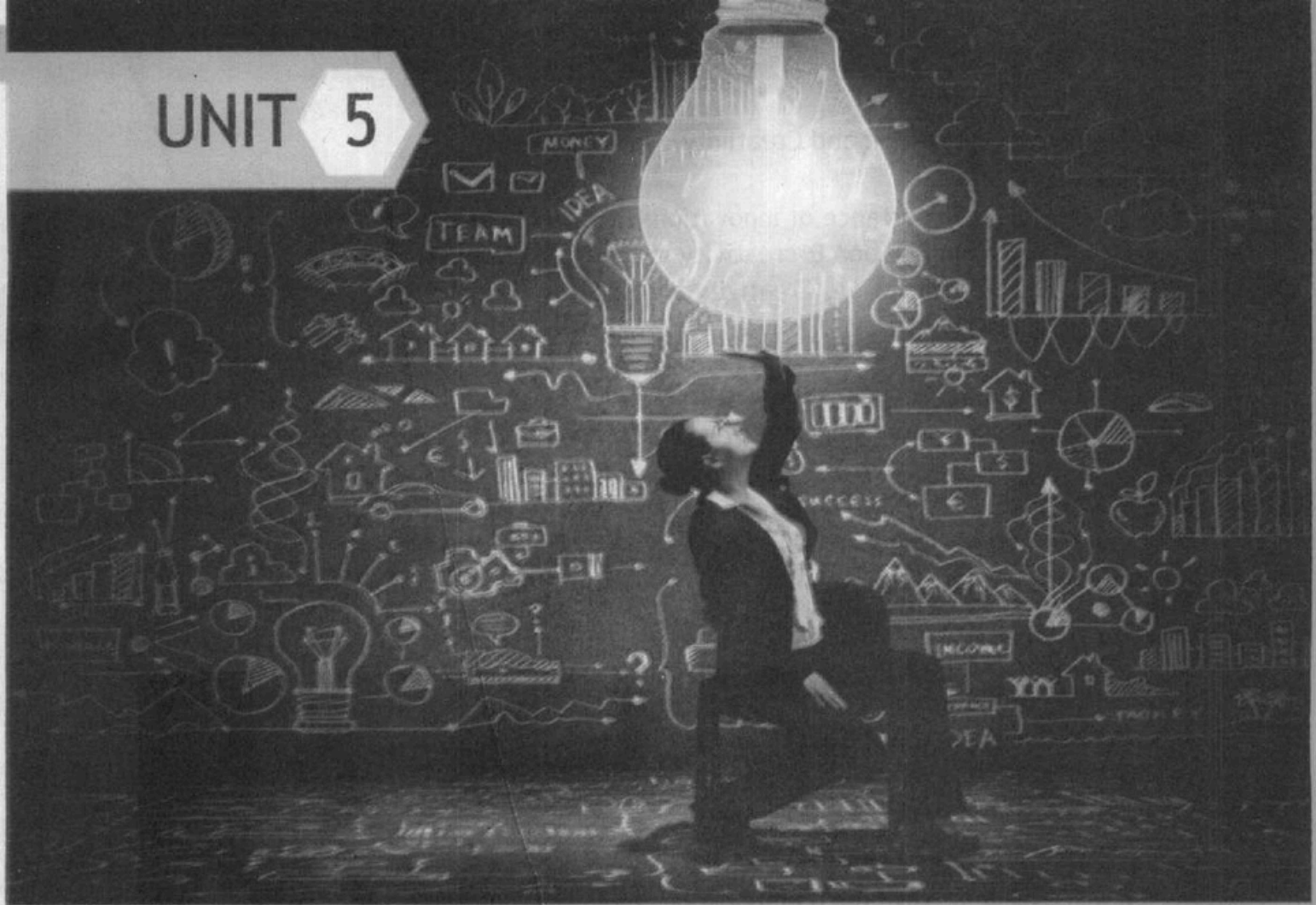


UNIT 5



LESSONS FOR SUCCESS

After completing this lesson, students will be able to:

- use rhetorical questions for a range of audiences
- make recommendations and develop an interest in fiction and poetry
- summarise complex concepts, processes, or information by paraphrasing
- make inferences to draw conclusions
- apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience
- write and critique (self/peer checking) the final draft after complete editing and proofreading
- identify and use compound prepositions and prepositional phrases in writing
- examine and interpret the use of conjunctions, subordinating conjunctions and transitional devices in speech and writing to create the effect
- recognize and use correlative conjunctions including pairs such as "both/and" "either/or" "neither/nor" "not/but" and "not only/but also" etc.

Main Theme: Innovation and Creativity

Sub Theme:

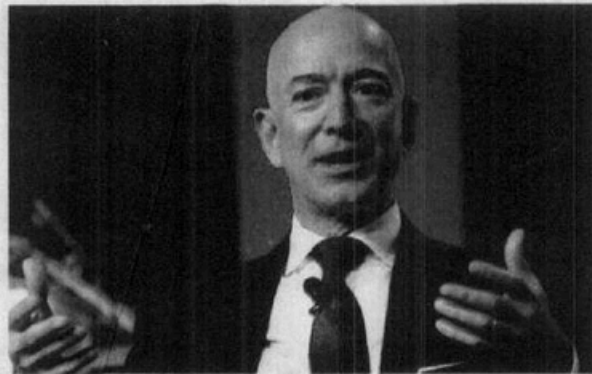
- Importance of innovation & creativity at school
- Innovation & creativity in science/ business/ work.
- Innovation, Creativity and success

Pre-Reading Questions

- What do you know about innovation and creativity? How are both concepts different?
- Can innovation or creativity lead to success? How?
- Have you ever heard of Jeff Bezos' key lessons for success before?

5 of Jeff Bezos' best lessons for success from his 27 years as Amazon CEO

Earlier this month, Jeff Bezos stepped down as the CEO of **Amazon**, the company he launched in 1994 as an online bookseller. Today, Amazon is an ecommerce behemoth worth \$1.8 trillion, and that company has made him the richest person in the world with a fortune worth over \$200 billion.



Over roughly 27 years as CEO, Bezos' has regularly shared advice and lessons learned in interviews and his annual letters to Amazon shareholders.

Here are some of the best examples of what Bezos, 57, has shared over the years

Take risks

"When you think about the things that you will regret when you're 80, they're almost always the things that you did not do. They're acts of omission. Very rarely are you going to regret something that you did that failed and didn't work or whatever," Bezos said in an interview.

That philosophy helped shape Bezos' life before he even launched Amazon. When he was just 30 years old, Bezos had a Wall Street job at hedge fund D. E. Shaw, but he saw promise in the future of the internet economy and got the idea to build a bookstore

Teacher's Point



Hold brainstorming session based on the pre-reading questions. Encourage students to share relevant knowledge.

online. Bezos' boss agreed the idea had potential, but he still tried to convince Bezos that it would be less of a risk to keep the job he had.

"I pictured myself [at] 80 years old, thinking back on my life in a quiet moment of reflection," Bezos said of that moment in his life once. "Would I regret leaving this company in the middle of the year? And walking away from my annual bonus?"

Of course, Bezos decided to go for it, and he moved across the country to start Amazon out of a garage in Seattle suburbs in the summer of 1994. The website went live a year later.

"I didn't think I'd regret trying and failing. And I suspected I would always be haunted by a decision to not try at all," Bezos said in 2018. So he "took the less safe path to follow my passion, and I'm proud of that choice."

Picturing yourself as an 80-year-old looking back on your life and the choices you might regret also works for personal decisions, Bezos added.

"I'm not just talking about business things," he said. "It's like, 'I love that person and I never told them,' and you know, 50 years later you're like, 'Why didn't I tell her? Why didn't I go after it?'"

"So that's the kind of life regret that is very hard to be happy about when you're telling yourself, in a private moment, that story of your life."

Make good decisions — fast

Bezos believes that the key to maintaining an innovative business is to make "high-quality, high velocity decisions."

In one of his articles, Bezos wrote about the importance of speed and "nimbleness" in making Amazon "a large company that's also an invention machine." While he admits that some decisions are "irreversible or nearly irreversible," most are not.

"Most decisions ... are changeable, reversible - they're two-way doors," he wrote. In those cases, when you make a decision that is "suboptimal," according to Bezos, "you don't have to live with the consequences for that long. You can reopen the door and go back through."

Those types of decisions should be made "quickly," according to Bezos. Otherwise, he wrote, people or companies that spend too much time deliberating over reversible decisions risk being subject to "slowness, unthoughtful risk aversion, failure to experiment sufficiently, and consequently diminished invention."

"All of my best decisions in business and in life have been made with heart, intuition, guts — not [with] analysis," Bezos said in an interview at the Economic Club Washington D.C. in 2018.

Finding your calling

Figuring out your passion in life is a central point in the advice that Bezos says he most often gives to his younger employees, as well as his four children, the billionaire expressed at the George W. Bush Presidential Center's Forum on Leadership in 2018.

"You can have a job, or you can have a career, or you can have a calling," Bezos said. "And if you can somehow figure out how to have a calling, you have hit the jackpot, because that's the big deal."

In other words, finding a way to make a career out of your passion is Bezos' idea of true success. And, he believes that everyone has a passion.

"You don't choose your passions, your passions choose you," he said at the time. "All of us are gifted with certain passions, and the people who are lucky are the ones who get to follow those things."

While Bezos has said he followed his passion as a "garage inventor" when he launched Amazon, in recent years the billionaire admitted that his real lifelong passion has been space.

"Ever since I was 5 years old — that's when Neil Armstrong stepped onto the surface of the moon — I've been passionate about space, rockets, rocket engines, space travel," he said in 2019. (Bezos's high school graduation speech even mentioned his plans to build space colonies one day.)

Bezos has spent billions of dollars funding his space company, Blue Origin, and one of his first orders of business after stepping down as Amazon CEO will be to fly on the company's first passenger spaceflight with his brother on July 20.

Embrace the inefficiency of wandering

In his 2018 letter to Amazon shareholders, Bezos included a section titled, "Intuition, curiosity, and the power of wandering." In that section, the Amazon CEO wrote about the importance of setting aside time to explore your curiosity in order to come up with new, innovative solutions to challenges.

Amazon's business may depend on efficiency, with customers ordering almost any product and expecting it delivered to their door within a few days or less. But, Bezos believes that a healthy dose of inefficiency is necessary to succeed. In the letter, he describes this as "wandering," or exploring and experimenting even if it means taking a roundabout path to a solution.

While Reading Questions

- What does Bezos believe about finding one's passion and turning it into a career?



While Reading Questions

- What is the concept of "embracing the inefficiency of wandering," and why does Bezos consider it important?



"Wandering is an essential counter-balance to efficiency," he said. "You need to employ both."

"Sometimes (often actually) in business, you do know where you're going, and when you do, you can be efficient. Put in place a plan and execute," Bezos wrote in the letter.

"In contrast, wandering in business is not efficient ... but it's also not random," he continued. "It's guided — by hunch, gut, intuition, curiosity, and powered by a deep conviction that the prize for customers is big enough that it's worth being a little messy and tangential to find our way there."

According to Bezos, one of the lessons he'd learned building Amazon was "that success can come through iteration: invent, launch, reinvent, relaunch, start over, rinse, repeat, again and again," he wrote, adding that "the path to success is anything but straight.

Don't lose your distinctiveness

In April, in his final letter to stakeholders as Amazon's CEO, Bezos wrote about the importance of holding onto your "originality."

"We all know that distinctiveness - originality - is valuable," Bezos wrote. "We are all taught to 'be yourself.' What I'm really asking you to do is to embrace and be realistic about how much energy it takes to maintain that distinctiveness. The world wants you to be typical - in a thousand ways, it pulls at you. Don't let it happen."

Bezos went on to say that "it's worth it" to maintain your distinctiveness, even though it requires "continuous hard work."

"The fairy tale version of [the advice] 'be yourself' is that all the pain stops as soon as you allow your distinctiveness to shine. That version is misleading. Being yourself is worth it, but don't expect it to be easy or free," Bezos wrote.

Since stepping down as CEO, Bezos transitioned to be executive chairman of Amazon's board and has said he is moving on to focus on projects like Blue Origin. On Tuesday, July 20, 2021 Bezos aspired to make his first trip to space as Blue Origin's first-ever passenger spaceflight.



Post-Reading Questions

- What inspired you after reading about Mr. Bezos's achievements?
- How do you see "originality" as a student who is still studying and getting inspiration from high achievers?



Glossary

Words	Pronunciations	Meanings
ecommerce:	/,i:'kɒm.ɜ:s/	electronic commerce, typically referring to buying and selling goods or services online.
behemoth	/bɪ'hi:məθ/	a term used to describe something of enormous size or power
hedge Fund	/hedʒ fʌnd/	an investment fund that employs various strategies to generate returns for its investors.
nimbleness	/'nɪmbələnəs/	the quality of being agile or quick in responding to changes or challenges
distinctiveness	/dɪ'stɪŋktɪvnəs/	the quality of being unique or different from others.

- Deduce meanings of the difficult words from the lesson text as understood in the context and write in the column below. Consult dictionary to find the literal meaning of the same and fill in the relevant column.

Words/ phrases	Deduced Meaning	Dictionary Meaning
tangential		
high velocity decisions		
Intuition		
distinctiveness		
suboptimal		
transitioned		



Reading and Critical Thinking

- Q1. What is the main theme of the article about Jeff Bezos?
- Q2. Which of Bezos' lessons do you find most compelling, and why?
- Q3. Can you think of a personal or professional situation where one of Bezos' lessons might apply?

- Q4. How might Bezos' advice on decision-making and risk-taking benefit someone in their career?
- Q5. Do you agree with Bezos' perspective on embracing distinctiveness? Why or why not?



Oral Communication

Panel Discussion: Creativity and Innovation

Duration: 40 minutes

The activity will encourage students to pose and respond to rhetorical questions, explore and discuss various viewpoints.

Preparation:

- Panelists: Select a group of students to serve as panelists. You can have 3-5 panelists, depending on your class size and time constraints.

Questions for the panelists

- How can creativity and innovation help us solve complex problems?
- Have you ever wondered what sparks creativity in people?
- Can you think of any creative ways to improve the education system?
- What role does innovation play in the advancement of technology?
- Can you imagine a world without any creative thinkers or innovators?
- How do you think creativity and innovation affect our daily lives?
- Have you ever encountered a situation where thinking outside the box saved the day?
- What are some ways we can encourage creativity and innovation in our schools and communities?
- Do you believe that some people are naturally more creative than others, or is it a skill that can be developed?
- Can you share any personal experiences where creativity and innovation made a positive impact?

- What are some potential benefits and challenges that come with being a creative and innovative thinker?
- How has technology influenced and transformed the way we approach creativity and innovation?
- Can you think of any famous inventors or creative individuals who have had a significant impact on the world?
- In what ways do you think creativity and innovation contribute to personal growth and self-expression?

Assign each panelist a specific perspective or viewpoint (from the given questions) related to the topic. They should prepare their arguments and supporting evidence in advance.

Activity Steps

1. Introduction (5 minutes)

Begin by introducing the topic to the class.

Briefly explain the format of the panel discussion and its purpose: to explore different perspectives on the topic.

2. Panelist Presentations (15 minutes)

Each panelist takes turns presenting their viewpoint on the topic.

Allocate a specific time limit for each panelist (e.g., 3-4 minutes) to ensure equal speaking time.

Encourage panelists to use facts, statistics, or examples to support their arguments.

3. Moderated Discussion (10 minutes)

Open the floor for discussion among the panelists. They can respond to each other's points, ask questions, or seek clarification.

As the moderator, you can also pose questions to the panelists to guide the discussion and keep it focused.

4. Audience Questions (5 minutes)

Invite questions from the rest of the class. Encourage students to ask thoughtful questions related to the topic.

Panelists should respond to these questions briefly and concisely.

5. Closing Statements (3 minutes)

Each panelist presents a brief closing statement summarizing their main points.

Emphasize the importance of respectful and constructive dialogue.

6. Reflection (2 minutes)

Conclude the discussion by briefly reflecting on the key takeaways and insights from the panelists.

Thank the panelists and the class for their participation.

7. Debrief (optional) (5 minutes)

If time allows, have a brief class discussion about the panel discussion itself. Ask students what they learned, what they found challenging, and how the activity could be improved.



Vocabulary and Grammar

Compound Prepositions

A preposition that contains two or more prepositional words is called a compound preposition. Compound prepositions are made by connecting the preposition words in a sentence before the noun, pronoun, adjective, and adverb.

Moreover, a compound preposition is prepared through the conjunction of a prepositional or a non-prepositional word and a simple preposition word that is used with a noun, adjective, or adverb, respectively.

Examples: About, across, along, beyond, besides, outside, according to, aside from, because of, as of, next to, on account of, apart from, but for, close to, depending on, due to, in between, in case of, etc., are some compound prepositions.

Teacher's Point



- Keep track of time to ensure each segment of the activity stays within its allocated duration.
- Encourage active listening and respectful communication throughout the discussion.
- You can use the whiteboard or markers/chalk to jot down key points or arguments as they arise during the discussion to help visualize the conversation.
- Teacher/ guest teacher can facilitate a productive and engaging panel discussion within a 40-minute class period.

Prepositional Phrases

Prepositional phrases are groups of words starting with a preposition. Prepositional phrases often function as modifiers, describing nouns and verbs. Phrases can't stand alone. A prepositional phrase won't contain the subject of a sentence.

Types of Prepositional Phrases

Prepositional phrases can modify nouns, verbs, phrases, and complete clauses.

Prepositional phrases can also be embedded inside other prepositional phrases.

Modifying Nouns: Adjectival Phrases

When a phrase modifies a noun or pronoun, it's called an *adjectival phrase*. These types of phrases often specify a person or thing (what kind, whose). In context, they clarify a distinction between several possibilities.

Example

- Sheila is the runner *with the fastest time*.

It's likely there are other runners who are slower, as the sentence is specifying who is the fastest. The phrase is modifying (describing) the noun *runner*.

Adjectival phrases come directly after the noun they modify.

- The boy *with the tall woman* is her son.

The phrase *with the tall woman* is specifying a certain boy; it's an adjectival phrase. There could be other boys, but the one *with the tall woman* is the one that's being described. *The boy* is a noun phrase, so the prepositional phrase is an adjective. If we want to make the boy even more specific, we'd further qualify it with an embedded phrase.

- The boy *with the tall woman and the dog* is her son.

Presumably, there are multiple boys with tall women, so the sentence is specifying that this boy is with a tall woman who has a dog.

Modifying Verbs: Adverbial Phrases

Adverbs modify verbs, and sometimes the adverb is an entire *adverbial phrase*.

These phrases often describe when, where, why, how, or to what extent something happened.

Example

- This course is the most difficult *in the state*.

The prepositional phrase specifies where. There might be other courses that are more difficult in other states, but this one is the most difficult here. Let's say it's just one difficult course of several in the state, i.e., "This course is *among the most difficult* in the state." The *among* phrase is an adjectival phrase modifying (describing) the course, and the final phrase remains adverbial, still telling where.

- She ran the marathon *with pride on Saturday*.

The first prepositional phrase specifies how she *ran* (a verb), and the second specifies when. Both are adverbial phrases.

Some of the most common prepositions that begin prepositional phrases are *to, of, about, at, before, after, by, behind, during, for, from, in, over, under, and with*.

Exercise: Choose the correct compound preposition for each sentence:

Against, around, behind, upon, over, below, through, beside,) across, under, above,) between, underneath, onto, within, to, among, beneath

- The cat jumped _____ the table.
- I'm going to the park _____ my friends.
- The keys are hidden _____ the flowerpot.
- The cookies are _____ the jar.
- The restaurant is _____ the street.
- The pen is _____ the notebook.
- She walked _____ the high street to reach the playground.
- The bookshelf is _____ the wall.
- The ball rolled _____ the stairs.
- They sat _____ the fire to keep warm.
- I can see the moon _____ the clouds.
- The dog ran _____ the street to chase the squirrel.
- She placed the vase _____ the shelf.
- The car swerved _____ the crowd of people.
- The bird built its nest _____ the tree branches.

Exercise: Combine the sentences using prepositional phrases:

- The dog barked. The postman arrived.
- Jenny laughed. Her brother told a joke.
- We bought ice cream. We went to the beach.
- She went to the store. She bought some groceries.
- He studied all night. He passed the exam.
- They went to the beach. They played volleyball.
- I woke up late. I missed the bus.
- They went to the park. They had a picnic.

- He went to the gym. He lifted weights.
- She went to the library. She borrowed some books.
- They went to the restaurant. They ordered pizza.
- I went to the doctor. I got a check-up.
- They went to the concert. They enjoyed the music.

Exercise: Circle the prepositional phrase or compound preposition in each sentence:

- The birds flew over the mountains.
- The dog ran after the ball.
- The flowers bloomed between the trees.

Compound prepositions and Prepositional phrases

Exercise: Create your own sentences using given compound prepositions and prepositional phrases.

Story

The Camping Trip

Tom and his friends decided to go on a camping trip during their summer break. They packed their backpacks and set off early in the morning. They walked through the dense forest, following a narrow trail that led between the towering trees. They arrived at a beautiful clearing beside a sparkling river and decided to set up their campsite next to a large boulder.

As night fell, they gathered around the campfire and shared stories. Suddenly, they heard a rustling sound in the bushes across from them. They shined their flashlights toward the noise and saw a family of raccoons searching for food. The raccoons came up to the campfire, curious about the humans.

Tom's friend, Sarah, reached into her backpack and found some leftover sandwiches. She placed them beside the raccoons, who eagerly enjoyed the unexpected meal. Afterward, the raccoons scurried away from the campsite and disappeared into the darkness.

The friends had an eventful night and woke up to a breathtaking sunrise above the treetops. They packed their gear and hiked back through the forest to return home, cherishing the memories of their camping adventure.

Teacher's Point



Encourage students to write 2-3 sentences using compound prepositions and prepositional phrases in their notebooks.

Questions

- Q 1. Which compound preposition describes the path they took through the forest?
- Q 2. Where did they decide to set up their campsite?
- Q 3. When they heard a rustling sound, where did they shine their flashlights?
- Q 4. What did Sarah place beside the raccoons?
- Q 5. How did the raccoons disappear from the campsite?

Story: The Camping Trip (Continued)

After their camping adventure, Tom and his friends decided to write about their experience in their journals. See if you can fill in the blanks with the appropriate compound prepositions based on the story:

1. Tom and his friends walked _____ the dense forest.
2. They arrived at a clearing _____ the sparkling river.
3. They set up their campsite _____ a large boulder.
4. At night, they heard a rustling sound _____ the bushes.
5. They shined their flashlights _____ the noise.
6. Sarah found some sandwiches _____ her backpack.
7. She placed them _____ the raccoons.
8. The raccoons scurried _____ the campsite.
9. They disappeared _____ the darkness.
10. In the morning, they woke up to a sunrise _____ the treetops.

Story: The Camping Trip (Continued)

- Q 1. Why do you think the author used the compound preposition "next to" to describe the campsite's location beside the boulder? How does it contribute to the imagery and atmosphere of the story?
- Q 2. Consider the compound preposition "into" when describing the raccoons' disappearance into the darkness. What does this choice of preposition convey about the raccoons' actions and the mood of the scene?

Q 3. In the sentence "They walked through the dense forest," what does the compound preposition "through" imply about the nature of the forest and the difficulty of the journey?

Q 4. The phrase "above the treetops" is used to describe the sunrise. How does this compound preposition create a vivid mental image of the sunrise and its significance to the story's conclusion?

Q 5. If you were to rewrite a part of the story using a different compound preposition, how would it change the meaning or atmosphere of that particular scene? Choose a sentence from the story and provide an alternative compound preposition. Explain the impact of this change.

Story: The Camping Trip (Continued)

Q 1. Analyze the role of prepositional phrases in setting the scene. How do phrases like "through the dense forest" and "beside a sparkling river" contribute to the reader's mental imagery of the camping location?

Q 2. Identify instances where prepositional phrases are used to indicate location or direction. How do these phrases help the reader navigate the story's physical setting and movements of the characters?

Q 3. Examine the prepositional phrase "around the campfire" when the friends gathered. What does this phrase reveal about the social dynamics and atmosphere during their campfire gathering?

Q 4. Consider the phrase "besides the raccoons" when Sarah placed sandwiches. How does this prepositional phrase add a layer of meaning to the interaction between the friends and the raccoons?

Q 5. In the sentence "They packed their gear and hiked back through the forest to return home," the phrase "to return home" signifies the purpose of the action. How do such purpose-indicating prepositional phrases help in storytelling and character motivation?

Q 6. If you were to rewrite a part of the story by changing or removing a prepositional phrase, how would it alter the reader's understanding of the narrative? Choose a sentence from the story and provide an alternative or modified prepositional phrase. Explain the impact of this change.

Conjunctions and Transitional Devices

Conjunctions are words that connect two phrases or clauses, whereas transitions are words or phrases that indicate the relationship between two sentences or paragraphs. However, their main difference is their function. The main difference between conjunctions and transitions is that conjunctions connect two clauses, but transitions connect two sentences or paragraphs. Both conjunctions and transitions are words and phrases that connect ideas together.

Read the paragraph carefully to practice the use of conjunctions and transitional devices:

"Transitioning from middle school to high school can be both exciting and nerve-racking. On one hand, there's the thrill of new experiences, meeting new friends, and exploring a wider range of subjects. However, it's also a time when students face increased responsibilities and higher academic expectations. Despite the challenges, high school offers numerous opportunities for personal growth. By staying organized, managing time wisely, and seeking help when needed, students can navigate this important transition with confidence. Ultimately, the journey from middle school to high school is a significant chapter in a student's life, filled with both hurdles and triumphs, but it's a path toward greater independence and future success."

- Identify the transitional devices used in the paragraph. List them and categorize them into different types (e.g., contrast, addition, consequence). Explain how each device contributes to the paragraph's coherence.

Exercise: Rewrite the paragraph using different transitional devices while preserving the original meaning.

For example, replace "on one hand" with "although," "however" with "nonetheless," or "ultimately" with "in the end."

Discuss how these different transitions affect the overall flow and style of the paragraph.

Exercise : Identify Conjunctions and Transitional Devices

- Select a paragraph from lesson text.
- Read through the paragraph and identify all the conjunctions (e.g., and, but, or, so, yet) and transitional devices (e.g., therefore, however, consequently).
- Create a list of the conjunctions and transitional devices you found in the paragraph.
- Explain how each of these words or phrases contributes to the flow and coherence of the text.

Exercise: Fill in the blanks with appropriate conjunctions.

(e.g., and, but, so, because, although, therefore).

1. I wanted to go to the park, _____ it started raining heavily.
2. She studied hard for the exam, _____ she was determined to succeed.
3. He is allergic to peanuts, _____ he always checks food labels.
4. I was tired, _____ I stayed up late to finish my assignment.
5. He wanted to buy the car, _____ he couldn't afford it. -----

Exercise: Take the following pairs of sentences and rewrite them into one sentence using an appropriate transitional device:

1. a) The weather was cold. -----b) We decided to go for a hike.
2. a) She forgot her umbrella. -----b) She got soaked in the rain.
3. a) He missed the bus. -----b) He was late for the meeting.

Exercise: Select an article or essay of your choice and perform the following analysis:

- Identify all the transitional devices used in the text.
- Explain how these transitional devices help guide the reader through the text's structure.
- Identify the main sections or paragraphs in the text and describe how transitional devices signal transitions between these sections.
- Reflect on how the text's organization impacts your understanding of the content.

Correlative Conjunctions

Correlative conjunctions are used in pairs to link equal parts of a sentence. correlative conjunctions link equal parts/ equivalent elements of a sentence.

- Either go big or go home.
(The equivalent elements being linked are *go big* and *go home*. They are both verbs.)
- It was neither big nor clever.
(The equivalent elements are *big* and *clever*. They are both adjectives.)
- They stole not only the TV but also the satellite dish.
(The equivalent elements are *the TV* and *the satellite dish*. Both are nouns phrases.)
- The light was not green but red.

The most common correlative conjunctions are:

either/or, neither/nor, not only/but also, as/so, not/but

Interview: Job Vacancy

Interviewer: Hi, I'm conducting interviews for a job opening, and I want to find the perfect candidate. To do that, I need someone who not only has the right skills but also fits well with our company culture. Can you tell me about your qualifications?

Candidate: Of course! I have both the technical expertise required for the job, and I'm also a team player who collaborates well with colleagues.

In this example, "both...and" is a correlative conjunction. It's used to emphasize that the candidate possesses both qualifications. You can use similar interview scenarios to teach other correlative conjunctions like "either...or," "neither...nor," "not only...but also," and "whether...or." This approach helps students see how these conjunctions clarify relationships between elements in a sentence.

Interview: Job Vacancy (Continued)

Interviewer: We're looking for someone who can work independently but also communicates effectively within the team. How do you manage this balance?

Candidate: Well, I'm not only self-motivated but also a great communicator. I can handle tasks on my own, and I always keep my team informed of my progress.

In this dialogue, "not only...but also" emphasizes both qualities the candidate possesses.

Interviewer: In our fast-paced environment, employees must be adaptable. Can you demonstrate your adaptability?

Candidate: Certainly. I can adapt to either changing project requirements or unexpected challenges that arise during teamwork.

Here, "either...or" is used to show two situations in which the candidate can adapt.

Interviewer: Our company values work-life balance. Do you have any concerns about working late or on weekends?

Candidate: No, I have neither reservations about working late nor any objections to working on weekends when necessary.

In this instance, "neither...nor" highlights the candidate's willingness in two specific scenarios.

Interviewer: We're considering candidates from both in-state and out-of-state. Can you share your perspective on this?

Candidate: Absolutely. Whether you choose an in-state or an out-of-state candidate, I believe my skills and dedication make me a strong contender.

"Whether...or" is used to present two options, and the candidate expresses readiness for either.

These dialogues demonstrate various correlative conjunctions in a practical interview context, helping students understand how they function to express different relationships between ideas.

Assessment: Applying Correlative Conjunctions in Interviews

Instructions:

- Read the interview scenarios below.
- Identify the correlative conjunction used in each dialogue, and explain its function in the sentence. Consider how it emphasizes or clarifies the relationship between elements.

Scenario 1

Interviewer: Our company values both innovation and teamwork. Can you give an example of a project where you showcased these qualities?

Candidate: Certainly. In my previous role, I not only introduced innovative solutions but also collaborated closely with my team to implement them.

Scenario 2

Interviewer: We are looking for candidates who are not only experienced but also adaptable. How do you meet these criteria?

Candidate: I have both years of experience in the industry and a proven ability to adapt to changing circumstances.

Scenario 3

Interviewer: In our industry, employees must either work well under pressure or excel in long-term planning. Can you describe your skills in these areas?

Candidate: I excel both in handling high-pressure situations and in developing long-term strategies for success.

Scenario 4:

Interviewer: We have positions available for both remote and on-site work. Which option suits you best?

Candidate: Whether I work remotely or on-site, I'm confident in my ability to contribute effectively to the team's goals.

Scenario 5

Interviewer: Our team prefers candidates who are neither overconfident nor lacking self-assurance. How do you strike a balance in this regard?

Candidate: I maintain neither overconfidence nor a lack of self-assurance; instead, I believe in a healthy level of confidence backed by competence.

Scenario 6

Interviewer: Our projects can involve international travel, but some may require staying local. Are you open to both possibilities?

Candidate: Yes, I'm open to either international travel or staying local, depending on the project's requirements.

Scenario 7

Interviewer: We need someone who can work weekends or evenings when necessary. Do you have any objections to either of these?

Candidate: I have no objections to either working weekends or evenings when the job demands it; I understand the occasional need for flexibility.

Grading Rubric	
Each correct identification of the correlative conjunction (e.g., both...and, not only...but also)	2 points
Each correct explanation of the function of the correlative conjunction in the sentence.	3 points
Clear and concise language in explanations	2 points
Total possible points:	7 points

Exercise : Choose the correct correlative conjunction to complete the sentence:

- i. ____ John ____ Adam showed up at the party.
- ii. ____ the rain stopped ____ the sun came out.
- iii. Sarah can speak ____ English ____ Spanish.
- iv. I will ____ play video games ____ watch TV tonight.
- v. ____ Sam ____ Tom want to be the team captain.
- vi. ____ you can join us for dinner, ____ let us know in advance.

- vii. ___ we go hiking ___ swimming, I'll be happy.
- viii. Mary enjoys ___ reading novels ___ watching movies.
- ix. Tim will ___ eat pizza ___ have a burger for dinner.
- x. ___ my friend ___ my brother knows the answer to that question.
- xi. She is ___ beautiful ___ intelligent.
- xii. ___ the concert ___ the movie was canceled due to bad weather.
- xiii. The team won ___ the players played with determination.
- xiv. I want to ___ go to the beach ___ stay at home and read a book.
- xv. ___ eating fruits ___ drinking lots of water is essential for health.
- xvi. She can't ___ play the piano ___ the guitar.
- xvii. He is ___ just an actor ___ a talented singer as well.
- xviii. I'm ___ running late ___ stuck in traffic.
- xix. The movie was ___ interesting ___ confusing.
- xx. ___ my sister ___ my brother likes pizza.
- xxi. We can ___ take the subway ___ a taxi to reach the station on time.
- xxii. ___ my parents ___ my teacher can attend the meeting.
- xxiii. ___ Mary ___ John were able to solve the math problem.
- xxiv. I will ___ buy a new phone ___ get my old one repaired.
- xxv. The dog is ___ asleep ___ awake.
- xxvi. ___ you like ___ you dislike, it's important to respect others' opinions.
- xxvii. We can ___ go for a walk ___ watch a movie at home.
- xxviii. The weather is ___ neither too hot ___ too cold today.
- xxix. ___ exercise regularly ___ eat a balanced diet if you want to stay healthy.
- xxx. She couldn't ___ swim ___ dance at the party.



Writing

Activity: Explore print media to observe the advertisements of various companies or products. Suppose you have recently launched a company. Design an advertisement for its publicity.

Advertisement of A New Company

- The advertisement features a dynamic and modern office space with bright, open areas, standing desks, and employees collaborating in a vibrant atmosphere.
- Imagery includes diverse professionals from different backgrounds engaged in brainstorming sessions, working on innovative projects, and using cutting-edge technology.

Tagline

"Fueling Innovation, Igniting Creativity - Your Workplace of Tomorrow!"

Key Messages

- 1. Embrace Creativity:** Encourage employees to think beyond boundaries and explore creative solutions to challenges.
- 2. Foster Innovation:** Promote an environment that values and rewards innovative ideas and initiatives.
- 3. Unlock Potential:** Inspire individuals to tap into their unique skills and talents to drive progress.
- 4. Collaboration is Key:** Highlight the importance of teamwork and cross-functional collaboration in sparking innovation.

Teacher's Point



Help students explore designs and formats for designing and writing their advertisement.

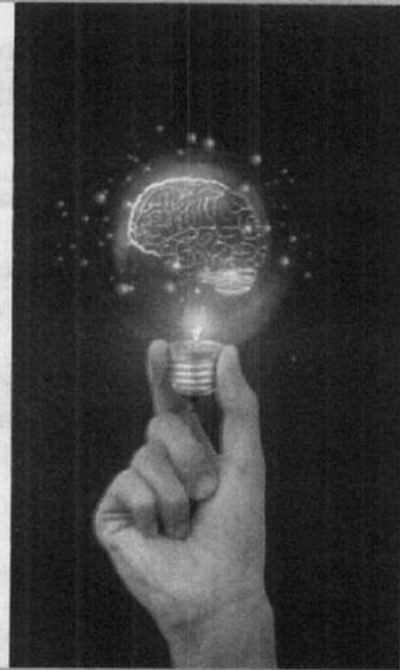
Advertisement Text

**"Welcome to a Workplace
Where Ideas Soar!"**

**"Innovation is
Our Blueprint for Success."**

**"Your Creativity -
Our Competitive Edge!"**

**"Dare to Dream. Dare to Create.
Dare to Innovate."**



Call to Action

"Join Us Today and Be Part of a Creative Revolution!"

Contact Information

Website: www.YourInnovativeFuture.com

Phone: 123-456-7890

Additional Information

- Use vibrant and bold colors like blues, greens, and oranges to convey a sense of energy and creativity.
- Include visuals of employees collaborating, brainstorming, and working on innovative projects.
- Incorporate a modern, sleek font style for a contemporary look.
- Ensure the layout is clean, organized, and visually appealing.