ACTIVITY SHEET

Minor Processes of Word formation

Perform the following tasks.
A) Scan all the pages of the daily *The Times of India* with you.
B) Pick out as many words as possible, which could be examples of minor processes of word formation and write them down in the following table.
C) Write the total number of words you have found in the last row.

Day and Date of *The Times of India*: ____________________________

<table>
<thead>
<tr>
<th>Acronyms</th>
<th>Backformations</th>
<th>Blends</th>
<th>Borrowings</th>
<th>Clippings</th>
<th>Coinages</th>
<th>Reduplicatives</th>
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Date: ________________________________________________

Signatures of the students
Names of the students
i) ____________________________
ii) ____________________________

Activity 4

Being Contemporary, Staying Relevant

Skill focus: Vocabulary development

Level: Undergraduate

Estimated time: 15-30 minutes

Group size: 6 students

Maximum students: 30
Learning objectives: To develop vocabulary in students that is useful to them in real life situations.

Materials: Five Advanced Learners’ Dictionaries (electronic/print), pamphlets, information brochures and user manuals of vehicles (preferably four-wheelers)

Methodology:
1. Ask the learners to bring pamphlets, information brochures and user manuals of vehicles (four-wheelers), dictionaries (print/in mobile handsets) to the classroom.
2. Get five Advanced Learners’ Dictionaries of different publishers from the college library.
3. Carry out the following lead-in activities: Brands and models of Cars
   Lead-in activity A: Ask the students to match the following models of cars with their brand.

   A       B
   (i) Swift (a) Hyundai
   (ii) Santro (b) Skoda
   (iii) Verna (c) Renault
   (iv) Fiesta (d) Ford
   (v) Duster (e) Maruti Suzuki

4. Divide the students into five groups.
5. Ask the students to work in groups and complete the following table.
   Lead-in activity B: Lexical set – Brands and Models

<table>
<thead>
<tr>
<th>Make</th>
<th>Honda</th>
<th>Ford</th>
<th>Hyundai</th>
<th>Maruti Suzuki</th>
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</thead>
<tbody>
<tr>
<td>Models</td>
<td>City</td>
<td>Figo</td>
<td>Santro</td>
<td>Swift</td>
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6. Distribute the following tasks among the groups. Give each group one Advanced Learners’ Dictionary.
**Task 1:** British and American English vocabulary for parts of a car

Observe the following picture and complete the table with the help of the dictionary.

<table>
<thead>
<tr>
<th>British English</th>
<th>American English</th>
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</thead>
<tbody>
<tr>
<td>Number plate</td>
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<td>Sidelight</td>
<td></td>
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<td>Windscreen</td>
<td></td>
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<td>Trunk</td>
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<tr>
<td>Tyre</td>
<td></td>
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<tr>
<td>Fender</td>
<td></td>
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<tr>
<td>Blinker</td>
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</tbody>
</table>

**Task 2:** Pronunciation of brand names of cars

Transcribe the following words phonemically with the help of the dictionary (electronic/print).

(a) Chevrolet       (b) Volkswagen      (c) Renault

**Task 3:** Meanings of the names of the models
Language Activities

Explain the meanings of the following words with the help of a dictionary.
(a) Beetle  (b) Gypsy  (c) Swift
(d) Elantra  (e) Vista

Task 4: Word-formation of the names of the models
Identify the process of word-formation in the following words.
(a) Innova  (b) Winger  (c) Quanto
(d) Scorpio  (e) Captiva  (f) Accent

Task 5: Etymology of the names of the models
Explain the origin of the following words with the help of a dictionary.
(a) Aria  (b) Indigo  (c) Octavia
(d) Celerio  (e) Quanto

7. Seek feedback on this activity from the students.
8. Give homework for a similar activity related to bikes.

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