minutes)

*It was raining. However, they _____ went to the beach.



*They had a car, _____ they went by bus.

*I'll be there, _____ I may be late.

*You may not get vegetarian food in the restaurant at the beach, _____ they have good snacks.

*You can eat it _____ you may not like it.

*_____ of the rains, everyone had a good time at the beach.

Sit in **groups of four** and cross check your answer

- b. Here are two boxes. In Box A write four things you like to do. In Box B write things that could prevent you from doing it. One has been done for you. You can chose to use the hints given in the box to frame sentences. (40 minutes)**

Box A	Box B
<p>I like to dance</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I have a leg injury</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

to buy a big house, no money; dance, leg injury; sing, I have a sore throat; drive, no car; travel, no leave; take a degree, no time

Now construct a positive and a negative sentence using each of the following:

but, although, though, in spite of and still

For example:

- I like to dance, **but** my injury prevents me from dancing.
- She was injured, **but** still she participated and won the dance competition.
-
-
-
-
-
-
-
-
-

Share with your partner. Find out what all you have in common!

UNIT 12 (II a)

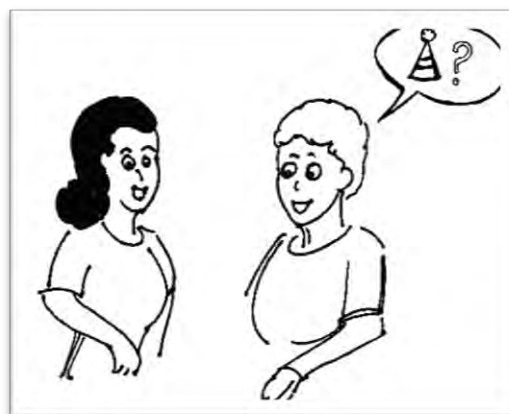
EXTENDING / DECLINING INVITATIONS

I hour

WORDS

- a. Partner up and discuss the possible meanings of the words given below. (20 minutes)**

party, informal, dinner,
picnic, delight, event,
invite, café, restaurant, decline



- b. Look at the invitations and the two possible responses for each given below.**

Inviting

Would you like to have dinner with us?

I would like to invite you to my sister's birthday on Sunday.

How about going for a drive?

What about watching a movie this Friday night?

Saying Yes/ Accepting

I'd love to! At what time?

Thanks for the invitation, I'll be there.

That would be wonderful!

Sounds like fun.

Saying No/ Declining

Sorry, maybe some other time.

Thanks for invitation, but I won't be able to come.

I can't. I have got a lot of work to do.

I'm terribly sorry. I have other plans for that night.

Work in pairs and invite your partner using the questions given above. Your partner can either accept or decline your invitation using the responses given in the boxes above.



Once done, write it down in the manner given below:

For example: Would you like to have dinner with us?

I'd love to! or Sorry, maybe some other time.

READ

- a. Work in pairs. Read the following telephone conversation between two friends Mini and Arun. The expressions in the first column are in the correct order. But the dialogues in the second are not. Rearrange the dialogues in the second column by numbering them. (40 minutes)**

MINI		ARUN
Hello, Is that Arun?		Yes, I am working. But I am free to talk for a while.
Hi! This is Mini. How are you?		See you there. Bye!
Are you busy now? Can we talk?		Life is going on. What news?
So, how's life?		Yes, may I know who is speaking?
I'd like to invite you to my birthday party.		Oh! That's great. Thank you for inviting me. See you then. Bye.
It is on Saturday at Café Ambrosia. It is an informal event.		Hello Mini! I'm fine, thank you.
I'm inviting all our friends. Please do come.		Where is it?
Please feel free to drop in for dinner any time between 7 and 9 pm.		Sure, I'd love to come. Isn't that the new restaurant?
See you soon. Bye for now!		What time is it?

Why did Mini telephone Arun?

.....

Look at the invitation card that Mini has created to invite her friends.



Imagine that you have been invited to the party by your partner, but cannot attend the party. How will you reply to the above invitation? Complete the reply!

Dear _____,

Thank you for _____ me to your _____.

I would have loved to attend but I am unable to because I have to attend a wedding. I am sorry to _____ your invitation.

With regards,

Arun meets some friends at Mini's birthday party. See how they invite each other to spend time together during the weekend.

- ✓ Are you free to go to Kanyakumari this weekend?
- ✓ Would you like to visit my home?
- ✓ Are you free to go for a movie?
- ✓ Why don't we meet for lunch sometime?
- ✓ Would you like to go for a picnic this weekend?
- ✓ How about going to the beach?

Now sit in pairs and ask the above questions to each other. Choose your responses from the options given below. One has been done for you.

- Yes, I'd love to come.
- No, I'm afraid I will be busy.
- I'd love to, but I can't.
- Sure, that would be great.
- I'd love to! At what time?

- ✓ *For example: Are you free to go to Kanyakumari this weekend?*

No, I'm afraid I'll be busy.

UNIT 12 (II b)

EXTENDING / DECLINING INVITATIONS

I hour

TRY OUT

- a. Think of two things you would like to do on each day of the week. Write them down in the corresponding columns, e.g. In the Monday column you can write – *go to beach*. (1 hour)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Go to beach				

Now, write down the different ways in which you can invite your friend to these events. One has been done for you

Monday: *"Would you like to come with me to the beach on Monday?"*

.....

Tuesday:.....

.....

Wednesday.....

.....

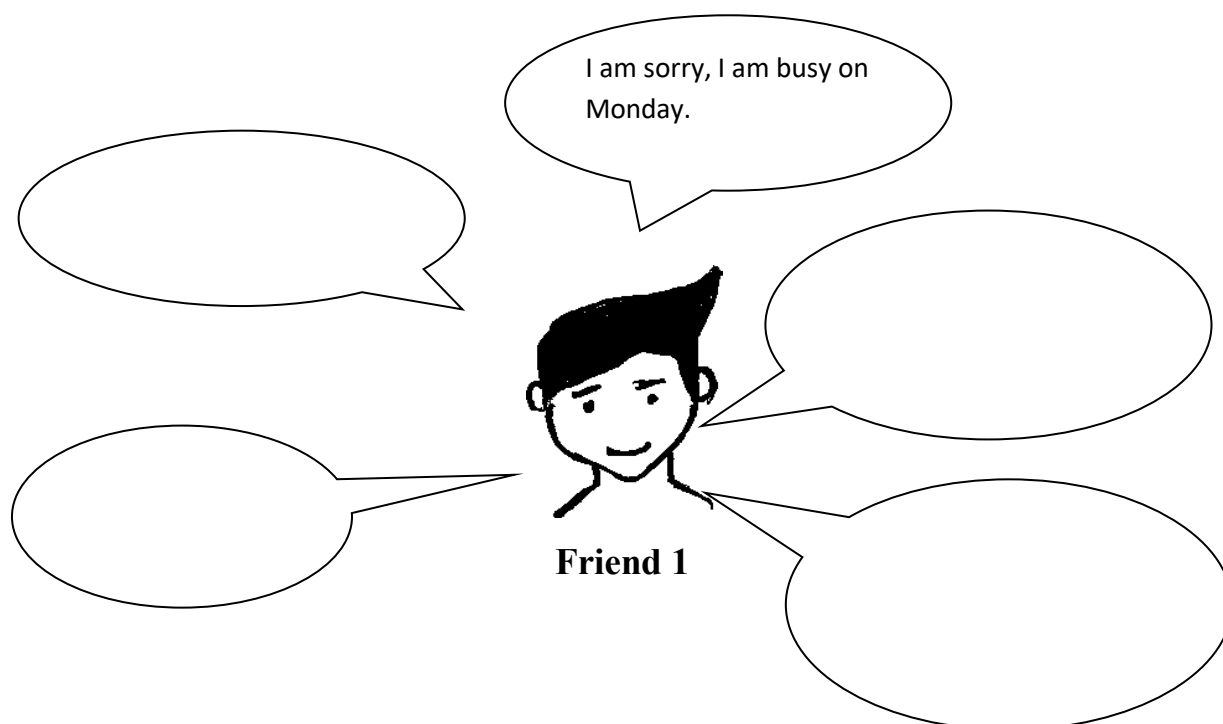
Thursday.....

.....

Friday.....

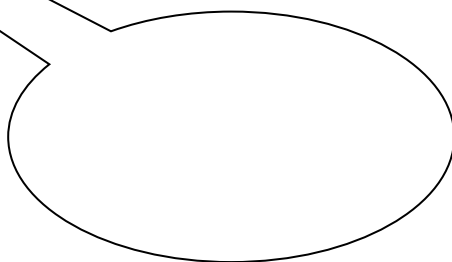
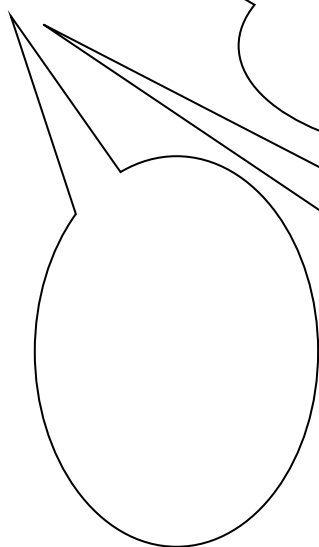
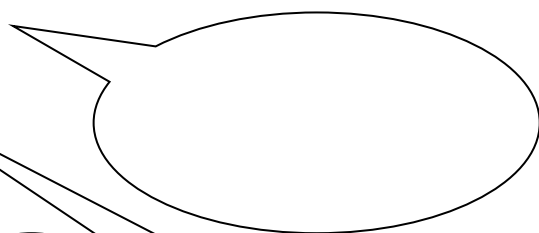
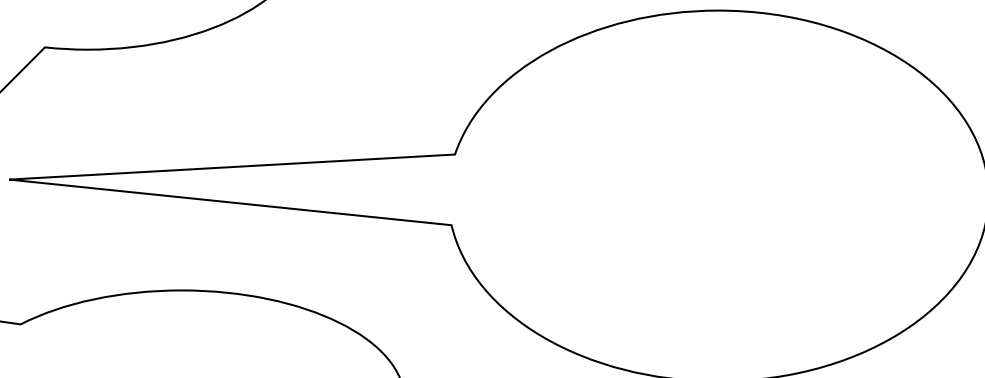
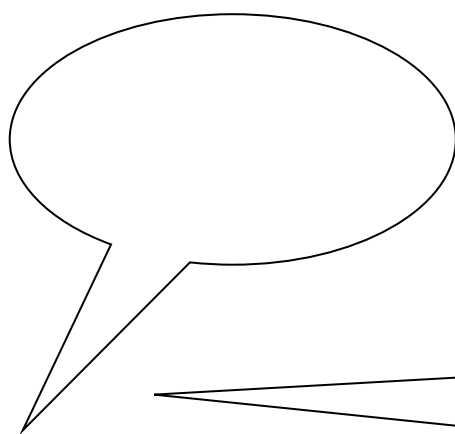
.....

Once done, go around your class and meet two other friends and invite them to the events you have planned using the questions above. Write down how they accept or decline your invitation. There will be five sets of responses for each day of the week. One has been done for you.





Friend 2





UNIT 9 EVALUATION

I hour

Total Marks: 20

I

(45 minutes)

a. Rearrange the jumbled sentences.

(1*5=5marks)

1. still / he/ tried / hard/ couldn't/ run / he

2. she /although/ tired / was/ she/ early/ up/ woke

3. pen / I / had / it / a / but / lost

4. job/they / in spite of/ their/ low/enjoy/ salary

5. heavy/ Sunil / rain / school / the/ went / in spite of / to

b. Match the following

(1*4=4marks)

- What would you like, tea or coffee? **Some water, please.**
- What would you like to drink? **Nothing, please.**
- What would you like to eat? **Not now. Perhaps later.**
- What would you like to do this evening? **I don't know.**
- Would you like to go for a movie? **No, thanks. I am not hungry.**

c. Fill up the following blanks with 'would like' or 'would you like'.

(1*7=7marks)

Waiter: Sir, What for lunch?

Tejas: I a fish biriyani.

Waiter:something to drink?

Tejas: I.....a mango juice, please.

Waiter: What kind of salad.....?

Tejas: I..... green salad.

Waiter: anything else?

Tejas: No, that is all for now, thank you!



d. Match the sentences in A with that in B.

(0.5*8=4marks)

A

Although it is late

In spite of being ill

They are rich,

Although I am healthy

Hema likes biriyani.

Lalu works hard but

Though it was raining,

I got to the airport two hours early

B

but my flight was delayed.

I cannot run fast.

the match went on.

he went to work.

he never finishes his work on time.

however she cannot eat it every day.

but they are not happy.

she has not gone home.

II Teacher's Concluding Remarks

(15 minutes)

GOOD ENGLISH CERTIFICATE COURSE SYLLABUS

AIMS & OBJECTIVES

Though English is widely used in Kerala, even educated speakers find it difficult to use the language with confidence. The *Good English Course* is a basic proficiency course in English for adult learners, which will focus largely on the spoken aspect with a secondary focus on the other language skills. The delivery will be in the communicative mode, where the student learns through engaging with the language throughout.

Most learners lack **confidence** and the necessary **people skills** to communicate effectively in English, and this course attempts to address this basic need. It aims to sharpen English language skills and to enable the learner gain confidence to use English in day to day life, with emphasis on **basic interpersonal communicative skills** (BICS). It will also focus on pronunciation, listening for understanding, grammar, vocabulary and basic writing skills in English.

METHODOLOGY

Languages have to be acquired naturally through actual practice in the classroom. The course focuses on **inductive learning** by providing context based activities for practicing English language skills. It seeks to provide the learner with necessary opportunities to use English in real-life contexts through pair and group activities with peers. The central premise of the course is that language learning happens most effectively when it happens in a **contextual and purposeful** manner. Grammar, which is the backbone of any language, will be taught implicitly, rather than by teaching rules.

COURSEBOOK

The coursebook is **not a textbook** with language rules. It is specifically designed to be used in a classroom with a language instructor, providing minimal but crucial input. It contains frames within which language learning can be facilitated in the classroom in a contextual and purposeful manner. Each unit includes a variety of speaking exercises, reinforced by writing, reading, listening and personal enrichment activities. It also includes an evaluation component which would ensure the periodic assessment of a student's progress. The coursebook is structured as activity based units, with clear instructions to the trainer as to how it is to be delivered. The coursebook is only a part of the language learning process and presupposes other components like teacher input and the effort learners take outside the classroom

GOOD ENGLISH COURSE

EVALUATION PATTERN

The evaluation has been designed with a view to assess the learner's proficiency in communicative skills in English on the completion of *Good English Certificate Course*. The present pattern consists of two parts: **Continuous Evaluation** and the **End of the Course Evaluation**.

Total marks assigned for the evaluation is 100 out of which 20 marks is for continuous evaluation and 80 marks for the end of the course examination.

The **continuous evaluation** is partly based on the marks obtained for the evaluation component in the coursebook given at the end of each unit. The marks awarded for each unit has to be kept in record by the instructor. Consolidated marks should be on 20.

The **end of the course examination** will be held in two parts:

- Speaking Test for 20 marks
- Language Skills Assessment for 60 marks which evaluates four components- listening, reading, grammar and vocabulary (each carrying 15 marks)
- The Language Skills Assessment will be a written test of 1 hour duration, and the listening test will happen alongside, with a duration of 30 minutes

Grades will be awarded based on the following pattern

80 to 100 marks	A Grade
60 to 79 marks	B Grade
40 to 59 marks	C Grade
Below 40	D Grade