| 17 | New formation                | DeMon,         |
| 18 | Numbers for words           | XII,           |
| 19 | Signs and symbols           | %, ₹           |
| 20 | Any other                   |                |
|    | a)                          | Prez,          |
|    | b)                          | biz,           |

C. Follow on Activity (5 minutes)

Make a list of ten creative short forms used by your classmates in their writing.

Ravindra B. Tasildar is Associate Professor and Head in the Department of English and Post-Graduate Research Centre, Sangamner Nagarpalika Arts, D.J. Malpani Commerce and B.N. Sarda Science College (Autonomous), Sangamner, Dist. Ahmednagar. ravishmi1@gmail.com

Language Tasks Across the Curriculum:
Reading *The Communist Manifesto*

Poulomi Das

Focus: Reading an authentic text
Sub-skills: Predicting, scanning, skimming
Level: Tertiary
Estimated time: 60 mins
No. of students: 30
Objective: Developing analytical and critical skills for reading authentic texts and culling out relevant information.

Material Needed:
- Excerpts from *The Communist Manifesto*
- A Youtube video: *A Call Against Capitalism*
- Activity sheet

**Note to the Teacher:** *The Communist Manifesto* is part of the syllabi of many undergraduate courses. However, ESL students often find it difficult to engage with such theoretically and linguistically dense texts. These interactive sample tasks can be mimicked to curate introductory classes to teach authentic critical texts, with levels of scaffolding as required.

**Suggested Methodology**

I. **Pre-reading activity:** Divide students into groups of five and ask them to watch the video clip (link given in references). Each group predicts/anticipates the answer to any one of the following questions and shares their ideas with the entire class. (20 mins)

- Why is *the Manifesto* considered an important political document of the 19th and 20th centuries?
- Who were the ‘new working class’?
- Why are the authors advocating a ‘worker’s revolt against capitalism’?
- What social and historical events might have triggered the mass movement of people from villages to cities?

II. **During Reading Tasks**

1. Student-groups have to find meanings of any two words/word phrases from the list given below by scanning the Preamble and Chapter I of *the Manifesto* for contextual cues. They discuss among themselves and then share their answers. (15 mins)

**List of words/word phrases:**

MANIFESTO, BOURGEOISIE, PROLETARIAT, COMMUNIST, FEUDALISM, CLASS ANTAGONISM, WAGE LABOUR, CAPITAL, FREE TRADE, MODES OF PRODUCTION.

2. Each student skims through the book and finds out which of the following themes (one or more) do these quotes correspond to? (10 mins)
### III. Post Reading

Does any incident happening around you in current times (e.g. 2020 Pandemic) resonate with this quote from *the Communist Manifesto*? Discuss. (15 min)

“These labourers, who must sell themselves piecemeal, are a commodity, exposed to all the vicissitudes of competition, to all the fluctuations of the market.”

### Evaluation of the Activity

The three targeted sub-skills related to the reading process (predicting, scanning and skimming) have been mapped onto sequential tasks and this facilitates high learning outcomes among ESL students. Evaluation of the improvement in the receptive skills can be assessed from the students’ gradual improvement of productive skills.

### References


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**Poulomi Das**

*works at the Ashoka University (CWC). She holds a PhD in Theatre and Performance Studies from Jawaharlal Nehru University on the Bonbibi Cult of Sundarbans.*

poulomi581986@gmail.com