



ENGLISH FOR ARTS AND SOCIAL SCIENCES



TAMIL NADU STATE COUNCIL FOR HIGHER EDUCATION (TANSCH)

SYLLABUS

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

NB: All four skills are taught based on texts/passages.

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition-

Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields
(Subject specific)

Speaking: Brainstorming. (Mind mapping).
Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations
Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.
Comprehension: Motivational article on Professional Competence,
Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

Contents

Units	Page No.
Unit 1	8 – 29
Unit 2	30- 52
Unit 3	53-69
Unit 4	70-81
Unit 5	82-106

PREFACE

The textbook on Professional English envisioned under the leadership of the Hon. Chief Minister of Tamilnadu, Thiru. Edappadi K.Palaniswami by the Honorable Minister for Higher Education Thiru. K.P. Anbalagan, and Principal Secretary to Government, Department of Higher Education, Selvi. Apoorva, I.A.S., is a pioneering venture and strategic intervention in higher education in Tamil Nadu. It has been prepared with the unstinted support of Thiru. Vivekanandan, I.A.S. Member Secretary, TANSCHHE (Tamil Nadu State Council for Higher Education)

Tamil Nadu has the distinction of having the highest GER (Gross Enrolment Ratio) of 49%, in higher education in the country: this figure attests to the efforts of the government to empower the youth of the state by enhancing access to higher education.

After duly examining the challenges faced by students in learning their subjects and with a vision to equip them to compete in a global scenario, four textbooks, *English for Physical Science*, *English for Life Sciences*, *English for Arts and Social Sciences* and *English for Commerce and Management* have been prepared.

As language is an essential tool with regard to the learning process, a textbook which uses subject/discipline based content to leverage language learning is an ideal approach and fulfills the dual objective language proficiency and professional competence.

This book is bound to fulfill its destiny as teachers and students work in tandem: teachers as facilitators and learners as highly motivated stakeholders.

DISCLAIMER

Some of the passages given for Listening, Speaking, Reading and Writing lend themselves to the teaching of Grammar items. However, testing and evaluation does not include Grammar.

This material is not for publication: it is only for training purposes.

UNIT 1
COMMUNICATION

Syllabus

Listening - Listening to audio text and answering questions

- Listening to Instructions

Speaking – Pair work and small group work.

Reading – Comprehension passages –Differentiate between facts and opinion

Writing – Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

Preparatory Activity

Ask the students to read the following quotes and choose the one they like the most. They have to give reasons for their choice.

1. Our greatest glory is not in ever falling, but in rising every time we fall. (Confucius)
2. Those who do not remember the past are condemned to repeat it. (George Santayana)
3. People without their knowledge of their past history, origin and culture is like a tree without roots. (Marcus Garvey)
4. History will have to record that the greatest tragedy of this period of social transition was not the strident clamour of the bad people, but the appalling silence of the good people. (Martin Luther King Jr.)
5. The more you know of your history, the more liberated you are. (Maya Angelou)

Pre-Listening Activity

Match the words in Column A with their meanings in Column B

Column A		Column B
(1)	Medieval	Settle and establish control over a place and its people
(2)	Post-colonial	Process of dividing history into periods
(3)	Subaltern	A line of hereditary rulers of a country
(4)	Colonise	Relating to Gandhi's character or values
(5)	Pre-historic	Old-fashioned
(6)	Dynasty	Belonging to a very distant past
(7)	Periodization	Occurring after the colonial rule
(8)	Gandhian	Bringing a place or people to a

	stage of social and cultural development
(9) Civilizing	Period before written records
(10) Ancient	Someone who has been marginalized or oppressed

LISTENING:

A. Listen to the talk on Periodization of History and answer the questions given below:

Transcript of the Listening Passage:

Periodization of History

As all disciplines have divisions, History does have its own divisions and these divisions are known as Periodizations. History is periodised as Pre-History, Ancient, Medieval, Modern, Colonial, Post-Colonial and Subaltern, etc., This periodization is not uniform and it varies from country to country. This periodisation was done by the European Historians and was accepted by all. Pre-History is the history of society where there is no written evidence to know their life style. By the end of the 16th and early 17th century European Historians brought the timeline in History as Ancient, Medieval and Modern. With the rise of Islam in the 7th century, Islam gave its own time-line starting from the Hijri era. Hijira is the flight of Prophet Muhammad from Mecca to Medina in 622. This event is taken as the beginning of Islam. But the Hijra era was restricted to the Islamic World. The vastly used periodization of Indian History is not done by us but by the British. When the British colonised India they also decided to colonise the body and the mind of the natives. In order to legitimise their political power and to show their presence as civilizing missions, James Mill in 1818 provided a Tripartite periodization of Indian history, where he divided the history of India into Hindu, Muslim and British period. The early Indian nationalist historians replaced the tripartite division based on the dynastic histories as Ancient, Medieval, and Modern, that is, Hindu, Muslim, and British. The periods have their own sub divisions such as the period of 1919-1947 in the Modern period is known as the Gandhian Phase or the Gandhian era.

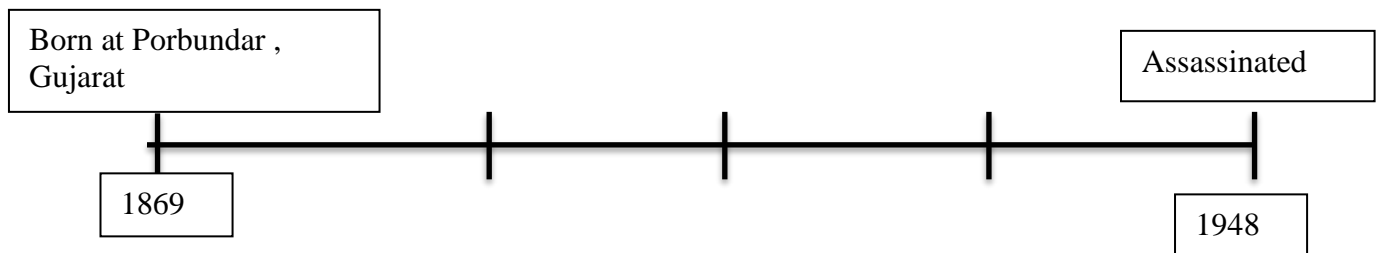
1. Based on the passage you listened to state whether the following statements are True or False:

- a. The periodization of Indian history into Hindu, Muslim and British was done by Indian scholars
- b. Pre – history predates ‘writing’: it has no written records
- c. The Prophet Muhammad took flight from Medina to Mecca
- d. Colonisation by the British was more than colonization of territory: the mind and body are also colonized
- e. The Gandhian age began after 1947

2. Complete the table based on the talk you heard:

Periodization according to European historians is	
Timeline followed by Islamic countries was	
Tripartite periodization is	
Gandhian phase is	

3. Complete the timeline about Mahatma Gandhi – Birth, Education, Marriage, South Africa, Freedom Fight, and Death.



B. Listen to the following instructions given before examination.

Transcript for Listening:

Instructions to candidates before the Competitive Examination

- Write your roll number, ticket number, date, time and venue for the examination as given in the Admission Certificate.
- Do not be late for the exam. Report half an hour before the exam. Latecomers will not be allowed to write the exam.
- Bring your admission certificate with photographs.
- Do not bring mobile phones, pagers or calculators inside the exam hall.
- Use black ink pen or ball point pen for filling up your answer sheet.
- Do not leave the hall before you complete filling up all your answers.
- Hand over the answer sheet with extreme care and keep it dust-free.
- Do all your rough work in the test booklet.
- Return your test booklets along with your answer sheets.
- Mark all your answers only in the answer sheet, not in the test booklet.

Imperatives

Imperatives are verbs used to give orders, commands, warning or instructions. At times even modals (like should, must etc.) are used to for giving instructions. But the use of imperatives helps in the clarity of instructions.

Post-Listening Activity

- (1) In the list of instructions you heard, every instruction starts with an imperative verb. List out the imperative verbs you heard:

(2) Write a list of five instructions you would give to your younger brother who is going to write his board exam. Your instructions should start with imperative verbs.

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____

SPEAKING – Preparatory Activity

1. Look at the following smiley images and write what do they express – fear? Anger? Or any other emotion?



2. Vocabulary

Look at the new words and their meanings for your reference

New words	Meanings
Adaptive	changing/adapting ones' attitude
Physiology/Physiological	reaction in the body
Psychology/Psychological	affecting, or arising in the mind; related to the mental and emotional state of a person.
Acceptance	the act/attitude of accepting

Anticipation	expecting/predicting an arrival
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Read the following passage on different emotions and answer the following questions:

ELEMENTS OF EMOTION

Adaptive

Emotion can be adaptive and help us deal with changing environment or stress, by repressing emotion (diluting its intensity or significance) or by over-reacting (working faster and harder, seeing stress as a challenge).

Physiological changes

It is involuntary reaction of the body. Changes within the body are a major element of fear, anger, joy, and other emotions. These include changes in heart rate, blood pressure, perspiration, and other bodily stirrings. Most of these reactions are caused by release of adrenaline into the bloodstream. Adrenaline is a hormone that stimulates the sympathetic nervous system, which in turn activates the body.

Emotional expressions

Outward signs of what a person is feeling - communication. These are another major element of emotion. Hands tremble, face contorts, posture becomes tense and defensive when intensely afraid. Emotion is also revealed by marked shifts in voice tone or modulation. Other signs of emotion range from shrill rage to the surprisingly subdued last words on flight recorders after air disasters (a common last word is "Damn," spoken calmly). Expressions of emotion are important because they communicate emotion to others.

Emotional feelings

A person's private emotional experience determines how he or she will respond to a situation.

Primary Emotions

Robert Plutchik (1980) concluded from research that there are 8 primary emotions, and each can vary in intensity (anger may vary from rage to annoyance) : fear, surprise, sadness, disgust, anger, anticipation, joy, acceptance.

Mixed Emotions

Plutchik felt that adjacent emotions can be mixed to yield a third,

more complex emotion. And other mixtures are also possible. A child about to eat a stolen cookie may feel both joy and fear. The result? Guilt.

Awe - mixture of Fear and Surprise
Disappointment - mixture of Surprise and sadness
Remorse - mixture of Sadness and disgust
Aggression - mixture of Anger and Anticipation
Jealousy - mixture of love, anger, and fear.
Optimism - mixture of Anticipation and Joy
Contempt - mixture of Disgust and Anger
Submission - mixture of Acceptance and Fear
Love - mixture of Joy and Acceptance

With that said, here are 10 of the most universal emotions and what they mean: Happiness which is one of the first core emotions we all experience, Sadness, Anger, Anticipation, Fear, Loneliness, Jealousy and Disgust.

Speaking Activities:

1. Language game - Enacting an Emotion

Students are divided into groups with 5-8 students in each group. Each group will choose one emotion from the passage and enact it in front of the class without uttering a single word. Seeing the body language and facial expressions, other groups should guess the emotion. The group that gets it right will be awarded marks.

2. Role play

Students can choose either one of the scenario for enacting the role play.

- (a) A student has forgotten to submit his assignment for second time. The teacher is very angry. The student should try to persuade the teacher to give him more time.
- (b) Two students are caught by the teacher for copying in the exam hall. They are taken to the principal room by the teacher. Students have to escape the situation with humour.

Students can decide their roles, write down the dialogues, practice it with each other and then when called, should enact it in front of the class. There should be a minimum of six exchanges between them.

Situation 1:

Teacher: Where is the English Assignment?

Student: Isn't the deadline to submit tomorrow mam?

Teacher: (angrily) _____

Student: _____

Teacher: _____

Student: _____

Teacher: _____

Student: _____

Teacher: _____

Student: _____

Teacher: _____

Student: _____

READING ACTIVITY

Pre-reading Activity

A. Pair Activity

Look at the picture below and guess what is it about? Discuss the picture with your neighbor and frame one sentence each about the picture



B. Choose the right word for the given meanings from the list of words given below:

Commercial, coined, inaccessible, nausea, fatigue, prestige, controversial, survive, excrement, ascents

- (i) Making up something -
- (ii) Extreme tiredness -
- (iii) Something that is debatable -
- (iv) Feces -
- (v) Anything that is used to make money -
- (vi) Reputation or stature -
- (vii) Stay alive -
- (viii) Difficult to reach -
- (ix) Scaling -
- (x) Vomiting -

Reading Passage 1

Read the passage and answer the following questions:

MOUNT EVEREST

Mount Everest is the tallest mountain on Earth-it's peak is almost 30,000 feet above sea level, or almost as high as **commercial** airplanes fly. The mountain is part of the Himalayas mountain range, and located on the border between Nepal and China.

The Mountain is known by various names by the local people who live around it. The name 'Everest' was **coined** in 1865 by Andrew Waugh, who was the British Surveyor General of India-as India was a British colony at the time, Andrew chose 'Everest' as it was the last name of the man who held his position before him, Sir George Everest.



Everest has been difficult to climb for several reasons, aside from the actual distance there is to climb. The first is weather-the mountain is **inaccessible** for half of the year because of heavy snow and wind. The second is altitude. The mountain is so high that the air at the top is much thinner than the air at the bottom. This means that people climb higher up than 80,000 feet can get altitude sickness. Symptoms of altitude sickness include headaches, **nausea**, dizziness, sweating, nosebleeds, **fatigue**, and insomnia. This is because the air is so thin that the heart does not have enough oxygen to fuel the muscles. More serious cases of altitude sickness can even result in death.



The reason for climbing Everest was prestige, especially national **prestige**. The British wanted to show that they were masters of the world by climbing its tallest mountain. The first recorded attempt to climb Everest was by British mountaineers in 1921, though they climbed to only 22,000 feet. A **controversial** attempt took place in 1924, George Mallory and Andrew Irvine set out to scale the mountain and disappeared. Only Mallory's body was discovered in 1999. It is possible that Mallory and Irvine were the first to reach the peak of Everest, but as they did not **survive** to tell the tale, it remains a mystery.

The first group, Tom Bourdillon and Charles Evans, both British, got within 300 feet of the peak but were forced to turn back. The second group, made up of Edmund Hillary, from New Zealand, and Tenzing Norgay, a Sherpa climber from Nepal, climbed up next. Bourdillon and Evans had planted supplies and found a route up the mountain, and these supplies helped Hillary and Norgay on their trip up. They climbed the peak in 1953. They took photos, buried some items in the snow to prove they were there, and made the trip down. More than 4000 people have reached the top since 1953. These climbs have increased the

problems of pollution. It is reported that 26000 pounds of human **excrement** is left behind on the mountain each year.

Apa Sherpa, and Phurba Tashi, both Nepalese, are tied for the record of most times climbed Everest-with 21 **ascents** to the top.

Answer the following questions based on the passage given above:

- (1) Where is Mt.Everest located?
 - (a) India (c) Nepal
 - (b) Between India and Nepal border (d) Between Nepal and China border

- (2) Everest is so named because
 - (a) It means 'highest peak' (c) of a British official who was Surveyor General
 - (b) British liked to give English names (d) British Surveyor wanted his name to be given

- (3) According to the passage, which one of the following is NOT a factor that contributes to the difficulty in climbing Mt.Everest?
 - (a) The very cold weather with heavy snow and winds prevail in the region.
 - (b) The grizzlies are dangerous to people who climb these mountains.
 - (c)The distance to climb is not a short one.
 - (d) Nausea and dizziness are some of the effects when one climbs a high mountain.

- (4) What makes people to climb such high mountains?

(5) Who are Sherpas?

(6) Who was the first person to climb Mt.Everest?

(7) Complete the table based on the passage and if possible, collect more information from online resources or books etc.

Name of the person who climbed Mt.Everest	The country he / she belongs to	Did the person succeed or not?

(8) You and your friends are planning to climb a small mountain near your place. As the captain of the team, write a set of five instructions to be followed by your friends while climbing the mountain. Start your instructions with imperative verbs.

The first one is given as an example. Write the rest of the instructions.

(i) Bring torch and first aid materials while climbing.

- (ii) _____.
- (iii) _____.
- (iv) _____.
- (v) _____.

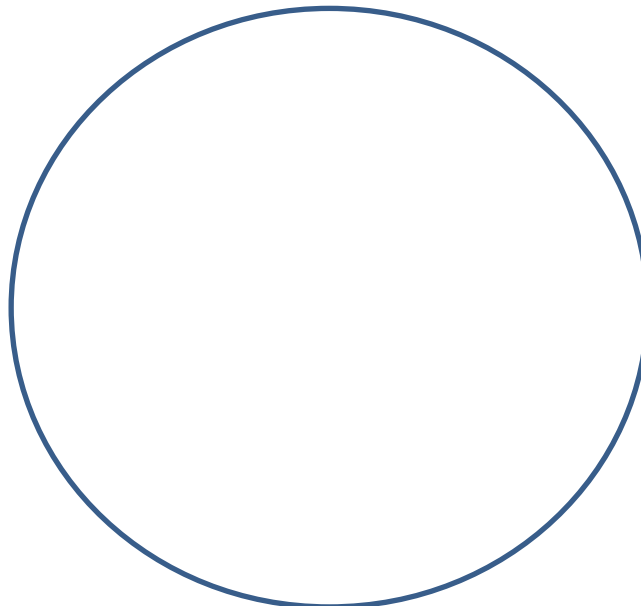
Reading Passage 2

Pre-reading Activity

During lockdown, apart from cleaning their houses, people spent their time reading books, watching TV, browsing websites, using social media, gaming etc. How did you spend your days during lockdown?

Draw a pie chart to describe a day in lockdown. It should depict what you usually do in those lockdown days. After completing your pie diagram, share it with your friend and see how long each one has spent in using electronic gadgets? Report to the classroom to see who has spent the most number of hours in using electronic gadgets like TV, mobile phone, laptop etc.

An Average Day during Lockdown



Reading

Impact of Internet Addiction on Academic Performance

There have been many research studies conducted on how Internet **addiction** would **impact** on academic performances. Post-covid era, using technology and online resources have become a necessity for all people around the world. In the early 2000s, Internet usage was not that high in India but it has been steadily increasing in the past few years and post-covid times, it has zoomed very high. Today online communication has become an accepted form of information exchange and networking among working professionals, students and others. We have **homemakers** having their own YouTube channels where they upload their cooking or Giving Tips videos. These tips can be for beauty, health, and environment or even on political issues. Internet has given voice to common people and they are **utilizing** it to the maximum. But even a good thing can remain good only if it is used **judiciously**. When the usage becomes **extreme**, then it becomes an addiction. Though it impacts everyone, in case of students the impact is visible in their academic performance.

Researchers have said that Internet addiction could impact academic performance; early detection is **crucial**. This was the finding about Internet Addiction (IA) which was published in peer-reviewed journal in 2018. According to the research there is a positive **correlation** between IA and psychological **distress**. The article further states that, if Internet Addiction is not detected early, it will affect academic performance of the students. Various studies were conducted by healthcare institutions and other leading Psychological institutes in Southern Indian states. It proved that IA leads to psychological distress (depression) among students. The study was conducted among professional students who did medicine and engineering. Likewise, it was also conducted among large group of students undergoing undergraduate courses in south India.

Internet has become the best friend and guide to majority of the people around the world. Still, one major **downside** is that it causes severe mental health condition among students. In fact, researchers reveal that students suffer from psychological distress and their long-term career goals are affected by this addiction. Steps need to be taken in the early stage to control this problem.

A. Vocabulary

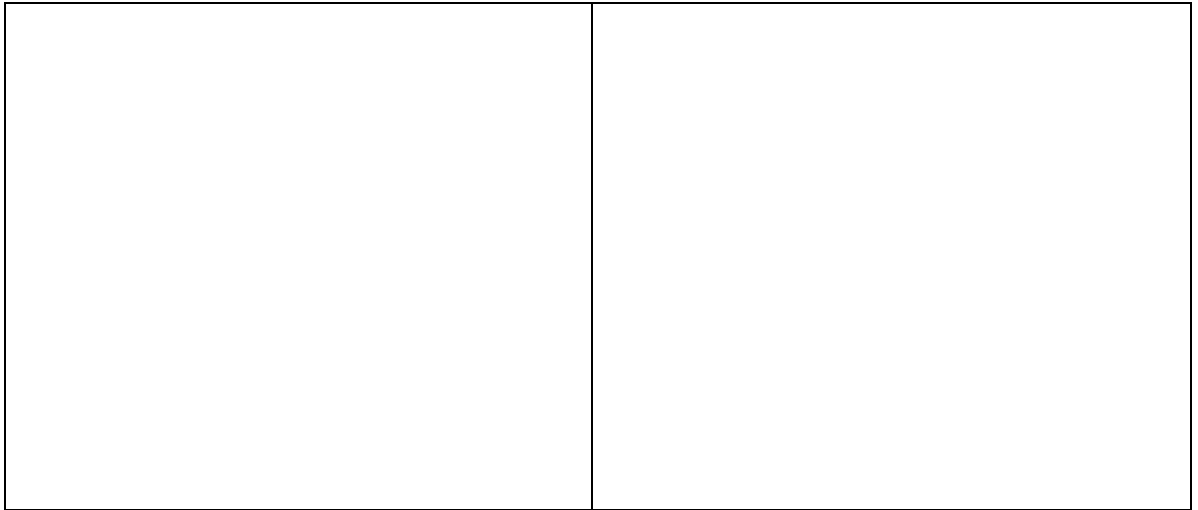
Find the contextual meaning of the words taken from the passage. You can use dictionaries for this purpose.

- 1. Addiction
- 2. Impact
- 3. Homemaker
- 4. Utilizing
- 5. Judiciously
- 6. Extreme
- 7. Correlation
- 8. Distress
- 9. Crucial
- 10. Downside

B. What are the problems the author feels Internet addiction would lead to?

C. In the above passage which items are facts and which ones are opinions of the author. Differentiate between fact and opinion in the table below:

FACTS	OPINIONS
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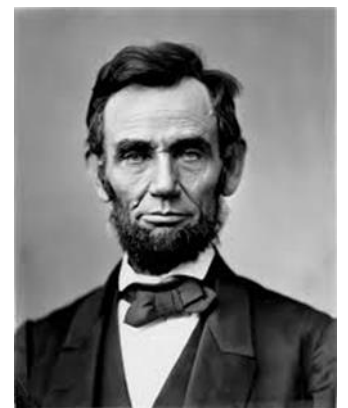
D. Group Work:

Do you agree with the author that Internet addiction is bad for students in particular? If yes, can you suggest some ways to address this problem? If no, give reasons for your viewpoint. Discuss these in groups and present your findings to the class.

WRITING

Pre-Writing Activity

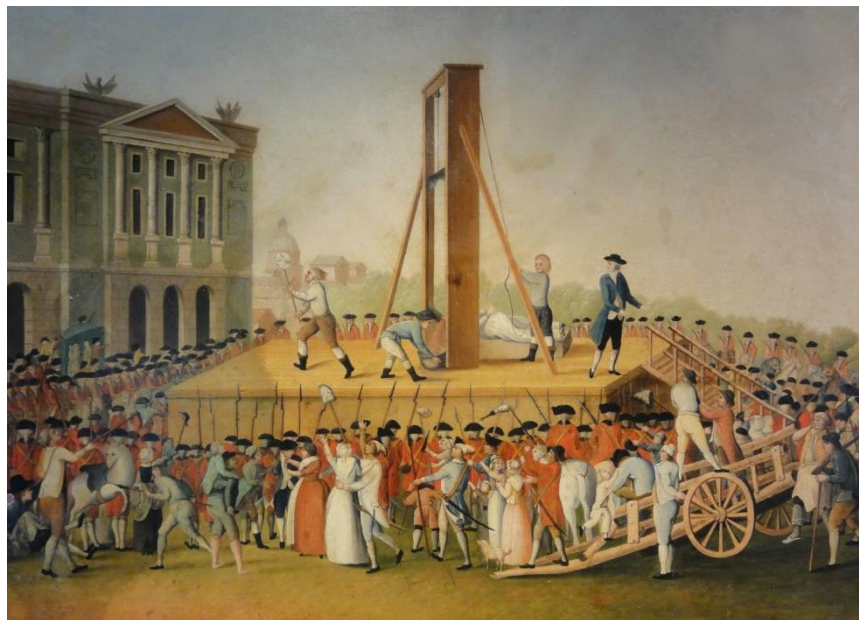
A. Look at the pictures below and try to find who they are and what are they famous for?



B. Now look at the following pictures. Can you guess the historic event shown in these pictures? What do you think is depicted in these pictures?



The Storming of the Bastille



People guillotined

Read the following passage on French Revolution and answer the questions given below:

A Revolution that lasted 10 years

The French Revolution lasted from 1789 to 1799. It began on July 14, 1789 when revolutionaries stormed a prison called the Bastille. The revolution came to an end 1799 when the famous General, Napoleon overthrew the revolutionary government and established the French Consulate and he became its leader.

The Three Estates

Prior to the revolution, the people of France were divided into social groups called "Estates." The First Estate included the clergy (church leaders), the Second Estate included the nobles, and the Third Estate included the commoners. Most of the people were members of the Third Estate. Sadly, it was the Third Estate which paid most of the taxes, while the nobility lived lives of luxury and got all the high-ranking jobs. This was totally unjust.

The formation of The Directory

Representatives from the Third Estate established the National Assembly where they demanded that King Louis XVI give them certain rights. This group soon took control of the country. They changed names over time to the Legislative Assembly and, later, to the National Convention. After the Reign of Terror, a new government was formed called the Directory. The Directory ruled until Napoleon took control.

Reign of Terror

The darkest period of the French Revolution is called the Reign of Terror which lasted from 1793 to 1794. During this time, a man named Robespierre led the National Convention and the Committee of Public Safety. He wanted to stamp out any opposition to the revolution, so he called for a rule of "Terror." Laws were passed that said anyone suspected of treason could be arrested and executed by guillotine. Thousands of people were executed including Queen Marie Antoinette and many of Robespierre's political rivals.

Political Clubs

Many of the new political ideas and alliances of the French Revolution were formed in political clubs. These clubs included the powerful Jacobin Club (led by Robespierre), the Cordeliers, the Feuillants Club, and the Pantheon Club.

Outcome

“Liberty, Equality, Fraternity” was the motto of the French Revolution: it completely changed the social and political structure of France. It put an end to the French monarchy, feudalism, and took political power from the Catholic church. It initiated the decline of monarchy and the trend towards establishment of democracies. It brought new ideas to Europe including liberty and freedom for the commoner as well as the abolishment of slavery and the rights of women. Although the revolution ended with the rise of Napoleon, the ideas and reforms did not die. These new ideas continued to influence Europe and helped to shape many of Europe's modern-day governments.

- A. The discontent with the French monarchy and the poor economic policies of the King was the cause for French Revolution. Nobilities lived a life of luxury and common people lived in poverty. Make three comparative statements about life of luxury and a life of poverty and complete the following table.

Life of Luxury	Life of Poverty

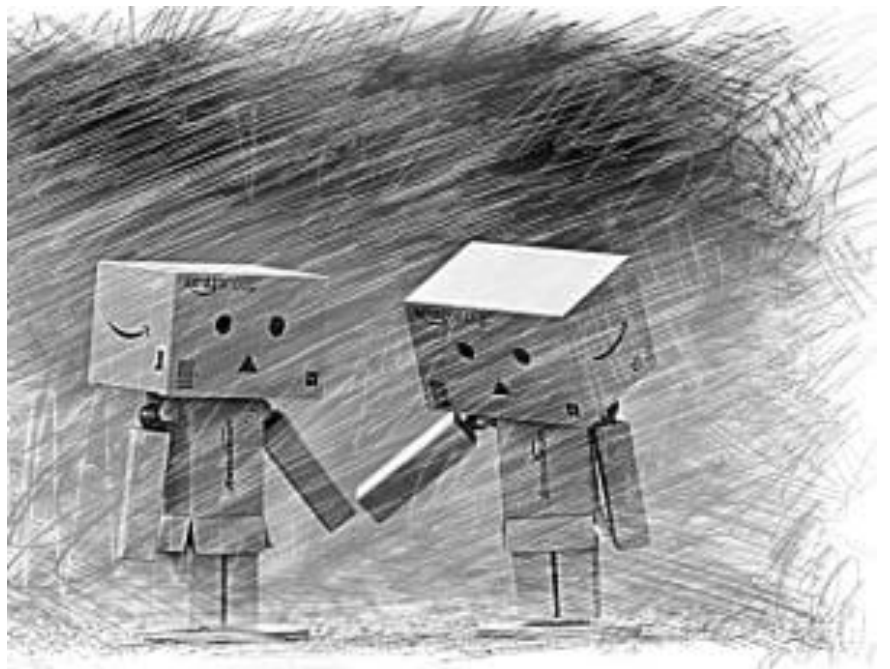
- B. In France, at the time of the Revolution, there were “three estates”. Based on this terminology, there is a “fourth estate” in modern society. Find out what is the “fourth estate” and write a few lines about it.

C. Why was one period called as 'Reign of Terror'?

D. What do you know about slavery? Was it restricted only to France? What role did Abraham Lincoln play in the topic of slavery?

E. Look at the following pictures and develop a story based on these pictures:





UNIT 2

DESCRIPTION

Syllabus

Listening - Listening to process description.-Drawing a flow chart.

Speaking – Role play (formal context)

Reading – Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing – Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended

Preparatory Activity



Online Shopping

The process of buying a product online is given in sentences which are jumbled in the box. Rearrange them in the right order so that it forms a meaningful description of the online buying process.

6. Next, search for the product you want to buy within the website.
7. Select credit card/ debit card / net banking option.
8. After you enter the card / bank details, OTP will be generated which has to be submitted in the respective section.
9. You will receive your confirmation message in your email and phone which has to be saved for further transaction.
10. Add the product to your cart and then click on the cart image.
11. Once your OTP is submitted, your payment process is confirmed.
12. First, open the e-commerce website that sells the product you want to buy.
13. Next step is to choose the payment option.
14. Give the necessary details in your bank page or card details in the respective section.
15. Choose the variety you want from the listed products.

LISTENING:

- C. Listen to the talk on Cartographic Process and answer the questions given below:

Transcript of the Listening Passage:

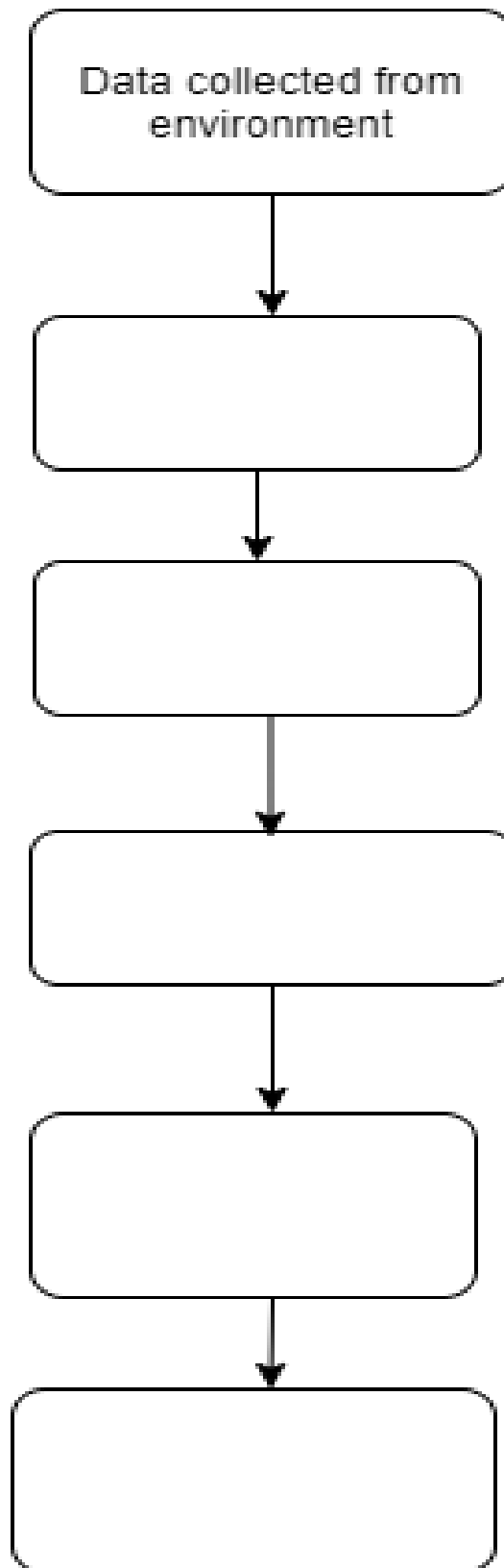
The Cartographic Process

Maps have played a significant role in the advancement of civilisation. They played an important role in navigation and voyages of discovery by sea. Cartography was an art that required a scientific mind and an artistic hand. Today, however, maps can be produced with online tools. Maps are used in a wide range of activities (from urban planning, through geological exploration or environmental management, to trip planning and navigation). Cartography, though now easier than in ancient times, is still the domain of professionals with expertise in mapping or in the phenomena being depicted on the maps. It has been said that cartography is as a process that links map makers, map users, the environment mapped, and the map itself.

The cartographic process is a cycle that begins with a real or imagined environment. Data is collected from the environment (through technology and/or remote sensing). These experts then use their perception to detect patterns in the data collected and subsequently prepare the data for map creation (i.e., they think about the data and its patterns as well as how to best visualize them on a map). Next, the map maker uses the data and attempts to signify it visually on a map (encoding), applying generalization, symbolization, and production methods that lead to a depiction that can be interpreted by the map user in keeping with the purpose which the map maker intended. Next, the map user reads, analyzes, and interprets the map by decoding the symbols and recognizing patterns. Finally, users make decisions and take action based upon what they find in the map. Through their provision of a viewpoint on the world, maps influence our spatial behavior and spatial preferences and shape how we view the environment.

While -Listening Activity

A. Complete the flowchart as you listen to the Cartographic Process



Speaking

Read the following extract from 'Hard Times' written by Charles Dickens

He was a rich man: banker, merchant, manufacturer, and what not. A big, loud man, with a stare, and a metallic laugh. A man made out of a coarse material, which seemed to have been stretched to make so much of him. A man with a great puffed head and forehead, swelled veins in his temples, and such a strained skin to his face that it seemed to hold his eyes open, and lift his eyebrows up. A man with a pervading appearance on him of being inflated like a balloon, and ready to start. A man who could never sufficiently vaunt himself a self-made man. A man who was always proclaiming, through that brassy speaking-trumpet of a voice of his, his old ignorance and his old poverty. A man who was the Bully of humility.

A year or two younger than his eminently practical friend, Mr Bounderby looked older; his seven or eight and forty might have had the seven or eight added to it again, without surprising anybody. He had not much hair. One might have fancied he had talked it off; and that what was left, all standing up in disorder, was in that condition from being constantly blown about by his windy boastfulness.

In the formal drawing-room of Stone Lodge, standing on the hearthrug, warming himself before the fire, Mr Bounderby delivered some observations to Mrs Gradgrind on the circumstance of its being his birthday. He stood before the fire, partly because it was a cool spring afternoon, though the sun shone; partly because the shade of Stone Lodge was always haunted by the ghost of damp mortar; partly because he thus took up a commanding position, from which to subdue Mrs Gradgrind.

'I hadn't a shoe to my foot. As to a stocking, I didn't know such a thing by name. I passed the day in a ditch, and the night in a pigsty. That's the way I spent my tenth birthday. Not that a ditch was new to me, for I was born in a ditch.'

Charles Dickens

Pair Work:

Discuss the answers for the following questions with your partner:

- (1) Based on the passage, how old do you think Mr.Bounderby is?
- (2) In the above passage, choose four words or phrases which suggest that Mr.Bounderby is a very unpleasant man. Explain how the expressions give that suggestion.
- (3) Which line shows us that Mr.Bounderby as a bully?
- (4) What kind of childhood did Mr.Bounderby had?
- (5) Choose two phrases or expressions from the passage that suggest that the author is making fun of Mr.Bounderby.

Role Play

According to Cambridge English Dictionary, role play is defined as the act of “pretending to be someone else, especially as part of learning a new skill.” It is the act of imitating the behaviour of someone or placing oneself in an imaginary situation especially as part of a training exercise or a language learning activity. It is a fun theatrical exercise that is a cross between improvisation and performing in a play. It blends creativity with structure to help actors hone their craft and is an important skill for an actor to develop. There are four types of role-play: conflict roleplay co-operative role play, information gap role play and task-based role play.

Sample 1

Given below is a role play between a student and faculty.

David is a student who wishes to clarify certain doubts about a seminar presentation with his Professor of English.

David: Good Morning Sir.

English Professor: Good morning David. How can I help you?

David: I have some doubts with regard to my seminar presentation. Can I work on the Theme of Nature in Wordsworth’s Poetry?

English Professor: Yes, it sounds good to me. Do be specific on the poems you wish to discuss.

David: Can I get a week for preparation? Is the presentation for 15 minutes?

English Professor: Yes, take a week. The maximum time duration allowed is 15 minutes.

David: And one more thing, can I make a power point presentation Sir?

English Professor: A power point presentation is allowed.

David: Thank you Sir.

English Professor: You are welcome. All the best.

Explanation about Sample 1

In the above given role play, David, a student approaches his English professor and has his doubts clarified about his presentation. Modifications in the above role play are possible with different replies and responses. The learners can get creative and explore the possibilities and thus improve their fluency and vocabulary. This is more of task-based role play.

Sample 2

Given below is a role play between a Tourist guide and a tourist.

Mr. Manish Singh is a tourist visiting Mahabalipuram and Mr. Ravi is his tourist guide.

Mr. Ravi: Hello Sir. I am Ravi your tourist guide. Shall we begin our tour?

Mr. Manish Singh: Hello Mr. Ravi. Yes, I am looking forward to seeing this historical place.

Mr. Ravi: Mahabalipuram, is a town in Chengalpattu district in the south-eastern Indian state of Tamil Nadu. It is a UNESCO heritage site.

Mr. Manish Singh: Interesting! So, it is a historical site.

Mr. Ravi: Yes, it is. Neolithic burial urn, cairn circles and jars with burials dating to the 1st century BCE have been discovered near Mamallapuram, which is another name for Mahabalipuram.

Mr. Manish Singh: That is information to me Mr. Ravi.

Mr. Ravi: The temples of Mamallapuram, portraying events described in the Mahabharata, were built largely during the reigns of King Narasimhavarman and his successor Rajasimhavarman and show the movement from rock-cut architecture to structural building. The city of Mamallapuram was founded by the Pallava king Narasimhavarman I in the 7th century AD. Now that we have reached the site, let us see it in person.

Mr. Manish Singh: Yes, Indeed! Thank you.

Explanation about Sample 2

In the above given role play, Mr. Ravi, tourist guide is sharing information about Mahabalipuram with Mr, Manish Singh, tourist from Punjab. The role play can be engaging and interesting as it progresses and it can lead to information sharing and language learning. It can be either information gap role play or task based role play.

Role play Activity

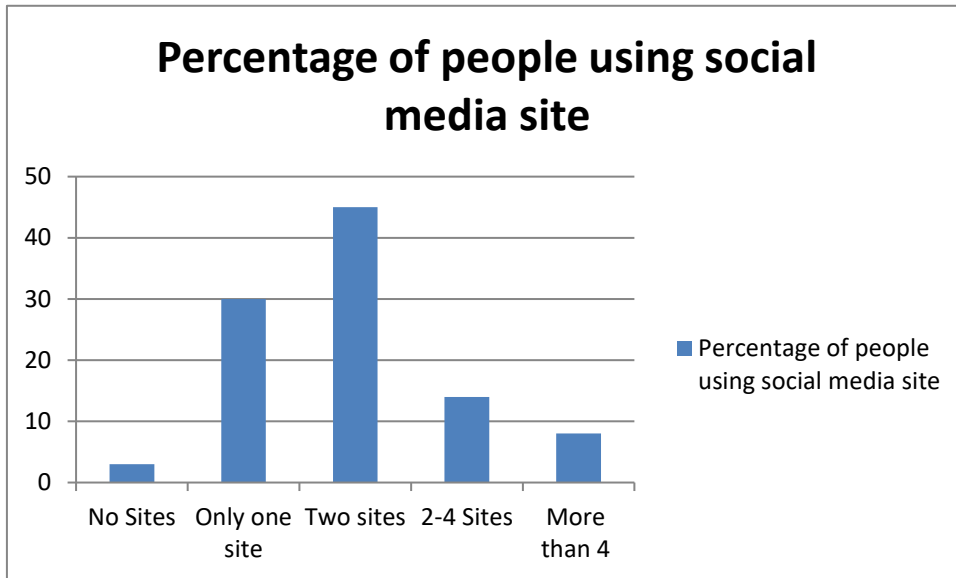
Divide the class into groups of 5 or 6 students each. Ask them to choose either one of the following situations and design a role play. Each one should take one responsibility. If there are only 2 or 3 roles to enact, others should contribute in scripting and storytelling process.

- a. A mentor expressing concern over the poor performance of his ward to him.
- b. As the MLA of a constituency, debate over poor drinking water availability in your locality in the legislative assembly
- c. Persuade the Bank Manager to increase the amount of the loan extended to you.
- d. Discuss with your friends about the health hazards of smoking.
- e. Insist to your peers the need to submit assignment on time.

READING

Pre-Reading Activity

Look at the bar chart below and write five sentences that you can infer from the bar chart. The first sentence is given as a sample for you.



Inference from the bar chart

1. The percentage of people using more than two social media sites are the highest which shows that in spite of many social media sites available, people are not using all those sites.

2. _____

3. _____

4. _____

5. _____

Reading Passage 1

Read the following passage and make notes of the important points of the paragraph in the margin against each passage. After reading the passage, answer the questions given below:

SPSS STATISTICS SOFTWARE	Notes Section
<p>SPSS Statistics is a software package used for interactive statistical analysis. The expansion of SPSS is "Statistical Package for Social Sciences." It was produced originally by SPSS Inc. In 2009, IBM acquired it. It is used not only in the social sciences but also by health researchers, survey companies, government, education researchers, marketing organizations, data miners. The original SPSS manual (Nie, Bent & Hull, 1970) has been described as one of "sociology's most influential books" for allowing ordinary researchers to do their own statistical analysis. In addition to statistical analysis, data management (case selection, file reshaping, creating derived data) and data documentation (a metadata dictionary is stored in the datafile) are features of the base software.</p>	
<p>This base software includes</p> <ul style="list-style-type: none">• <u>Descriptive statistics: Cross tabulation, Frequencies</u> and Descriptive Ratio Statistics• Bivariate statistics: <u>Means, t-test</u> and <u>Nonparametric tests</u>.• Prediction for identifying groups: <u>Factor analysis, cluster analysis</u>	

- Geo spatial analysis, simulation

SPSS Statistics places constraints on internal file structure, data types, data processing, and matching files, which together considerably simplify programming. SPSS datasets have a two-dimensional table structure, where the rows typically represent cases (such as individuals or households) and the columns represent measurements (such as age, sex, or household income). Only two data types are defined: numeric and text (or "string"). All data processing occurs sequentially case-by-case through the file (dataset). Files can be matched one-to-one and one-to-many, but not many-to-many. In addition to that cases-by-variables structure and processing, there is a separate Matrix session where one can process data as matrices using matrix and linear algebra operations

Post- Reading Activities

1. Based on the notes you made, write the main idea of the passage in not more than three sentences.

2. What are the uses of SPSS software?

3. What are the main features of basic SPSS software?

4. List three major limitations of using this software.

5. Based on the passage, who do you think would benefit from this software?

Reading Passage 2

Pre-reading activity

A. Vocabulary – Pair work

Each pair of students should take two words from the table and find the meaning from dictionary. Make one sentence each for each word. All words should be distributed among students. After they finish, each word meaning can be discussed in class so that all students are able to write the meaning of all given words.

Consume	Vary
Scarce	Monetary
Sacrifice	Allocation
Apportion	Generates
Assumptions	Efficiency
Rationality	Proportion
Interpretation	Consumption
Aggregated	Influenced

B. Look at the title of the passage

Fundamentals of Economics

What do you think the passage is about? Put down your ideas about the theme of the passage before reading it.

Now read the passage thoroughly and try to answer the following questions:

Fundamental Economics

What is Economics?

Economics is concerned with how choices are made about the use of resources: what should be produced and who should **consume** it. The need to make such decisions arises because economic resources are **scarce**. Making decisions involves the **sacrifice** of benefits that could have been obtained from using resources in an alternative course of action. This sacrifice is known as the opportunity cost of an activity.

Economics as a social science

Economics studies the ways in which society decides what to produce, how to produce it, who to produce it for and how to **apportion** it. We are all economic agents, and economic activity is what we do to make a living.

Economists assume that people behave rationally at all times and always seek to improve their circumstances. This assumption leads to more specific **assumptions**.

- Producers will seek to maximise their profits.
- Consumers will seek to maximise the benefits (their 'utility') from their income.
- Governments will seek to maximise the welfare of their population.

Both the basic assumption of **rationality** and the more detailed assumptions may be challenged. In particular, we will look again later at the assumption that businesses always seek to maximise their profits. A further complication is that concepts such as utility and welfare are not only open to **interpretation**, but also that the interpretation will change over time.

The way in which the choices about resource allocation are made, the way value is measured, and the forms of ownership of economic wealth will also **vary** according to the type of economic system that exists in a society.

(a) In a centrally planned (or command) economy, the decisions and choices about resource allocation are made by the government. Monetary values are attached to resources and to goods and services, but it is the government that decides what resources should be used, how much should be paid for them, what goods should be made and, in turn, what their price should be. This approach is based on the theory that only the government can make fair and proper provision for all members of society.

(b) In a free market economy, the decisions and choices about resource allocation are left to market forces of supply and demand, and the workings of the price mechanism. This approach is based on the observable fact that it generates more wealth in total than the command approach.

(c) In a mixed economy the decisions and choices are made partly by free market forces of supply and demand, and partly by government decisions. Economic wealth is divided between the private sector and the public sector. This approach attempts to combine the efficiency of the market system with the centrally planned system's approach to fair and proper distribution.

In practice, the industrialised countries in the developed world have mixed economies, although with differing **proportions** of free market and centrally planned decision-making from one country to the next. In such economies, the government influences economic activity in a variety of ways and for a variety of purposes.

(a) Direct control over macroeconomic forces can be exercised through policy on tax, spending and interest rates.

(b) Taxes, subsidies and direct controls can affect the relative prices of goods and services.

(c) Government-owned institutions such as the National Health Mission (NHM) can provide goods and services directly, free or at low cost at the point of consumption.

(d) Regulation can be used to restrict or prevent the supply of goods and services.

(e) Incomes can be influenced through the tax and welfare systems.

Microeconomics is the study of individual economic units; these are called households and firms.

Macroeconomics is the study of the aggregated effects of the decisions of economic units. It looks at a complete national economy, or the international economic system as a whole.

1. What is economics?
2. What does the author mean when he uses the word assumptions?
3. According to the author what will change over time?
4. What kind of economic activity happens in a free market economy?
5. What kind of economy do developed nations have?
6. What are the different ways government can exercise control over economy?
7. List two major differences between free economy and centrally controlled economy.
8. What kind of economy does our country have?

WRITING

Writing definitions

In the above passage, look at the following lines:

Microeconomics is the study of individual economic units.

Macroeconomics is the study of the **aggregated** effects of the decisions of economic units.

These are called as Definitions. Dictionary meaning is that it is the act of defining, or making something definite, distinct or clear. A formal definition consists of three parts:

1. The term (word or phrase) to be defined
2. The class of object or concept to which the term belongs
3. The unique characteristics that distinguish it from all others of its class

Examples:

1. A license is a contractual arrangement in which one firm (the licensor) provides access to some of its patents, trademarks, or technology to another firm in exchange for a fee or royalty.

In the above definition, the word 'license' is the term being defined. The phrase 'contractual agreement' is the group it belongs to. And the last part of the sentence is its unique feature suitable to only license. This is a formal definition of 'license'.

2. **Plutocracy** is a government or state in which the wealthy class rules.
3. **Bipolar disorder** is a serious mental illness in which common emotions become intensely and often unpredictably magnified with mood swings.
4. **Experimental psychology** is a branch of psychology that uses experimental methods to study psychological issues.
5. A **Seismograph** is an instrument that measures and records details like force and duration of earthquake

Writing definitions

Write definitions for the following terms. Use dictionary for reference.

1. Algorithm
2. Bank
3. Reservoir rock
4. Poverty
5. Patriarchal society

Extended Definition

The above given definitions are single sentence definition. An extended definition, on the other hand, is a one or more paragraphs that attempt to explain a complex term. Especially, while writing reports, you may often discover that you need to explain certain basics before discussing the main subject matter. The key to writing a good extended definition is to choose the sources of definition to help readers understand the term being defined.

Checklist for writing extended definition for any terminology:

- Description
- Process narration
- Additional definition
- Historical background
- Cause and effects
- Problems and solutions
- Statistical data
- Uses & applications
- Similarities and differences
- Examples
- Future developments
- Advantages and disadvantages

Based on the checklist, try writing extended definition for the following:

- Aristocracy
- Psychokinesis
- Industrialization
- Migration
- Holocaust

Read the following passage and answer the following questions:

[Open Access Article](#)

The historical reconstruction of the 1755 earthquake and tsunami in downtown Lisbon, Portugal

by [Angela Santos](#)^{1,*}, [Mariana Correia](#)¹, [Carlos Loureiro](#)², [Paulo Fernandes](#)^{2,3} and [Nuno Marques da Costa](#)¹

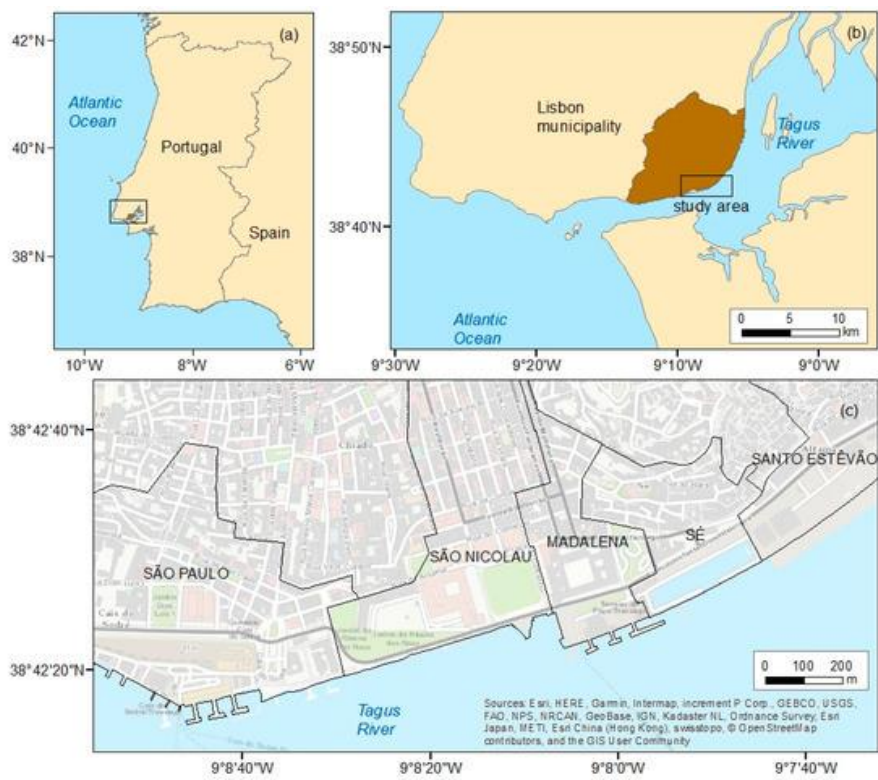
<https://doi.org/10.3390/jmse7070208>

The 1 November 1755 earthquake triggered a tsunami that hit the entire Portuguese coastline. According to the historical records previously analyzed in Lisbon municipality, the combined effects of the earthquake, tsunami, and fire caused significant damage to the city's buildings. However, the administrative limits of Lisbon municipality have been changing over time, which has been one of the limitations in the interpretation of this historical event in the city. Still, it is known that the disaster killed more than 10,000 people in the municipality, which in 2010 had 54 civil parishes. Moreover, the 18th century census data show that before the earthquake Lisbon city had 109,754–157,192 residents (older than 7 years). As a result, the fatalities due to the 1755 disaster correspond to 6.4%–9.1% of the Lisbon city resident population. The recovery process started immediately after the disaster. Nevertheless, only on 12 May 1758 was the Reconstruction Law of Lisbon approved. It established a five-year period to conclude the reconstruction project. On the other hand, although the historical accounts are quite vast providing a general overview of the disaster in the Lisbon municipality, details remain unknown, especially in the downtown area. In addition, the 1755 event has been largely discussed among the public, stakeholders and scientific community; however, the authors did not find any published detailed analysis of the disaster in the Lisbon municipality.

Therefore, the aim of this research is to understand and reconstruct the impact of the 1755 event in downtown Lisbon, which includes earthquake, tsunami, and fire damage and the number of victims, as well as tsunami parameters (travel times, number of waves and inundation area). The study area is presented in **Figure 1**, corresponding to a stretch of coastline of about 1.8 km, including only 5 civil parishes (out of 54 administrative limits of Lisbon city in 2010). This area was selected due to available data and relevance to the comprehensive analysis of the tsunami. Furthermore, this research is a collaboration between academia and the Museum of Lisbon, which is quite

innovative in Portugal. With this research, the authors hope to contribute to a clearer and objective understanding of this historical event in downtown Lisbon and to advance the general knowledge about this historical event that has not been properly addressed or discussed.

Figure 1. Geographical setting of the study area: (a) Location of Portugal and the Lisbon municipality; (b) location of the study area; (c) details of the study area, which in 2010 had 5 civil parishes.



Answer the following questions:

1. Match the words in column A with their meanings in column B

Column A		Column B	
(1)	Parish	(a)	Death toll
(2)	Triggered	(b)	Interested party
(3)	Fatalities	(c)	Significance
(4)	Stakeholder	(d)	Community
(5)	Relevance	(e)	Activated

--	--

2. Write single line definitions for the words taken from the passage.

- (a) Tsunami
- (b) Earthquake
- (c) Research project
- (d) Historical event
- (e) Census

3. According to the author, what is the aim of this research study?

4. What does the Figure 1 depict?

5. What was the event that forms the basis for this research?

6. Pair work:

Earthquake and Tsunami are two natural disasters that have occurred on earth. There are similarities and differences between them. Discuss with your friend about both Tsunami and Earthquake. Use the clues given in the diagram and write a short paragraph comparing both these disasters.

In your paragraph, use connectives like

To show similarity

- Similarly
- Likewise
- In addition
- In the same way
- Also
- Both

To show differences

- Whereas
- On the other hand
- However
- Unlike
- But, although
- Instead of, in contrast

Tsunami

Earthquake

Tectonic plates
Tidal waves
Destruction
Floods , Earthquake
Evacuation
Landslide
Volcano
Underwater
Indian tsunami

Tsunami, Epicentre,
Seismic, Environment,
Magnitude, Disaster,
Richter scale, Tremor,
Displacement,
Geological, Crack,
Energy, Rupture,
Aftershocks

Writing Captions

Every picture need a suitable caption to describe what is in the picture. A good caption is essential for a picture. A picture without caption is like headless visual. It does not make any sense.



Houses damaged after an earthquake of magnitude 6.5 struck the coastal Bangkok

As given above, try writing caption for the following visuals:



Figure 1: _____



Figure 2: _____



Figure 3:



Figure 4: _____

Describing a picture

Read the following description of Figure 2 given above:

The above picture shows an aerial view of a devastated city which has been prey to a great flood. It shows the houses that are submerged in the water. The worried expression of the soldier, who views the effects of the flood, reveals the tragedy that has befallen the city. The city has been a beautiful place with houses interspersed with greenery that consisted of well grown trees and playgrounds. Further, the arrangement of the houses shows a well-planned and constructed city with spacious roads and streets. The picture shows just one electrical post, implying the loss of electricity and the city's loss of connectivity with the world.

The above paragraph describes the visual in detail and gives a coherent picture of what has happened. Descriptive writing uses powerful adjectives to show what is in the visual. It is very important to show not tell the readers what is in the visual. We need to use appropriate words to create that effect.

Now try describing the following picture using the earlier description as a model. Also, give a suitable caption to the picture. Your description should not exceed 150 words.



UNIT 3: NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / Inventors in fields

(Subject specific)

Speaking – Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading – Longer Reading text.

Writing – Essay Writing (250 words)

Vocabulary: : Register specific - Incorporated into the LSRW tasks

LISTENING

Listening Skill is essential to become a fluent speaker in English. Strong listening skills need to be developed. It not only helps to understand what people say but also helps to speak clearly. Informational, critical and empathetic and comprehensive are the four main types of listening which help to face listening in various situations.

To attain perfection in Listening,



- Be attentive**
- Understand the Ideas**
- Face the speaker and maintain eye contact.**
- Be attentive and relaxed.**
- Keep an open mind.**
- Listen to the words.**
- Don't interrupt**
- Don't impose suggestions**
- Wait for the speaker to pause.**
- Ask questions only to ensure understanding.**
- Try to feel what the speaker is feeling.**
- Give regular feedback.**
- Pay attention to nonverbal cues.**

An Interview With Gandhi¹

Source: *The Labour Monthly*, Vol. 14, April 1932, No. 4 pp. 217-224, (3,338 words)

Transcription: Ted Crawford

HTML Markup: Brian Reid

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[The interviewer was Charles Petrasch, who was in London while Gandhi was staying there. He was able to have a long

interview with the Indian leader and to put to him a number of questions which he had prepared.]

My Indian friends and I had drawn up a list of questions which we wished to put to Gandhi before his departure from London, and we wrote down his replies as the interview went on.

The questions and answers which follow show exactly Gandhi's role in Indian politics.

The first questions put to the Mahatma were on general social matters.

In your opinion, what is the method by which the Indian princes, landowners, industrialists and bankers acquire their wealth?

At present by exploiting the masses.

Can these people enrich themselves without exploiting the Indian workers and peasants?

Up to a certain point, yes.

Have these people any social right to live better than the simple worker or peasant who performs the labour from which they draw their wealth?

Gandhi was silent for a moment. Then he replied: "No right. My social theory is that, although we are all born equal, that is to say, that we have a right to equal opportunities, nevertheless we have not all the same abilities. By the nature of things it is impossible that we should all be of an equal stature, that we should all have the same colour of skin, the same degree of intelligence and consequently it is natural that some of us should be more fitted than others to acquire material gain. Those who are

capable wish to acquire more, and they bend their abilities to this end. If they use their abilities in the best spirit they will be working to the benefit of the people. These people will be 'trustees' and nothing more.

"I should allow a man of intelligence to gain more and I should not hinder him from making use of his abilities. But the surplus of his gains ought to return to the people, just as the earnings of the children who work go to the common family fund. They are only the 'trustees' of their gains, and nothing else. I may be sadly disappointed in this, but that is the ideal which I uphold, and that is what is understood in the declaration of fundamental rights."

Would you demand a higher reward for intellectual work?

In an ideal state no one can demand a higher reward for his intelligence. He who acquires more ought to use it for social ends.

We asked Gandhi if he did not believe that one of the principal causes of the poverty of the Indian peasants and workers lay in the appropriation of the fruit of their labour by the landlords and capitalists, since only a minute portion of the profits of the latter class go to the Government.

Gandhi agreed.

Don't you think that the Indian peasants and workers are right in throwing themselves into a class struggle in order to secure their social and economic freedom and to rid themselves once and for all of the burden of supporting the parasite classes?

The Mahatma said no: "I myself am making the revolution for them without violence."

What would be your attitude in face of a revolution of the peasants and workers against the princes, landlords, capitalists and their ally, the British Government? And also,

what would be your attitude if such a revolution occurred in an independent India, in an India under a Protectorate, in an India with Dominion status, or in an India in no matter what kind of circumstances?

Gandhi replied quietly: "My attitude would be to convert the better-off classes into trustees of what they already possessed. That is to say, they would keep the money, but they would have to work for the benefit of the people who procured them their wealth. And for doing this they would receive a 'commission.'"

Activities:

1. What is Gandhiji's response to the question, "How do *Indian princes, landowners, industrialists and bankers acquire their wealth?*"
2. Gandhi says, "My social theory is that all of us are born equa.....nevertheless we do not have the same abilities." How does he explain that idea or theory?
3. What is Gandhiji's idea of "revolution"?
4. Should people who do intellectual work get higher pay? What is Gandhiji's view on this.
5. What, according to Gandhiji, should the rich do with their wealth>

SPEAKING: BRAINSTORMING (MIND MAPPING)

Brainstorming:

Brainstorming is a process carried out to generate ideas within a group which is done in the initial stages of a project. It paves way to unleash many creative ideas in a non-judgemental environment. An effective brainstorming session will last anywhere between 15 and 45 minutes. An ideal time frame would be 30 minutes. The size of a group may vary from four to eight members. Instructions to be followed during brainstorming:

1. Articulate the research topic clearly to the group members.
2. Encourage the generation of creative ideas.
3. Accept every idea discussed in the group.
4. Do not abstain from any idea.
5. Do not criticize or evaluate ideas.
6. Try to build upon the ideas.
7. Record ideas accurately.
8. Evaluate the brainstorming session.

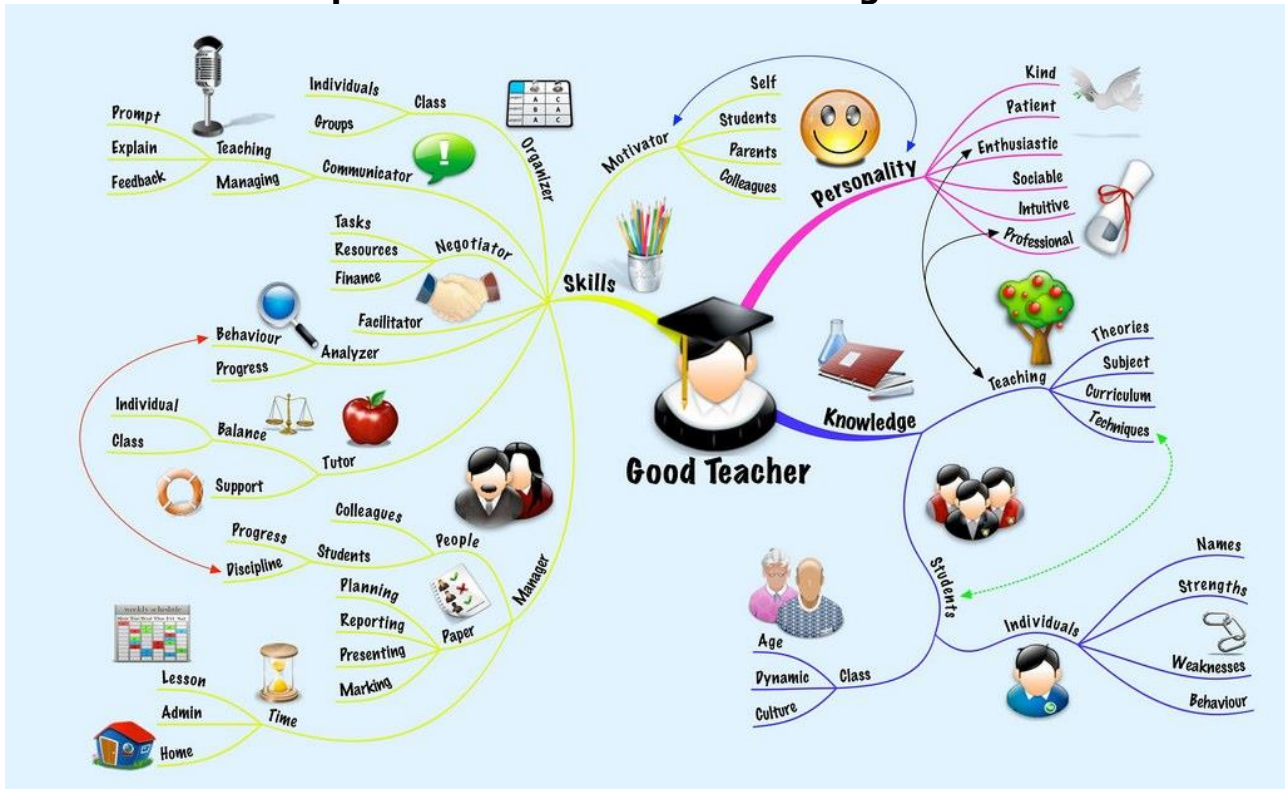
Mind Mapping:

Mind Mapping is one of the effective forms of Brainstorming. A mind map gives a visual representation to our ideas and concepts. This visual tool will help us structure our ideas in an enhanced way. The visual representation of ideas will promote a better analysis, comprehension and synthesis of the ideas. The use of different words, images, colours to highlight or to differentiate the ideas will give a visual appeal to our thought. Mind Map can be created on a paper or digitally using different visual mapping softwares. There are many websites that help us construct mind map digitally.

Instructions to generate a Mind Map:

1. Write the research topic in the centre of a blank sheet.
2. Jot down the sub topics around the research topic.
3. Repeat the same process for generating the associated ideas to the subtopics.
4. Do not filter out ideas.
5. Keep the topics and ideas as short as possible.
6. Determine how the ideas are associated with the subtopics and how the subtopics are linked to the given research topic.
7. Identify the relationships between the ideas and between the subtopics and the research topic with lines or arrows.
8. Use of images and different colours will add effect to your mind map.
9. Reorganise the ideas using the identified relationships.

Here is a mind map about what it takes to be a good teacher



Source: <https://www.flickr.com/photos/phploveme/4683410057>

Task 1: Sketch mind maps for the following:

1. Social hierarchy
2. Personality types
3. Resolving the problems of farmers in India.

SMALL GROUP DISCUSSION:(3-4 members)



<https://freesvg.org/group-wor>

Source: <https://freesvg.org/>

As you know, the objective of this Unit 3 of your textbook is to achieve "Negotiation Strategies". When you discuss in a small group, you can brainstorm. Discussion in small groups is a great way to improve your speaking skills

Learning in small groups is beneficial because:

- It is a building block to help you gain confidence to speak in larger groups.
- You get feedback for your ideas
- You learn teamwork.

The following passage on Earth hour can form the basis for a small discussion:



Pretask

Find out the meanings of these words/expressions

Grassroots approach
 Degradation
 Catalyst
 Legislative
 Harnessing
 Collective action
 Redressed
 Unprecedented
 Concerted effort
 Imminent

The idea of “Earth Hour” was generated in 2007 by WWF and partners as a symbolic lights-out event in Sydney in 2007. Today, Earth Hour is a movement which has spread all over the globe. Held every year on the last Saturday of March, Earth Hour engages millions of people in more than 180 countries and territories, switching off their lights to show support for our planet.

There is more to Earth hour than the symbolic switching off of lights. It is a grassroots approach to creating awareness about environmental degradation and has become a catalyst for change, having driven major legislative changes purely by harnessing the power of the people and collective action.

The Earth Hour movement is open to all who would be willing to lend their support to this cause. From its beginnings in 2007, the issues facing planet earth still need to be redressed - the climate crisis remains, made worse by another urgent threat: the rapid loss of biodiversity and nature.

Natural systems are vital for all our futures – and yet, the rate of global loss of

nature during the past 50 years is unprecedented in human history. Nature not only provides us food, water, clean air, and other services. It is also one of our strongest allies against climate change. The onus to protect nature lies on the human race. A concerted effort is required to avert the crises that is imminent through climate change. Earth Hour aims to spark global conversations on protecting nature not only to combat the climate crisis, but to ensure our own health, happiness, prosperity and even survival.

Task:

1. Having read the passage, get into small groups and discuss what activities can be a part of the "Earth Hour" campaign
2. Earth hour sensitizes us to our use of "energy" (Lights, fans etc) and how it is important to conserve energy. Discuss how each of us can be more careful in our use of energy on a daily basis.

READING COMPREHENSION

Source Passage 1:

Pre Task

Acquaint yourself with the meaning of these words before you read the passage:

Traditional Hindrance Authoritarian Capitalism

Economic Systems

There are different types of economic system. These include: the traditional, the command/socialist economy, pure capitalism, and mixed economic systems.

- **The traditional economy.** This is the type of economy in which the organization of production and distribution is frequently governed by tribal rules or customs. This type existed mostly in the early stages of development where the economy is strongly linked to the social structure of the community and people perform economic tasks for non-economic reasons. In the traditional economy, economic matters are largely determined by social or religious customs and traditions. For example, women may plough

fields because that is their customary role and not because they are good at doing so. Traditional economic systems are often found in less developed countries, where they may be a hindrance to economic progress.

- **The command economy.** In the command economy, an authoritarian central government calls the tune. It operates on instruction from those in power. In this type of economy, decisions in connection with the functions of an economic system are taken on a collective or group basis. There is collective ownership of factors of production. The group that owns the factors of production and takes decisions may be some government body. A command economy is a centrally planned economy. There is typically very little freedom of choice. The occupation of workers, the quantities of which type of commodity to be produced, and the distribution of income are determined by the central planners plus making arrangements for future economic growth. Cuba, North Korea, Russia, and Iran are examples of economies that are closest to perfect command economies.
- **Pure capitalism.** Pure capitalism is an economic system based on private ownership and the freedom of individuals to conduct their economic affairs without interference from government bodies or other groups. Capitalist economic systems are characterized by a great deal of freedom of choice exercised by consumers and business firms in the market for commodities and resources. The capitalist economy is also known as the free exchange economy or market economy. The essence of pure capitalism is freedom. There is freedom to own property, freedom to buy and sell, and freedom from government interference in the economic

aspect of each individual's life. Capitalism is best characterized by the economy of the United States, even though it is not a purely capitalist economy.

- **Mixed economy.** Many economies are best described as mixtures of capitalistic and command systems. The United States and other countries where markets are heavily relied on to allocate resources and distribute output are known as mixed capitalistic systems. The characteristics of free enterprise system are manifested in most of its economic activities. However, some of its economic decisions of the mixed economy are taken on collective basis and some of the productive resources or goods are owned by a governmental body. In the mixed capitalistic economic system, both government and private decisions are important.

Task 1

1. Traditional economy is an ancient practice. How did it operate?
2. What is the disadvantage of a "command economy"?
3. What is the essence of "pure capitalism"?
4. What kind of economy do we have in India?

Reading Comprehension

Source Passage: 2

The Art of Loving

If we want to learn how to love we must proceed in the same way we have to proceed if we want to learn any other art...

The practice of any art has certain general requirements, quite regardless of whether we deal with the art of carpentry, medicine or the art of love. First of all, the practice of an art requires *discipline*. I shall never be good at anything if I do not do it in a disciplined way; anything I do only if "I am in the mood" may be a nice or amusing hobby, but I shall never become a master in that art. But

the problem is not only that of discipline in the practice of that particular art, but it is that of discipline in one's whole life. One might think that nothing is easier to learn for modern man than discipline. Does he not spend eight hours a day in a most disciplined way at a job which is strictly routinized? The fact, however, is that modern man has exceedingly little self-discipline outside of the sphere of work. When he does not work, he wants to be lazy, to slouch or, to use a nicer word, to "relax". This very wish for laziness is largely a reaction against the routinization of life. Just because man is forced for eight hours a day to spend his energy for purposes not his own, in ways not his own, but prescribed for him by the rhythm of the work, he rebels and his rebelliousness takes the form of an infantile self-indulgence. In addition, in the battle against authoritarians he has become distrustful of all discipline, of that enforced by irrational authority, as well as of rational discipline imposed by himself. Without such discipline, however, life becomes shattered, chaotic, and lacks in concentration.

That *concentration* is a necessary condition for the mastery of an art is hardly necessary to prove. Anyone who ever tried to learn an art knows this. Yet, even more than self-discipline, concentration is rare in our culture. On the contrary, our culture leads to an unconcentrated and diffused mode of life, hardly paralleled anywhere else. You do many things at once; you read, listen to the radio, talk, smoke, eat, drink. You are the consumer with the open mouth, eager and ready to swallow everything—pictures, liquor, knowledge. This lack of concentration is clearly shown in our difficulty in being alone with ourselves.

A third factor is *patience*. Again, anyone who ever tried to master an art knows that patience is necessary if you want to achieve anything. If one is after quick results, one never learns an art. Yet, for modern man, patience is as difficult to practice as discipline and concentration. Our whole industrial system fosters exactly the opposite: quickness. All our machines are designed for quickness: the car and airplane bring us quickly to our destination -- and the quicker the better. The machine which can produce the same quantity in half the time is twice as good as the older and slower one. Of course, there are important economic reasons for this. But, as in so many other aspects, human values have become determined by economic values. What is good for machines must be good for man -- so goes the logic. Modern man thinks he loses something -- time -- when he does not do things quickly; yet he does not know what to do with the time he gains -- except kill it.

Eventually, a condition of learning any art is a *supreme concern* with the mastery of the art. If the art is not something of supreme importance, the apprentice will never learn it. This condition is as necessary for the art of loving as for any other art. ...

One more point must be made with regard to the general conditions of learning an art. One does not begin to learn an art directly, but indirectly, as it were. One must learn a great number of other -- and often seemingly disconnected ---

things before one starts with the art itself. An apprentice in carpentry begins by learning how to plane wood; an apprentice in the art of piano playing begins by practicing scales; an apprentice in the Zen art of archery begins by doing breathing exercises. If one wants to become a master in any art, one's whole life must be devoted to it, or at least related to it...With regard to the art of loving, this means that anyone who aspires to become a master in this art must begin by *practicing discipline, concentration and patience* throughout every phase of his life.

From *The Art of Loving* by Erich Fromm, German Psychologist.

VOCABULARY AND COMPREHENSION TASKS

1. What does the psychoanalyst Eric Fromm mean by the word discipline in the line "*...the practice of an art requires discipline*"?
 - a. Distraction
 - b. Train (someone) to obey rules or a code of behavior
 - c. A branch of knowledge

2. Bring out the meaning of *routinized* used in the text.
 - a. Make something into a habit or routine
 - b. Prolong something
 - c. Annual

3. What does Eric Fromm mean by the word 'slouch'?
 - a. Slow walking
 - b. Active
 - c. To relax

4. Describe the meaning of 'rebelliousness'.
 - a. To agree
 - b. To protest or rebel
 - c. To laugh

5. In the reading passage what is the contextual meaning of 'infantile self-indulgence'?
 - a. Immature and childish behaviour
 - b. Childhood days
 - c. Mature person

6. Give the meaning of authoritarian

- a. Autocrat or strict disciplinarian
- b. Lazy person
- c. One who authors a book

7. Give synonyms for chaotic

- a. Pandemonium
- b. Fixed
- c. Orderly

8. Pick out the antonyms given in the passage. Two examples are done for you.

- (i) Rational x Irrational
- (ii) Connect x Disconnect

Find out the other antonyms from the given reading passage

9. What is the meaning of apprentice?

- a. A trainee
- b. A veteran
- c. One who suffers from appendicitis

10. According to Eric Fromm what are the qualities necessary to practice any art?

- a. Talent and opportunities
- b. Concentration, patience and discipline
- c. Riches

ESSAY WRITING

Why learn the skill of writing an essay?

What do you do with information gained through a class lecture or by reading articles and books or browsing the internet? Do you verify its legitimacy? Do you dig in deep to confirm the data analysed and statistical 'facts' presented?

We live in a time of misinformation where fake news travels fast through Whatsapp University and Facebook College. While information is power, misinformation is an utter disaster. It can ruin people's lives and career. Therefore it is our responsibility to learn how best information can be used to build lives and benefit the society.

Information, when properly utilized gets transformed into knowledge. The key to learning how to process information into knowledge can be learnt through the timeless art of essay writing. Who writes an essay in this age of digital communication you may ask. But the fact is, every scientific progress and development that ever existed was written as a research paper.

You may be brilliant in comprehending the world around you. Innovation can ooze from your very being. But, unless you learn how to present your thoughts

and creative ideas in the form of a well composed essay, all your brilliance may only be a former shadow that will soon disappear into the night. So buckle up. Let us journey through the process of converting information into knowledge through essay writing.

First things first

Before you begin to write your essay you need to ask yourself three questions: To whom am I writing? Why am I writing? What am I going to say? Bearing these questions in mind will keep your writing focused and avoid digressions.

Form and content

A well composed essay has a beginning, middle and an end or an introduction, the body of the essay and a conclusion. What you are going to say will be your core or the central idea. This should appear in the first paragraph which is the introductory paragraph. Why? This will set the purpose of your essay and will attract your reader. So you need to make this part as interesting and captivating as possible. The introductory paragraph sets the reader in anticipation for what is to follow. So make sure that you include the main points of discussion in this paragraph.

The rest of the composition will focus on expanding, explaining, arguing, comparing, contrasting, describing or substantiating your core idea through valid points that you had already mentioned in the introductory paragraph. To make things smooth for your readers, you will have to devote one paragraph for one idea. Depending on the word limit you may have the required number of paragraphs. Remember the golden rule of paragraph writing: One idea is equal to one paragraph.

Give leverage to your writing by adding quotations in order to substantiate your statements. Provide examples, facts, quotations and any other form of proof that can validate a stronger emphasis to your ideas. Leave your emotions bottled up for the time being and focus on how you may evolve objectivity in your writing. Then you can sprinkle the flourish of your emotions in subtle places to add the element of pathos wherever appropriate. This will connect your essay with your readers.

Read and reread your essay and check if the cohesive devices are put to good use. Check for coherence within each paragraph, i.e. check if each paragraph explains one idea. If your essay looks like a seed slowly grown into a tree then it is good to go. If you feel it looks like a flower garden trampled upon and all over the place then you would have to go over your ideas to see how you have developed them. Reinforce and summarize your arguments at the end of every paragraph in one sentence so that it will provide that connectivity and seamless flow of thoughts. Edit your essay and proofread it to avoid gaining negative popularity among your critics.

Now that you have journeyed your readers through the body of the essay you need to gently let them dock. Otherwise you have lost the readers in an ocean of ideas not knowing where it all leads to. Compose a conclusion that will enable your reader to retrace your ideas and connect it to the core idea with which your journey began. You need to gently lead them on to the shore where they will relish memories of a pleasant journey with you. At the end of this

endeavour you would have gained the skill to transform information into knowledge. This is the learning outcome of the essay writing process.

STRONGER TOGETHER AND A NEW WORD FOR US: SOLIDARITY

- Srishti Bhatia, Modern Public School, Delhi

Topper, UNESCO Pan India Online Essay Contest 2020

https://en.unesco.org/sites/default/files/week_2_winners.pdf

“When I is replaced by We, even Illness becomes Wellness.” -

Malcolm

Solidarity is a commonly used word but has today gained a real recognition, meaning, and significance as the globe has endorsed ‘solidarity’ as the foremost and vital weapon in the battle to safeguard humanity. This has been brought to our conscience through a message given by Dr. Tedros Adhanom, the Director-General of WHO, who has made ‘solidarity’ a constant message of the global public health response to COVID-19 pandemic.

Solidarity is not only a word, but also a realization that we are all in this together; not a feeling of indefinite compassion, but a firm and persevering determination to commit oneself to the common good, to strengthen the community and to promote a just society.

It is clear that strength lies in unity, and ‘Unity is Strength’. Our unified objectives, sympathies, and actions tie us together as one with the strings of solidarity, while striking the chords of unity, cooperation, and unanimity.

The world is tussling with an issue of large scale and massive human impact, the pandemic of COVID-19. Antonio Guterres, the ninth Secretary-General of the United Nations also said, in an interview, “COVID-19 is above all a human crisis with severe health and socio-economic consequences.” This virus is unexpected in our lifetime and requires an unmatched response. Once the battle is over, there will be ample time to look back and completely understand how it emerged, evolved, and caused devastation in our entity. That time has not come yet. Now is the time when the globe is in the thick of health, and when the international community must unite in its common struggle with solidarity to combat this virus and its shattering consequences.

The WHO is working in solidarity with many countries to implement a comprehensive approach to educate, empower, and engage communities to slow down transmission.

It is securing lives and buying time for the development of vaccines and treatments. An international large-scale study is in place to generate reliable data to show which treatments are the most effective. The WHO has called it ‘Solidarity Trial.’

Although political borders have been closed, scientists are creating a global collaboration unlike any other in history. Several experts in so many nations are focusing simultaneously on a single topic with great urgency.

Another example is the lockdown followed by the respectable citizens like faithful teammates following the instructions of the government with loyalty. In turn, all doctors, healthcare workers, and civil workers have been fearless warriors working persistently round the clock for the good of the world.

The globe is worth fighting for to secure such an invaluable jewel: humankind. We are in the midst of unpleasant circumstances of the most serious kind. We

have before us long months of struggle. It is the necessity to move forward with the spirit of harmony to fight this terrible catalog of human sufferings. 'Let us stand in solidarity, not to a specific country, race, or religion but rather to humanity.'

"United we stand, divided we fall."

The little poetess inside me wants to sum up my thoughts with the following piece of poetry:

***Alone we are droplets, together an ocean,
when we drink unity's potion.***

***Alone we are bricks, together a building,
and so ourselves we are shielding.***

***Alone we are branches, together a tree,
grown with the seeds of solidarity.***

***Alone we are people, together a team,
with cooperation supreme.***

***Alone we are humans, together humanity
standing together with unity and unanimity.***

OBSERVATIONS:

- ✓ The sample essay has a catchy Title with focus on "Solidarity" which will be dealt with throughout the essay.
- ✓ The Introductory paragraph foregrounds the agenda of this essay.
- ✓ Quoting the Director-General and Secretary-General of WHO adds great significance to the authenticity of the argument which the writer puts forth.
- ✓ Ideas are put forth cohesively in paragraphs, as one idea in one paragraph.
- ✓ The writer ends the essay with a clarion call to humanity towards "solidarity". Until the end of the essay the focus was maintained and clarity and cohesion upheld.

TASKS:

- ✚ Following the tips we learnt now, write a simple essay on "Your experience under Covid-19 Lockdown"
- ✚ Out of all essays you have read so far in life, which essay has touched you the most? Write 5 reasons on how and why the essay appealed to you. Through this, let the writer in you learn how to write a good essay which would inspire people.

UNIT 4: PRESENTATION SKILLS

Listening - Listening to lectures.

Speaking - Short talks

Reading - Reading Comprehension passages

Writing - Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

Listening: Listening to lectures.

Read the transcript of APJ Kalam's speech and answer the questions given below.:

APJ Abdul Kalam's speech at IIT Madras 2010

Friends, before I begin my address I want to share a thought with all the youth present here. I have met, so far, 11 million youth like you in a decade's time, in India and abroad. I have seen their hopes, experienced their pains, walked with their aspirations and heard through their despair. All this experience made me learn something about them, which I would like to share with you:

I learnt, every youth wants to be unique, that is, YOU! But the world all around you, is doing its best, day and night, to make you just "everybody else". Being like everybody else is convenient at the first glance, but not satisfying in the long vision.

The challenge, therefore, my young friends, is that you have to fight the hardest battle, which any human being can ever imagine to fight; and never stop fighting until you arrive at your destined place, that is, a UNIQUE YOU! Being unique will require excellence, let us understand what is excellence in more detail.

Excellence is a self-imposed self-directed life-long process. Excellence is not by accident. It is a process, where an individual, organization or nation, continuously strives to better oneself. The performance standards are set by themselves, they work on their dreams with focus and are prepared to take calculated risks and do not get deterred by failures as they move towards their dreams. Then they step up their dreams as they tend to reach the original targets. They strive to work to their potential, in the process, they increase their performance thereby multiplying further their potential and this is an unending life cycle phenomenon. They are not in competition with anyone else, but themselves.

In this context, I will talk to you about four important aspects in life with my experiences. Aim in life, Acquiring Knowledge, Working Hard towards your

dream even in the times of difficulty and then finally how to manage failures and success in life.

- 1) What does the author mean when he says I have seen their hopes...
Heard through their despair?
- 2) What does the author mean by "UNIQUE YOU"?
- 3) What does the world around you wants you to be according to the passage?
- 4) How according to the author APJ Abdul Kalam, the pursuit of excellence achieved?
- 5) What is the "unending life cycle phenomena", that the author is referring to?

Further references: <https://speakola.com/motivate/apj-abdul-kalam-iit-madras-2010>

SPEAKING:

SHORT TALKS

The following is a transcript of a short talk on 'Poverty and the Need to Alleviate It'

Poverty is a world over concern. Even the developed countries are wrestling with this problem. As the socialists would like to call it, poverty is not an issue of non-availability but an issue of sharing existing resources with all. As a wise man once said there are enough resources in the world for every one's need, but not for every one's greed. Therefore, socialists would call this a problem of distribution of income and wealth.

On the other hand, capitalists would call it a matter of reward for the efforts put in. The more a person strives the more he gets and the less his effort the less will be his share and therefore less his income and wealth.

However, most welfare economies have come to the conclusion, which is shared by all in the modern times, that, irrespective of the source of the problem, there is a need to alleviate it. Poverty today is defined as lack of access to good health care (particularly important in these days of pandemic), good education, clean air and living conditions minimum wages etc. In fact, nations today agree that poverty is not non-availability food, clothing and shelter alone: it is much more than that.

Therefore, governments the world over have started targeted programs whereby specific groups of people are aided to reach the minimum standards required in the nation or even pass on the skills to have an opportunity to break out of the vicious cycle of poverty.

All said and done it is an unpleasant reality, which is morally uncomfortable to live with and economically and politically an avoidable evil. Governments agree that something needs to be done and right away and in a focused manner to alleviate this malady.

Task 1

Having listened to the short talk on poverty, answer the following questions:

1. Comment on the statement, "There are enough resources in the world for everyone's need, but not for everyone's greed"
2. Does the speaker sympathise with capitalists?
3. How does a welfare economy define poverty and respond to it?

READING

PASSAGE 1:

Institutions

For any individual or group to survive it is important that certain human functions are kept in mind, like the function of controlling the process of reproduction. For the society to exist it's important that the members of this society itself keep supplying societal members with a nurturing environment. And this is possible only through reproduction. And these reproduced

members exist as a part of the institution of the family which again is a part of the larger institution which is the society. Other functions include law and order because these are what guide the families to live in an orderly fashion.

To make sure that the members of the family and society can support their and their family's financial requirements, the economic institution is created. This depends on the education of the person for which education is supplied through the educational institution. In this way, many institutions exist with the aim of providing the specific details required to live.

Meaning of Institutions

Institutions are established ways of doing things. It refers to those rules and regulations which in their abstractness focus on the practicality of them by maintaining social interaction and regulated behaviour pattern. It involves discipline and curbing human emotions and behaviour. Recognized usage and procedures are known as institutions of Sociology. These established rules help create unity among the members which takes the institution forward.

There are norms set for and by every society. Even though these norms differ from society to society, the members of a particular society stick to their norms. Only then can the institution prosper. If each one will focus only on themselves then the essence of the institution will be lost and there could be chaos. Say the parents need steady support without which they cannot look after their children because the institution of a family does not teach one that it is their responsibility to look after their children.

It is a natural drive and instinct. This is what makes the generation and institution forward else it might collapse. Everyone had to understand their role, reversal of which may alter the

peace of the society and its members in general.

Because of the presence of organized ways of livelihood, there's not much competition else many people would have found difficult to survive. In a way, society is helped by the institutions in order to function and are the pillars of society. Without one the other cannot function properly. It is a combined supplication so they are interdependent.

If the economic condition is good, automatically a good family can be established. Similarly for a good family to live in a good way, financial strength is necessary. How well the family will run, depends on how educated its members are. Thus the concept of Institution is important to study many social sciences. Every person might have their own idea of an institution.

Characteristics of Institutions

- A cluster of social usage:** A cultural system exists and all follow the same cultural practices and traditions.
- The relative degree of permanence:** The beliefs are laid out and tried and tested over time. If they sustain then they become the fundamental beliefs of the institution and gain a permanent recognition.
- Well-known defined Objectives:** The Objectives resonate with the cultural norms. It is kept in mind that the people are made to understand the difference between the Objectives and the functions.
- Cultural Objects of Utilitarian Value.*
- Institutions are Transmitters of Social Heritage.**
- They are resistant to social changes due to the rigidity of beliefs.**

Functions of Institutions

- They simplify the actions and work of the individual.
- They provide a means to control society and people who constitute it.
- Every individual is assigned a role depending on which he can achieve and regulate his status.
- They help to maintain the order in society.
- They act as stimulants by giving the required freedom.
- Create harmony and unity amongst the members of society.

Reading Activity

- Topic: Social Institutions
- Read the given passage and explain how social institutions work?
- Write in your own words about any of the social institutions you come across.
- Identify the characteristics of social institutions

PASSAGE 2:

M N Srinivas

Mysore Narasimhachar Srinivas was born in 1916 in Mysore. He was one of the best Indian sociologists. He received many honours for his contribution to the field of sociology. His studies are prominent in the area of caste and its other classifications, Sanskritization and many other topics that revolve around caste itself. He acquired his knowledge and doctorate in sociology in the University of Bombay. In the late forties, Srinivas went to the University of Oxford for his further studies. There he played a significant role and started bringing up ideas for sociology.....

In brief the topics which were of great importance to Srinivas were:

- **Sanskritization** is as the process in Hinduism in which the low caste Hindu person or group tries to acquire values, ideologies, and rituals of higher caste Hindu.

- Westernization applies to Indian culture undergoing change on account of Indian people borrowing the culture of the West.
- **Secularization** in India is a process in which all the religion existing in India will be treated as equal and neutral. These are some of the social changes which Srinivas emphasized on.
- **Religion and caste:** He emphasized on many topics related to religion and village. How religion plays an important role to formulate Indian society. Religion, therefore, carries caste system which again produces subdivision of these castes. He later discusses how these castes affect different caste groups differently. Each caste carries its position in society and treated on the basis of those ranks. He further talks about how these caste differences bring out more differences among people differences like occupational differences, a hierarchy in society, the system of pure and impure, caste panchayats and assemblies.
- **Dominant caste:** according to Srinivas any caste that has three main powers of numerical strength, political power, and economic power is said to be a dominant caste. Now he arises a new concept of dominant caste it does not talks about how castes are ranked in society. If only concerns with if one has numerical strength, political power and economic power irrespective of whether he belongs to low or high caste.

ANSWER THE FOLOWING QUESTIONS:

1. What is 'Sanskritization'?
2. Explain the connection between religion and caste?
3. What is meant by 'Dominant Caste'?

EXERCISE :

Oral presentation on the ideologies of M.N.Srinivas

WRITING

WRITING RECOMMENDATIONS

Recommendations are guidelines to be followed in formal occasions. A company or an organisation uses recommendations in order to increase work performance and efficiency. Recommendations or guidelines issued in advance by any organisation also ensures that nothing untoward happens in a workplace.

Recommendations are normally made by committees chosen for that purpose. These committees analyse in depth the problem at hand and offer workable solutions. They also read literature on similar problems and gather data before offering guidelines. Since a lot of thought goes into writing recommendations, strong words are often used. You will come across words such as "must", "should", "ought" and phrases such as "it is recommended", "strictly adhered to" etc in recommendations. Recommendations are normally written as short statements and they are written using bullet points.

For most formal occasions we are required to follow a set of guidelines in order to ensure a peaceful and hassle-free experience. Recommendations are a milder form of instructions.

While recommendations give us suggestions, instructions are imperative. Recommendations suggest that it would be really nice if we can follow instructions whereas instructions are mandatory. They must be followed.

How to write a Recommendation:

1. Recommendations are usually written in passive voice.
2. The statement begins with the object in focus.
3. It usually follows one of the following sentence patterns
 - a. Object+shouldbe+verb (participle)
 - b. Object+mustbe+verb (participle)
 - c. Object+canbe+verb (participle)

d. Object+need to be+verb (participle)

e. Object+ought to be+verb (participle)

Sample Recommendations:

1. Recommendations to be followed by the Public while visiting a Museum:

- Visitors must not touch works of art
- Visitors ought to keep a safe distance from the work of art
- Silence must be maintained while inside the museum
- Visitors must use only pencil for taking notes as an accidental pencil mark on art can be removed.
- Visitors must not lean on objects and artefacts kept on display.
- Visitors must strictly avoid bringing food, drink or chewing gum inside art galleries.
- Visitors can wear coats but cannot carry it with them for the sake of the safety of the art.
- Visitors are strictly prohibited from carrying any kind of weapons.
- Running, pushing and rough behaviour is not allowed inside the premises.
- Visitors may take photographs or videos of art works for their personal use only.

Recommendations for visiting a National Park or Reserved Forest:

- Visitors must always listen to the instructions of the guide as he knows the forest better.
- Visitors must not approach animals too closely or try to distract them.
- It is recommended that visitors carry back their litter with them.
- Visitors should strictly avoid carrying plastic bottles or covers with them.
- Visitors cannot go off the designated trail or path.
- Visitors should resist the temptation to take selfies with animals. Their privacy must be respected.
- Visitors should avoid bringing small children, babies and pets to the National Park.

- Use of alcohol and smoking is strictly prohibited as this is a reserved forest.
- Visitors should not use cellphones.
- It is recommended that visitors wear comfortable walking shoes and travel light.
- Wildlife photography is permitted in the premises. It is advisable to carry one camera per family.
- Visitors must take the permission of local tribes before taking pictures with them.

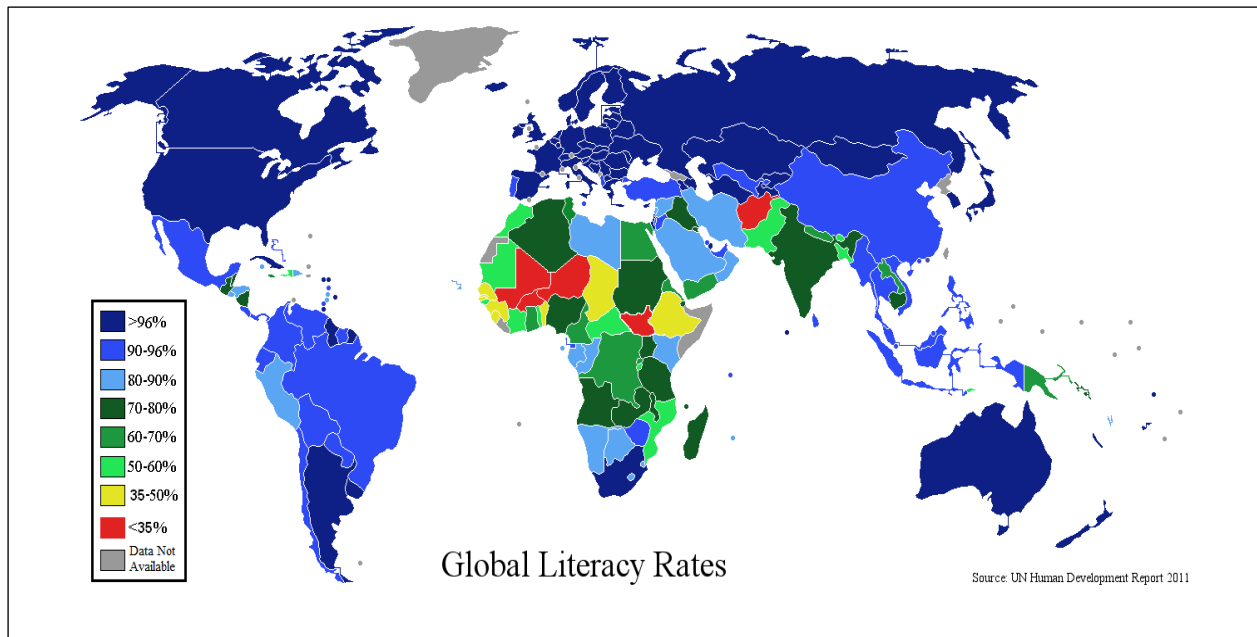
Writing Tasks:

1. Write Recommendations for visiting a World Heritage Site.
2. Write recommendations for visiting a Shopping Mall in the midst of the Covid 19 pandemic.
3. Write recommendations for kindergarten children's safety in school as well as in commuting to school and back.

INTERPRETING VISUALS

TASK 1

Take a close look at the map given below and answer the following questions



1. Which continent has the lowest literacy rates?
2. Where do you find the highest literacy?
3. Which continent has 100% literacy?
4. What does the map say about literacy in India?
5. Comment on literacy in South America

TASK 2



1. What does the picture represent? Write a paragraph on the issue represented.

UNIT 5: CRITICAL THINKING SKILLS

Listening - Listening comprehension- Listening for information.

Speaking – Making presentations (with PPT- practice)

Reading – Comprehension passages – Note making.

Comprehension: Motivational article on Professional Competence,
Professional Ethics and Life Skills.

Writing – Problem and Solution essay- Creative writing- Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

LISTENING	<p>Listening to live, audio lectures to understand meaning, syntax and information</p> <p>Source passage:</p> <ul style="list-style-type: none"> • Intelligence
SPEAKING	<p>Source passage</p> <ul style="list-style-type: none"> • Power point slideshow in classrooms
READING	<p>Source passage</p> <ul style="list-style-type: none"> • Space Exploration - Voyagers 1 and 2 • Self medication • professional competence, professional ethics and life skills •
WRITING	<p>Source passage</p> <ul style="list-style-type: none"> • Global warming • Floating Away by Jamie Holweger

LISTENING: LISTENING FOR INFORMATION

Aim

To enable learners to gain subject related vocabulary and use it in context

Pre-Task:

New Words or Concepts introduced / Vocabulary Enrichment

Intelligence

Quantitative thinking

Behaviour

Adaptability

Ask preliminary questions to draw the attention of the students

The following is a transcript of a passage on 'Intelligence'

Definitions of Intelligence

In popular understanding, intelligence means mental abilities enabling one to think rationally, learn readily, act purposefully, and deal effectively with one's environment. In psychological testing, it is a term that has been given many different technical meanings concerned with mental abilities such as verbal reasoning, quantitative thinking, abstract analysis, manipulation of geometric shapes, recognition of similarities and differences between pictured objects. Intelligence also implies "intellect" as

Capacity : Capacity or power of the mind for thinking and knowing in contrast to those mental faculties by which the individual feels or wills.

Figurative : Figurative references to individuals with marked capabilities for thought, or to thinking powers, in general.

According to the Dictionary of Psychology, 'Intelligence' refers to the ability to function effectively with problems, whereas 'intellect' refers to the rational thought functions of the human mind.

Intelligence as ability to adjust: According to one group of psychologists, intelligence is the general mental adaptability to new problems and new situations of life. Some definitions that come under this group are as follows. Binet (1905): —Intelligence is the ability of an individual to direct his behaviour towards a goal. William James (1907):

—It is the ability to adjust oneself successfully to a relatively new situation. J. Piaget (1926):

—Intelligence is an adaptation to physical and social environment. F. N. Freeman (1937);

—Intelligence is represented in behaviour by the capacity of the individual to adjust himself to new situations to solve new problems, to learn.

Intelligence as ability to Learn: This group of definitions of Intelligence stresses the ability to learn. The more intelligent the

person, the more readily and extensively he is able to learn and enlarge his field of activity and experience. Buckingham (1921)—Intelligence is the learning ability. Superman (1927) —Intelligence may be thought of in terms of two abilities i.e. g or general ability and s or specific ability. Thurstone (1946) defines intelligence in terms of five primary abilities i.e. S or Space factor, N or Number factor, V or Verbal Comprehension factor, W or Word Fluency factor and M or memory factor.

Intelligence as the ability to do abstract reasoning:

This group of definitions maintains that intelligence is the ability to carry on abstract thinking. This implies the effective use of ideas and efficiency in dealing with symbols, specially numerical and verbal symbols. L. M. Terman (1921): —An individual is intelligent in proportion as he is able to carry on abstract thinking. P. E. Vernon (1927): —Intelligence is an allround thinking capacity or mental deficiency. E. L. Thorndike (1931): — define intelligence in general as the power of good responses from the point of view of truth or fact. Henry Garret (1946):

—Intelligence is the ability demanded in the solution of problems which require the comprehension and use of symbols i.e. words, numbers diagrams, equations, formula.

Theories of Intelligence

Apart from defining "intelligence", psychologists have been concerned to know the structure of intelligence. They have made analyses in an effort to determine its underlying factors. The purpose of these analyses has been to discover if possible the elements or components of intelligence, not only for a better theoretical understanding of this complex process but also to learn what might be the implications for the design and construction of mental tests.

Theories of Multiple Intelligences

Gardner's theory – intelligence is best thought of as multiple abilities that come in packages. The multiple intelligence theory is that people possess eight types of intelligence: linguistic, logical, spatial, musical, motor ability, interpersonal, intrapersonal and naturalistic intelligence.

The eight kinds of intelligence Gardner described are:

- Visual-spatial intelligence.
- Verbal-linguistic intelligence.
- Bodily-kinesthetic intelligence.
- Logical-mathematical intelligence.
- Interpersonal intelligence.
- Musical intelligence.
- Intrapersonal intelligence.
- Naturalistic intelligence

In Psychology, there are two types of intelligence, as identified by American psychologists Raymond Cattell and John Horn: fluid intelligence and crystallized intelligence. Their theory holds that an

individual's overall intelligence is a result of different skills and abilities mixing and interacting together.

TASK 1

State whether True or False

1. Intellect is not figurative
2. It is the ability to adjust oneself successfully to a relatively new situation.
3. L. M. Terman (1921) gave the definition, An individual is intelligent in proportion as he is able to carry on abstract thinking
4. Intelligence is not represented in behaviour by the capacity of the individual to adjust himself to new situations to solve new problems, to learn.

TASK 2

Match the following:

An individual is intelligent in proportion as he is able to carry on abstract thinking.	E. Vernon (1927)
Intelligence is an all round thinking capacity or mental deficiency.	E. L. Thorndike (1931)
Intelligence in general is the power of good responses from the point of view of truth or fact	Garret (1946)

TASK 3

Answer in one or two sentences the following terms:

1. Intelligence
2. Qualitative thinking.
3. Intellect as Capacity and Figurative
4. Gardner's eight kinds of intelligence

SPEAKING

Pre-Task: New Words and Concepts.

Powerpoint

Electronic

media

Slide

Slideshow

Audiovisual

Animation

Data



POWERPOINT SLIDESHOW IN CLASSROOMS

Power point presentations came into the education scenario more than a decade ago. One of the cardinal principles of effective communication is the use of audio visual aids. In times past, charts and models were used to capture the attention of listeners. With the advent of electronic media and advance in computer programming and computer literacy, classrooms and lecture halls are equipped with facilities for power point presentations. Pictures, videos, music, graphs can be included on the slides as required. For instance, heart beat can be depicted with an animated image of a heart. Video clips of events and phenomenon can also be inserted onto a powerpoint slide. PPTs can be created with voice over by recording narration for each of the slides. The running of the PPTs can also be set by recording a slideshow with rehearsal timings. With audio recordings working in sync with the slides (pictures, videos, graphs, data and text) powerpoints prove to make an indelible impact on listeners.

POWER POINT – DOS AND DON'TS

1. Do not put up too much of text matter on the slide. Only the point and not a whole paragraph

2. Do not read what is on the slide. The slide is only a memory trigger. You should use it only to remind you/guide you as to the course of your speech
3. For a professional or academic presentation do not have designs or make it too colorful
4. Use pie charts and graphs when discussing any quantitative analysis
5. Use photographs or pictures when necessary. There is a saying, "A picture says a thousand words" Photos and pictures speak volumes.
6. Don't use visuals that distract the audience from the topic and avoid flashy transitions.
7. The presentation should be progressive.
8. Don't use multiple fonts and stick to a readable font style and size
9. When you complete your presentation, do a recap of all the points you have made in your power point

TASK 1

Choose which of the following in the list should be included in a good Power Point presentation and which should be not. Write P for present, N for not present

Big, readable text	Progressive presentation	Excessively colourful	Consistent	Clarity
Too many fonts	Elaborate slide templates	Jarring images	Colors which are contrasting	The 6x7 rule
Differences	Bullet points	Flashy	Too detailed	Visuals which

which distract		transitions		distract
Extra animation	Maximum three to four slides per	Precision	Simplicity	Too many styles
Numbers for lists with sequences	Variety of sound effects	Huge font size	Visuals to support	Differences which imply importance

TASK 2

Say whether the following statements are true or false, giving reasons.

1. Using only uppercase letters in the slides is a good idea.
2. Sans serif is a clear font.
3. Size implies importance.
4. Sound effects can be distracting.
5. One must follow the KISS principle.

TASK 3

Arrange them in correct order, keeping the factor of maximum importance first

Planning	
Using visuals to enhance the presentation	
Selecting proper channel/ Mode of presentation	

Starting with a bang	
Summarizing	
Preparation	
Knowing your audience	
Follow up- Having room for questions	
Setting the Environment	
Watching the body language, making it impressive	
Following the KISS principle	

TASK 4

Create a PPT following the above rules and make a presentation in class. Share the interesting moments and challenges faced while creating a PPT.

READING

READING COMPREHENSION & NOTE MAKING

NOTE TAKING AND NOTE MAKING

Have you ever wondered how to clarify notes from class, connect ideas together, and revise for exam in an easy way? Then try this important study skill – **NOTE TAKING AND NOTE MAKING**. Do 'Note Taking' and 'Note Making' mean the same? Or, Is there any difference between them?

Note-taking is a process that involves writing or recording what you hear or read in a descriptive way. This is often the first stage of the process of

producing effective notes. **Note-making** is an advanced process that involves reviewing, synthesizing, connecting ideas from the lecture or reading and presenting the information in a readable, creative way that will stick in your mind.

You listen to lecture or read a book and take notes. **Taking** notes can be bit elaborate. **Making** notes is different as they are the resources you create yourself. They tend to be more concise.

Why Note Taking / Note Making is important?

The importance lies in the fact that it -

- Promotes active listening / reading
- Provides a framework for revision
- Improves understanding

Note-taking and making are skills and, like all skills, can be mastered through practice. How you take and make notes will depend on the subject, context and the way you work best. You will need to reflect on your skills as you progress.

The 5 R's of Note Taking / Note Making

Record: During the lecture, write all meaningful information legibly.

Reduce: After the lecture, write a summary of the ideas and facts using key words as cue words.

Recite: Recite all the information in your own words without looking at our notes or the text.

Reflect: Think about your own opinions and ideas. Raise questions and record original ideas

Review: Before reading new material, take 10 minutes to review your older notes. Skim over the main ideas and details.

Pauk, W. (1989). How to Study in College (4th Ed.), Boston, MA: Houghton Mifflin.

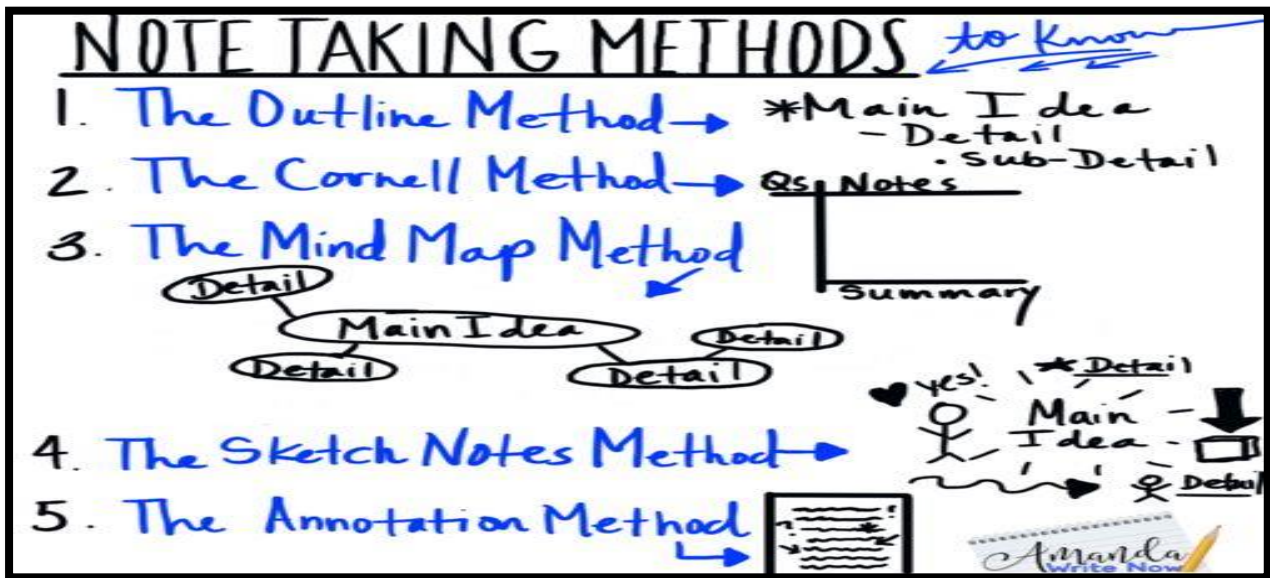
What format of Note Taking / Note Making suits you best?

This may depend on your learning preference. Are you best visually? Auditorily? Kinaesthetically? A mixture of more than one? Have a think about the easiest way for you to produce and review your notes. The structure of the lecture should help you to organise the content, so it is important to work on that as well.

Whatever format you decide on (and it might be different for different lectures) the general principles are the same:

- Use your **own** words.
- Be concise.
- Use abbreviations, phrases and key words, not sentences.
- Date and reference notes clearly.
- Number pages and points.
- Use headings and subheadings.
- List details.
- Use boxes, underlining, colour coding, CAPITALS and highlighting.
- Use arrows to show links between sections.

- Use diagrams and drawings.
- Leave a margin and plenty of space between sections.
- Use a well-spaced layout.

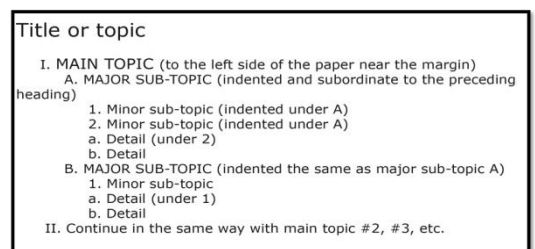


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Formats for Notes

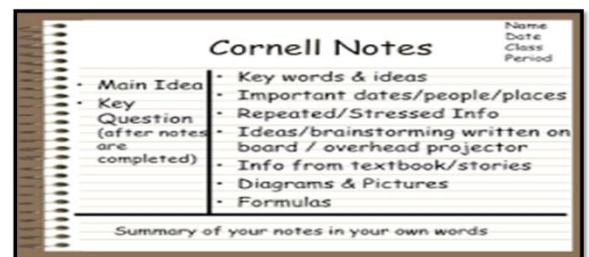
1. Outline Method or Linear notes

This is the simplest and therefore the most common style of **notes**, both for reading and listening. The word **linear** is the adjective of the word line, which indicates that these **notes** are written down the page, one line after the other.



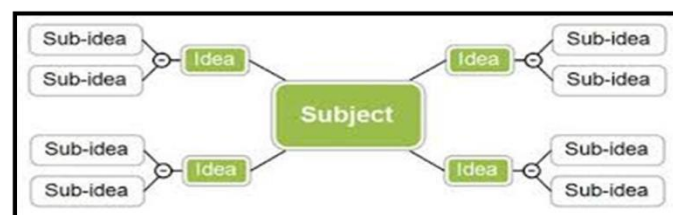
2. Cornell Method

The Cornell notes is a notes taking system that was invented back in 1950s by Walter Pauk. The Cornell notes taking method ensures to divide a single page in three sections namely Main idea, Notes, and Summary Section.



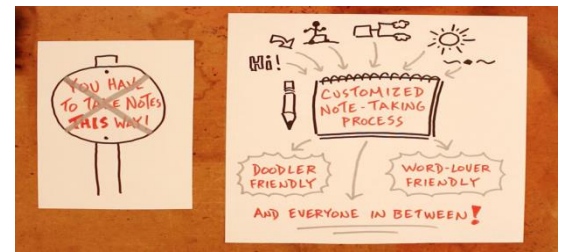
3. Mind Maps

This is a pictorial way of organizing your thoughts and ideas. The visual nature of the notes can make it easier to understand and remember information. You can use colour, diagrams, pictures, and symbols.



4. Sketch notes Method

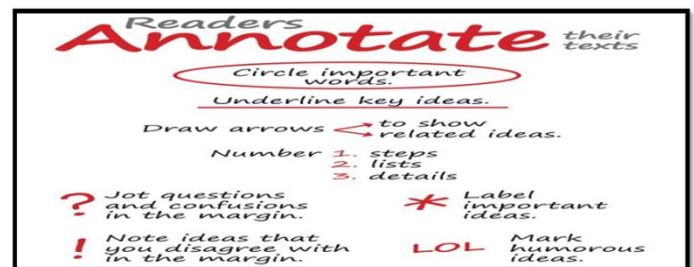
Sketchnotes (sketch + notes) are visual notes, so more than just the regular text notes we all are used to take. When sketchnoting you enhance your regular notes with visual elements such as small drawings, frames, arrows, letterings etc.



<https://www.verbaltovisual.com/what-is-sketchnoting/>

5. Annotation Method

Annotation is an important part of note-taking. You annotate printed materials by marking up the text - writing in the margins, highlighting text, etc. Annotating is useful when you want to identify key passages so you can find them quickly later.



<https://in.pinterest.com/pin/358880664055306524/>

Read the passages carefully and take notes from it, keeping in mind the heading and the subordinate points. The first one is worked out for you.

- Occasional self medication has always been part of normal living. The making and selling of drugs has a long history and is closely linked, like medical practice itself, with belief in magic. Only during the last hundred years or so has the development of scientific techniques made diagnosis possible. The doctor is now able to follow up the correct diagnosis of many illnesses-with specific treatment of their cause. In many other illnesses of which the causes remain unknown, he is still limited, like the unqualified prescriber, to the treatment of symptoms. The doctor is trained to decide when to treat symptoms only and when to attack the cause. This is the essential difference between medical prescribing and self-medication

Self Medication and Medical Prescription

- a) Occasional self medication practiced in past
- b) Medical diagnosis recent-100 yrs. approx.
- c) Difference between a prescribed medicine and self medication
 - I. Doc. trained –knows when to treat symptoms & when to treat cause.
 - II. Indiv. doing self medication ignorant abt. above.

2. Who knew that chimpanzees love to dance? They also like to clap along to music, and nod their head, tap their feet and move in time with the rhythm. A new study shows that chimpanzees could appreciate music. The researchers are from Kyoto University in Japan. They say their study could help us understand how early humans developed an interest in music. Researchers Dr Yuko Hattori and professor Masaki Tomonaga conducted tests on seven chimps. They played the apes six two-minute songs on a piano for six days. The researchers said the chimps had a definite sense of rhythm and it changed their mood. The male chimpanzees seemed to respond to the melodies more than the females. The researchers wrote that chimpanzees could have passed on a liking for music and dance to early humans millions of years ago. This could have happened via a common ancestor around six million years ago. The researchers said the study suggested that our love of dancing was deep inside the earliest humans. Dr Hattori said: "Chimpanzees dance to some extent in the same way as humans." She added: "In humans, listening to music causes rhythmic movement, suggesting a close connection between the auditory and motor areas in the brain." She believes the research could shed light on the evolution of dancing in humans and why we love melody and rhythm so much.

READING PASSAGE 2

PROFESSIONAL COMPETENCE, PROFESSIONAL ETHICS AND LIFE SKILLS



Youth is a period of life that has been described as "salad days": this is a Shakespearean expression meaning a youthful time, accompanied by the vibrancy, enthusiasm, idealism, innocence and freshness to absorb new ideas and experiment. This colourful phase of life with its alacrity makes young people proactive and resourceful. It is also the time to equip oneself to face the vagaries of life and career. The scope of professional competence, professional ethics and life skills bring in a perfect blend of IQ(Intelligence quotient),

EQ(Emotional quotient) and SQ(Social and Spiritual Quotient). These important parameters of life are the beacon light which will light up the lives of youth right from their childhood to youth hood to adulthood. Hence is important for educational stakeholders like parents and teachers to inculcate ethics and life skills into the curriculum.

Finding your métier

Life is full of hills and valleys and it is indeed an uphill task to discover yourself so that you get into the perfect profession or occupation based on your passion, talent and merit. The famous quote of philosopher Socrates, " To know thyself is the beginning of wisdom", is the essential fulcrum on which our personality revolves. In psychology, the Johari window opens itself to know aspects of oneself known and unknown to ourselves and to others. As American transcendentalist writer Ralph Waldo Emerson writes in his essay 'Self- Reliance', "Trust thyself: every heart vibrates to that iron string", so the most essential and foremost step in finding your métier is to discover yourself, trust yourself, know your strengths and weaknesses. As philosopher Rene Descartes says, "I think, therefore I am" (Cogito Ergo Sum).

This thinking and discovering yourself will lead you to discover your passion towards the subjects that you study and the profession that you pursue.

Finding your mentor

In the challenging society that we live in, and with the statistical data pointing at the danger of many youth committing suicide or facing depression, it is a good proposition to have a mentor who can be your friend, philosopher and guide". As the English poet, John Donne puts it, "no man is an island". So in this web of relationships, it is important for students to have role model mentors in the form of parents, teachers or even friends. This will boost your confidence when you feel low and you can strive to be a blessing to others. Abraham Lincoln attributed his greatness to his parents; so also Thomas Alva Edison. Dr. S. Radhakrishnan, the philosopher- President of India and Dr. A.P.J. Abdul Kalam acknowledged the role played by their elders and teachers in shaping their personality. What is true of mentoring for Lincoln, Edison, Dr. Radhakrishnan or Dr. Abdul Kalam is true for us also. Friendships based on shared interests and intellectual companionship is stimulating intellectually, emotionally, socially and spiritually.

Habits and Routine

In the words of Sean Covey, an American business executive, "depending on what they are, our habits will either make us or break us. We become what we repeatedly do". It has been proved that anything we do continuously for twenty one days, becomes a habit. Our personality is basically an amalgamation of our habits. To quote John Irving, "good habits are worth being fanatical about." Sigmund Freud's psychoanalytic personality theory speaks of id, ego and super ego which gives the character traits of a person. Super ego tries to perfect and civilize our behavior based on moral right or wrong. Ego deals with the reality, trying to meet the desires of the 'id' in a way that is socially acceptable in the world. So the values like punctuality to your class and exams, honesty and integrity, loyalty to your subjects and educational institution and nation, faithfulness to your duty as a student, determination to be 'high on task and

high on people', tolerance to fellow human beings and God's creations, generosity- all can be etched in your ego and super ego right from your student days to your professional years and even in your societal and family life.

Tenacity

The value of tenacity or perseverance, even in the face of adversity or failure is an important life skill to possess. This determination to achieve success against all odds is important. Not everything will work according to our liking. But the tenacity to hold on, to persevere, and not to be defeated is important. The best example is the character of Santiago in Ernest Hemingway's novel *The Old Man and the Sea*, where, in spite of his hardships says, "Man can only be killed, but not defeated." History is replete with examples of rulers trying to achieve their goal. We need to keep in mind that achieving our goal with tenacity is good provided we achieve it through honest and meritorious methods.

Professional Ethics

Professional ethics is a term widely used in the academic and professional circles. The word ethics comes from the Greek word *ethos* and means moral philosophy.

In academics, knowledge devoid of ethics leads to plagiarism in your assignments, paper presentation, and publication of your research paper or dissertation. It is unethical to copy in an examination or copy someone's ideas or words verbatim without acknowledging the source. Honesty and humility are the hallmarks of professional ethics. The principles which Mahatma Gandhi enunciated in his book *My Experiments with Truth*, is worthy enough to be emulated in our life.

Professional ethics also includes a balanced life-oriented and contemporary relevant pedagogy. The methodology of the teaching-learning process should be learner-centred and gender balanced. Rote learning and examination oriented education is out of the purview of professional ethics. The ultimate aim of professional ethics is academic integrity and holistic development of the body, mind and spirit. A student moulded thus will indeed carry this integrity in his/her career and will be a part of his/her personality.

Learning- a life-long companion

Learning is a never ending joy and the thrill of learning something new is a fascinating journey and a life-long process. It is often said that once a student, you are always a student. For learning to be pleasurable, a thirst for knowledge coupled with its connection to the real and practical life is vital. Life experiences add colour and vibrancy to our life and every subject that is there in the curriculum is a learning curve.

Nature is a great teacher. The great English romantic poet William Wordsworth brings out the pantheism where nature brings aching joys and dizzy raptures or John Keats who said, "a thing of beauty is a joy for ever". The philosophical content in *Thirukkural* infuses us with enlightenment and practical wisdom. Every subject discipline - Economics, Political Science, Literature, Philosophy, Sociology, History, Anthropology, Social Work- is fraught with great treasures to make you a disciplined, holistic person. Literature makes you see life in totality through the various characters in novels, short stories, poems, biographies etc. history and anthropology gives us a continuum about the past.

Economics teaches us the beginning and evolution of economy. Political Science deals with the nuances of governance. Sociology and social work gives us insights about philanthropy and advocacy on social issues.

An interesting aspect of enjoying your learning process is the bonus of giving you freedom to choose your hobby or areas of specialization, through the various subjects that you study. A student could take up hobbies like travelling, visiting museums, historical or tourist places, numismatics philately, reading, theatre activities or street theatre to spread social awareness or volunteering in social service projects associating with various NGO's. All the hobbies, co-curricular and extra-curricular activities makes learning a holistic life-long process, outside the walls of the classroom.

Task

1. How do you plan to make the best use of your undergraduate course?
2. What do you plan to do after your undergraduate programme?
3. Do you have any passion/hobby related to your subject area?

WRITING

PROBLEM SOLUTION ESSAY

We analyze the question by thinking about three things: keywords micro-keywords action words. Keywords are the words that tell us what the general topic is. Micro-keywords identify which part of the general topic the examiner wants you to talk about. They often give an opinion, qualify the statement or talk about a sub-category of the bigger general topic. Action words tell us what the examiner wants us to do.

SOURCE PASSAGE I

Global warming is one of the biggest threats humans face in the 21st Century and sea levels are continuing to rise at alarming rates.

What problems are associated with this? Cite some possible solutions.

If we look at this question we can see that the keywords are 'global warming'. This is our general topic. We are going to write about this, but we cannot write about any problems associated with global warming. If we do this, we have not answered the question properly. We therefore need to look at the micro-keywords.

The micro-keywords are 'humans' and 'sea level rise'. So instead of writing just about the huge topic of global warming and any problems associated with that (such as increased storms, extinction of certain animals, erosion of soil) , we have to talk about how particularly sea level rises will affect humans. If for example, we talked about the problems affecting the 'planet' or 'animals' or the 'atmosphere', we would not be answering the question.

The action words are problems and solutions. Our task is therefore to write about that and only that. It does not ask our opinion or about the disadvantages and advantages or about the causes, just the problems and solutions. If we talked about the causes of sea level rise, then we would not be answering the question.

There are several problems and solutions including:

Problem: flooding of people's homes and businesses - Solution: build flood barriers or move to higher areas

Problem: loss of agricultural land and starvation - Solution: switch to more suitable crops

Problem: displacement of millions of people - Solution: move people in a planned and orderly way before the floods

Problem: ground water undrinkable - Solution: build desalination plants

Paragraph 1- Introduction, Paragraph 2- Problems, Paragraph 3- Solutions, Paragraph 4- Conclusion

Climate change is among the principal dangers facing people this century and ocean levels are increasing dramatically. This essay will first suggest that the biggest problem caused by this phenomenon is the flooding of homes and then submit building flood protection as the most viable solution.

The foremost problem caused by sea levels creeping up is the flooding of peoples' residences. Millions of people all over the world live in coastal areas and if the sea rises by even a few feet, they will be inundated with water and lose their property. Shelter is one of the most basic of human needs and widespread flooding would cause millions of people to become homeless, not to mention losing all of their possessions. The devastation brought about by this was clear for all to see during the 2011 Tsunami in Japan, in which millions of people were displaced.

A possible solution to this problem would be to build flood barriers. Flood defences, such as dikes, dams and floodgates could be built along coasts and waterways, thereby stopping the water reaching populated areas. The Netherlands is one of the most populated areas in the world and also one of the

most vulnerable to flooding and they have successfully employed various flood defence systems.

To conclude, stemming the rising tides caused by increasing global temperatures is one of the foremost challenges we face and it will ultimately lead to many of the worlds' cities being left underwater, but a possible solution could be to utilise the flood prevention techniques already used by countries like Holland. It is predicted that more and more countries will be forced to take such measures to avoid a watery catastrophe.

TASK 1

Work in pairs and attempt to find solutions for the following problem:

Nowadays many people have access to computers on a wide basis and a large number of children play computer games. What are the negative impacts of playing computer games and what can be done to minimize the bad effects?

TASK 2

List the problems in the current education system and try to give creative solutions as students of the contemporary generation.

CREATIVE WRITING

Creative writing is writing that allows you to express your thoughts and emotions in a purely personal way. This style of writing is usually imaginative and unique to particular writer.

Some points to remember while attempting a creative writing

1. Be original.

2. Use powerful words and suggestive phrases that give a clear image.
3. Use adjectives and adverbials.
4. Use of unusual and expressive combination of words.
5. The language's grammatical rules and use of tenses can be altered.

SOURCE PASSAGE II

Henry Mince's eyes popped open as his father, Theodore, shouted for him to get out of bed. Henry sat up, groggy, dreaming it was morning and his mother had just come in to wake him. He opened his eyes, looked around the room and realized yes, he had been dreaming. She always had woken him softly and slowly, not with a shout, like his dad. He crept out of bed, his feet cold against the wood floor. He came out of his room just in time for his father to say a quick goodbye before he was out the door for work, leaving Henry to fend to himself until supper time. Henry shuffled around the house, getting ready for the day. He walked to the bathroom for his morning shower, his feet creaking on the floorboards, the only noise in the house. He finished up in the bathroom, brushing his hair and teeth, and made way for the kitchen to have some breakfast. He was still so sleepy; he could almost close his eyes remembering when the house would be filled with the aroma of bacon on the skillet. He walked in to the room, his mouth instantly beginning to salivate with the fond memory, only to open his eyes to an empty room. No bacon, no parents, just cold, hard cereal in a ceramic bowl for Henry this morning. After breakfast, Henry wandered around the house, bored to death. He passed by his father's room and saw with contempt that the bed remained unmade. In fact, upon a second

glace, Henry saw that the entire house was in need of a good cleaning. Towels lined the bathroom floor, dishes piled up in the kitchen sink, and all sorts of crummies scattered along the wood floors of the entire house. I have got to get out of here..., Henry thought to himself. He shivered; the mere thought of being alone in there all day was beginning to make him antsy. I think I'll head down to the park, he decided. And with the swift decision, Henry grabbed his backpack containing his wallet as well as other various items and set off from the house. Henry practically sprinted to the park and was there in no time. He looked around seeing clear blue sky, white fluffy clouds and just the slightest breeze to cool the skin. In fact, it was so beautiful that Henry was not the only person to come there that day. Several people were strewn about playing Frisbee, having picnics and just enjoying themselves. As Henry walked toward his favorite bench, he noticed a vendor near the water's edge selling balloons. That's just what I need today, Henry thought to himself. He quickly calculated the money he had with him and walked toward the vendor, wondering if he would have enough to buy a balloon.

TASK 3

Identify and underline the descriptive words from the above passage.

Use your creativity to continue the story and give an interesting end.

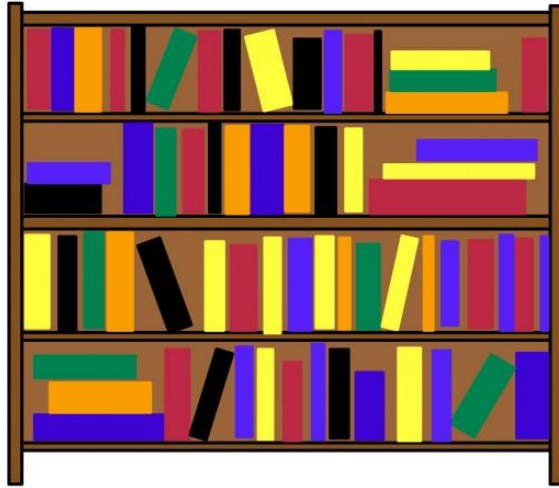
SUMMARY WRITING.

A summary is a shortened version of a letter, a passage, a report, an article, a chapter or a book, written in the summarizer's own words. Summarizing includes reading, understanding, analyzing, selecting important points and using note-making skills and rewriting.

POINTS TO REMEMBER

- Write the summary in your own words, making sure that you have covered all the main points of the original.
- Do not add any detail or comment not found in the original.
- The summary should have the same tone as the original, and it should not reflect the author's attitude towards the subject.
- Make use of connectives for coherence.
- The language of the précis should be free from slang and colloquial expression. Avoid using idiomatic phrases or fixed expressions.

READ, IMAGINE, CREATE



The following books and channels are recommended for you to widen and expand your learning experience:

Books:

1. Jawaharlal Nehru - *Glimpses of World History*
2. Erich Segal - *Love Story*
3. Khushwant Singh - *Train to Pakistan*
4. Khalil Gibran - *The Prophet*

Short Stories

Authors Recommended: Leo Tolstoy, Guy De Maupassant, Somerset Maugham, O'Henry

Channels

The History Channel

Rick Steves (Travel videos on YouTube. The videos have subtitles)

