

# LANGUAGE LAB MANUAL



Living World of Diversity...



**Programme      MBA • MCA • BBA • BA(JMC)**

## TECNIA INSTITUTE OF ADVANCED STUDIES

Approved by AICTE, Ministry of HRD, Govt. of India; Affiliated to GGSIP University, Delhi  
Recognized Under Sec. 2(f) of UGC Act 1956 & Rated as 'A' Category by JAC, Govt. of NCT of Delhi



ISO 9001:2008 Certified; A++ Category - Best Business School by AIMA- Business Standard Survey &  
Included in Top 100 B & IT Schools by Dalal Street Investment Journal.

*-: An Initiative of Tecnia Internal Quality Assurance Cell :-*

# **LANGUAGE LAB**

## **Guidelines & Procedures**

## SOP FOR IMPLEMENTATION OF EXAMINATION REFORMS

SL. NO.	PARTICULARS	DESCRIPTION
1	<b>Policy Number</b>	TIAS/IQAC/2022-23/
2	<b>Policy Structure</b>	<p>The SOP describes various Language Lab reforms to be undertaken in light of National Education Policy 2020 which envisage “promoting multilingualism and the power of language in teaching and learning”; further Clause 22 for introducing Bloom’s Taxonomy and to achieve PLO &amp; CO mentioned at the post graduate level in TIAS with aim to enhance the employability skills of MBA students through experiential learning by getting practical exposure of the manufacturing/production/marketing /finance/ HR/ material activities in Industry to fill the gap between academia and industry.</p> <p>The development of an outcome based Examination Reform Policy for technical education is a result of thoughtful deliberations, involving dedicated and specialized experts. This Policy has been framed to meet the expectations of an academically challenging environment, develop problem-solving skills by students, aligning with current global standards and to enrich the students learning to make them self-enablers and/or match job requirements on successful completion of their degree.</p> <p>Institute has a language laboratory for students requiring improvement in English language and confidence-building of those taking up competitive examinations and interviews. It focuses on developing skills set that are not outlined in the curriculum, but meant to give students an extra edge and industry-readiness. The language lab is used for language tutorials. These tutorials are open to students who voluntarily opt for remedial English classes. Language laboratory sessions include word games, quizzes, extemporary speaking, debates and other such exercises available through online resources and open source software.</p>
3	<b>Scope of the Policy</b>	The policy details the procedure followed by the Institute for conducting continuous evaluation of the students at PG level as per MBA course curriculum and implementing the same as per Guidelines of AICTE and monitoring/ evaluating the learning outcome of students getting experiential learning and practical training on those aspects which have been taught in the class through theory papers towards making them capable to perform on HOTs of the Bloom Taxonomy.
4	<b>Policy Status</b>	Original –Version -2.0
5	<b>Originated By</b>	Adopted from “Examination Reforms for MBA Students” November 2018, AICTE
6	<b>Reviewed By</b>	- Dr. Ajay Kumar, Professor & Director, Internal Quality Assurance Cell (IQAC), Tecnia Institute of Advanced Studies, Delhi - Coordinator, TIAS-IQAC, Tecnia Institute of Advanced Studies, Delhi
7	<b>Effective Date of SOP/Manual</b>	01.07.2022

8	<b>Approving Authority</b>	The Academic Council, TIAS and BoG of Tecnia Institute of Advanced Studies, Delhi
9	<b>Amendment Number</b>	01
10	<b>Effective Date of Amendment</b>	01.07.2022

## THE INSTITUTE

Tecnia Institute of Advanced Studies (“TIAS”) is a Flagship of Tecnia Group of Institutions; one of the Premier NAAC accredited “A” Grade Institute; Approved by All India Council For Technical Education (AICTE), Ministry of Human Resource Development (MHRD), Government Of India (GoI) and Affiliated to Guru Gobind Singh Indraprastha University, Delhi; Recognized under Section 2(f) of University Grants Commission Act, 1956. The Institute conducts Master of Business Administration (MBA), Bachelor of Business Administration (BBA), Bachelors of Arts Journalism and Mass Communication BA (JMC) & Bachelor of Computer Applications (BCA) programmes in both shifts. The institute is ISO (hereinafter ISO refers to International Organization For Standardization) 9001:2015, ISO 14001:2015, ISO 21001:2018 & ISO 51001: 2018 Certified and Instituted is Top 50 Best B-School in North Zone by The Week Hansa Research Survey, Top 50 Private Institute in India by Times BBA Education Ranking Survey; The institute has established Institution Innovation Council (IIC) under the Norms of MHRD’s Innovation Cell, GoI Dated 11.09.2019 to promote Innovation and Start up and also established Entrepreneurship Development Cell. Institute provides Value Added Programs & Career Counseling Session, Capabilities Enhancement Program on Technical and Soft Skill Expertise knowledge for development of young professional. The institute had setup TIAS-NPTEL Local chapter to complete MOOCs Course with e-certification for making students employable. Institute has ultra- Modern infrastructure and impart Value Based Education, conducts Training, Research & Consultancy, National and International Conferences and Seminars, Faculty Exchange Programme, Technical cum Cultural Fest etc. since 1998. The Institute is located at a prime location and has State-of-the-Art facilities, erudite faculties, dedicated staff members and an ambience to fulfill admirable academic pursuit.

## VISION

Imparting holistic development by inculcating knowledge, ethics, professional acumen and socially concerned attitude to carve an edge in a dynamic environment.

## MISSION

To make a thorough professional and responsible citizen through student centric teaching learning process, co-curricular, extra-curricular, enrichment, extension and outreach activities and research environment.

## CORE VALUES

Being a professional institute, we subscribe to, in our dealings and hold ourselves accountable to all stakeholders by maintaining integrity, honesty, openness, personal excellence, constructive self-criticism, continual self-improvement, mutual respect, professionalism, quality service & standards, innovation, objectivity and honoring our commitments.

## **QUALITY POLICY**

To provide quality education, training and expertise to improve the quality of life by improving the capabilities of human resources, thinking process, practices and performance in the Management, Information Technology and Media disciplines by adopting the quality management system through continual improvements.

### **INTERNAL QUALITY ASSURANCE CELL (IQAC)**

The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) conducts assessment and accreditation of (HEI) recognized institution to undertake the 'Quality Status' of the institution. NAAC evaluates the institutions for its conformance to the standards of quality in terms of its performance related to the educational processes and outcomes, curriculum coverage, teaching-learning processes, faculty, research, infrastructure, learning resources, organization, governance, financial wellbeing and student services. In pursuance of above for its performance evaluation, assessment & accreditation & quality up-gradation of higher education, NAAC proposes to establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become an integral part of the institution's system & work towards realization of the goals of quality enhancement & sustenance. The prime task of the IQAC is to develop a system for conscious, consistent & catalytic improvement in the overall performance of the institute for the post-accreditation period, it will channelize all efforts & measures of the institution towards promoting its holistic academic excellence. The Tecnia Institute of Advanced Studies was accredited on 11-Sept.-2017 with CGPA of 3.11 of 'A' Grade by NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL. IQAC established at Institute continued to strive for the betterment of systems, processes and policies setup. The NAAC visited the Institute Campus from 28th - 29th August 2017 (First Cycle) taking the tangible efforts to further has established a concrete Tecnia-IQAC hosting in TIAS-ERP in Institute.

### **IQAC VISION**

To shape and certify the quality culture in the Institute with an intention of assured all round excellence.

## **IQAC MISSION**

To channelize the efforts and establish the actions of the institute towards quantify academic and administrative talent and to be the change agent for leading and remove deficits to enrich the quality

## **IQAC GOALS**

IQAC shall evolve mechanisms and procedures for:-

- ❖ To ensure timely, efficient and progressive performance appraisal of academic, administrative and financial tasks
- ❖ To ensure relevance and quality of academic and research programmes
- ❖ To develop equitable access to and affordability of academic programmes for various sections of society
- ❖ To optimize and integrate modern methods of teaching and learning
- ❖ To ensure credibility of evaluation procedures; adequacy, maintenance and functioning of the support structure and services
- ❖ To develop research sharing and networking with other institutions in India and abroad

## **IQAC DOLES**

- ❖ The doles of the IQAC are:-
- ❖ To contribute meaningfully to ensure heightened level of clarity and focus on institutional functioning towards quality enhancement through internalization of the quality culture
- ❖ To act as a nodal agency in the Institute to empower, integrate and coordinate among various quality-related activities including adoption dissemination and institutionalize of best practices, for quality outcomes
- ❖ To build an organized methodology for decision-making, quality changes, documentation of the various programmes/activities to improve institutional functioning and internal communication for quality improvement

## **IQAC ROLES**

- ❖ The roles of the IQAC are:-
- ❖ To develop, disseminate information and application of quality benchmarks for various academic and administrative activities of higher education.
- ❖ To facilitate the creation of a learner-centric environment conducive to quality education and faculty maturation to adapt the required knowledge and technology for participatory teaching and learning process
- ❖ To establish network to coordinate, facilitate and implement feedback response on quality- assurance initiatives by involving the stakeholders
- ❖ from students, parents and other stakeholders
- ❖ To organize inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles

- ❖ To develop and maintain institutional database through TIAS-ERP (MIS) for the purpose of maintaining, enhancing, quality culture in the institution.
- ❖ Periodical conduct academic and administrative audit and its follow-up to prepare the Annual Quality Assurance Report (AQAR) as per guidelines and parameters for onward submission to NAAC.



# National Education Policy 2020

Ministry of Human Resource Development, Government of India

## PART III - OTHER KEY AREAS OF FOCUS

### Clause 22. Promotion of Indian Languages, Arts, and Culture

22.1. India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artefacts, heritage sites, and more. Crores of people from around the world partake in, enjoy, and benefit from this cultural wealth daily, in the form of visiting India for tourism, experiencing Indian hospitality, purchasing India's handicrafts and handmade textiles, reading the classical literature of India, practicing yoga and meditation, being inspired by Indian philosophy, participating in India's unique festivals, appreciating India's diverse music and art, and watching Indian films, amongst many other aspects. It is this cultural and natural wealth that truly makes India, "Incredible India", as per India's tourism slogan. The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy.

22.2. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being.

22.3. The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity, awareness, and uplifting societies - are well known to enhance cognitive and creative abilities in individuals and increase individual happiness. The happiness/well-being, cognitive development, and cultural identity of individuals are important reasons that Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.

22.4. Language, of course, is inextricably linked to art and culture. Different languages 'see' the world differently, and the structure of a language, therefore, determines a native speaker's perception of experience. In particular, languages influence the way people of a given culture speak with others, including with family members, authority figures, peers, and strangers, and influence the tone of conversation. The tone, perception of experience, and familiarity/'apnapan' inherent in conversations among speakers of a common language are a reflection and record of a culture. Culture is, thus, encased in our languages. Art, in the form of literature, plays, music, film, etc. cannot be fully appreciated without language. In order to preserve and promote culture, one must preserve and promote a culture's languages.

22.5. Unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages as 'endangered'. Various unscripted languages are particularly in danger of becoming extinct. When senior member(s) of a tribe or community that speak such languages pass away, these languages often perish with them; too often, no concerted actions or measures are taken to preserve or record these rich languages/expressions of culture.

22.6. Moreover, even those languages of India that are not officially on such endangered lists, such as the 22 languages of Eighth Schedule of the Constitution of India, are facing serious difficulties on many fronts. Teaching and learning of Indian languages need to be integrated with school and higher education at every level. For languages to remain relevant and vibrant, there must be a steady stream of high-quality learning and print materials in these languages including textbooks, workbooks,

videos, plays, poems, novels, magazines, etc. Languages must also have consistent official updates to their vocabularies and dictionaries, widely disseminated, so that the most current issues and concepts can be effectively discussed in these languages. Enabling such learning materials, print materials, and translations of important materials from world languages, and constantly updating vocabularies, are carried out by countries around the world for languages such as English, French, German, Hebrew, Korean, and Japanese. However, India has remained quite slow in producing such learning and print materials and dictionaries to help keep its languages optimally vibrant and current with integrity.

22.7. Additionally, there has been a severe scarcity of skilled language teachers in India, despite various measures being taken. Language-teaching too must be improved to be more experiential and to focus on the ability to converse and interact in the language and not just on the literature, vocabulary, and grammar of the language. Languages must be used more extensively for conversation and for teaching-learning.

22.8. A number of initiatives to foster languages, arts, and culture in school children have been discussed in Chapter 4, which include a greater emphasis on music, arts, and crafts throughout all levels of school; early implementation of the three-language formula to promote multilingualism; teaching in the home/local language wherever possible; conducting more experiential language learning; the hiring of outstanding local artists, writers, craftspersons, and other experts as master instructors in various subjects of local expertise; accurate inclusion of traditional Indian knowledge including tribal and other local knowledge throughout into the curriculum, across humanities, sciences, arts, crafts, and sports, whenever relevant; and a much greater flexibility in the curriculum, especially in secondary schools and in higher education, so that students can choose the ideal balance among courses for themselves to develop their own creative, artistic, cultural, and academic paths.

22.9. To enable the key latter initiatives, a number of further actions will be taken in tandem at the higher education level and beyond. First, to develop and teach many of the courses of the type mentioned above, an excellent team of teachers and faculty will have to be developed. Strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4-year B.Ed. dual degrees will be developed in these subjects. These departments and programmes will, in particular help to develop a large cadre of high-quality language teachers - as well as teachers of art, music, philosophy and writing - who will be needed around the country to carry out this Policy. The NRF will fund quality research in all these areas. Outstanding local artists and craftspersons will be hired as guest faculty to promote local music, art, languages, and handicraft, and to ensure that students are aware of the culture and local knowledge where they study. Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.

22.10. More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually, in order to increase access and GER and also to promote the strength, usage, and vibrancy of all Indian languages. Private HEIs too will be encouraged and incentivized to use Indian languages as medium of instruction and/or offer bilingual programmes. Four-year B.Ed. dual degree programmes offered bilingually will also help, e.g. in training cadres of science and mathematics teachers to teach science bilingually at schools across the country.

22.11. High-quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact Conservation, Graphic Design, and Web Design within the higher education system will also be created. In order to preserve and promote its art and culture, develop high-quality materials in various Indian languages, conserve artefacts, develop highly

qualified individuals to curate and run museums and heritage or tourist sites, thereby also vastly strengthening the tourism industry.

22.12. The Policy recognizes that the knowledge of the rich diversity of India should be imbibed first hand by learners. This would mean including simple activities, like touring by students to different parts of the country, which will not only give a boost to tourism but will also lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India. Towards this direction under 'Ek Bharat Shrestha Bharat', 100 tourist destinations in the country will be identified where educational institutions will send students to study these destinations and their history, scientific contributions, traditions, indigenous literature and knowledge, etc., as a part of augmenting their knowledge about these areas.

22.13. Creating such programmes and degrees in higher education, across the arts, languages, and humanities, will also come with expanded high-quality opportunities for employment that can make effective use of these qualifications. There are already hundreds of Academies, museums, art galleries, and heritage sites in dire need of qualified individuals for their effective functioning. As positions are filled with suitably qualified candidates, and further artefacts are procured and conserved, additional museums, including virtual museums/e-museums, galleries, and heritage sites may contribute to the conservation of our heritage as well as to India's tourism industry.

22.14. India will also urgently expand its translation and interpretation efforts in order to make high quality learning materials and other important written and spoken material available to the public in various Indian and foreign languages. For this, an Indian Institute of Translation and Interpretation (IITI) will be established. Such an institute would provide a truly important service for the country, as well as employ numerous multilingual language and subject experts, and experts in translation and interpretation, which will help to promote all Indian languages. The IITI shall also make extensive use of technology to aid in its translation and interpretation efforts. The IITI could naturally grow with time, and be housed in multiple locations including in HEIs to facilitate collaborations with other research departments as demand and the number of qualified candidates grows.

22.15. Due to its vast and significant contributions and literature across genres and subjects, its cultural significance, and its scientific nature, rather than being restricted to single-stream Sanskrit Pathshalas and Universities, Sanskrit will be mainstreamed with strong offerings in school - including as one of the language options in the three-language formula - as well as in higher education. It will be taught not in isolation, but in interesting and innovative ways, and connected to other contemporary and relevant subjects such as mathematics, astronomy, philosophy, linguistics, dramatics, yoga, etc. Thus, in consonance with the rest of this policy, Sanskrit Universities too will move towards becoming large multidisciplinary institutions of higher learning. Departments of Sanskrit that conduct teaching and outstanding interdisciplinary research on Sanskrit and Sanskrit Knowledge Systems will be established/strengthened across the new multidisciplinary higher education system. Sanskrit will become a natural part of a holistic multidisciplinary higher education if a student so chooses. Sanskrit teachers in large numbers will be professionalized across the country in mission mode through the offering of 4-year integrated multidisciplinary B.Ed. dual degrees in education and Sanskrit.

22.16. India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Sanskrit and all Indian language institutes and departments across the country will be significantly strengthened, with adequate training given to large new batches of students to study, in particular, the large numbers of manuscripts and their interrelations with other subjects. Classical language institutes will aim to be merged with universities, while maintaining their autonomy, so that faculty may work, and students too may be trained as part of robust and rigorous multidisciplinary programmes. Universities dedicated to languages will become multidisciplinary, towards the same end; where relevant, they may then also

offer B.Ed. dual degrees in education and a language, to develop outstanding language teachers in that language. Further, it is also proposed that a new institution for Languages will be established. National Institute (or Institutes) for Pali, Persian and Prakrit will also be set up within a university campus. Similar initiatives will be carried out for institutes and universities studying Indian arts, art history, and Indology. Research for outstanding work in all these areas will be supported by the NRF.

22.17. Efforts to preserve and promote all Indian languages including classical, tribal and endangered languages will be taken on with new vigour. Technology and crowdsourcing, with extensive participation of the people, will play a crucial role in these efforts.

22.18. For each of the languages mentioned in the Eighth Schedule of the Constitution of India, Academies will be established consisting of some of the greatest scholars and native speakers to determine simple yet accurate vocabulary for the latest concepts, and to release the latest dictionaries on a regular basis (analogous to the successful efforts for many other languages around the world). The Academies would also consult with each other, and in some cases take the best suggestions from the public, in order to construct these dictionaries attempting to adopt common words whenever possible. These dictionaries would be widely disseminated, for use in education, journalism, writing, speechmaking, and beyond, and would be available on the web as well as in book form. These Academies for Eighth Schedule languages will be established by the Central Government in consultation or collaboration with State Governments. Academies for other highly spoken Indian languages may also be similarly established by the Centre and/or States.

22.19. All languages in India, and their associated arts and culture will be documented through a web-based platform/portal/wiki, in order to preserve endangered and all Indian languages and their associated rich local arts and culture. The platform will contain videos, dictionaries, recordings, and more, of people (especially elders) speaking the language, telling stories, reciting poetry, and performing plays, folk songs and dances, and more. People from across the country will be invited to contribute to these efforts by adding relevant material onto these platforms/portals/wikis. Universities and their research teams will work with each other and with communities across the country towards enriching such platforms. These preservation efforts, and the associated research projects, e.g., in history, archaeology, linguistics, etc., will be funded by the NRF.

22.20. Scholarships for people of all ages to study Indian Languages, Arts, and Culture with local masters and/or within the higher education system will be established. The promotion of Indian languages is possible only if they are used regularly and if they are used for teaching and learning. Incentives, such as prizes for outstanding poetry and prose in Indian languages across categories, will be established to ensure vibrant poetry, novels, nonfiction books, textbooks, journalism, and other works in all Indian languages. Proficiency in Indian languages will be included as part of qualification parameters for employment opportunities.

\*\*\*\*\*  
\*\*\*  
\*

## **LANGUAGE LAB**

Institute has a language laboratory for students requiring improvement in English language and confidence-building of those taking up competitive examinations and interviews. It focuses on developing skills set that are not outlined in the curriculum, but meant to give students an extra edge and industry-readiness. The language lab is used for language tutorials. These tutorials are open to students who voluntarily opt for remedial English classes. Language laboratory sessions include word games, quizzes, extemporary speaking, debates and other such exercises available through online resources and open source software.

### **OBJECTIVES**

- To develop professional skills of students for proper self-expression, social communication, spoken English, correct pronunciation, voice modulation and business etiquettes and public speaking.
- To develop students use language appropriately for interviews, group discussion and to enhance their self-confidence.
- To sensitize the students to the nuances of English speech sounds, word accent, intonation, rhythm, spoken English and neutralize mother tongue influence.
- To facilitate computer-aided multi-media instruction enabling individualized and independent language learning.

### **HARDWARE**

System Configuration: i3 6th Gen Processor, 4GB DDR4 RAM, 500 GB HDD, FHD LED Monitor; Wired Optical Mouse; Multimedia Keyboard; Headphone with mike

### **SOFTWARES**

Software EWL (English Ed. – Will. Wordsworth – Language Lab;

Link: <https://languagelab.net.in/word/login.php>

O/S: Windows 10 / ubuntu 16.0, Office package: MS-office 2016 / Libre office; Language Lab Open Source Software: Mythware's Language Lab Tools, Ver 5.0. AICTE-Spoken Tutorial.

## RUBRICS FOR COMMUNICATION (WRITTEN & ORAL)

Component	Proficient	Acceptable	Needs Improvements
Written Communication	Report is well organized and clearly written. The underlying logic is clearly articulated and easy to follow. Words are chosen that precisely express the intended meaning and support reader comprehension. Diagrams or analyses enhance and clarify presentation of ideas. Sentences are grammatical and free from spelling errors.	Report is organized and clearly written for the most part. In some areas the logic or flow of ideas is difficult to follow. Words are well chosen with some minor exceptions. Diagrams are consistent with the text. Sentences are mostly grammatical and only a few spelling errors are present but they do not hinder the reader.	Report lacks an overall organization. Reader has to make considerable effort to understand the underlying logic and flow of ideas. Diagrams are absent or inconsistent with the text. Grammatical and spelling errors make it difficult for the reader to interpret the text in places.
Presentation Visual Aids	Slides are error-free and logically present the main components of the process and recommendations. Material is readable and the graphics highlight and support the main ideas.	Slides are error-free and logically present the main components of the process and recommendations. Material is mostly readable and graphics reiterate the main ideas.	Slides contain errors and lack a logical progression. Major aspects of the analysis or recommendations are absent. Diagrams or graphics are absent or confuse the audience.
Oral Presentation	Speakers are audible and fluent on their topic, and do not rely on notes to present or respond. Speakers respond accurately and appropriately to audience questions and comments.	Speakers are mostly audible and fluent on their topic, and require minimal referral to notes. Speakers respond to most questions accurately and appropriately.	Speakers are often inaudible or hesitant, often speaking in incomplete sentences. Speakers rely heavily on notes. Speakers have difficulty responding clearly and accurately to audience questions.
Body Language	Body language, as indicated by appropriate and meaningful gestures (e.g., drawing hands inward to convey contraction, moving arms up to convey lift, etc.) eye contact with audience, and movement, demonstrates a high level of comfort and connection with the audience.	Body language, as indicated by a slight tendency to repetitive and distracting gestures (e.g., tapping a pen, wringing hands, waving arms, clenching fists, etc.) and breaking eye contact with audience, demonstrates a slight discomfort with the audience.	Body language, as indicated by frequent, repetitive and distracting gestures, little or no audience eye-contact, and /or stiff posture and movement, indicate a high degree of discomfort interacting with audience.

## LIST OF EXERCISES

1	Introduction to Phonetics-Speech Sounds-Vowels and Consonants	4
2	Ice Breaking Activity and JAM Session Articles, Prepositions, Word Formation-Prefixes & suffixes, Synonyms & Antonyms	11
3	Structure of Syllables-Past Tense Marker and Plural Marker-Weak forms and Strong forms-Consonant Cluster	21
4	Situational Dialogues-Role Play-Expressions in various situations-Self introduction and introducing others Greetings-Apologies-Requests-Social and Professional Etiquette-Telephone Etiquette Concord (Subject in agreement with Verb) and words often misspelt-confused/misused.	29
5	Minimal Pairs-Word Accent and Stress Shifts-Listening Comprehension.	39
6	Descriptions-Narrations-Giving directions and guidelines Sequence of Tenses, Question Tags and One Word Substitutes.	43
7	Intonation and Common Errors in Pronunciation.	54
8	Extempore-Public Speaking Active and Passive Voice, Common Errors in English, Idioms and Phrases.	62
9	Neutralization of Mother Tongue Influence and Conversation Practice.	68
10	Information Transfer-Oral Presentation Skills Reading Comprehension and Job Application with Resume Preparation.	70

## **GENERAL INSTRUCTIONS**

1. Students are instructed not to use pen drives during lab sessions.
2. Headphones should not be used for any other purpose except for listening to the software.
3. Students are required to be careful while handling and operating the computers.
4. Use of mobile phones during lab hours is strictly prohibited.
5. Should Wear Formal Dress only.
6. Should come to the lab in-time.
7. It is mandatory to enter your name in log-in register.
8. Should use the same system every time.
9. Students are not allowed into the lab without ID Cards.
10. All students should actively participate in the lab activities
11. Students are evaluated based on their active participation and proper behavior.



# INTRODUCTION TO PHONETICS

## A. Objectives

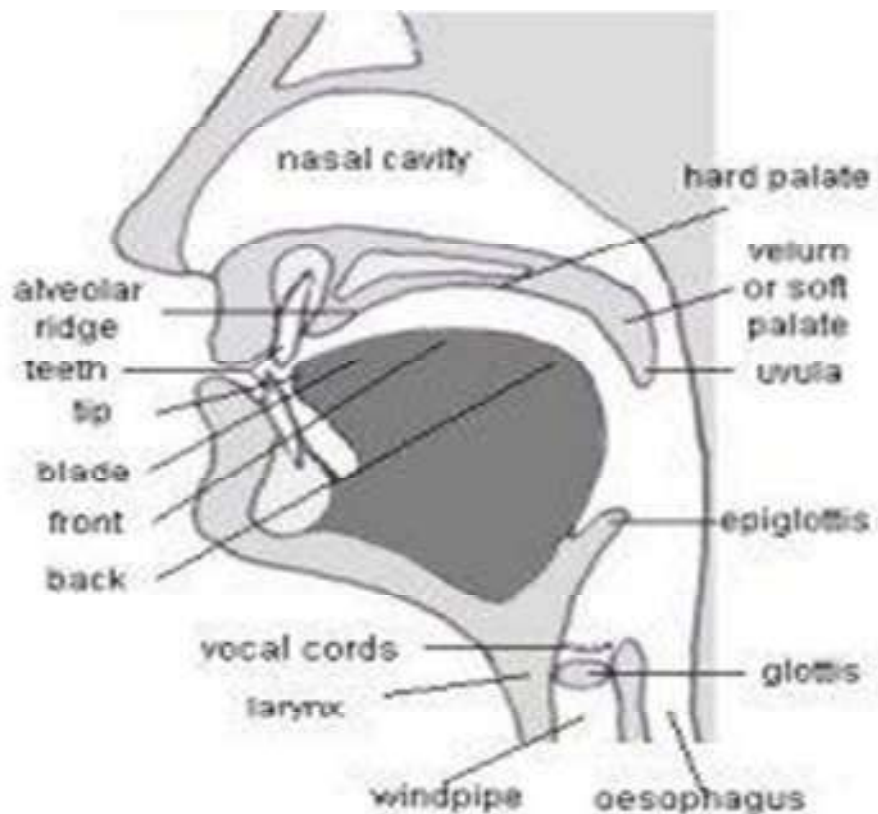
- To identify speech sounds of English and their classification.
- To understand the concept of neutralized accent and pronunciation.
- To know phonetic transcription and phonemic symbols of English.

## B. Content

**Phonetics:** Phonetics is defined as the scientific study of speech sounds. It is a branch of linguistics that deals with pronunciation. Every language has a set of sounds produced with the air that we breathe out. Different sounds are produced with different parts of the mouth. The throat takes different positions and the air (breath) comes out through these positions. Phonology is the study of sounds within a language system.

**Organs of Speech:** The organs that are involved in the production of speech sounds are called “phonatory organs”.

A diagram showing the various speech organs or phonatory organs is displayed below:



The various speech organs are described as follows:

**Alveolar ridge:** It is also referred to as the (alveolar process) the teeth ridge. This inferiorly directed ridge of the maxilla houses the upper teeth.

**Soft palate:** The soft palate is also referred to as the velum. This musculo-tendinous structure extends posterior from the hard palate and acts to modify the communication between the oral cavity below and nasal cavity above. **Teeth:** The teeth are embedded in the alveolar process of maxilla and mandible.

**Lips:** The lips from the orifice of the mouth comprise of muscle fibres from a number of different

facial muscles.

**Oral cavity:** The oral cavity is also referred to as the mouth. It is a resonating chamber whose shape is modified by articulation to produce the various oral and nasal speech sounds.

**Epiglottis:** The epiglottis is a leaf shaped cartilaginous structure located behind the thyroid bone and at the root of the tongue.

**Vocal folds:** Pair of vocal folds is located in the larynx, coursing from the thyroid cartilage inferiorly to the arytenoid cartilages. The vocal folds vibrate to create the sounds for vowels & voiced consonants.

**Pharynx:** The pharynx is a resonating cavity or chamber lying above the hard & soft palate.

**Mandible:** It is also known as the lower jaw. The mandible houses the lower teeth. The tongue and lower lip also reside on the mandible.

**Hard palate:** The hard palate forms the roof of the mouth along with the soft palate.

**Tongue blade:** It is the part of the tongue lying just above the upper alveolar ridge.

**Tongue back:** It is the part of the tongue lying below the soft palate.

**Tongue tip:** (apex):-It is the part of the tongue lying closest to the front teeth.

**Mechanism of Sound production:** When speech organs activate in a set pattern, the sounds are produced depending on the articulation. The sounds in English language are divided into 2 types based on the position of vocal cords,

1. Voiced
2. Voiceless

### **The Mechanism of Production**

**Consonants:** The consonants can be described based on their **place of articulation, manner of articulation** and whether the sound is **voiced or voiceless**.

**1. Manner of articulation:** Manner of articulation refers to how the sound is produced and the way the air stream is modified as it passes through the vocal folds. It is of 6 types.

- a) **Plosives:** It is a consonant characterized by complete obstruction of the outgoing air stream by one of the articulators, a build of intra oral air pressure and a release.
- b) **Fricatives:** It is a consonant produced by forcing the breath stream through a constriction formed by the articulators in the vocal folds.
- c) **Affricates:** It is a consonant characterized by having both Plosive and fricative manners of production.
- d) **Nasals:** It refers to a consonant produced with a complete closure of the oral cavity along with a lowered velum to allow air flow through the nasal cavity.
- e) **Lateral:** It is a genetic label used to classify two approximate English consonants /r/ and /l/.
- f) **Semi Vowels:** It is a consonant characterized by a continuous gliding motion of the articulators into the following vowel also referred to as semi-level /j/ and /w/.

**2. Place of articulation:** Place of articulation refers to which articulators are involved in the production of a particular sound. These are divided into seven types.

- a) **Bi-labial:**-It refers to a speech sound, produced by the contact of the upper and lower lips.
- b) **Labio-dental:** It is produced by the lower lip contacting the upper front teeth.
- c) **Dental:** It is produced by the tongue contacting the teeth.
- d) **Alveolar:** It refers to a consonant sound produced by the tongue contacting the upper alveolar ridge.
- e) **Palato-alveolar:** It is produced by the tongue contacting hard palate.
- f) **Velar:** It refers to a consonant produced by the tongue contacting the velum.
- g) **Glottal:** It is a place of articulation referring to a consonant that is produced by completely or partially contacting the glottis.

**Voice of articulation:** Voicing refers to either vocal folds or their vibration during the production of a consonant. It is of two types.

- a) **Voiced:** A voiced sound is produced by the vibration of the abducted vocal folds in the larynx.
- b) **Voiceless:** Voiceless sounds are produced without vibration of vocal folds.

### Three – term – labels

<b>Plosives</b>		<b>Examples</b>
/p/	Voiceless – bilabial – plosive	Pet, spill
/b/	Voiced – bilabial – plosive	Bun, above
/t/	Voiceless – alveolar – plosive	Talk, active
/d/	Voiced – alveolar – plosive	Day, adopt
/k/	Voiceless – velar – plosive	Keeper, speaker
/g/	Voiced – velar – plosive	Goal, begin
<b>Fricatives</b>		<b>Examples</b>
/f/	Voiceless – labio – dental fricative	fit, before
/v/	Voiced – labio – dental fricative	Vow, avoid
/θ/	Voiceless – dental – fricative	Thought, atheist
/ð/	Voiced – dental – fricative	These, weather
/s/	Voiceless – alveolar – fricative	Set, post
/z/	Voiced – alveolar – fricative	Desert, reason
/ʃ/	Voiceless – palato-alveolar fricative	Sheet, cash
/ʒ/	Voiced – palato – alveolar fricative	Provision, occasion
/h/	Voiceless – glottal – fricative	Hay, behind
<b>Affricates</b>		<b>Examples</b>
/tʃ/	Voiceless – palato – alveolar affricate	Chop, latch
/dʒ/	Voiced – palato – alveolar -affricate	Jew, jar
<b>Nasals</b>		<b>Examples</b>
/m/	Voiced – bilabial – nasal	Man, calm
/n/	Voiced – alveolar – nasal	Nose, banal
/ŋ/	Voiced – velar – nasal	Ring, singing
<b>Semi-vowels</b>		<b>Examples</b>
/j/	Voiced – unrounded – palatal semi-vowel	Yes, yesterday
/w/	Voiced – Rounded – labio – velar	Wonder, widow

	semi – vowel	
<b>Lateral</b>		<b>Examples</b>
/l/	Voiced – alveolar – lateral	Live, calm
<b>Frictionless continuant</b>		<b>Examples</b>
/r/	Voiced post –alveolar – frictionless – continuant	Ground , great

### Classification of Consonants

Place □ Manner	Bilabial		Labiodental		Dental		Alveolar		Postalveolar	Palatoalveolar		Palatal	Velar		Glottal
	Voiced-Voiceless		v.l. vd		v.l. .	v d	v.l. vd		vd	v.l. vd		vd	v.l. vd		v. l.
Plosive	p	b					t	d					k	g	
Affricate										tʃ	dʒ				
Fricative			f	v	□	□	s	z		□	ʒ				h
Nasal	m						n						□		
Lateral							l								
Frictionless Continuant or Glide (Semi-vowel)	w								r			j		(w)	

**Vowels:** Vowel is a sound produced when there is no obstruction to the air stream anywhere in the phonatory organs. A vowel sound is produced without friction. There are twelve (12) pure vowels and eight (8) diphthongs; total: twenty (20). Vowels are divided into two categories based on the sound production. They are Monophthongs (pure vowels) and Diphthongs (vowel glides).

**Monophthongs:** -Based on the part of the tongue raised and the extent to which the tongue is raised towards the palate, it is of three types:

- Front:** -A front vowel is produced when the tongue moves forward from its neutral or rest position.
- Central:** -A central vowel is produced with the tongue in its neutral position.
- Back:** -Back vowels are produced by the backward shift of the tongue from its neutral.

## Monophthongs

		Examples	Classification of tongue positions for vowels.
1	/i:/	Each, sea	Front close unrounded
2.	/ɪ/	In, pit	Front unrounded vowel between close and half-close
3.	/e/	Egg, Fend	Front unrounded vowel between half-close and half-open
4	/æ/	And, mat	Front unrounded vowel just below the half-open position
5.	/ɑ:/	Ask, flask	Back open unrounded
6.	/ɒ/	Off, lot	Back open unrounded
7.	/ɔ:/	All, tall	Back rounded vowel between half-close and half-open
8.	/ʊ/	Pull, sugar	Back rounded vowel between close and half-close
9.	/u:/	Food, stool	Back close rounded vowel
10.	/ʌ/	Up, fun	Central unrounded vowel between open and half-open
11.	/ɜ:/	Earth, yearn	Central unrounded vowel between half-close and half-open
12.	/ə/	Sofa, alike	Central unrounded vowel between half-close and half-open

**Diphthongs:** Diphthongs are two different vowels produced consecutively in the same syllable moving articulation smoothly from their positions one after the other. Diphthongs consist of sounds such as:

Sounds		Examples
/eɪ/	A glide from a front unrounded vowel just below half-close to a centralized front unrounded vowel just above half-close.	Ale, make
/aɪ/	A glide from a front – open unrounded vowel to a centralized front unrounded vowel just above half-close.	Ice, mike
/ɔɪ/	A glide from a back rounded vowel between open and half-open to a centralized front unrounded vowel just above the half-close position.	Oil, boy
/aʊ/	A glide from the back open unrounded position and moves in the direction of RP. (u)	About, mouth
/əʊ/	A glide from a central unrounded vowel between half-close and half-open to a centralized back rounded vowel just above the half-close position.	No, old
/ɪə/	A glide from a centralized front unrounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Serious, period
/ʊə/	A glide from the centralized back rounded vowel just above half-close to a central unrounded vowel between half-close and half-open.	Poor, cure
/eə/	A glide from a front half-open unrounded vowel to a central unrounded vowel between half-close and half-open.	Air, hair

As you already know, phonetic symbols are a great help when it comes to learning to pronounce English words correctly. Any time you open a dictionary, you can find the correct pronunciation of words you do not know by looking at the phonetic pronunciation that follows the word. Unfortunately, learning the phonetic alphabet is not always the easiest thing to do.

In English, as you know, many words can have the same pronunciation but are written differently with different meanings. For example "to, two, and too" all have the phonetic transcription /tu/. Sometimes, words can be written similarly but have different pronunciations as in the "ough" combinations in the words like thought, though, bough, and through.

The IPA (International Phonetic Alphabet) chart is as follows:

Vowels IPA words
// cup, luck
// arm, father
// cat, black
// met, bed
// away, cinema
// turn, learn
// hit, sitting
// see, heat
// hot, rock
// call, four
// put, could
// blue, food
// five, eye
// now, out
// say, eight
// go, home
// boy, join
// where, air
// near, here
// pure, tourist

Vowels IPA words
// cup, luck
// arm, father
// cat, black
// met, bed
// away, cinema
// turn, learn
// hit, sitting
// see, heat
// hot, rock
// call, four
// put, could
// blue, food
// five, eye
// now, out
// say, eight
// go, home
// boy, join
// where, air
// near, here
// pure, tourist

consonants IPA words
// bad, lab
// did, lady
// find, if
// give, flag
// how, hello
// yes, yellow
// cat, back
// leg, little
// man, lemon
// no, ten
// sing, finger
// pet, map
// red, try
// sun, miss
// she, crash
// tea, getting
// check, church
// think, both
// this, mother
// voice, five
// wet, window
// zoo, lazy
// pleasure, vision
// just, large

consonants IPA words
// bad, lab
// did, lady
// find, if
// give, flag
// how, hello
// yes, yellow
// cat, back
// leg, little
// man, lemon
// no, ten
// sing, finger
// pet, map
// red, try
// sun, miss
// she, crash
// tea, getting
// check, church
// think, both
// this, mother
// voice, five
// wet, window

## I. PRACTICE ACTIVITIES

i) Fill the spaces with appropriate consonant sounds and then read the words aloud.

1. Tap / \_\_ æ \_\_ /
2. Shut / \_\_ Λ \_\_ /
3. Budge / \_\_ Λ \_\_ /
4. Cross / \_\_ \_\_ /
5. Dose / \_\_ θU \_\_ /
6. Sell / \_\_ e \_\_ /
7. Zoo / \_\_ u: /
8. Possible / \_\_ \_\_ I \_\_ /
9. Student / \_\_ \_\_ \_\_ u \_\_ \_\_ /
10. Sure / \_\_ Uθ /
11. Rat / \_\_ æ \_\_ /
12. Beat / \_\_ i: \_\_ /
13. Busy / \_\_ i \_\_ i: /
14. Moss / \_\_ \_\_ /
15. Town / \_\_ θU \_\_ /
16. Soar / \_\_ /
17. Teak / \_\_ i: \_\_ /
18. Money / \_\_ Λ \_\_ i: /
19. Thanks / θ æ \_\_ \_\_ /
20. Yoke / \_\_ \_\_ /

ii) Fill in the spaces with appropriate vowel sounds and then read the words aloud.

1. Food / f \_\_ d /
2. Foot / f \_\_ t /
3. Sheet / □ \_\_ t /
4. Seven / s \_\_ v n /
5. Mouse / m \_\_ z /
6. Early / \_\_ l \_\_ /
7. Trial / t r \_\_ l /
8. Fin / f \_\_ n /
9. Dear / d \_\_ r /
10. Poor / p \_\_ s \_\_ /
11. Apple / \_\_ p l /
12. Zebra / z \_\_ b \_\_ \_\_ /
13. Loud / l \_\_ d /
14. Gate / g \_\_ t /
15. Ago / \_\_ g \_\_ /

# ICE BREAKING ACTIVITY AND JAM SESSION

## A. Objectives

- To give a quick start and initiation.
- To make students to start things on a pleasant note and think differently
- To create interest among the students about a topic by exploring thoughts and ideas
- To learn the use of body language and improve verbal message
- To gain experience in extemporaneous speaking or a prepared oral presentation
- To understand the use of articles and prepositions
- To gain knowledge of word formation through usage of suffix, prefix, synonyms and antonyms.

## B. Content

**Introduction:** Ice Breakers are an effective way of starting an interaction session or team-building event. They can be interactive and fun sessions, which run prior to the main event or day's activity. The activities can form a number of varieties including problem solving, facilitation, communication, leadership, team building, sharing and trust and decision making.

Ice breakers are particularly well suited for beginning a speech or starting a meeting. As the name implies, they "break the ice," help participants relax, and generally set the tone for the presentation. They help to relax participants, and that makes them more receptive to listening and contributing. An ice breaker can also serve to create a "team atmosphere" and motivate participants to work with others in a cooperative manner.

Our Ice Breaker Activities are aimed at adding some energy and fun, allowing your team to think and look differently at how they can work together. Knowing when to insert an ice breaker requires sensitivity and creativity. This will provide a unique opportunity for your team to develop new skills that can be critical for success in the workplace.

In order to make ice breakers to be effective, it must employ

- Content, appropriate to the group,
- Appropriately timed,
- Should occur at the beginning, and then at appropriate times during the program.

**Lucky Penny:** Each person takes a penny or other coin out of his/her pocket and looks at the date. When it's his/her turn, s/he states the year that's on their coin and recalls something spectacular that happened that year.

**Categories** -Have members of the group arrange themselves into groups by their favorite dessert, sport, color, movie, car, etc. This is a good activity to get people up and moving and to find out common likes. You can shift from one category to another. "Now group by favorite vacation spot."

**Stereotype Chat:** Place a paper on each person's back with a characteristic on it (Valley Girl, Smart, Happy, Rich). Don't let them see what you are putting on them. Let the participants wander around and talk to each other, treating each other as they might treat someone with that characteristic. Afterward have everyone guess what characteristic they had and tell how they felt (good way to start a discussion on stereotypes or a cultural program).

**True or False:** Participants say three things about themselves -two true and one false. Other participants guess what the lie is. The correct guesser goes next.



**Know thyself:** In this activity, the participants are asked to make a sincere attempt to symbolize themselves in the form of a pictograph. For example: a flower for sensitiveness and a stone for hardness.

### **JAM session**

**Introduction:** Just a minute or JAM is an impromptu speech test conducted with the time limit of one minute. As a student and as a budding technocrat, you will be asked to speak on the spur of the moment to make a presentation. Right from a classroom situation where the instructor would like to know what we have understood, to viva voce in the practical examinations, where your external examiner tests your domain knowledge, many situations will demand you to make an impromptu speech.

While many of us do not like to speak before people, there are times when we are asked to get up and say a few words about someone or a topic when we have not planned on saying anything at all. We are more shocked than anyone else. Has this ever happened to you? If and when this does happen to you, be prepared to rise to the challenge.

The following two steps can be best used to master the art of giving an effective JAM session: The first step is to go back to background knowledge and gather all the necessary ideas related to the topic given to you. Once you gather all the necessary ideas organize them in a sequential order either chronologically or thematically. Then express them with clarity and cohesiveness. Three important rules to be followed in JAM are:

- No deviation
- No repetition
- No hesitation

### **For an effective JAM session...**

1. Be ready to speak in any given situation
2. Utilize every opportunity as a suitable one to express yourself
3. Authorize your ideas and stick to the topic
4. Be creative and express new ideas
5. Follow sequential order
6. Be brief and to the point
7. Maintain good flow of sentences
8. Maintain good body language
9. Be cautious of time
10. Use positive and appropriate vocabulary.

### **Topics for Jam sessions**

1. Bifurcation of states into smaller units
2. India's money in Swiss Bank
3. Business ethics
4. Stitch in time saves nine
5. Money saved is money earned
6. Growing threat of global warming
7. Inflation
8. Depression among teenagers
9. Impact of FDI on India
10. Communication as a basic human need

**Use of Articles:** Basically, an article is an adjective. Like adjectives, articles modify nouns. English has two articles:

1. Definite article
2. Indefinite article

“**The**” is used to refer to specific or particular nouns; **a/an** is used to modify non-specific or non-particular nouns. We call ‘**the**’ the *definite* article and ‘**a/ an**’ the *indefinite* articles.

*the* = definite article

*a/ an* = indefinite article

For example, if I say, "Let's read **the** book," I mean a *specific* book. If I say, "Let's read **a** book, I mean *any* book rather than a specific book.

Here's another way to explain it: ‘**The**’ is used to refer to a *specific* or *particular* member of a group. For example, "I just saw **the** most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use **the**.

"**A/an**" is used to refer to a *non-specific* or *non-particular* member of the group. For example, "I would like to go see **a** movie." Here, we're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind. Let's look at each kind of article a little more closely.

**Indefinite Articles: ‘a’ and ‘an’:** "A" and "an" indicate that the noun modified is indefinite, referring to *any* member of a group. For example:

- "My daughter really wants **a** dog for Christmas." This refers to *any* dog.
- "Somebody call **a** policeman!" This refers to *any* policeman. We don't need a specific policeman; we need any policeman who is available.
- "When I was at the zoo, I saw **an** elephant!" Here, we're talking about a single, nonspecific thing, in this case an elephant.
- Remember, using **a** or **an** depends on the sound that begins the next word. So,
- **a** + singular noun beginning with a consonant: **a** boy; **a** car; **a** bike; **a** zoo; **a** dog
- **an** + singular noun beginning with a vowel: **an** elephant; **an** egg; **an** apple; **an** idiot; **an** orphan
- **a** + singular noun beginning with a consonant sound: **a** user (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); **a** university; **a** unicycle
- **an** + nouns starting with silent "h": **an** hour
- **a** + nouns starting with a pronounced "h": **a** horse

In some cases where "h" is pronounced, such as "historical," you can use an. However, a is more commonly used and preferred.

E.g.: A historical event is worth recording.

Remember that these rules also apply when you use acronyms: Introductory Composition at Purdue (ICaP) handles first-year writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.

Another case where this rule applies is when acronyms start with consonant letters but have vowel sounds:

An MSDS (material safety data sheet) was used to record the data. An SPCC plan (Spill Prevention Control and Countermeasures plan) will help us prepare for the worst.

If the noun is modified by an adjective, the choice between **a** and **an** depends on the initial sound of the adjective that immediately follows the article:

- **a** broken egg
- **an** unusual problem
- **a** European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant 'y' sound)

Remember, too, that in English, the indefinite articles are used to indicate membership in a group:

- I am **a** teacher. (I am a member of a large group known as teachers.)
- Brian is **an** Irishman. (Brian is a member of the people known as Irish.)
- Seiko is **a** practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

**Definite Article: “The”:** The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of a group. For example:

"**The** dog that bit me ran away." Here, we're talking about a *specific* dog, the dog that bit me.

"I was happy to see **the** policeman who saved my cat!" Here, we're talking about a *particular* policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved the cat.

"I saw **the** elephant at the zoo." Here, we're talking about a *specific* noun. Probably there is only one elephant at the zoo.

**Countable and Uncountable Nouns:** **The** can be used with non-count nouns, or the article can be omitted entirely.

- "I love to sail over **the** water" (some specific body of water) or "I love to sail over water" (any water).
- "He spilled **the** milk all over the floor" (some specific milk, perhaps the milk you bought earlier that day) or "He spilled milk all over the floor" (any milk).
- "A/an" can be used only with count nouns.
- "I need **a** bottle of water."
- "I need **a** new glass of milk."

Most of the time, you can't say, "She wants a water," unless you're implying, say, a bottle of water.

**Geographical use of the:** There are some specific rules for using „**the**“ with geographical nouns. Do not use **the** before

- Names of most countries/territories: *Italy, Mexico, Bolivia*; however, *the* Netherlands,
- *the* Dominican Republic, *the* Philippines, *the* United States
- Names of cities, towns, or states: *Seoul, Manitoba, Miami*
- Names of streets: *Washington Blvd., Main St.*
- Names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*

- Names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like
- **the Andes** or **the Rockies** or unusual names like **the Matterhorn**
- Names of continents (Asia, Europe)
- Names of islands (Easter Island, Maui, Key West) except with island chains like **the Aleutians, the Hebrides, or the Canary Islands**

Do use **the** before

- Names of rivers, oceans and seas: **the Nile, the Pacific**
- Points on the globe: **the Equator, the North Pole**
- Geographical areas: **the Middle East, the West**
- Deserts, forests, gulfs, and peninsulas: **the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula**

**Omission of Articles:** Some common types of nouns that don't take an article are,

- Names of languages and nationalities: *Chinese, English, Spanish, Russian* (unless you are referring to the population of the nation: "The Spanish are known for their warm hospitality.")
- Names of sports: *volleyball, hockey, baseball*
- Names of academic subjects: *mathematics, biology, history, computer science*

**Prepositions:** Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Even advanced learners of English find prepositions difficult, as a 1:1 translation is usually not possible. One preposition in your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary reading a lot in English (literature) and learning useful phrases off by heart (study tips).

The following table contains rules for some of the most frequently used prepositions in English:

### Prepositions – Time

on	days of the week	on Monday
in	months/seasons time of day, year after a certain period of time ( <i>when?</i> )	in August/in winter in the morning in 2006 in an hour
at	for <i>night</i> for <i>weekend</i> a certain point of time ( <i>when?</i> )	at night at the weekend at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years
ago	a certain time in the past	2 years ago
before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)
to / till / until	marking the beginning and end of a period of time	from Monday to/till Friday
till / until	in the sense of <i>how long something is going to last</i>	He is on holiday until Friday.
by	in the sense of <i>at the latest</i> up to a certain time	I will be back by 6 o'clock. By 11

		o'clock, I had read five pages.
<b>Preposition</b>	<b>Usage</b>	<b>Example</b>
on	days of the week	on Monday
in	months / seasons time of day, year after a certain period of time ( <i>when?</i> )	in August / in winter in the morning in 2006 in an hour
at	for <i>night</i> for <i>weekend</i> a certain point of time ( <i>when?</i> )	at night at the weekend at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years

### Prepositions – Place (Position and Direction)

Preposition	Usage	Example
in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
at	meaning <i>next to</i> , <i>by an object</i> for <i>table</i> for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
on	attached for a place with a river being on a surface	the picture on the wall London lies on the Thames. on the table

Preposition	Usage	Example
	for a certain side (left, right) for a floor in a house for public transport for television, radio	on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jane is standing by / next to / beside the car.
under	on the ground, lower than (or covered by) something else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning more than getting to the other side (also across) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also over) getting to the other side	walk across the bridge swim across the lake
through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building movement to a place or country for bed	go to the cinema go to London / Ireland go to bed
into	enter a room / a building	go into the kitchen / the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of where from	a flower from the garden

## Other important Prepositions

Preposition	Usage	Example
from	who gave it	a present from Jane
of	who/what does it belong to what does it show	a page of the book the picture of a palace
by	who made it	a book by Mark Twain
on	walking or riding on horseback entering a public transport vehicle	on foot, on horseback get on the bus
in	entering a car / Taxi	get in the car
off	leaving a public transport vehicle	get off the train
Preposition	Usage	Example
out of	leaving a car / Taxi	get out of the taxi
by	rise or fall of something travelling (other than walking or horse riding)	prices have risen by 10 percent by car, by bus
at	for age	she learned Russian at 45
about	for topics, meaning <i>what about</i>	we were talking about you

### Prefixes & Suffixes

**Prefixes:** Prefixes are added to the beginning of a word to make a new word, ex-mistake. Some common prefixes are 'mis', 'dis', 're', 'for', 'anti', 'ante', 'sub', 'un' and 'in'. New words are made by placing a prefix in front of a word. It is helpful to know the meanings of prefixes. Prefix '**re**' means **again**, therefore **reappear** means to appear **again**. Common prefix meanings

pre -before  
 mis -bad(ly)  
 sub -under  
 inter -between  
 semi -half

The following prefixes of 'im', 'ir', 'il', 'in' and 'un' can be added to the beginning of words to make them into a negative.

Examples

im + possible = impossible  
 ir + responsible = irresponsible  
 il + legal = illegal  
 in + active = inactive  
 un + happy = unhappy

**Suffixes:** Letters added to the end of a main word are called suffixes. Common suffixes are: 'ed', 'ful', 'ly', 'ing', 'able', 'ance', 'ence', 'ness'.

Example

harm + less = harmless

When 'full' is added to a word you drop the final 'l'. If you add 'ly' to any word ending with 'ful' you keep the existing 'l'.

Example

hand + full = handful  
 rest + full = restful  
 restful + ly = restfully

<b>PREFIX</b>	<b>MEANING</b>	<b>EXAMPLES</b>
de-	from, down, away reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

<b>SUFFIX</b>	<b>MEANING</b>	<b>EXAMPLES</b>
-able	able to, having the quality of	comfortable, portable
-al	relating to	annual, comical
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	eerily, happily, lazily
-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adjective	clearly, hourly
-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition, or a diminutive	glory, messy, victory,

<b>Word</b>	<b>synonym</b>	<b>Word</b>	<b>Antonym</b>
Abandon	Leave, forsake	Accept	Reject
Forbid	Prohibit, disallow	Acquit	Charge
Crazy	Insane, mad	Scanty	Profuse
Assist	Help, support	Feeble	Strong
Ignorant	Unaware, childish	Brutal	Humane
Opulent	Rich, wealthy	Flexible	Rigid
Illegal	Unlawful, Illicit	Absurd	Sensible
Generous	Liberal, kind	Skilful	Inexpert
Endorse	Approve, back	Annihilate	Restore
Flimsy	Trivial, ordinary	Pacify	Provoke
Candid	Frank, straightforward	Cheerful	Sluggish
Immature	Improper, unfit	Establish	Demolish
Laudable	Commendable	Cautious	Impulsive
Majestic	Dignified, imposing	Endanger	Defend
Devoid	Vacant, empty	Backward	Forward
Hamper	Block, disturb	Ability	Inability
Commence	Start, begin	Abridge	Enlarge
Jovial	Merry, hearty	Competent	Incompetent
Innate	Inherent, inborn	Abundance	Shortage
Infer	Conclude, deduce	Organize	disorganize
Abandon	Leave, forsake	Accept	Reject
Forbid	Prohibit, disallow	Acquit	Charge

Crazy	Insane, mad	Scanty	Profuse
Assist	Help, support	Feeble	Strong
Ignorant	Unaware, childish	Brutal	Humane
Opulent	Rich, wealthy	Flexible	Rigid
Illegal	Unlawful, Illicit	Absurd	Sensible
Generous	Liberal, kind	Skillful	Inexpert
Endorse	Approve, back	Annihilate	Restore
Flimsy	Trivial, ordinary	Pacify	Provoke
Candid	Frank, straightforward	Cheerful	Sluggish
Immature	Improper, unfit	Establish	Demolish
Laudable	Commendable	Cautious	Impulsive
Majestic	Dignified, imposing	Endanger	Defend
Devoid	Vacant, empty	Backward	Forward
Hamper	Block, disturb	Ability	Inability
Commence	Start, begin	Abridge	Enlarge
Jovial	Merry, hearty	Competent	Incompetent
Innate	Inherent, inborn	Abundance	Shortage
Infer	Conclude, deduce	Organize	disorganize

### SYNONYMS & ANTONYMS

Synonym= Similar meaning for the word.

Antonym=Opposite word

According to language expert W.B. Elley, "A rich vocabulary is a valuable asset and an important attribute of success in any walk of life." In other words, your vocabulary plays a large role in determining whether you will succeed in life or not. So it is crucial to begin building your vocabulary as early as possible, to ensure that you reach your full potential in your career, relationships and life in general.

Word	Synonym	Word	Antonym
Abandon	Leave, forsake	Accept	Reject
Forbid	Prohibit, disallow	Acquit	Charge
Crazy	Insane, mad	Scanty	Profuse
Assist	Help, support	Feeble	Strong
Ignorant	Unaware, childish	Brutal	Humane
Opulent	Rich, wealthy	Flexible	Rigid
Illegal	Unlawful, Illicit	Absurd	Sensible
Generous	Liberal, kind	Skillful	Inexpert
Endorse	Approve, back	Annihilate	Restore
Flimsy	Trivial, ordinary	Pacify	Provoke
Candid	Frank, straightforward	Cheerful	Sluggish
Immature	Improper, unfit	Establish	Demolish
Laudable	Commendable	Cautious	Impulsive
Majestic	Dignified, imposing	Endanger	Defend
Devoid	Vacant, empty	Backward	Forward
Hamper	Block, disturb	Ability	Inability
Commence	Start, begin	Abridge	Enlarge
Jovial	Merry, hearty	Competent	Incompetent
Innate	Inherent, inborn	Abundance	Shortage
Infer	Conclude, deduce	Organize	disorganize



**Exercises fill in the blanks with correct article forms given below.**

1. \_\_\_\_\_ Swedish is a difficult language to learn.
  - A
  - An
  - The
  - No article
2. \_\_\_\_\_ general's army attacked the city at night.
  - The
  - A
  - An
  - No article
3. I have \_\_\_\_\_ idea! Let's go bowling.
  - No article
  - An
  - A
  - The
4. My parents gave me \_\_\_\_\_ basketball on my birthday.
  - No article
  - A
  - The
  - An
5. \_\_\_\_\_ dictionary is on the table.
  - A
  - The
  - An
  - No article

**Fill in the blanks with correct prepositions.**

1. Mr. Martin is responsible \_\_\_\_\_ recruitment
2. You have to pay \_\_\_\_\_ the tickets the day you order them.
3. The car crashed \_\_\_\_\_ a fence \_\_\_\_\_ the other side of the road.
4. Look \_\_\_\_\_ the woman \_\_\_\_\_ the picture. Who is she?
5. The cow is tied \_\_\_\_\_ a hook \_\_\_\_\_ the tree.

**Write prefix and suffixes for the following words.**

1. Establish
2. Organize
3. Comfort
4. Grace
5. Develop

**Write synonyms and antonyms to the following words.**

1. Follow
2. Discipline
3. Gentle
4. Dispute
5. Scarcity

# STRUCTURE OF SYLLABLES

## A. Objectives

- To make students to identify the syllable division in a word
- To enable students to understand the weak forms and strong forms and their use in connected speech
- To learn the grammatical usage of tenses in vocabulary and make students to identify the correct pronunciation of words
- To make students identify the consonant clusters in given words

## B. Content

**Introduction:** This chapter introduces you to syllable pattern and stress pattern in English. English is a stress-timed language. To understand the stress pattern of this language, you need to understand the concept of syllables.

A syllable is a group of one or more sounds with the **vowel** sound as its essential part. Words are made up of syllables where each word can have any number of syllables. For example, the word 'new' has one syllable whereas the word new book has two syllables. To tell you the secret, the number of vowels in a word determines the number of syllables it has.

We have monosyllabic words where there is only one syllable, disyllabic words where there are two syllables each, tri-syllabic words where there are three syllables each, and also words of more than three syllables each.

### Words according to their syllable division:

S.No.	Monosyllabic words	Disyllabic words	Tri-syllabic words	Tetra-syllabic words
1	two	pre.sent	re.la.tive	es.ta.blish.ment
2	plan	per.mit	wan.ted.ly	lon.gi.tu.di.nal
3	set	an.swer	im.pre.sion	ma.chi.ne.ry
4	next	eng.lish	sub.sec.tion	a.me.ri.ca
5	end	to.day	pa.ssen.ger	re.mar.ka.ble
6	sing	con.vent	re.se.lect	a.vai.la.ble
7	run	per.fect	pho.to.graph	pho.to.gra.phy
8	text	mon.soon	ob.jec.tion	e.lec.tri.ci.ty
9	back	win.dow	re.co.llect	im.med.iate.ly
10	bird	com.bine	wed.nes.day	con.ver.sa.tion

**The past-tense marker:** Past tense (Time marker) helps us to understand when things have happened. Here are some examples of tense/time markers we use with the past tense:

Days of the week + **on**

*Ex:* I bought a new mobile **on** Monday.

Times of day, days, weeks, months, seasons and years + **last**

*Ex:* My friend Sunil got married **last** year. Other time markers we use with past events:

### **Yesterday**

*Ex:* I went for shopping **yesterday**.

**Today**

*Ex:* I got up early today.

**This morning:**

*Ex:* The celebrity arrived from Delhi **this morning**.

**This afternoon:**

*Ex:* I fell asleep on my desk **this afternoon**.

**At the weekend:**

*Ex:* I went to a party at the weekend.

**Ago:**

*Ex:* A meeting was held two months ago on bifurcation of AP state. Words that suggest the use of a specific verbal tense

**Then:**

*Ex:* Sam Pitroda was appointed as the Chief Technical Advisor by the **then** Prime Minister of India, Mr. Rajiv Gandhi.

**When:**

*Ex:* There was a time **when** Hyderabad was totally free of traffic jams.

**Once:**

*Ex:* We conducted sports events only **once** during the last year.

**In:**

*Ex:* Our College was established **in** the year 2005. I was post graduated **in** 2009 from the Osmania University.

**At:**

*Ex:* Students were asked to assemble **at** the seminar hall **at** 12 o'clock.

**Plural marker:** When one thing is spoken about the noun used is singular. When more than one thing is being spoken about the noun used is plural. You are aware that, to change a singular noun into plural you must add –s or –es as a suffix to the noun. However, there are many exceptions to this rule. Let us study them in detail.

We add the plural suffix –s to most of the words.

<b>Singulars</b>	<b>Plurals</b>
Apple ('æpl)	apples ('æplz)
Book	books
Chair	chairs
Picture	pictures
Page	pages
Key	keys
Computer	computers

After sounds **s** /s/, **z** /z/, **sh** /ʃ/, **ch** /tʃ/ and **j** /dʒ/, we add the plural suffix **-es** /ɪz/

Box (/bɒks/)	boxes (/bɒks -ɪz/)
--------------	--------------------

Kiss	kisses (-iz)
Wish	wishes (-iz)
Watch	watches (-iz)
Buzz	buzzes (-iz)
Garage	garages (-iz)
Judge	judges (-iz)

We add the plural suffix **-es** to most words that end in **o**.

Tomato (tə'mɑ:təʊ)	Tomatoes (tə'mɑ:təʊz)
Echo ('ekəʊ)	Echoes ('ekəʊz)
Embargo (ɪm'bɑ:gəʊ)	Embargoes (ɪm'bɑ:gəʊz)
Hero ('hɪərəʊ)	Heroes ('hɪərəʊz)

### **Optional os/oes**

Buffalo ('bʌfələʊ)	Buffalos/buffaloes ('bʌfələʊz)
Cargo ('kɑ:gəʊ)	Cargos/cargoes ('kɑ:gəʊz)
Zero ('zɪərəʊ)	Zeros/zeroes ('zɪərəʊz)
Mosquito (mə'ski:təʊ)	Mosquitos/es (mə'ski:təʊz)

We add the plural suffix **-s** to words of foreign origin (Latin, Greek, etc.)

Piano (pi'ænəʊ)	Pianos (pi'ænəʊz)
Portfolio (pɔ:t'fəʊliəʊ)	Portfolios (pɔ:t'fəʊliəʊz)
Radio ('reɪdiəʊ)	Radio ('reɪdiəʊ)
Ghetto ('getəʊ)	Ghetto ('getəʊ)
Memo ('meməʊ)	Memo ('meməʊ)
Video ('vi:diəʊ)	Video ('vi:diəʊ)

When a word ends in **Y** and there is a consonant before **Y**, we change the **Y** to **i** and add **-es**.

Baby ('beɪbi)	Babies ('beɪbiz)
Fry (fraɪ)	Fries (fraɪz)
Supply (sə'plaɪ)	Supplies (sə'plaɪz)

### **Exceptions**

Employ (ɪm'plɔɪ)	Employs (ɪm'plɔɪz)
Destroy (dɪ'strɔɪ)	Destroys (dɪ'strɔɪz)
Monkey ('mʌŋki)	Monkeys ('mʌŋkɪz)
Tray (treɪ)	Trays (treɪz)

When a word ends in **-F** or **-fe**, we change the **F** to **v** and add **-es**.

Leaf (li:f)	Leaves (li:vz)
Half (hɑ:f)	Halves (hɑ:vz/ hævz)
Life (laɪf)	Lives (laɪvz)

Knife (naɪf)	Knives (naɪvz)
Shelf (ʃelf)	Shelves (ʃelvz)

### Exceptions

Cliff (klɪf)	Cliffs (klɪfs)
Roof (ru:f)	Roofs (ru:fs)
Belief (bɪ'li:f)	Beliefs (bɪ'li:fs)
Chief (tʃi:f)	Chiefs (tʃi:fs)

Nouns ending in **-ful** take only an **-s** to form plurals.

Spoonful	Spoonfuls
Glassful	Glassfuls
Plateful	Platefuls
Armful	Armfuls

Numerals and abbreviations take **-s** after them to form plurals. It happened in 1980s. The local MPs are very helpful. Certain words change their vowels when turned into plural.

Foot	Feet
Tooth	Teeth
Man	Men

Nouns ending in **-is** in the singular change to **-es** in the plural.

Basis	Bases
Synopsis	Synopses
Analysis	Analyses
Diagnosis	Diagnoses
Thesis	Theses

Nouns ending in **-us** drop it and add **-i**.

Stimulus	Stimuli
Alumnus	Alumni
Syllabus	Syllabi

### Weak forms and strong forms

**Introduction:** This brings us to another important feature of English rhythm, i.e., the use of weak forms. As we have already said, *content* or *lexical* words tend to be stressed and *structural* or *functional* words are generally not stressed in connected speech. It is these structural or functional words which have a *strong form* and a *weak form*. When these words are not stressed the weak form is used. For example, the word *and* is pronounced / **ænd**/ in isolation, but in connected speech it is reduced to / **ənd**/, / **ən** //. People often say *butter and jam* and *bread and butter* as

/ **bʌ**tər ən **dʒ**æm/  
/ **b**red n **bʌ**tə/

and not with the strong form / **ænd**/. The use of weak forms is an essential part of English speech and you must learn to use the weak forms of structural words if you want to acquire the rhythm of English speech.

The following is a list of some structural words which have weak forms in connected speech:

Articles	Strong form	Weak form	Examples
a	/eɪ/	/ə/	/ə ɡɜ:l/ (a girl)
an	/æn/	/ən/	/æpl/ (an apple)
the	/ði:/	/ði/ before a vowel	/ði rɒndʒ/ (the orange)
		/ðə/ before a Consonant	/ðə pen/ (the pen)

**Auxiliary verbs (no weak form in the final position)**

am	æm/	əm/	əɪm kʌmɪŋ/ (I'm coming)
are	ɑ:/	ə/	wɪə kʌmɪŋ/ (We're coming)
can	kæn/	kən/	kən aɪ ɡəʊ/ (Can I go?)
does	dəz/	dəz/	wɒt dəz i: wɒnt/ (What does he want?)
had	hæd/	həd/	wɪ:d fɪnɪʃt/ (We'd finished)
has	hæz/	həz/	həz i: ɡɒn/ (Has he gone?)
have	hæv/	həv/, əv/, ʌv/	həv ðeɪ ɡɒn/ (Have they gone?)
is	ɪz/	ɪz/, ɪ/	ɪv fɪnɪʃt/ (I've finished)
shall	ʃæl/	ʃəl/, ʃl/	ʃɪz kʌmɪŋ/ (She's coming)
was	wɒz/	wəz/	ɪts reɪnɪŋ/ (It's raining)
were	wɜ:/	wə/	wɒt ʃəl aɪ du:/ (What shall I do?)
will	wɪl/	ɪl/	aɪ wəz ri:dɪŋ/ (I was reading)
would	wʊd/	wəd/, ɪd/	wə ju ri:dɪŋ/ (Were you reading?)
must	mʌst/	məst/, məs/	ðeɪ wə pleɪɪŋ/ (They were playing)
			aɪ ɡəʊ/ (I'll go)
			ʃɪ:d bi ðeə/ (She'd be there)
			aɪ məs ɡəʊ naʊ/ (I must go now)

**Conjunctions**

and	ænd/	ænd/, ən/, ə/	fɑ:ðər ən mʌðə/ (Father and mother)
as	əz/	əz/	traɪ əz hɑ:d əz ju: kæn/ (Try as hard as you can)
than	ðæn/	ðən/	bɛtə ðən ju:/ (Better than you)
that	ðæt/	ðət/	aɪ sed ðæt aɪ wəz bɪzɪ/ (I said that I was busy)
but	bʌt/	bət/	bʌt aɪm bɪzɪ/ (But I'm busy)

<b>Prepositions</b>			
at	/æt/	/ət/	/lʊk at ðəm/ (Look at them)
for	/fɔ:/	/fə/	ðis ɪz fə ju:/ (This is for you)
from	/frɒm/	/frəm/	ɪ kʌm frəm deɪ/ (I come from Delhi)
of	/ɒv/	/əv/	ə kʌp əv ti:/ (A cup of tea)
to	/tu:/	/tu/	ɡɪv ɪt tu ɔ:ðə/ (Give it to author)
		(Before a vowel)	ɡɪv ɪt tə mi:/ (give it to me)
		(Before a consonant)	
<b>Pronouns</b>			
You	/ju:/	/ju/, jə/	ʌvɪ dəʊnt ju kʌm/ (Why don't you come?)
me	/mi:/	/mi/	ɡɪv mi ə bʊk/ (Give me a book)
he	/hi:/	/hi/, hɪ/, ɪ/	hɪz nɒt weɪ/ (He's not well)
she	/ʃi:/	/ʃi/	ʌven ɪz ʃi kʌmɪŋ/ (When is she coming?)
him	/hɪm/	/ɪm/	/lɛt ɪm du: ɪt/ (Let him do it)
her	/hɜ:/	/hə/, ɜ:/, ər/	/lɛt ər du: ɪt/ (Let her do it)
them	/ðəm/	/ðəm/, ðm/, əm/, m/	ɑ:sk ðəm tə ɹi:v/ (Ask them to leave)

**Consonant cluster:** A consonant cluster (sometimes known as a consonant blend) is a group of consonants that appear together in a word without any vowels between them. When reading clusters, each letter within the cluster is pronounced individually.

In English consonants are found to be clustered in word initial, medial and word final positions. The consonant clusters/ sequence belonging to a single syllable are known as intra syllabic clusters whereas the consonant clusters belonging to two different syllables in a single word are known as inter-syllabic clusters. Thus, in linguistics, a consonant cluster also known as consonant blend is a group of consonants which have no intervening vowels in between them. The maximum possibility of consonant cluster is three consonants in the beginning and four in final position.

### Some examples

Tray – /tr/ are clustered in word initially in a single syllable. Thus it is intra syllabic cluster.  
Doctor-/kt/ are clustered word medially in two different syllable. Thus it is a inter syllabic cluster  
Apt-/pt/ are clustered word finally but in a single syllable.

### Word Initial Clusters

If consonants are sequenced word initially, the cluster is known as word initial cluster.

a) **CC cluster:** It also has two subtypes. They are:

- One of /**p, t, k, b, d, g, m, n, l, α, f, v, h, l**/ + one of /**l, r, w, j**/ as for example: play, prey, cry, dry, view, etc.
- /**s**/ + one of /**p, t, k, f, m, n, l, w, j**/. As for example, speak, sky, stick, snail, swim, skim, Shrine, snakes, sticks, sphere, stair, skeet, slope, snow, etc.

b) **CCC Cluster:** In the word initial position three consonants occur together. The structure of this cluster is the following: /**s**/ + one of /**p, t, k**/ + one of /**l, r, w, j**/ as for example, Splash, Spring, Strong, Stupid, Screen, Square, Spurious, Screw, Skewer,

### Word Final Clusters

The sequence of consonants in the final position of a word is called word final position consonant cluster. The following types of word final consonant clusters can be found:

- **CC Cluster:** As for example, Slept, taps, caps, depth, jobs, robbed, books, looks, bags, watched, draft, craft, graphs, etc.
- CCC cluster:** As for example, Pushed, gasp, ask, test, rest, camp, ramp, warmth, terms, rent, dent, bench, pens, gulp, bulb, film, gold, sold, told, solve, etc.
- **CCCC Cluster:** As for example, Milked, tempt, arranged, whilst, jumps, months, acts, amongst, texts, sixths, prompts, etc.

### Word Medial Clusters

The cluster of consonants in the middle position of the word is called word middle consonant cluster. There are two types of word medial consonant clusters. They are:

a) **Intra-syllabic consonant cluster:** The sequence of consonants in the word medial position which belong to the same syllable is called intra-syllabic cluster. As for example, camping, reply, windy, extra, etc.

b) **Inter-syllabic cluster:** If the consonant belonging to different syllables occurs together, the cluster formed is called inter-syllabic cluster. As for example, movement /vm/, description /skr/ import /mp/ blackboard /kb/ extra /kstr/

Some more examples of consonant clusters

- Nasal + stop – camp, bend, stamp, etc.
- Nasal + fricative – length, warmth, terms, kings, etc.
- Stop + stop – packed, begged, kept, tract, etc.
- Stop + nasal – written, bitten, certain, etc.
- Stop + lateral – middle, cattle, bottle, huddle, etc.
- Nasal + affricate – change, bench, lunch, etc.
- Fricative + stop – best, test, ask, draft, etc.
- Lateral + fricative – health, wealth, solve, etc.

**Vowel Sequences:** Like consonant clusters, if two or more vowels occurring next to each other in a



single syllable with no intervening consonant, then it is called a vowel sequence. So the combination of more than one vowel forms a vowel sequence. Sometimes, two pure vowels are grouped together but sometimes a diphthong is sequenced with another pure vowel. It should be noted that like pure vowel, a diphthong is also monosyllabic. Let's see some examples:

Vowel + sequence sawing, being, doing, react, bluish, beyond

Diphthong+ Sequences

/ai/ + /ə/

Buyer, flyer, quite, iron, hire, tyre

/au/ + /ə/

Bower, coward, flower, tower, ours, vowel

/ei/+/ə/

Player, betrayal, grayer

/əu/+/ə/

Grower, follower, thrower

/oi/+/ə/

Employer, royal

Other Sequences across the words: In connected speech or across words, many other vowel sequences can be found as, I am/ai+ei/

Go out/əu+ au/ My own/ai+əu/

Gray eyed/ei+ai/

Many such possibilities are found in connected speech.

### Exercise

**Identify the number of syllables in the following words and mark the accent.**

1) English, 2) Examination, 3) Engineering, 4) Future, 5) Computer 6) Laboratory

**Underline the tense markers in the following sentences.**

1. When did you meet your wife?
2. My grandfather had lived in a small village in Italy when he was a child
3. The bank robber took the gun, threw it in the bushes and drove away
4. I ate the cake yesterday

**Write the plural forms for the following words.**

1) Pencil, 2) Entry, 3) Half, 4) Marriage, 4) Stimulus, 5) Buffalo

**Identify the weak forms in the following sentences and give their strong forms also.**

1. Give it to me!
2. They were there in the corner, didn't you see them?
3. They can walk to school tomorrow, they're old enough.
4. They have been playing for two hours.
5. Amitabh Bachchan

**Identify the number of consonant clusters in the following words and write them the space provided below.**

1) Technique, 2) Cluster, 3) Instruct, 4) Scoundrel, 5) Squirrel

# SITUATIONAL DIALOGUES/ ROLE PLAY

## A. Objectives

- To make student familiar with the different roles he/she plays in day-to-day life
- To develop confidence among students to speak in public
- To develop the communication skills in formal and informal situations
- To make students to identify the wrongly spelt words and to learn correct spelling and usage
- To develop inter and intra personal communication skills of students
- To enable the students to make telephone conversations effectively

## B. Content

**Introduction:** To learn a language we have various methods and approaches. The teacher implements learner-centric methods for better learning. “Learning by practice” is mostly preferred in the process of effective learning. A student learns through self-experiences when the teacher provides an opportunity to learn by getting their mistakes corrected in a given environment. Role play is one such method that creates a platform to improve the students speaking skills, non-verbal communication and contextual usage of language and makes them understand how to face real life situations.

### What is a Role-play?

Role-play is an activity where one would be given a role to play. Role play is any speaking activity where you either put yourself into somebody else shoes or you may stay in your own shoes but put yourself into an imaginary situation. In these speaking activities, the student can assume the role of any one such as managers, chef, officers etc. and experience the joy of learning by involving in the character chosen by him. While playing the role of someone else, the student reflects either himself or the character. By being involved in the character the student has to think in a broader way, correct his attitude and find facts and responsibilities that are required for an ideal personality.

Role-play allows a student to prepare thoroughly for real life situation and paves a way to think through the language at the initial stage. Later the student becomes confident in framing structures/sentences grammatically correct and tries to get into the role.

Students learn best if objectives are clearly told. Students develop and practice new language and behavioral skills by being involved in the roles given. They should be given freedom to choose their own partners who he/she would feel comfortable with and are essential for meaningful communication to take place. Students are asked to discuss on the topic and choose their roles to frame dialogues. Each pair will be given 15 min to act out the dialogue using expressions, gestures and posture. Students involve themselves in the roles and understand the process of real life communication. At the end of the activity a student would judge himself on the basis of teacher, peer group & through self-evaluation.

### Greetings

- Hi, how are you?
- Hello! What a surprise!
- Hello! It’s nice meeting you again
- How are things with you?
- Wish I could have stayed longer, but I must run
- Good bye, see you again.

**Enquiring/making request for help/seeking directions**

- Excuse me, could you help me please?
- Is there a medical store close by?
- Could I ask a favor of you?
- I'm sorry to trouble you, but I need your help
- Certainly, I shall be glad to help.
- Thanks a lot/you very much
- You're most welcome

**Complaining**

- I regret to bring to your notice that some of the items supplied by you are of poor quality.
- I'm sorry to say this, but you are playing a loud music.
- I have a complaint to make.
- My new washing machine is not working.
- I'd like to have the piece replaced.

**Offering suggestions, to advise or to persuade**

- Stop using polythene bags immediately.
- I suggest you repeat these expressions twice each.
- Let's repeat these expressions for practice.
- You should repeat these expressions in order to perfect them.
- Could I persuade to repeat the expressions as many times as possible?

**Congratulate on an achievement, express sympathy and offer condolences**

- Congratulations!
- You really deserve this honor.
- Well done! Keep it up!
- I'm sorry about what happened.
- I've no doubt that you will do much better next time.
- I just got the sad news.
- It's a great loss indeed.
- Remember that we are all with you.

**Extend invitations and accept or decline them****Accepting**

- There's some good news.
- I've completed my Ph.D.
- I'm hosting a party this weekend.
- I'll be happy if you can join me along with your family.
- Thank you for the invitation.
- We'll certainly make it.

**Declining**

- Thanks for your invitation.
- I'm sorry; I may not be able to honor your invitation.
- It's disappointing that you won't be joining us.
- We all miss you.

**Make apologies and respond to apologies**

- I must apologize for.....

- I'm terribly sorry about.....
- Please accept my sincere apologies.
- It's quite all right.
- No need to feel sorry about it. These things do happen.

#### **Introduce yourself....**

- Good morning/hello! /hi! my name is/ I'm .....
- I've just joined .....
- I'm from .....
- I work for .....
- I am the new .....

#### **Introducing others...**

- Good morning all. I would like to introduce.....
- Hello everybody, here is Mr. / Mrs .....
- It's my pleasure to introduce our today's guest.....
- I feel delighted to introduce Mr. / Mrs .....
- It's a great honor for me to introduce.....
- I'm happy to introduce my friend.....
- I'm proud of introduce my friend .....

#### **Asking for people's opinions and giving opinions to others**

- I'm convinced .....
- I think.... / I believe..... / I feel .....
- As far as I'm concerned.....
- What is your opinion about .....
- What are your views on/about .....
- Are you in favor of .....

#### **DO'S**

1. Understand and analyze the situation.
2. Identify your role and act accordingly.
3. Frame your sentences, questions and answers properly.
4. Be as natural as possible. Be yourself.
5. Check the posture and move a little.
6. Use your hands to express your point.
7. Maintain very good eye contact with the other person.
8. Make sure of shortened forms of words like shan't, don't etc., which are vital for spoken form of language.
9. Understand the question before answering.
10. Check your voice modulation, stress, intonation and speed.

#### **DON'TS**

1. Be in a hurry to say something.
2. Keep yourself detached from the given role.
3. Speak unchecked.
4. Put on an accent or look animated.
5. Plant yourself to a particular point, bend or move excessively.
6. Use your hands excessively.
7. Avoid eye contact; roll your eyes/stare continuously.

8. Read out the written form of communication.
9. Answer in urgency.
10. Be too fast/slow or shout unnecessarily.

### **ROLE PLAY-1**

A customer comes to a bank to apply for a bank loan and approaches the manager. (Conversation between the Customer & the Manager)

Customer: Good Morning Sir. Manager: A very good morning. Tell me how can I help you?

Customer: Sir, I would like to apply for a loan of 2 lakh Rupees. Manager: Yeah sure, please fill this form. Do you have the required documents?

Customer: Yes, here they are. I brought all the documents you need. Manager: We would verify these documents. If everything goes well, your loan will be sanctioned in a week's time.

Customer: Thank you Sir. Have a nice day!

Manager: A good day to you too!

### **Conclusion**

Role-play improves speaking & listening skills. Students develop non-verbal communication techniques. They learn to use appropriate language in real life communication. By providing an opportunity for the students to create and participate in role-plays, the instructors can gain knowledge of each student while the students can benefit through increased interaction with the material and with each other. Role-play also motivates the quiet students to learn by themselves in a more forthright way. Students benefit from explicit feedback that focuses on the learning objectives that leads to learning experience.

### **Activity Topics**

1. Riya requests her neighbour, Tina, to teach her how to bake a cake.
2. Bhargav is suffering from cold and flu. He goes to Dr. Bhatia for medication. Dr. Bhatia examines Bhargav and prescribes the medication.
3. Suman works in an organization. She decides to open an account in a Bank, to save her earnings. She meets the Manager of City Bank and enquires how to open an account and deposit the amount.
4. Sweta is new to the college. She wants Computer Graphics and Accountancy books from the Library. You guide Sweta to find these books. Direct her to move to the racks to get these books.
5. Raghu goes to the Manager with a request for a day's leave.

**Social and professional etiquette:** Social etiquette can be defined as the mannerisms and behavior to be observed in a society. There are certain common etiquettes to be observed on any occasion.

1. Dress appropriately according to the occasion/event.
2. Greet in a polite manner.
3. Speak in a clear and understandable manner.
4. Do not make loud noise through laughter or speech etc.
5. Involve yourself in a friendly discussion with the people around you.
6. Do not interrupt while others are speaking.
7. Observe the dining table etiquettes strictly.
8. Maintain appropriate body language.
9. Thank the person/institution for hosting the occasion or the event.
10. Thank the people for inviting/accepting the invitation.

## Telephone etiquettes

- Do not let the telephone ring for the long time.
- Understand that he might be not in a position to receive your call.
- Before starting the conversation, greet the other person with an appropriate greeting.
- Be polite while introducing yourself and while taking/giving information.
- Do not use unparliamentarily or objectionable language.
- Thank the caller while closing the conversation.
- Even while rejecting any favor or help, be polite in your language.
- Attend the call without long pauses.
- Finish the call and take leave formally.

**Subject-verb Concord:** Agreement of the subject with verb is called concord. The subject of a sentence is a noun, pronoun, group of nouns or a group of words acting as a noun. It may be a singular or plural. If the subject is a pronoun, it may be first, second or third person.

The verb in a sentence must always agree with the subject in number and person. If the subject is singular, the verb must be singular. If it is plural, the verb must be plural. In case of a pronoun, being the subject, the verb must be in the same person as the pronoun.

*Examples:*

- She **has** three daughters Here, she being singular and third person, **has** could agree with **she**.
- They **are** collecting donations for the poor.
- Here, **they** being plural and third person, **are** agrees with subject **they**.

## Rules for subject-verb concord

1. As a rule in the case of personal pronouns the third person singular, **he/she/it** take singular verbs in all the tenses.
2. **They** which is the third person plural takes, a plural verb in all the tenses.
3. The second person **You** takes a plural verb in all the tenses, even when it is singular.
4. The first person plural **We** takes a plural verb in all the tenses.
5. The first person singular **I** take a singular verb with **am, am going, was** but takes a plural verb when saying **I go** or **I have gone**.
6. Where the sentence begins with **There**, the verb must agree with the real subject that follows it.  
Ex: There **are** three girls in the car.  
There **is** lots sugar in the tin
7. Nouns denoting food, clothing, furniture and stationary are singular and hence take a singular verb.  
Ex: **Is** stationery available here?  
**Has** the food come?
8. Whenever we say, „*a pair of.....*‘ we give it a singular verb.  
Ex: *A pair of scissors is necessary for craft work.*
9. When used for quantity *„a lot of.....“*, *„plenty of...“* take a singular verb. When used for number, both these take a plural verb.  
Ex: *NEWS is always in the singular.*
10. If there are two subjects in a sentence the verb will be plural.  
Ex: *Anitha and Rekha are going to the cinema.*
11. But if the two subjects are generally bracketed as one, the verb will be single.  
Ex: *Bread and jam “makes” a tasty snack.*

12. If the subject and the verb are separated by a group of words, the verb must agree with the subject.  
Ex: *The girl, with several books in her hand, is my daughter.*
13. When the name of a country, a book or a film is denoted in a plural noun it still takes a singular verb.  
Ex: *The United States is a powerful country.*
14. People and Cattle are always in the plural.  
Ex: *People are getting tired of empty promises.*
15. When a plural number is used for weight, distance and amounts of money as a single figure or quantity takes a singular verb.  
Ex: *Two thousand rupees is a large amount.*

**Words often misused/misspelt or confused:** Some words sound so similar, it's easy to confuse or misuse them when writing. Computer spell check won't catch these mistakes! Use this list as a reference whenever you're unsure about which word fits in the context.

### **Affect / effect**

*Effect* is usually a noun that means a result or the power to produce a result: "The sound of the falling rain had a calming effect, nearly putting me to sleep." *Affect* is usually a verb that means to have an influence on: "His loud humming was affecting my ability to concentrate." Note that *effect* can also be a verb meaning to bring about or execute: "The speaker's somber tone effected a dampening in the general mood of the audience."

### **All right / alright**

Although *alright* is widely used, it is considered nonstandard English. As the *American Heritage Dictionary* notes, it's not "all right to use alright".

### **All together / altogether**

*All together* is applied to people or things that are being treated as a group. "We put the pots and pans all together on the shelf." *All together* is the form that must be used if the sentence can be reworded so that *all* and *together* are separated by other words: "We put all the pots and pans together on the shelf." *Altogether* is used to mean entirely: "I am altogether pleased to be receiving this award."

### **Allusion / illusion**

*Allusion* is a noun that means an indirect reference: "The speech made allusions to the final report." *Illusion* is a noun that means a misconception: "The policy is designed to give an illusion of reform."

### **Alternately / alternatively**

*Alternately* is an adverb that means in turn; one after the other: "We alternately spun the wheel in the game." *Alternatively* is an adverb that means on the other hand; one or the other: "You can choose a large bookcase or, alternatively, you can buy two small ones."

### **Beside / besides**

*Beside* is a preposition that means next to: "Stand here beside me." *Besides* is an adverb that means also: "Besides, I need to tell you about the new products my company offers."

### **Capital / capitol**

The city or town that is the seat of government is called the *capital*; the building in which the legislative assembly meets is the *capitol*. The term *capital* can also refer to an accumulation of wealth or to a capital letter.

**Cite / site**

*Cite* is a verb that means to quote as an authority or example: “I cited several eminent scholars in my study of water resources.” It also means to recognize formally: “The public official was cited for service to the city.” It can also mean to summon before a court of law: “Last year the company was cited for pollution violations.” *Site* is a noun meaning location: “They chose a new site for the factory just outside town.”

**Complement / compliment**

*Complement* is a noun or verb that means something that completes or makes up a whole: “The red sweater is a perfect complement to the outfit.” *Compliment* is a noun or verb that means an expression of praise or admiration: “I received compliments about my new outfit.”

**Connote / denote**

*Connote* is a verb that means to imply or suggest: “The word espionage connotes mystery and intrigue.” *Denote* is a verb that means to indicate or refer to specifically: “The symbol for pi‘ denotes the number 3.14159.”

**Convince / persuade**

Strictly speaking, one convinces a person that something is true but persuades a person to do something. “Pointing out that I was overworked, my friends persuaded [not convinced] me to take a vacation. Now that I'm relaxing on the beach with my book, I am convinced [not persuaded] that they were right.” Following this rule, *convince* should not be used with an infinitive.

**Council / councilor / counsel / counselor**

A *councilor* is a member of a *council*, which is an assembly called together for discussion or deliberation. A *counselor* is one who gives *counsel*, which is advice or guidance. More specifically, a *counselor* can be an attorney or a supervisor at camp.

**Discreet / discrete**

*Discreet* is an adjective that means prudent, circumspect, or modest: “Her discreet handling of the touchy situation put him at ease.” *Discrete* is an adjective that means separate or individually distinct: “Each company in the conglomerate operates as a discrete entity.”

**Disinterested / uninterested**

*Disinterested* is an adjective that means unbiased or impartial: “We appealed to the disinterested mediator to facilitate the negotiations.” *Uninterested* is an adjective that means not interested or indifferent: “They seemed uninterested in our offer.”

**Elicit / illicit**

*Elicit* is a verb that means to draw out. *Illicit* is an adjective meaning unlawful. “No matter how hard I tried to elicit a few scandalous stories from her, she kept all knowledge of illicit goings-on discreetly to herself.”

**Emigrant / immigrant**

*Emigrant* is a noun that means one who leaves one's native country to settle in another: “The emigrants spent four weeks aboard ship before landing in Los Angeles.” *Immigrant* is a noun that means one who enters and settles in a new country: “Most of the immigrants easily found jobs.” One emigrates *from* a place; one immigrates *to* another.

**Farther / further**

*Farther* is an adjective and adverb that means to or at a more distant point: “We drove 50 miles



today; tomorrow, we will travel 100 miles farther.” *Further* is an adjective and adverb that means to or at a greater extent or degree: “We won’t be able to suggest a solution until we are further along in our evaluation of the problem.” It can also mean in addition or moreover: “They stated further that they would not change the policy.”

### **Few / less**

*Few* is an adjective that means small in number. It is used with countable objects: “This department has few employees.” *Less* is an adjective that means small in amount or degree. It is used with objects of indivisible mass: “Which jar holds less water?”

### **Figuratively / literally**

*Figuratively* is an adverb that means metaphorically or symbolically: “Happening upon the shadowy figure, they figuratively jumped out of their shoes.” *Literally* is an adverb that means actually: “I’m not exaggerating when I say I literally fell off my chair.” It also means according to the exact meaning of the words: “I translated the Latin passage literally.”

### **Flammable / inflammable**

These two words are actually synonyms, both meaning easily set on fire. The highly flammable (inflammable) fuel was stored safely in a specially built tank. Use nonflammable to mean *not* flammable.

### **Foreword / forward**

*Foreword* is a noun that means an introductory note or preface: “In my foreword I explained my reasons for writing the book.” *Forward* is an adjective or adverb that means toward the front: “I sat in the forward section of the bus.” “Please step forward when your name is called.” *Forward* is also a verb that means to send on: “Forward the letter to the customer’s new address.”

### **Historic / historical**

In general usage, *historic* refers to what is important in history, while *historical* applies more broadly to whatever existed in the past whether it was important or not: “a historic summit meeting between the prime ministers;” “historical buildings torn down in the redevelopment.”

### **i.e. / e.g.**

The abbreviation *e.g.* means for example (from Latin *exempli gratia*): “Her talents were legion and varied (e.g., deep sea diving, speed reading, bridge, and tango dancing).” The abbreviation *i.e.* means that is or in other words (from Latin *id est*): “The joy of my existence (i.e., my stamp collection) imbues my life with meaning.”

### **It’s / its**

*It’s* is a contraction for it is, whereas *its* is the possessive form of it: “It’s a shame that we cannot talk about its size.”

### **Lend / loan**

Although some people feel *loan* should only be used as a noun, *lend* and *loan* are both acceptable as verbs in Standard English: “Can you lend (loan) me a dollar?” However, only *lend* should be used in figurative senses: “Will you lend me a hand?”

### **Lightening / lightning**

*Lightening* is a verb that means to illuminate; *lightning* is a noun referring to the electrical charges the cause flashes of light during storms: “The lightning struck, lightening the sky.”

**Passed / past**

*Passed* is the past tense and past participle of *pass*. *Past* refers to time gone by; it is also a preposition meaning beyond. “In the past decade, I passed over countless opportunities; I was determined not to let them get past me again.”

**Penultimate**

Meaning “next to last,” *penultimate* is often mistakenly used to mean “the very last,” or the ultimate: “The perfectionist was crestfallen when he was awarded the penultimate prize; the grand prize went to another.”

**Precede / proceed**

The verb *precede* means to come before. *Proceed* means to move forward. “He preceded me into the room; once I caught up with him I proceeded to tell him off.”

**Principal / principle**

*Principal* is a noun that means a person who holds a high position or plays an important role: “The school principal has 20 years of teaching experience.” *Principal* is also an adjective that means chief or leading: “The necessity of moving to another city was the principal reason I turned down the job offer.” *Principle* is a noun that means a rule or standard: “They refused to compromise their principles.”

**Stationary / stationery**

*Stationary* is an adjective that means fixed or unmoving: “They maneuvered around the stationary barrier in the road.” *Stationery* is a noun that means writing materials: “We printed the letters on company stationery.”

**Their / there / they're**

*Their* is the possessive form of *they*; *there* refers to place; and *they're* is the contraction of *they are*. “They're going there because their mother insisted they become proficient in Serbo-Croatian.”

**Who's / whose**

*Who's* is the contraction of *who is*. *Whose* is the possessive form of *who*. “Who's going to figure out whose job it is to clean the stables?”

**Your / you're**

*Your* is the possessive form of *you*; *you're* is the contraction *you are*. “If you're planning on swimming, then be sure to bring your life vest and flippers.”

**Exercises**

1. Prepare a role play between an education minister and a journalist about encouragement for technical education.
2. Write a telephone conversation between Class Teacher and a parent inquiring about performance of his daughter in B.Tech.
3. **Choose the correct verb form which fits in the sentence.**
  - Some members of the teachers' union (want, wants) to go on strike.
  - In the background (was, were) a big yellow sun.
  - Jane's raincoat, with all the rips and tears, (provide, provides) little protection.
  - There (is, are) a lot of trees on our block.
  - Where (is, are) my keys?
  - One of the books (has, have) been missing.

- None of my friends (was, were) there.

4. **Fill in the blanks with the right options given below.**

- Justin was \_\_\_\_\_ for the big exam when he discovered it had been cancelled.  
A) All ready      B) Already
- Did you drive \_\_\_\_\_ the cemetery on your way home?  
A) Passed    B) Past
- The contestant said she wished for world \_\_\_\_\_.  
A) Peace    B) Piece
- If the \_\_\_\_\_ is nice, we'll go to the park.  
A) Weather      B) Whether

5. **Each of the following sentences includes one or more words that are misused. Replace these misused words with the correct ones.**

- i. There are less problems then we had expected with the affects of the new process.
- ii. The counsel advised the committee to resolve the issue between themselves.
- iii. She complemented the researcher for his creditable description of how the defect occurred.
- iv. The performance review process insures that employees are treated equitably.
- v. If your understanding of the policy is different than mine, we must work out this conflict among us.

# MINIMAL PAIRS

## A. Objectives

- To learn accent variations with reference to short and long vowels and consonants
- To improve students' identification and pronunciation techniques
- To make students localize the minute differences in the pronunciation
- To make the students understand the stress patterns of English
- Recognizing rhythm in connected speech
- Learning to develop voice quality

## B. Content

**Introduction:** In phonology, **minimal pairs** are words that differ only by one phoneme, or the smallest part sound that makes a difference in the meaning between words. That one little vowel, consonant, or couple of consonants/vowels can make all the difference to a new English speaker that is trying to communicate in English.

It is important that students first recognize the differences in the phonemes between minimal pairs before they can produce them accurately.

As an example for English vowels, the pair "let" + "lit" can be used to demonstrate that the phones [e] (in let) and [ɪ] (in lit) do in fact represent distinct phonemes /e/ and /ɪ/. An example for English consonants is the minimal pair of "pat" + "bat". The following table shows other pairs demonstrating the existence of various distinct phonemes in English. All the possible minimal pairs for any language may be set out in the same way.

word 1	word 2	IPA 1	IPA 2	note
pin	bin	/pɪn/	/bɪn/	initial consonant
rot	lot	/rɒt/	/lɒt/	
thigh	thy	/θaɪ/	/ðaɪ/	
zeal	seal	/zi:l/	/si:l/	
bin	bean	/bɪn/	/bi:n/	vowel
pen	pan	/pen/	/pæn/	
hat	had	/hæt/	/hæd/	final consonant

The above concept can be best understood by looking at the following list of examples.

### Vowel Sounds

- /ɪ/ and /i:/ (sit and seat)
- /e/ and /ɪ/ (desk and disk)
- /e/ and /eɪ/ (wet and wait)
- /æ/ and /ʌ/ (bat and but)
- /ɪ/ and /ɪ:/ (so and saw)
- /ɪ/ and /e/ (bad and bed)
- /ɑ:/ and /ʌ/ (fast and first)

### Consonant Sounds

- /b/ and /v/ (berry and very)
- /b/ and /p/ (buy and pie)
- /n/ and /ŋ/ (thin and thing)

/l/ and /r/ (alive and arrive)  
 // and // (catch and cat)  
 /s/ and // (see and she)  
 /f/ and /v/ (fan and van)  
 /f/ and /h/ (fat and hat)  
 /s/ and // (sing and thing)  
 /f/ and // (free and three)  
 // and // (bad and badge)  
 // and // (page and pays)  
 // and // (with and whizz)

### Initial consonant sounds

/f/ and /p/ (fast and past)  
 /k/ and // (came and game)  
 /t/ and /d/ (two and do)

### Final consonant sounds

/k/ and // (back and bag)  
 /m/ and /n/ (mime and mine)  
 /t/ and /d/ (hat and had)

### Word accent and stress shifts

In English a syllable can be analyzed in terms of its segments which are also called speech sounds. A syllable is a group of one or more sounds with the vowel sound as its essential part. Words are made of syllables where each word can have any number of syllables. We have monosyllabic words where there is only one syllable, disyllabic words where there are two syllables each, tri-syllabic words where there are three syllables each, and also words more than three syllables each.

Read the following words according to their syllable division

S. No.	Monosyllabic words	Disyllabic words	Tri-syllabic words	Tetra-syllabic words
1	'hat	'stu-dy	'ci-vi-lize	Pho-to-'gra-phi-c
2	'run	'to-day	're-co-llect	a-'me-ri-ca
3	'phone	a-'llow	De-'ve-lop	E-lec-'tri-ci-ty
4	'back	'win-dow	're-la-tive	Re-mar-'ka-ble
5	'cat	'ex-pert	'At-mos-phere	'ma-chi-ne-ry
6	'end	'con-vent	're-se-lect	a-'vai-la-ble
7	'boys	'le-tter	Lin-'guis-tics	Im-med-'iate-ly
8	'two	'an-swer	'Wan-ted-ly	'lon-gi-tu-di-nal
9	'heat	'so-rry	'epi-so-de	'Tan-ta-li-zing
10	'set	'per-fect	'ob-jec-tion	Le-xi-'co-gra-pher

Here are a few **rules of word stress**. These will help you to identify stressed syllable in words.

#### 1. Words with weak prefixes

Words with weak prefixes are accented on the root.

- i. a'rise, a'lone, a'loud, a'mount, a'bove, a'bout,
- ii. be'low, be'come, be'fall, be'tween

#### 2. Words of two syllables

Words of two syllables ending in

**-ate, -ise/ize; -ct** is stressed on the last syllable. **-ate:** Nar'rate, Mi 'grate, De'bate, Lo'cate, Vi'brate  
**-ise:** Chas'tise, Com'prise  
**-ize:** Cap'size, Bap'tize  
**-ct:** At'tract, Con'nect, De'pict, In'fect

### 3. Words ending in **-ion – ie, -ical – ically, -ially, -ian, -ious, -ous**

Words ending in **-ion** have the stress on the penultimate (i.e., the last but one) syllable.

**-ion:** Appli'cation, Civili'zation, Compo'sition, Conver'sation, Exami'nation Quali'fication, Intro'duction, Con'gestion, Indi'gestion

Words ending in **-ic/ical/-ically, -ial/-ially, -ian** have the stress on the syllable preceding the suffix.

**-ic:** Apolo'getic, e'lectric, sympa'thetic, patri'otic, scien'tific

**-ical:** Apolo'getical

**-icilly:** Apolo'getically

**-ial:** Me'morial, Offi'cial, Presi'dential, In'dustrial

**-ially:** Offi'cially, 'Specially, Es'sentailly, Super 'fically

**-ian:** Vic'torian, Elec'trician, Mu'sician, Poli'tician

Words ending in **-ious, -eous** have the stress on the penultimate (i.e., the last but one) syllable.

**-ious:** 'Anxious, In'dustrious, In'jurious, La'borious, Re'bellious, Vic'torious

**-eous:** 'Piteous, Cou'rageous, 'Gorgeous, 'Hideous, 'Righteous, Advan'tageous

### 4. Words ending in **-ate, -ise, /-ize, -fy-ity, -cracy, -crat, -graph, -graphy, -meter-logy**

Words of more than two syllables ending in **-ate, -ise/ize, -ify** are stressed on the antepenultimate syllable (i.e., third from the end)

**-ate:** 'Complicate, 'Separate, 'Educate, 'Cultivate

**-ise, -ize:** 'Colonise, 'Enterprise, 'Brutalize

**-ify:** 'Justify, 'Classify, 'Beautify, 'Gratify, 'Modify

Words ending in **-ity** have the stress on the ante-penultimate syllable (ie, third, from the end)

**-ity:** A'bility, Elec'tricity, Pos'sibility, Ac'tivity, E'quality

5. Words ending in **-crazy –crat** have the stress on the ante-penultimate syllable (i.e., third, from the end)

**-crazy:** Au'tocracy, De'mocracy, Tech'nocracy, bu'reaucracy

**-crat:** 'Autocrat, 'Democrat, 'Plutocrat

6. Words ending in **-graph, -graphy, -meter, -logy** have the stress on the ante penultimate syllable (ie, third from the end)

**-graph:** 'autograph, 'paragraph, 'photograph

**-graphy:** pho'tography, spec'trography, bi'ography

**-meter:** ther'mometer, lac'tometer, di'iameter

**-logy:** psy'chology, bi'ology, zo'ology

## **Exercises**

**Write minimal pair word for the following.**

Example: Cat-Cut

- a) Heart-
- b) Bad-
- c) Good-
- d) Sheer-
- e) Mat-

**Mark the accent for the following words**

- a) Pronunciation
- b) Photography
- c) Examination
- d) Text
- e) Democracy
- f) Direct (V)
- g) Product (N)
- h) Terror
- i) Entrepreneur
- j) Above
- k) Alone
- l) Experience

# DESCRIPTIONS, NARRATIONS, GIVING DIRECTIONS AND GUIDELINES

## Describing Objects/ Situations/ People

### A. Objectives

- To develop oral communication skills.
- To become fluent in thought and speech
- To enable students to describe with ease the physical attributes of a person, place or an event.
- To enable the students with good use of tenses
- To make students familiar with the use of appropriate terminology in place of long sentences
- To develop the skill of using question tags

### B. Content

Describing objects is one way of communicating information. By and large, descriptions can range from general to specific, from qualitative to quantitative descriptions. To be able to describe things properly, a good observation would have to be made and that observation would have to be translated to communicable language. Communicating as a process skill can be done in different ways. Descriptions could either be qualitative or quantitative. Both convey meanings but one is more precise than the other especially if comparison is involved.

If you are describing anything to a person who is physically in front of you, you can rely on non-verbal communication in addition verbal communication. But in a telephonic conversation or writing you have to depend on verbal communication alone. And in video conference, you have to depend on body language such as hand movements, eye contact, posture and facial expression along with the verbal part of communication.

In case of an object you need to know what the object is, what is it useful for, what its physical and technical features are and what its unique features are. While describing a person, his nativity, achievements, personality and physical appearance are important. In the same way while describing a process, one should mention what the process is, what it is conducted for, what are the necessary equipment, steps involved and the results at every stage that are essential to take up the task. And for describing a situation, details about what happened, who were the persons involved, how it happened and what was the situation at that point of time need to be mentioned.

For describing anything studying and understanding is very important. Collect information related to the topic which you can use as supplement material. Then organize all your ideas based on a proper thematic or chronological order. While organizing your ideas, the following features should be kept in mind.

#### B.1. Important Features

**Brevity:** You should not use lengthy sentences and verbose vocabulary to describe anything. Limit your words and use one word substitutes, idioms and phrases which directly communicate a lengthy expression. Do not let your audience drown in the ocean of description. Do limit yourself to important and direct points that allow the reader or listener to imagine and understand clearly. One word substitution, simple language and direct sentences would lend brevity.

**Clarity:** Writer can get clarity of thought only with complete knowledge on the topic. Once he/she is clear in his/her mind, clarity in description can be achieved through direct and complete description of each stage that is well linked with the previous stages as well as the stages that follow.



**Factual Correctness:** Experiment project or process should be done by yourself so that you are aware of complete facts and figures of it. You ought to have thorough knowledge on the result of each stage, so that you are giving factual information at every step. Don't depend on your imagination while describing anything as this might mislead the audience. Your precision in expressing factual information will allow your audience to understand the topic better.

## **B.2. Describing a process**

- i. **Face-to-Face:** A process is a series of actions or operations done to achieve the end result. Thus, it requires systematic, logical, and factual data along with the skill of narration. You are expected to narrate a process in technical language that facilitates your listener not only to comprehend the process of an experiment or a process but also help him repeat the same with confidence. Student must have complete knowledge about the entire process. You should organize the entire process in a systematic manner. So, be careful with this and always highlight or repeat the important steps or points. Prepare a caution list as part of process description and give it to your audience at an appropriate time, either at the beginning, at the concerned step or at the end.

You can adopt first person, second person or third person narration while writing the description of a process, but whichever you select, stick to it and practice. If you forget any important information, or want to give a specific caution you can add it as a note at the end of the complete description. Writing a process has got its own advantage and disadvantage: **Advantage:** You can write, edit and re-edit the information many times until you are satisfied with your work. You can also take expert opinion if you think it can help you in any way. **Disadvantage:** You cannot demonstrate anything physically and you cannot depend on nonverbal communication aids. You have to express everything through words, yet be brief.

- ii. **Non-Verbal Communication:** If you are describing a process through video conference or in front of a listener, you can rely a lot on non-verbal communication. Arrange everything earlier so that you are not running here and there, and, thus, creating a confusing, panic-ridden atmosphere. Ensure complete and clear visibility to the audience while demonstrating any process. Maintain eye contact with the audience as this gives you a good hold on the listener. You need to concentrate on the demonstration and the audience simultaneously and this needs practice.

## **B.3. Describing a Situation**

Describing a situation requires good understanding of the situation. For this, you should study and analyze the situation before-hand.

- i. Gather information regarding the people associated with it and their relation to the incident.
- ii. Collect the information about the date and time of the situation.
- iii. Do a comprehensive survey of the facts and arrange them in order.
- iv. Then gather information regarding the result or the outcome of the situation.
- v. Arrange all these facts in an order and present them using the same techniques which you would use to describe a process.

#### **B.4. Describing a person**

You should gather as much information as you can about a person before describing him/her. The information like nativity, identity, achievements, ideological association and personality is needed. For example, if you set out to describe Vivekananda, you cannot do it without mentioning his ideology, morality, contribution and personality. If you are describing Badal Sarkar, you cannot complete it without mentioning his contribution to theatre, the awards he won and his popularity. For describing a known person, his family and nativity are important but for an unknown person whom you have seen in a train, bus or at the mall, you have to depend on his physical appearance alone. If you can show any kind of diagrammatical representation to the audience, it's a welcome change. Otherwise, you should use to your word power to describe a person. Following an order, being clear, brief and direct would help the audience identify the person quickly and accurately.

#### **B.5. Describing an Object**

It is almost the same as describing a person.

- Identify the object, its uses, its physical appearance, and its unique features.
- Try to gather some information regarding its history and contemporary plans.
- Demonstrate the object to your audience and clearly describe each part separately.
- Though it is an object, logically connecting one aspect with another is very important for the audience to understand it effectively.

#### **Do's**

- Use proper language
- Understand the medium through which you are describing something.
- Use the necessary sentence linkers.
- Give clarity.
- Arrangement of facts should be in sequence.
- Take care of non-verbal communication in face-to-face, video conference or TV programme.
- The focus on voice quality and clarity is a must on a telephone medium.
- Be crisp and to the point.
- Give accurate and updated information.

#### **Don'ts**

- Use the same techniques for all media to describe something.
- Use round about language.
- Write complicated sentences.
- Use ambiguous language.
- Jumble ideas.
- Show inappropriate body language.
- Be in hurry to finish the matter without allowing the listener to understand it totally.
- Use long and ambiguous expressions.
- Indulge in imaginative, emotional and impressionistic statements.

#### **Vocabulary**

##### **Adjectives Used to Describe a Person**

Tall	Short	Curly hair	Long hair	Sharp nose	Middle-aged	Smart clothes
Fat	Thin	Short hair	Wavy hair	Blunt nose	Teenage	Tidy clothes
Fair	Dark	White hair	Broom hair	Well-built	In 40s	Casual clothes
Dull	Pale	Dark-eyed	Blue-eyed	Young	In 50s	Messy clothes
Faint	slim	Bright-eyed	Cat -eyed	Elderly	Bald	Bspectacled

**Adjectives Used to Describe Physical Features of an Object**

Curved	Square	Conical	angular	Cubed
Long	Straight	Rounded	Jagged	Flat
Rectangular	Circular	Small	Tiny	Oval-shaped
Big	Spherical	Irregular	Sloped	Tall

**Verbs Related to Cookery, Food, etc.**

Add	Allow to set	Bake	Beat	Balance	Chill
Cook	Defrost	Fry	Fold	Garnish	Grasp
Cover	Heat	loosen	Melt	Move	Put
Remove	Rest	Sand	Sprinkle	Steady	Thicken

**Adverbs Used to Show the Position**

In front of	At the end of	At the edge	Beneath	Below
Outer & inner circle	Proximity	Parallel	Above	Nearest
Diagonally placed	Behind	Vertical	Vicinity	Horizontal
At the corner	Near	Away	Up	Down

**Verbs Used to Describe Events/Situations**

Arrive	Attack	Arrest	Begin	Bend	Reek
Burn	Burst	Change	Complete	Continue	Crack
Crowd	Decrease	Design	Double	Dry	Empty
End	Finish	Grow	Hold	Improve	Increase
Jump	Kill	Line	Make	Open	Reject
shrink	Start	Stick	Stretch	Take	Tear

**Verbs Related to Science and Technology**

Attract	Activate	Blow	Bounce	Break	Connect
Combine	Code	Condense	Cool	Charge	Develop
Discharge	Display	Emit	Elevate	Express	Expand
Extend	Fill	Fit	Fluctuate	Glide	Incorporate
Ignite	Induce	Interrupt	Innovate	Indicate	Install
Instruct	Intensity	Locate	Make	Maintain	Precipitate
Rotate	Record	Reduce	Register	Receive	Recognize
Result	Repel	Scan	Swing	Service	Trace
Transmit	Transport	travel	Use	Vaporize	Operate

**For Addition and Listing**

Next	So that	Such that	And then	Neither-nor	Either-or
Finally	Also	Again	And	Add	Prefer to
Both	Whether	Because	The more	Therefore	Over the time
For	As	Beside	Moreover	Since then	Furthermore

**For Contrasting and Comparison**

In contrast	Nevertheless	Even then	Likewise	Resemble	Unless
On the other hand	Like	Similarly	Only	Still	However
In the same way	So-as	Just-as	The same as	Though	Although
In accordance with	Instead	Yet	But	Contrary to	Then

**For Time Relations**

At that time	At last	At length	As soon as	Before	After
Meanwhile after	A short time	From-to	For	Until	Till

During that time	Afterwards	Since	By	From	To
------------------	------------	-------	----	------	----

**For Generalization and Conclusion**

To summarize	Otherwise	Moreover	Generally	As a rule
In short	On the whole	Therefore	Hence	Accordingly
As a thumb rule	In conclusion	All in all	In all	On the whole
As a matter of fact	In brief	Thus	As a result	To sum up
In a nutshell	In word	To conclude	Altogether	So

**Some Illustrations**

**Describing a Process:** Indian Chinese Noodles ingredients:

Noodles – 16oz pkt (approx 500 gm), cooked per pkg instructions (al dente)

Sesame Oil – 1 Tbsp

Oil – 2 Tbsp

Garlic – 1 Tbsp, minced

Ginger – 1 Tbsp, minced

Onion – 1 small, sliced

Carrot – 1 large, cut into matchsticks

Cabbage – 1.5 cups packed, shredded

Bell Pepper – 1/2 large, cut into strips

Baby Corn – 8, cut

Egg – 1 (optional)

Black Pepper – 1/2 tsp or to taste

Soy Sauce – 2 Tbsp or to taste

White Vinegar – 1 Tbsp

Hosin Sauce or any Chinese Sauce – to taste

Red Chilli Sauce (Sambal) – to taste

Green Onions – 2 stalks, cut diagonally – for garnishing

**Method**

1. Cook noodles per package instructions (usually 3-4 minutes), drain, and rinse with cold water and toss with 1 Tbsp Sesame Oil. Keep aside.
2. Heat 2 Tbsp Oil in a large wok style pan on HIGH heat.
3. Add Ginger and Garlic and cook for 30 seconds.
4. Add Onions and cook for 30 seconds.
5. Add Carrots and allow them to soften just a little.
6. Add Cabbage, Bell Pepper and Baby Corn. Toss well and cook for 1 minute.
7. Push veggies to one side of wok and break an egg in the pan.
8. Scramble the egg until cooked and mix together with the veggies.
9. Add Black Pepper and mix.
10. Toss Noodles once before adding them to the pan.
11. Add White Vinegar, Soy Sauce, Hoisin Sauce and Red Chili Sauce. Mix well to coat all noodles.
12. Taste and adjust any of the sauces.
13. Garnish with Green Onions and serve hot.

## **Describing an Object**

### **Example-1**

Touch screen is a video display screen that receives an input from the finger touch. The screen is covered with a plastic layer. There are invisible beams of infrared light behind the screen. The user enters data by touching icons or menus on the screen. Most touch screen computers use sensors to detect touch of a finger. Touch screen is commonly used in ATMs, multinational companies etc.

### **Example-2**

A trackball can be used as an alternative to a mouse. This device has buttons similar to those on a mouse. It has a large rotating ball on the top. The body of the track ball is not moved. The ball is rolled with fingers. The position of the cursor on the screen is controlled by rotating the ball.

An advantage of the trackball is that it takes less space to move than mouse. Trackball is often included in laptop computers. It can also be used as a separate input device along with standard desktop computers.

## **Describing People**

### **Example**

Vanita: Hi mam! I am Vanita. I have recently joined in this college, could I know about our staff?

Kavya: Ofcourse, the first cabin is for the HOD Dr. J. Animesh. He is a tall, slim, black-eyed, Curly haired and a well natured person.

Vanita: And the next cabin?

Kavya: It's Surana Sir's. He is an elderly man, good natured and the senior most of all.

Vanita: Who is in the third cabin?

Kavya: It's Subhashini mam. She is a friendly lady with a fair complexion. Three more ladies are in that cabin MS. Lavanya a calm lady, MS. Madavi the youngest one in the department and MS. Sahithi the thin lady.

Vanita: Thank you for the information. I have a class now. I will talk to you later.

## **Describing a Situation**

### **Example**

My colleague was a sensitive person. She would keep a watch on who was saying what to her, and build it up into something entirely different. This became very difficult for everyone around her that finally a group of us decided to tell her to change her ways, or else, leave. She decided to leave, as she felt too hurt to cope with what had been said. Although I do enjoy the sensitive side of life, I thank God everyday that I am not an excessively sensitive person.

### **Exercises**

Write a few short descriptive paragraphs describing the city transport, your College, your friends, the place where you live, the market area etc.

### **Describing Objects**

1. Refrigerator
2. Oven
3. A Telephone
4. Washing Machine
5. Wrist watch
6. A Rupee Coin
7. Cell phone

8. Lap top
9. Printer
10. Pen drive

### **Describing Places**

1. Goa
2. Describe your college
3. Agra
4. Amritsar (Golden temple)
5. Ladakh
6. Your state
7. Kulu
8. Manali
9. Ooty
10. Araku Valley

### **Describing People**

1. Your Principal
2. Mother Teresa
3. Nelson Mandela
4. Michael Jackson
5. Indira Gandhi
6. Sachin Tendulkar
7. Rabindranath Tagore
8. Amarthya Sen
9. Mahatma Gandhi
11. Subash Chandra Bose

### **Describing Events/Situations**

1. Annual day of your college/school
2. A football match
3. Bike Racing
4. 1<sup>st</sup> day in Engineering
5. Unforgettable day/moment
6. Day of your inter result
7. Describe how you spent your last birthday
8. Describe how you spent summer vacation
9. A Chess tournament

### **Sequence of tenses**

**Tense (noun):** a form of a verb used to indicate the time, and sometimes the continuation or completion of an action in relation to the time of speaking.

### **Simple Forms**

**Present Tense:** Present tense expresses an unchanging, repeated, or reoccurring action or situation that exists only now. It can also represent Universal truth.

<b>Example</b>	<b>Meaning</b>
The mountains are tall and white.	Unchanging action
Every year, the school council elects new members.	Recurring action
Pb <u>is</u> the chemical symbol for lead.	Universal truth

**Past Tense:** Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in **-ed**. The irregular verbs have **special past tense forms** which must be memorized.

Example	Form
W.W.II ended in 1945.	Regular -ed past
Ernest Hemmingway <u>wrote</u> "The Old Man and the Sea."	Irregular form

**Future Tense:** Future tense expresses an action or situation that will occur in the future. This tense is formed by using **will/shall** with the **simple form** of the verb. The speaker of the House will finish her term in May of 1998. The future tense can also be expressed by using **am, is, or are** with **going to**.

The surgeon is going to perform the first bypass in Minnesota.

We can also use the **present tense form with an adverb** or adverbial phrase to show future time.

The president speaks tomorrow. (Tomorrow is a future time adverb.)

### Progressive Forms

**Present Progressive Tense:** Present progressive tense describes an ongoing action that is happening at the same time the statement is written. This tense is formed by using **am/is/are** with the verb form ending in **-ing**.

The sociologist is examining the effects that racial discrimination has on society.

**Past Progressive Tense:** Past progressive tense describes a past action which was happening when another action occurred. This tense is formed by using **was/were** with the verb form ending in **-ing**.

The explorer was explaining the latest discovery in Egypt when protests began on the streets.

**Future Progressive Tense:** Future progressive tense describes an ongoing or continuous action that will take place in the future. This tense is formed by using **will be** or **shall be** with the verb form ending in **-ing**.

Dr. Jones will be presenting ongoing research on sexist language next week.

### Perfect Forms

**Present Perfect Tense:** Present perfect tense describes an action that happened at an indefinite time in the past or that began in the past and continues in the present. This tense is formed by using **has/have** with the **past participle** of the verb. Most past participles end in **ed**. Irregular verbs have **special past participles** that must be memorized.

Example	Meaning
The researchers <u>have traveled</u> to many countries in order to collect more significant data.	At an indefinite time
Women <u>have voted</u> in presidential elections since 1921.	Continues in the present

**Past Perfect Tense:** Past perfect tense describes an action that took place in the past before another past action. This tense is formed by using **had** with the **past participle** of the verb.

By the time the troops arrived, the war had ended.

**Future Perfect Tense:** Future perfect tense describes an action that will occur in the future before some other action. This tense is formed by using **will have** with the **past participle** of the verb.

By the time the troops arrive, the combat group will have spent several weeks waiting.

### Perfect Progressive Forms

**Present Perfect Progressive:** Present perfect progressive tense describes an action that began in the past, continues in the present, and may continue into the future. This tense is formed by using **has/have been** and the **present participle** of the verb (the verb form ending in **-ing**).

The CEO has been considering a transfer to the state of Texas where profits would be larger.

**Past Perfect Progressive:** Past perfect progressive tense describes a past, ongoing action that was completed before some other past action. This tense is formed by using **had been** and the **present perfect** of the verb (the verb form ending in **-ing**).

Before the budget cuts, the students had been participating in many extracurricular activities.

**Future Perfect Progressive:** Future perfect progressive tense describes a future, ongoing action that will occur before some specified future time. This tense is formed by using **will have been** and the **present participle** of the verb (the verb form ending in **-ing**).

### Question Tags

A question tag is phrase that is added at the end of a statement in order to turn it into a question or check that the statement is correct. The following rules are used while framing question tags.

- 1 After negative statements we use the ordinary interrogative.  
Ex: *They did not come yesterday, did they?*
- 2 After affirmative statement we use the negative interrogative.  
Ex: *They came yesterday, didn't they?*
- 3 The corresponding pronoun is used for the subject.  
Ex: *The children are playing, aren't they?*
- 4 The 'do' form is used when the statement is in simple present or simple past tense.  
Ex: *Chinna speaks English fluently, doesn't he?*
- 5 We use "can you or could you" after a request with an imperative.  
Ex: *Give me an example, could you?*
- 6 The tag "will you" is used after imperatives starting with "don't".  
Ex: *Don't make noise, will you?*
- 7 The tag "shall we" is used after suggestions starting with "Let's".  
Ex: *Let's have a cup of coffee, shall we?*

### One Word Substitutes

"One word substitutes" as the phrase indicates itself are the words that replace group of words or a full sentence effectively, without changing the original meaning of the sentence or phrases. Like the word "Autobiography" can be used in place of the sentence "The life story of a man written by himself". It is important to write precisely and speak in a single word. In English language there are lots of single words for a group of words that can be used effectively to make the writing to the point that too without losing the meaning of the context.

1. A speech by an actor at the end of a play = epilogue
2. A name opted by a writer = Pseudonym



3. Of unknown authorship = anonymous
4. Taking one's own life = suicide
5. A person concerned with practical results = pragmatist
6. A political leader who tries to stir up people = Demagogue
7. Animals living on land and in water = Amphibians
8. A person with long experience = veteran
9. Atonement for one's sins = repentance
10. A man of odd habits = Eccentric
11. A person who derives pleasure by inflicting pain on others = Sadist
12. A general pardon of political offender = Amnesty
13. A person who is made to bear the blame due to others = Scapegoat
14. A person who pays much attention to his clothes and appearance = Dandy
15. A person hard to please = Fastidious
16. A person who considers himself superior to others in culture and intellect = Highbrow
17. A wishful longing for something one has known in the past = Nostalgia
18. The art of cutting trees and bushes in to ornamental shapes = Topiary
19. An associate in an office or institution = Colleague
20. A person who believes in God = Theist
21. A person who does not believe in God = Atheist
22. Witty, Clever, Retort = Repartee
23. A child who stays away from school without any good reason = Truant
24. One who compiles a dictionary = Lexicographer
25. One who does not care for literature and art = Philistine
26. One who totally abstains from alcoholic drinks = Teetotaler
27. A house for storing grains = granary
28. A person who is neither intelligent nor dull(average) = Mediocre
29. A person who dances to the tune of his wife = Henpecked
30. Branch of medicine which deals with the problems of the old = Geriatrics
31. Careful in performing duties = Punctilious
32. A person who gives written testimony for use in a law court = deponent
33. Equal in rank, merit or quality = Peer
34. Indifference to pleasure or pain = Stoicism
35. Using of new words = Coinage
36. Fruit garden = Orchard
37. Person who gives himself up to luxury and sexual pleasures = voluptuary
38. One who is likable = Amiable
39. One copies the writing of others = Plagiarist (Plagiarism)
40. Journey to a holy place = Pilgrimage
41. Worship of idols = Idolatry
42. One who ruins statues of gods = Iconoclast
43. One who is honorably discharged from service = Emeritus
44. A place of ideal peace and happiness = Elysium
45. Printed notice of Somebody's death = Obituary
46. A story in verse = Ballad
47. One knowing everything = Omniscient
48. One who is present everywhere = Omnipresent
49. One who is all powerful = Omnipotent
50. One who invents new things = Inventor/scientist

## Exercises

### Put the verbs into the correct tense

1. Look! Sara (go) -----to the movies.
2. The handbag (be) -----very beautiful.
3. When he (wake up) -----, his mother (already /prepare) -----breakfast.
4. By the time the doctor (arrive) -----at the house the patient (die) -----.
5. Last week, Mary and Paul (go) -----to the cinema.
6. While one group (prepare) -----dinner the others (collect) -----wood for the campfire.
7. The car (break) -----down and we (have) -----to walk home.
8. Tomorrow I think I (start) -----my new project.
9. My friend (certainly/get) -----a good mark.
10. (you / ever / see ) -----a whale?

### Complete the sentences with the correct question tags.

1. Mr Sudhakar is an English Teacher, isn't he?
2. The car isn't in the garage, \_\_\_\_\_?
3. You are not Jagan, \_\_\_\_\_?
4. She went to the library yesterday, \_\_\_\_\_?
5. The trip is not so expensive, \_\_\_\_\_?
6. Mr. Pritham has been to Delhi recently, \_\_\_\_\_?
7. He can't speak English fluently, \_\_\_\_\_?
8. Kamal Hansan is a dedicated actor, \_\_\_\_\_?
9. You did not read the lesson, \_\_\_\_\_?
10. It has been raining here, \_\_\_\_\_?

# INTONATION & COMMON ERRORS IN PRONUNCIATION

## Intonation

### A. Objectives

- To enable student to speak with correct intonation and pronunciation
- To make them identify the intention of speaker based on the intonation
- To enable the students to familiarize themselves with the use of tone.
- To avoid the common errors in pronunciation and intonation

### B. Content

**Introduction:** In English, there are different tones that the English speakers use, and the ones you must know are described here.

In previous chapters we dealt with the word stress in English language. In this chapter, we will learn the intonation of English words and sentences. Intonation in English cannot be compared with the intonation in any other language, and you need to learn the tones and the logic behind them continuously as you are a foreign learner.

### Pitch

The pitch of the voice is determined by the frequency of the vibration of the vocal cords, i.e., the numbers of times they open and close in a second. The patterns of variation of pitch of the voice (i.e., the fall or the rise) constitute the intonation of a language. If you say, “Put it down!” with a **falling tone**, the pitch of your voice will move from a high level to a low level. It can be illustrated thus:

Put it D  
O  
W  
N!

If you say the same sentence with a **rising tone**, the pitch of your voice will move from low to high, as shown below:

N!  
W  
O  
D  
Put it

**Types of intonation:** Based on the variations and purposes of interaction between people, the intonation can be divided into five types. They are:

1. Falling intonation (the glide-down)
2. Rising intonation (the glide-up)
3. Falling-Rising intonation
4. Rising-Falling intonation
5. Neutral (level) intonation

## 1. Falling intonation ( ↘ )

The falling tone is sometimes referred as the glide-down. It consists of a fall in the pitch of the voice from a high level to a low level. It is marked with ( ↘ )

### The falling tone is normally used in,

- i. Ordinary statements made without any implications.
  - a. I 'liked it 'very much.
  - b. It was 'quite good.
- ii. Questions beginning with a question – word, such as what, how, where, why, etc. When said in a neutral way.
  - a. 'Who were you talking to?
  - b. 'What's the matter?
- iii. Commands
  - a. 'Go and 'open the window
  - b. . 'Take it away.
- iv. Exclamations
  - a. 'splendid!
  - b. How extra ordinary!
- v. Question tags: When the speaker expects the listener to agree with him,
  - a. It's pleasant today, isn't it?
  - b. It was a 'good film, wasn't it?
- vi. Rhetorical questions
  - a. 'Isn't that kind of her?
  - b. 'Wasn't that a difficult exam?

## 2. Rising intonation ( ↗ )

The rising tone is sometimes referred to as the glide-up. It consists of a rise in pitch of the voice from a low level to a high level. It is marked ( ↗ ). It is normally used in,

- i. Incomplete statements
  - a. It's 'seven o clock. (And she hasn't got up as yet)
  - b. I'll 'buy you a dress. (If I go there)
- ii. Polarity type questions which demand a yes/no answer.
  - a. 'Are they coming?
  - b. 'Will you do it?
- iii. Non-polarity (wh-type) questions when said in a warm/friendly way.
  - a. 'How's your daughter?
  - b. 'What's the matter?
- iv. Polite requests.
  - a. Go and 'open the window
  - b. 'Take it away
- v. Alternative questions.
  - a. Do you like tea, coffee, or coke?

- b. 'Shall we drive or go by train?'
- vi. Enumeration.
  - a. One, two, three, four, five.
- vii. Greetings, parties, apologies, encouragement.
  - a. Hello!
  - b. 'Good bye
  - c. I'm so sorry

### 3. Falling-Rising intonation: (v)

This combines the effects of the fall with any of the meaningful attitudes associated with the rise. Very often there is an implied meaning associated with it, wherein the speaker implies something without necessarily putting it in two words. Something is left unsaid. The unexpressed implication usually begins with a 'but'. It consists of a fall from a high pitch to a low pitch and then a rise towards the middle of the voice. This tone can be used either on one syllable or different syllables of a word or sentence.

For example, during a match-making process, if a boy is asked if he liked the girl he had seen and if he says...

"She is beautiful..."

It can be illustrated like this,

1. That was  
 n e.  
 c  
 i  
 y of them.  
 t
2. There were s n  
 e e  
 v
3. T e  
 h a i c  
 t n  
 was

If the fall is on one syllable and the rise begins on a later syllable, it is referred to as a divided fall-rise.

Sentence three is an example of this:

1. The fall rise can be marked in two ways. If the tone is used on one syllabus it is marked (√) Eg: √seventy
2. If the tone is used on different syllabus of a word it is marked (>) Eg: Seventy

3. If the fall-rise is used on two different words in a sentence, it is marked as in the following  
Eg: That was  $\sqrt{\text{nice}}$ .
4. The fall-rising tone is normally used for special implications not verbally expressed. For example if you say,  
She's  $\sqrt{\text{beautiful}}$

You imply something – Perhaps that she is beautiful, but not intelligent. Consider the following examples in which the falling – rising tune is used to convey special implication, e.g.:

I am  $\sqrt{\text{waiting}}$ . (so do hurry up)  
I haven't much appeti $\sqrt{\text{te}}$ . (but I'll join you to be polite)  
The houses are  $\sqrt{\text{nice}}$ . (but perhaps the people are not)

#### 4. Rising-Falling intonation (^)

This shows special interest, sometimes with a bit of suspicion, irony, sarcasm, humour or surprise. Here are few examples.

Eg:  
Raj: Anil, our tail ender, has hit a century.  
Anil: ^Did he!

When genuinely impressed by something, this tone is used.

Eg:  
She is a ^marvellous teacher

Sometimes the same tone can be used to convey sarcasm too.

Eg:  
What a ^fantastic lecture. Neither did she know what she was teaching, nor did we. Anyway, rising-falling tone is not considered to be an important tone, as it is rarely used and as such it is not necessary to acquire this tone and teach it.

#### 5. Neutral (level) intonation (-)

Level tones belong to the rising tones in the meaning they convey. The most commonly used level tone is the mid level.

If the tones correspond to the sentence types as discussed in the previous pages. We call it neutral tone. If there is any variation, we call it marked. For example, commands take a falling tone. It is neutral. But if a rising tone is used, it is marked.

Eg:  
↘ Sit down and do as I say (neutral)  
Sit down and do as I say (marked)

## **Common errors in pronunciation**

**Introduction:** Proper English pronunciation can be a big problem for some ESL learners and more difficult for some students than for others. A student's native language determines, for the most part, the **degree of difficulty** and the **types of difficulties** students will have. ESL students whose native language is not English have a much harder time than those whose native language is English, Spanish, Portuguese or French. But despite the differences between countries, there are certain mistakes that are the most common among ESL students all over the world. Here, we will see not only the problems in pronunciation, but also how to overcome them.

**Don't say:** acrossed | **Do say:** across

**Comment:** It is easy to confuse "across" with "crossed" but better to keep them separate.

**Don't say:** Old-timer's disease | **Do say:** Alzheimer's disease

**Comment:** While it is a disease of old-timers, it is named for the German neurologist, Dr. Alois Alzheimer.

**Don't say:** Antartic | **Do say:** Antarctic

**Comment:** Just think of an arc of ants (an ant arc) and that should help you keep the [c] in the pronunciation of this word.

**Don't say:** athelete, atheletic | **Do say:** athlete, athletic

**Comment:** Two syllables are enough for "athlete."

**Don't say:** bob wire | **Do say:** barbed wire

**Comment:** No, this word wasn't named for anyone named "Bob;" it should be "barbed wire," although the suffix -ed, meaning "having," is fading away in the U.S.

**Don't say:** a blessing in the skies | **Do say:** a blessing in disguise

**Comment:** This phrase is no blessing if it comes from the skies. (Pronounce it correctly and help maintain the disguise.)

**Don't say:** cannidate | **Do say:** candidate

**Comment:** You aren't being clever to drop the [d] in this word. Remember, it is the same as "candy date." (This should help guys remember how to prepare for dates, too.)

**Don't say:** close | **Do say:** clothes

**Comment:** The [th] is a very soft sound likely to be overlooked. Show your linguistic sensitivity and always pronounce it.

**Don't say:** coronet | **Do say:** cornet

**Comment:** Playing a crown (coronet) will make you about as popular as wearing a trumpet (cornet) on your head; reason enough to keep these two words straight.

**Don't say:** diptheria | **Do say:** diphtheria

**Comment:** The "ph" in this word is pronounced [f], not [p].

**Don't say:** doggy dog world | **Do say:** dog eat dog world

**Comment:** The world is even worse than you think if you think it merely a "doggy-dog world." Sorry to be the bearer of such bad news.

**Don't say:** drownd | **Do say:** drown

**Comment:** You add the [d] only to the past tense and past participle.

**Don't say:** elec'toral | **Do say:** e'lectoral

**Comment:** The accent is on the second, not the third, syllable and there is no [i] in it; **not** "electorial." (By the way, the same applies to "mayoral" and "pastoral.")

**Don't say:** excape | **Do say:** escape

**Comment:** The good news is, if you say "excape," you've mastered the prefix ex-because its meaning does fit this word. The bad news is, you don't use this prefix on "escape."

**Don't say:** excetera | **Do say:** et cetera

**Comment:** Latin for "and" (et) "the rest" (cetera) are actually two words that probably should be written separately.

**Don't say:** fedral | **Do say:** federal

**Comment:** Syncopation of an unaccented vowel is fairly common in rapid speech but in careful speech it should be avoided.

**Don't say:** fisical | **Do say:** fiscal

**Comment:** In fact, we don't seem to like any consonants together. Here is another word, like athlete and film that is often forced to swallow an unwanted vowel.

**Don't say:** foilage | **Do say:** foliage

**Comment:** Here is another case of metathesis, place-switching of sounds. Remember, the [i] comes after the [l], as in related "folio."

**Don't say:** forte | **Do say:** fort

**Comment:** The word is spelled "forte" but the [e] is pronounced only when speaking of music, as a "forte passage." The words for a strong point and a stronghold are pronounced the same: [fort].

**Don't say:** heighth | **Do say:** height

**Comment:** The analogy with "width" misleads many of us in the pronunciation of this word. 'erb herb Does, "My friend Herb grows 'erbs," sound right to you? This is a U.S. oddity generated by the melting pot (mixed dialects). Initial [h] is always pronounced outside America and should be in all dialects of English.

**Don't say:** hi-archy | **Do say:** hierarchy

**Comment:** Remember, hierarchies go higher than you might think. This one is pronounced "higher archy" and not "high archy."

**Don't say:** in parenthesis | **Do say:** in parentheses

**Comment:** No one can enclose an expression in one parenthesis; at least two parentheses are required.

**Don't say:** irregardless | **Do say:** regardless

**Comment:** "-Less" already says "without" so there is no need to repeat the same sentiment with "ir-." idn't isn't Again, the struggle of [s] before [n].

**Don't say:** jewlery | **Do say:** jewelry

**Comment:** The root of this word is "jewel" and that doesn't change for either "jeweler" or "jewelry." The British add a syllable: "jewellery"

**Don't say:** lambast | **Do say:** lambaste

**Comment:** Better to lambaste the lamb than to baste him remember, the words rhyme. "Bast" has



nothing to do with it.

**Don't say:** libel | **Do say:** liable

**Comment:** You are liable for the damages if you are successfully sued for libel. But don't confuse these discrete words.

**Don't say:** long lived | **Do say:** long-lived

**Comment:** This compound is not derived from "to live longly" (you can't say that) but from "having a long life" and should be pronounced accordingly. The plural stem, live(s), is always used: "short-lived," "many-lived," "triple-lived."

**Don't say:** miniture | **Do say:** miniature

**Comment:** Here is another word frequently syncopated. Don't leave out the third syllable, [a].

**Don't say:** mute | **Do say:** moot

**Comment:** The definition of "moot" is moot (open to debate) but not the pronunciation: [mut] and not [myut].

**Don't say:** mis'chievous | **Do say:** mischievous

**Comment:** It would be mischievous of me not to point out the frequent misplacement of the accent on this word. Remember, it is accented the same as mischief. Look out for the order of the [i] and [e] in the spelling, too and don't add another [i] in the ending (**not** mischievious).

**Don't say:** off ten | **Do say:** often

**Comment:** The [t] was silent in the pronunciation of the word "often" until circa 19th century English when more people became able to write and spell. Today the [t] is widely pronounced in England, the British Isles, Australia and in some regions of the U.S. Most U.S. dictionaries show both pronunciations, frequently showing the unspoken [t] as the most preferred.

**Don't say:** ordinance | **Do say:** ordnance

**Comment:** You may have to use ordnance to enforce an ordinance but you should not pronounce the words the same.

**Don't say:** parlament | **Do say:** parliament

**Comment:** Although some dictionaries have given up on it, there should be a [y] after [l]: [pahr-lyê-mênt]

**Don't say:** pottable | **Do say:** potable

**Comment:** The adjective meaning "drinkable" rhymes with "floatable" and is not to be confused with the one that means "capable of being potted."

**Don't say:** perscription | **Do say:** prescription

**Comment:** Same as above. It is possible that we simply confuse "pre-" and "per-" since both are legitimate prefixes.

**Don't say:** prespire | **Do say:** perspire

**Comment:** "Per-" has become such a regular mispronunciation of "pre-," many people now correct themselves where they don't need to.

**Don't say:** pronounciation | **Do say:** pronunciation

**Comment:** Just as "misspelling" is among the most commonly misspelled words, "pronunciation" is among the most commonly mispronounced words. Fitting, no?

**Don't say:** prostrate | **Do say:** prostate

**Comment:** Though a pain in the prostate may leave a man prostrate, the gland contains no [r].

**Don't say:** Realator | **Do say:** Realtor

**Comment:** As you avoid the extra vowel in "masonry," remember to do the same for "realtor," the guy who sells what the mason creates.

**Don't say:** silicone | **Do say:** silicon

**Comment:** Silicon is the material they make computer chips from but implants are made of silicone.

**Don't say:** snuck | **Do say:** sneaked

**Comment:** I doubt we will get "snuck" out of the language any time soon but here is a reminder that it really isn't a word.

**Don't say:** suit | **Do say:** suite

**Comment:** If you don't wear it (a suit [sut]), then it is a suite [sweet], as in a living room suite or a suite of rooms.

**Don't say:** supremacist | **Do say:** supremacist

**Comment:** This word is derived from "supremacy," not "supreme." A supremacist would be someone who considers himself supreme. You know there is no one like that.

### Exercises

**Identify and mark the tone in the following statements.**

1. Come here. (Command)
2. Could you open the window, please?
3. How dare you to enter into my room without my permission?
4. I am going.
5. Did you remember to buy the milk?
6. Where did you buy that?
7. This is our college.
8. Did you attend the classes yesterday?
9. Switch off all the fans and lights.
10. It is a wonderful weather today. Isn't it?

# EXTEMPORE PUBLIC SPEAKING

## A. Objectives

- To develop confidence among students to speak in public
- To learn the use of body language and improve verbal message
- To gain experience in extemporaneous speaking or a prepared oral presentation
- To learn the use of body language and improve verbal message
- To enable students to know the effectiveness of direct speech and voice patterns
- To enhance students' language skills by using idioms and phrases
- To make them understand the errors and how to overcome the same in connected speech

## B. Content

**Introduction:** Extempore is a stage performance which is carried out without preparation of any kind. This term is mostly used while referring to speech and poetry discussions. The other commonly used names for extempore speeches are impromptu speaking, improvised speaking and extemporaneous speaking. Speaking without any preparation of any kind in front of a huge audience can give creeps to anyone. There are many times when we are expected to speak out of our knowledge and without prior preparations. Here are some tips to help you given an extempore speech without any hurdles.

- 1 **Focus on one point:** Talking in general is an easy task, but becomes tough when you have to talk about a particular topic. Any topic on which you need to talk about would have certain main areas. Understand that you will not be able to cover all the points in a speech, therefore concentrate on a single point and take it forward.
- 2 **Limit your speech to your knowledge:** Many people tend to talk a little more without having any prior information. Talking for the sake of talking does not yield any results. It is always important that you talk as far as you know correctly about the topic and nothing more.
- 3 **Do not memorize:** Memorizing information only leads to it being stiff and less conversational. Memorizing will also result you in forgetting a point and getting stuck in a particular place, which can be avoided by impromptu speaking.
- 4 **Focus on opening and closing statements:** The opening and closing statements decide on how the audience welcomes your speech. Making an impact which can keep them glued to your speech with your opening statement and remembering your speech by the closing statement is important.

Impromptu speech is better developed by constant practice. Confidence is the key to help you develop this method of communication to a large audience.

**Extempore / Group Discussion** is one of the processes in shortlisting the candidates in the **B-schools**.

### Topics for practice

- Before criticising anyone, put yourself into their shoes
- Population explosion
- Flyovers
- Indian tourism
- Tough conditions don't last, tough men do
- Is it possible to implement 'one child' policy?
- Foreign channels are a threat to our

culture

- Kashmir issue – can it be solved
- Privatization of universities
- Advantages of vegetarianism
- What are the winning ways of success
- Mobile tech: boon or bane
- Positive attitude
- Does fashion influence Indian culture?
- Pride & prejudice spoil relationship
- China, the next world power
- IT jobs on the rise
- Parents are demanding on their children
- Globalization
- Should India pursue dialogue with Pakistan?
- Real learning takes place through experience

### Active and Passive voice

Of all the effects created by writers, none is more important or elusive than that quality called "voice." Good writers, it is said time and again, want to "find" their voice. And they want that voice to be "authentic," a word from the same root as "author" and "authority." But what is voice, and how does the writer tune it?

**Active voice:** The active voice means the person who performs the action is the subject of the verb. The active voice is used to indicate that the grammatical subject of the verb is performing the action or causing the happening denoted by the verb.

**Passive voice:** The passive voice means the verb forms which are used when the subject refers to someone or something that does not perform the action but is affected by the action of the verb. The passive voice is used to indicate that the grammatical subject of the verb is the recipient (not the doer) of the action denoted by the verb.

### Definition

English has two voices: active and passive. The active voice is used when the action is done by the subject: The dog ate my homework.

The passive voice (BE + V+ed/-en/-t) is used when the action of the sentence is not being done by the subject: My homework was eaten by the dog.

The passive is formed with any time frame of the verb TO BE + the PAST PARTICIPLE. The passive voice is often used:

- to describe artistic, scientific and literary endeavors:  
The Mona Lisa *was painted* by Leonardo Da Vinci.  
Research *is now being done* on a cure for this disease.
- to explain directions and procedures:  
The game of Monopoly *can be played* by two to four players.
- to describe legal and governmental matters and to avoid placing direct blame:  
Reports on several new gun laws *were being discussed*. When active sentences have verbs with direct objects (are transitive), they can become passive:

She is reserving a table.	A table is being reserved.
A thief stole my stereo.	My stereo has been stolen by a thief.
<p>Errors using the passive voice often occur when students do not edit for subject-verb agreement, omit the verb TO BE, or use the incorrect form of the past participle.</p> <p>Incorrect:  Legends has been passed down.  The lecture delivered by a famous professor tomorrow.  The missing man was last seeing at a park.</p>	<p>Correct:  Legends have been passed down.  The lecture will be delivered by a famous professor tomorrow.  The missing man was last seen at a park.</p>

### Common errors in English

English writing is an art which requires a lot of writing practices. It demands correct grammar, spellings and uses of appropriate words to communicate the feelings and thoughts as well as other information. Mostly peoples use correct grammar and spelling but several times they make some errors which are mostly done by other peoples also. We can define these errors as common grammatical errors or common writing errors in English. These should be avoided in writing to write an impressive content or language. These are as follows:

**Use of main verb and helping verb:** This is most common error after error of coma which can be seen anywhere and everywhere. Often helping verb does not support the used main verb which changes the meaning of sentence and creates confusion. Sometimes peoples do not use the correct form of main verb which also changes the meaning of language and misguides to the reader or hearer. We can also take passive sentences as examples of mismatching of main verb and helping verb where use of wrong form of main verb and helping verb interprets the false statement.

**Mismatch of subject and helping verb:** This is another error related to the use of verb which occurred several times. Generally it happens when either subject is singular and verb is plural or subject is plural and verb is singular. Although it does not interpret wrong meaning but generates confusion about the subject and verb.

**Use of pronoun:** Pronoun error is also an error which has been done by maximum peoples especially in the number of nouns likewise singular pronoun should be used for singular noun and plural pronoun should be used for plural noun.

**Use of comma or separation/conjunction word:** Comma is an important character of languages which can change the meaning of a sentence, if it is not used at right place. Comma is used to differentiate two interrelated sentences without breaking them into two sentences. It is used in several forms as comma, semi-colon, colon and replacing with the suitable word, transitional word or conjunction such as and, but, for, yet, however, moreover, nevertheless, instead, rather than, otherwise, therefore, also, as well as, either, or, after, before, although, unless, as, if, because, when, while, until and so on.

**Use of Apostrophe:** Apostrophe is used to show ownership or possession of something. Sometimes it is also used to indicate the helping verb as example it is may be written as it's.

**Use of wrong words:** It happens due to lack of knowledge of dictionary. Often the students do not know that which word should be used and they write other word which does not justify the sentences and their thought. It can be sort out after having a sound knowledge of words and their interpretational uses. Here are some examples for wrong word usage:

Wrong: I have visited Niagara Falls last weekend.

Right: I visited Niagara Falls last weekend.

Wrong: The woman which works here is from Japan.

Right: The woman who works here is from Japan.

Wrong: She's married with a dentist. Right: She's married to a dentist.

Wrong: She was boring in the class.

Right: She was bored in the class.

Wrong: I must to call him immediately.

Right: I must call him immediately.

Wrong: Every students like the teacher.

Right: Every student likes the teacher.

Wrong: Although it was raining, but we had the picnic.

Right: Although it was raining, we had the picnic.

Wrong: I've been here since three months.

Right: I've been here for three months.

Wrong: You speak English good.

Right: You speak English well.

Wrong: I didn't meet nobody. Right: I didn't meet anybody.

**Idioms and Phrases:** Idiom is an expression whose meaning is different from the meaning of individual words. It can either be one word or a group of words which when used together have a different meaning from the literal meaning of its component words. Usually idioms are special to one language and cannot be translated word for word.

Phrase is a group of words that are used together in a fixed expression. Phrasal verb is a combination of words that is used like a verb and consists of an adverb and adverb or preposition.

Examples: 'Take off', 'do away with'

**Here is the list of some idiomatic expressions.**

<b>Idiom</b>	<b>Definition/Translation</b>
<i>"At the drop of a hat"</i>	Without any hesitation; instantly.
<i>"Burn the midnight oil"</i>	To work late into the night, alluding to the time before electric lighting.
<i>"Beat around the bush"</i>	To treat a topic, but omit its main points, often intentionally or to delay or avoid talking about something difficult or unpleasant.
<i>"Pull somebody's leg"</i>	To tease or to joke by telling a lie.
<i>"Bite off more than one can chew"</i>	To take on more responsibility than you can manage.
<i>"Get bent out of shape"</i>	To take offense; to get worked up, aggravated, or annoyed
<i>"Cut the mustard"</i>	To succeed; to come up to expectations.
<i>"Screw the pooch"</i>	To screw up; to fail in dramatic and ignominious fashion.
<i>"Bust one's chops"</i>	To say things intended to harass.
<i>"Let the cat out of the bag"</i>	To reveal a secret.
<i>"Cut the cheese"</i>	To pass gas, fart, break wind
<i>"Hit the road"</i>	To leave.
<i>"Have a blast"</i>	To have a good time or to enjoy oneself.

"Hit the sack"	To go to bed.
"Add insult to injury"	To further a loss with mockery or indignity; to worsen an unfavorable situation.
"Thumb one's nose"	To express scorn or to disregard.
"Off the hook"	To escape a situation of responsibility, obligation, or (less frequently) danger.
"Bite the bullet"	To endure a painful or unpleasant situation that is unavoidable.
"Cold shoulder"	To display aloofness and disdain.
"Call it a day"	To declare the end of a task.
"Trip the light fantastic"	To dance
"Put the cat among the pigeons"	To create a disturbance and cause trouble.
"Chew the fat"	To chat idly or generally waste time talking.
"Shoot the breeze"	To chat idly or generally waste time talking.
"Clam up"	To become silent; to stop talking, to shut up.
"Take the biscuit (UK)"	To be particularly bad, objectionable, or egregious.
"Take the cake (US)"	To be especially good or outstanding.
"Split the whistle"	To arrive just on time.
"By the seat of one's	To achieve through instinct or do something without advance

<b>Idiom</b>	<b>Definition/Translation</b>
<i>pants</i> "	Preparation.
"You can say that again"	That is very true; <i>expression of wholehearted agreement</i>
"Have eyes in the back of one's head"	Someone can perceive things and events that are outside of their field of vision.
"Cat nap"	Short sleep.
"Spill the beans"	Reveal someone's secret.
"Basket case"	One made powerless or ineffective, as by nerves, panic, or stress.
"Right as rain"	Needed, appropriate, essential, or hoped-for and has come to mean perfect, well, absolutely right.
"By the skin of one's teeth"	Narrowly; barely. Usually used in regard to a narrow escape from a disaster.
"From scratch / to make from scratch"	Make from original ingredients; start from the beginning with no prior preparation
"Drop a dime"	Make a telephone call; to be an informant.
"Barking up the wrong tree"	Looking in the wrong place.
"All ears"	Listening intently; fully focused or awaiting an explanation.
"Fit as a fiddle"	In good physical health.
"Under the weather"	Feel sick or poorly
"Kick the bucket"	Euphemism for dying or death.
"Sleep with the fishes"	Euphemism for dying or death.
"Don't have a cow"	Don't overreact.
"Off one's trolley" or "Off one's rocker"	Crazy, demented, out of one's mind, in a confused or befuddled state of mind, senile.
"From A to Z"	Covering a complete range; comprehensively.
"All thumbs"	Clumsy, awkward.
"Through thick and thin"	Both good and bad times.
"A dime a dozen"	Anything that is common, inexpensive, and easy to get or available anywhere.
"Chink in one's armor"	An area of vulnerability
"For a song"	Almost free. Very cheap.

"A bitter pill"	A situation or information that is unpleasant but must be accepted.
"Break a leg"	A saying from the theatre that means "good luck."
"Achilles' heel"	A metaphor for a fatal weakness in spite of overall strength.
"Couch potato"	A lazy person.
"Piece of cake"	A job, task or other activity that is pleasant – or, by extension, easy or simple.
"Ace in the hole"	A hidden or secret strength or unrevealed advantage.

### Exercises

#### Give an extemporaneous speech on the following topics

- Is knowledge more important than wisdom?
- If you could meet a world leader, who would it be and why?
- If you could change one event in history, what would it be and why?
- What word best describes your personality and why?
- How would your life be different if you had been born the opposite gender?
- What would you do with one million dollars?
- With whom in your family are you attached most?

#### Identify the voice used in following and change to active/passive voice.

- They often \_\_\_\_\_ music. (listen to)
- Chandu \_\_\_\_\_ Mathematics. (teach)
- Lots of houses \_\_\_\_\_ by the earthquake last month. (destroy)
- The bus driver \_\_\_\_\_ before week. (hurt)
- You \_\_\_\_\_ dolphins here before two weeks. (see)
- They \_\_\_\_\_ a song yesterday at 5.00. (sing)
- Henry Ford \_\_\_\_\_ the assembly line in 1976. (invent )
- She \_\_\_\_\_ an e-mail at the moment. (read)
- We \_\_\_\_\_ our homework last Sunday. (do)

#### Choose the appropriate word to complete the meaning of the idiom.

- All the promises these politicians make are just \_\_\_\_\_ in the sky.
- The small amount of money donated is just a drop in the \_\_\_\_\_ compared to the large sum of money needed.
- I had to face the \_\_\_\_\_ all by myself although I was not the only responsible for the problem.
- He has been successful in his life. He went from \_\_\_\_\_ to riches.
- He spends his time drinking and watching TV. He's no \_\_\_\_\_ to man or beast.



# NEUTRALIZATION OF MOTHER TONGUE INFLUENCE AND CONVERSATION PRACTICE

## A. Objectives

- To develop the students pronunciation skills
- To make students understand the influence of mother tongue on English pronunciation
- To get them familiar with the correct ways of pronunciation
- To develop the knowledge of accent neutralization.
- To prepare the students to overcome the problems of mother tongue influence

## B. Content

**Introduction:** The basic criteria of communication or accent are that one should understand what the other person is saying and vice versa. Communication is a crucial part of globalization. This globalization has created revolution in entrepreneurship and outsourcing. The need for speaking in a neutral accent has been growing today because the customers and the clients have to interact in a universal language in a globally acceptable style and accent. Initially people focused only on the American accent as Americans were the clients for many projects handled by different developing nations. Today many countries including developing nations like India outsource their projects for the sake of cost, quality and resources. People other than the ones in the USA do not understand the American accent. This communication barrier is solved after the arrival of the accent neutralization concept.

### Steps to overcome mother tongue influence

1. **Get familiar with the sounds of English, and learn about the International Phonetic Alphabet:** The IPA was created by A. C. Gimson and is essentially composed of the symbols used in the majority of dictionaries for foreign students. It has 20 vowel sounds – plus glides-and 24 consonants. Although they don't exhaust all of the genuine English sounds a natural may utilize, they represent a comprehensible structure from which to commence to notice the difference amid fundamental pairs of sounds, those that are commonly incorrectly pronounced by foreign speakers, regardless of their mother tongue.  
  
For example: “day” and “they”, or “bark” and “back”. Once you become acquainted with the sounds, it will be priceless instrument to see weak points and make them stronger.
2. **Practice translates into perfect:** Once you get acquainted with the English phonemes this is how sounds are known, phonemes-, you need to train, not merely your accent, but your ear. Study how to listen. Try to face the English language as often as possible. A good idea is to remove subtitles from movies. Study how to make out sounds, teach your ear to identify those critical pairs we mentioned above. Keep speaking with the implementations from the new learning. Speak to everyone who would understand the language.
3. **Enjoy singing:** This is your occasion. Get the lyrics of your favorite songs and, let yourself go. Keep in mind to constantly be conscious of your accent and the sounds you release. Think in that language using those sounds.
4. Finally avoid rolling back to the earlier habits.

## Exercise

1. Read the following conversation with correct accent and intonation

Student: Sir, I am unable to understand this question. Please explain it to me again.

Teacher: I think I have explained this chapter twice. Where were you that time?

Student: I was absent that time.

Teacher: Why were you absent? Do not you know this is very important time of studies?

Student: Sir there was something important.

Teacher: These days nothing is more important than studies. Be regular.

Students: Yes sir. I will be regular now. Please explain this chapter to me again.

Teacher: If I explain it again then I would be unable to complete your course. The whole class will have to suffer because of you.

Student: Please sir. I need your help.

Teacher: O.K. then do one thing, come to my house. I will explain you there.

Student: Thank you sir. Will you take any fee for it?

Teacher: No, I will not take any fee.

Student: Thank you sir.

# INFORMATION TRANSFER & ORAL PRESENTATION

## A. Objectives

- To understand what graphics convey
- To learn the various examples of graphics
- To know the use of visuals in seminars, conferences, etc
- To provide better leadership opportunities
- To learn how to organize a presentation to lure the audience.
- To make students familiar with the content development for oral presentations
- To gain experience in oral presentation

## B. Content

**Introduction (Information Transfer):** Graphics that can be included to put information or data in continues writing. They facilitate in showing comparisons and trends over a period of time. Diagrams show the development of something through different stages of progress. And finally the students learn the pictorial representation of various steps involved in solving a problem.

## TOOLS

**Tables:** A simple form of graphic representation is a table, in which data are arranged in horizontal rows and vertical columns that carry labels to identify what they represent.

**Uses of a table:** A **table** is both a mode of visual communication and also a means of arranging data. The use of tables is pervasive throughout all communication, research and data analysis. Tables appear in print media, handwritten notes, computer software, architectural ornamentation, traffic signs and many other places. A table consists of an ordered arrangement of **rows** and **columns**.

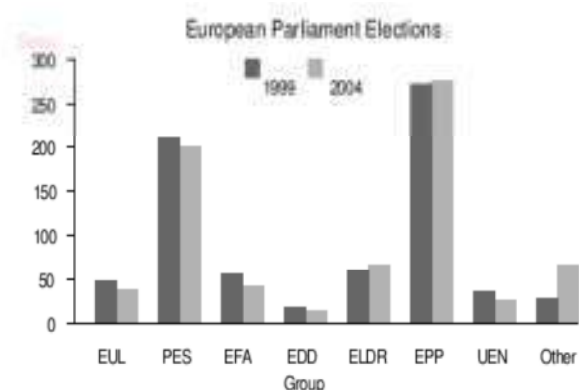
One such example is as follows. The table below contains information about the production of essential supplies in from 1993 to 1998.

Production in India	1993-94	1994-95	1995-96	1996-97	1997-98
Rice	57.06	48.98	59.01	60.8	62.22
Wheat	35.76	32.21	50.89	75.43	80.79
Sugarcane	25.11	24.10	28.08	29.31	30.08
Tea	15.88	20.11	25.77	30.80	48.92
Coffee	12.00	10.86	18.25	23.62	40.77

## Bar charts

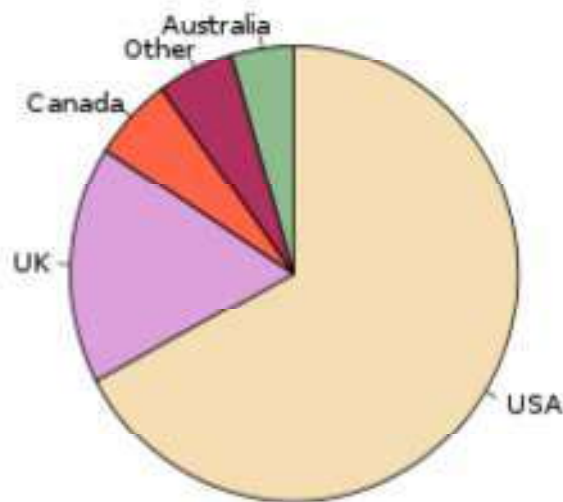
A bar chart or bar graph is a chart with rectangular bars with lengths proportional to the values that they represent. The bars can also be plotted horizontally. It is very useful if you are trying to record certain information whether it is continuous or not continuous data.

The above bar-chart lists the number of seats allocated to each party group in European elections in 1999 and 2004.



**Pie-chart**

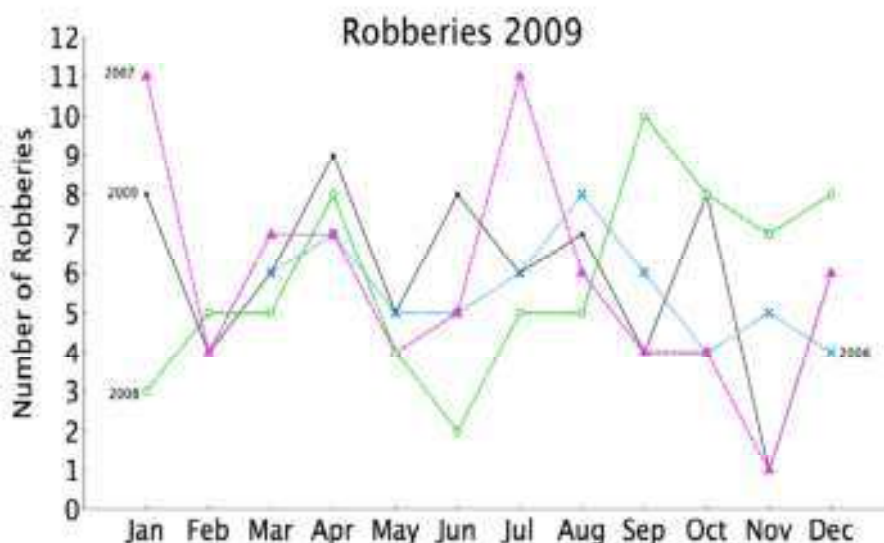
A pie chart (or a circle graph) is a circular chart divided into sectors, illustrating proportion. In a pie chart, the arc length of each sector (and consequently its central angle and area), is proportional to the quantity it represents. Together, the sectors create a full disk. It is named for its resemblance to a pie which has been sliced.



Pie chart of populations of English native speakers

**Line graphs**

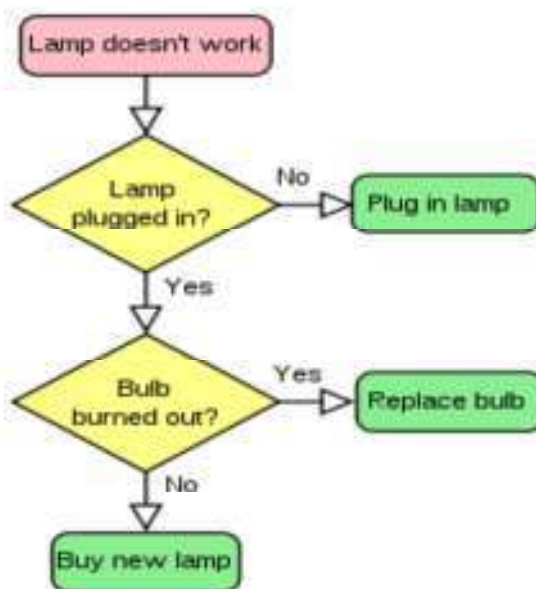
A line graph is a picture designed to express words. This is especially true when two or more sets of numbers are related in some way and how they vary in relation to one another.



This graph shows the robberies took place in the year 2009 in Hyderabad

**Flow chart**

A flowchart is a common type of diagram that represents an algorithm or process, showing the steps as boxes of various kinds, and their order by connecting these with arrows. This diagrammatic representation can give a step-by-step solution to a given problem. Data is represented in these boxes, and arrows connecting them represent flow / direction of flow of data. Flowcharts are used in analyzing, designing, documenting or managing a process or program in various fields.



**Uses of flow charts**

Flowcharts are helpful in understanding a complicated process. This is especially true if you have to make decisions and do different

steps depending on those decisions. By looking at a flowchart you can visually follow different paths through the chart. For each step on a flowchart you can ask yourself "Is this step necessary? Can it be improved?"

A simple flowchart representing a process for dealing with a non-functioning lamp

### Maps and plans

A map is a visual representation of an area—a symbolic depiction highlighting relationships between elements of that space such as objects, regions, and themes. They show outlines and boundaries, names or codes of areas within them and feature such as roads, coastlines, rivers, buildings and rooms. The map below represents the roadways and the other map represents the distance between cities.



### Pictogram

A pictogram or a pictograph is an ideogram that conveys its meaning through its pictorial *resemblance* to a physical object. They strive to communicate as clearly as possible by removing details and focusing on the simplicity of the likeness between a physical object and how they are most easily recognized.

This makes pictograms incredibly *potent* at delivering clear messages as long as the receiver understands the simplified representation. Pictograms form part of our daily lives through their use in medication, transport, computers, etc. They support interactive nonverbal communication.



## Oral Presentation

### Content

**Introduction:** Presentation is the process of presenting the content of a topic to an audience. When the presentation is made by oral means it can be termed as an oral presentation. The purpose of using the oral presentation technique is to eliminate, or reduce, the need for written material, where information can be conveyed in a more meaningful and efficient way through verbal means. In today's competitive world, oral presentations help in sharing your knowledge and views with others and also to bring something important to others notice.

There are two main types of oral presentations. They are,

- Extempore (pronounced ex-tem-pore)
- Prepared oral presentation

### Impromptu or Extemporaneous Speaking

While many of us do not like to speak before people, there are times when we are asked to get up and say a few words about someone or a topic when we have not planned on saying anything at all. We are more shocked than anyone else. Has this ever happened to you? If and when this does happen to you, be prepared to rise to the challenge. Tips for an Effective Presentation:

- **Decide quickly on what your message would be:** Keep in mind the fact that you have not been asked to give a speech but to make some impromptu remarks. Hopefully they have asked you early enough so you can at least jot down a few notes before you speak. If not, pick ONE message or comment and focus on that one main idea. Many times, other ideas may come to you after you start speaking. If this happens, go with the flow and trust your instincts.
- **Do not try and memorize what you want to say:** Trying to memorize will only make you more nervous and you will find yourself thinking more about the words and not about the message.
- **Start off strong and with confidence:** If you at least plan your opening statement, this will get you started on the right foot. After all, just like with any formal speech, getting started is the most difficult part. Plan what your first sentence will be. You may even write this opening line down on your note card and glance at it one more time just before you begin speaking. If you know you have three points or ideas to say, just start off simple by saying, "I would just like to talk about 3 points". The first point is .... The second point is ....and so on.
- **Decide on your transitions from one point to the other** -After you have decided on your opening remark or line, come up with a simple transition statement that takes you to your main point. If you have more than one point to make, you can use a natural transition such as, "My second point is... or my next point is..." etc. Just list on your note card or napkin, if you have to, the main points or ideas. Do not write out the exact words, but just the points you want to mention.
- **Maintain eye contact with the audience:** This is easier to do if you do not write down all kinds of stuff to read out. Look at your next idea or thought and maintain eye contact with your audience and speak from your heart. Focus on communicating **to** your audience and not speaking to the crowd.
- **Occasionally throw in an off-the-cuff remark:** If you want your style to be flexible and seem impromptu, trust your instinct and add a few words which just pop into your head. Keep it conversational and think of the audience as a group of friends.
- **Finally, have a good conclusion:** Gracefully just state... "And the last point I would like to

make is....”. Once you have made your last point, you can then turn back to the person who asked you to speak in the first place. With a little practice, this process will feel more natural to you. Anticipating that you may be asked to say a few words should force you to at least think about what you might say if you are asked. Then if you are asked, you are better prepared because you have already anticipated being asked.

### **Prepared Oral Presentation**

In a prepared oral presentation, you know the topic which you are going to present, you can prepare your presentation before hand as you would know already about your audience. This presentation usually spans 10-30 minutes (though the duration of presentation entirely depends on the purpose of the presentation), followed by discussion, clarification and questions

**Barriers for Effective presentation:** Some of the barriers to effective presentation are,

**A. Fear:** When a person stands before a huge gathering of people, who are eager to listen to him, it is obvious that he becomes nervous. This nervousness plays a positive role as long as it makes the speaker more attentive, but once it takes a toll over him, it spoils the entire presentation.

**B. Lack of preparation:** It is always advisable that the speaker plans everything in advance. It includes preparation related to the topic, keeping a small paper handy and jotting down ideas is better than relying on one’s memory. Preparation also includes preparing oneself for unpredictable problems with the sound system, visual clips, slides & projector. If the speaker fails to prepare for this, his presentation might be a failure, due to power cut or some technical problems. Lack of preparation would make the presentation less impressive.

**C. Unable to control one’s ideas:** Some speakers beat around the bush and never come to the main idea. They give elaborate examples, explain for a long time. They get stuck up with a trivial point/thing. Some speakers fail to present their ideas in a sequence. Deviation from the main topic plays a negative role in the outcome of a speech.

### **How to make a good presentation?**

In order to make a successful presentation, you should keep in mind the following aspects:

1. **Conquering stage fear:** To conquer stage fright, know the facts about it.

- Some amount of stage fright is helpful.
- Many professional speakers never completely lost all their stage fright.
- One of the main reasons for stage fright is that one is not accustomed to speaking in public.
- Some symptoms like, mental blocks, trembling arms, excessive sweating, lack of fluency are usual among beginners.
- To gain confidence, watch successful presentations of other speakers.
- Thorough preparation would help you conquer stage fright.
- Simple warm up exercise, rotating your arms and moving your facial muscles would help you speak with natural ease.
- Including carbohydrates in the meal which you take before the presentation and taking banana or chocolates would help you.
- Before beginning your presentation, take three deep breaths of air.
- Encouraging oneself by statements such as, “I can make a successful presentation” and

“I am confident of myself” will help.

2. **The audience:** The most important thing for a presentation is your audience. Consider their age group and find out whether they all are from the same group or with varied backgrounds... Always know the needs of your audience before planning for anything.

Ask yourself, how your presentation will help them and what you want them to know by the end of your presentation.

**3. Content of your presentation:** Your content should not be too difficult for the audience to understand. If the content is too long, it should be shortened according to the time allotted. Some examples and instructions should be present to support your argument and make the audience understand better. While preparing the content, remember to highlight the key points which will support your argument.

**4. Structure of your presentation:** Generally, a presentation starts with an introduction, followed by the body of the speech and ends with a conclusion. In the introduction, you “tell them what you are going to tell them”.

In the body, you “tell them”. In the conclusion, you “tell them what you told them”. You may use some anecdotes or questions to raise interest among your audience. Then state the goal of your presentation and tell them briefly the main issues you will discuss in your presentation.

The introduction should end with a reiteration of your main point. The body should develop each point previewed in the introduction. You may present your ideas in a chronological sequence, or a simple topical sequence. You should announce each point as you come to it, so that your audience knows when you have completed one point and begun another.

The conclusion of the presentation should help the audience understand the significance of your talk and remember the main points. It should not be too long and should leave the audience with a positive feeling about you and your ideas.

**The Delivery:** Some of the main areas you should concentrate are:

- **Quality of your voice:** Voice quality involves your attention to volume, speed, fluency, clarity of your voice and your pronunciation. Adjust your tone volume to the size of the room. Use a microphone or collar mike if necessary. Make sure that the people at the back can hear you. Speak at a rate that your audience can understand. Never make a hasty presentation, just because you have too much material to present in less time. Time your presentation. Use pauses to allow the audience digest an important point. Make sure that you are pronouncing difficult words correctly.
- **Rapport with your audience:** Look into the eyes of your audience while presenting. In between have a glance at all of them. Avoid looking at any one too long. Do not ever try to address the ceiling or the walls of the room. If you do not make a sincere eye contact with your audience, they may think you are not confident about what you are presenting.

Questions in between will make the audience listen actively. One of the secrets to make a good presentation is to involve the audience.

- **Pay attention to your body language:** Your body language should not send negative signals to your audience. Be confident and make sure your confidence is expressed in your smile and movements. Stand straight and do not be stagnant at one place. Keep moving around, (not excessively). Avoid unnecessary movement of hands. Always dress in formals.
- **Use visual aids effectively:** Visual aids play a vital role in presentations. Human beings are capable of remembering something they visualized, better than something they heard. The quality and number of visual aids should enhance, not distract the audience from your



message. Always remember the value of pictures, graphs, symbols and objectives. While preparing the transparencies, for your OHP, use a plain font of substantial size (18 point or more). If you use colours, do not use more than three colours. Ask yourself whether the audience can quickly & easily grasp what they see or will they spend time reading and not listening?

Make sure you know how to operate the equipment. Practice it ahead of time. Have backup cords, bulbs, adapters etc. prepare for the worst (all gadgets depend upon electricity and failure of power supply should not fail your presentation). Make sure you know the lighting requirements for your equipment, where the switches are and what settings are needed.

#### **Some don'ts while using visual aids:**

1. Avoid using a diagram prepared for a technical report in your presentation. It will be too detailed and difficult to read.
2. Slides and OHPs should contain the minimum information necessary. To do otherwise risks making the slide illegible or divert your audience's attention so that they spend time reading the slide rather than listening to you. One of the clever things to do is to write down the salient points which you want the audience to know and remember, so that you need not repeatedly say them.
3. Avoid pointing at the transparency with a pen during the presentation – it is messy and the audience will be fascinated by your shaking hand.
4. Do not block your audience's vision.

Prepared oral presentations are always advantageous and can be presented successfully if you take enough care. On the other hand, extempore presentation is something which you will have to make without any prior preparation or practice. The problem many people face with this kind of presentation is nervousness. A successful extempore oral presentation can be made only if one is confident of one self. Try to gather your thoughts as quickly as possible. Arrange them in an order quickly and start speaking

You will probably have a number of opportunities to make oral presentations at your college. These can take place in informal situations and sometimes they may be assessed. You will start with short, informal presentations and gradually build up. Look at each presentation positively as an opportunity to enhance your technique and confidence.

As the saying goes, "Practice makes a man perfect". You will find that you will develop a great deal with practice. You will benefit a lot later by presenting now, as presentation skills are becoming an essential part of work-life.

#### **Reading Comprehension**

Reading comprehension refers to the ability to understand the information presented in written form.

**Purpose of reading:** The purpose of reading is to connect the ideas on the page to what you already know.

**Reading rates:** Your reading rate will vary depending upon the reading material. For example, an exciting novel is quicker read than a text in biology or history. Text books also vary in, how well they are written and as a consequence some are more difficult or boring to read. In order to increase our speed you must take in more words with each **eye-fixation**. In order to increase our speed the following points must be focused upon:

- Try to avoid focusing on every word, but rather look at groups of two or three words.
- Update your vocabulary with new words, so that you do not get struck up when you read them again.
- Develop the reading habit at least to half-an-hour a day.
- Spend a few minutes a day reading at a faster rate than your comfortable rate.
- If you have poor concentration while reading, practice reading for only 5-10 minutes at a time and gradually increase it.

**Reasons for poor comprehension:** The main reasons for poor reading comprehension are

- Inability to understand a word and a sentence.
- Inability to understand how sentences relate to one another.
- Inability to understand how the information fits together in a meaningful way.

### **Improving comprehension skills**

- Read a variety of materials other than text books.
- Try to read an entire section or a chapter for easy understanding.
- Underline unknown or unfamiliar words.
- After reading, recall maximum information possible and note down the important points.
- Consider how interesting the subject matter is and how much you already know about the subject. This will help you in self-analysis.

Improved reading comprehension skills can positively impact many facets of students' academic performance, leading to improved class participation and more accurate and complete notes. The following techniques are usually applied for improving comprehension skills

**Skimming and Scanning:** Before start in to read a text in detail, take a moment to preview the text. Read quickly without pausing for the details. This is called skimming. After having skimmed the text, we can study in more detailed looking for the information that you are interested in. This is known as scanning.

It is very difficult to remember the complete contents of long texts. Hence, it's advisable to make notes of essential information in the text. This results in a short outline of the text containing all its important aspects.

**Extensive Reading:** Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

Examples:

1. The latest marketing strategy book
2. A novel you read before going to bed
3. Magazine articles that interest you

**Intensive Reading:** Intensive reading is used on shorted texts in order to extract specific information it includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number of fact.

Examples:

1. A book keeping report
2. An insurance claim

## Inferences

**Author's viewpoints:** In reading a textbook inferences or assumptions are made about the position of the author like, is the author neutral or he or she has an opinion? The author often shows his or her opinion either by adding certain phrases or by adding a value to a word. The author can add words like, *luckily or unfortunately* to show approval or displeasure. Likewise, we can also add words like *surprise, regret, or other emotions*.

Eg: Surprisingly, to shock, unexpectedly, regrettably, pity, to be disappointed etc.

The author can also reveal his view point by adding value to a word.

For example: huge or gigantic for something big or impressive. Tiny or microscopic to indicate something small or unimpressive.

**Readers' view point:** Even readers who have a wide and flexible vocabulary will encounter words whose meaning they do not know. You may often come across a not too familiar word whose meaning you were able to guess accurately. This is possible if you understand the relationships between words in meaning and form by following the steps mentioned below:

1. Determine the word class, i.e., a verb, a noun and adjective, an adverb etc.
2. Determine its function in the sentence, i.e., how it is related to other words in the sentence.
3. Analyze the contextual clues, i.e., the context in which we find this word positive or negative.
4. Is there any relation between this word and a word that is familiar to you? For example: the word 'aging' in the population is aging rapidly. We recognize the word age in aging and hence can easily derive its meaning.
5. Try and derive the eventual meaning of the word.

## Job application with Resume preparation

A job application is a letter to persuade the prospective employers to go through the attached resume and motivate them to contact the applicant for an interview. Through this letter the applicants promise to offer their best services to the employer. A job application should always have two essential parts. 1) Cover Letter and 2) Resume. Each one of them plays a vital role in the job searching process.

1. **Cover Letter:** A cover letter must,
  - Gain attention of the employer about the qualifications. (introductory paragraph)
  - Carry conviction with the help of the past performance and testimonials. (main body)
  - Motivate the prospective employer to grant you an interview. (concluding paragraph)

In introductory paragraph, state why you are applying and how you came to know about the job opening and which job you are applying for. (Like: through advertisements, personal contacts, etc). Summarize your best credentials. Remember to stand out from the other applicants by avoiding the routine beginnings such as 'in response to your advertisement'. Try to appear to be innovative in your style of presentation.

In the main text, academic and professional skills are highlighted. Impress up on the employer how the institution or the company stands to benefit from the skills, rather than talking about how the job will make you happy. Give specific details of achievements like rewards, awards and prizes etc.

The purpose of the concluding paragraph is to request the prospective employer to give a chance for an interview. **Never demand it.** Try to sound natural and appreciative. Express your willingness politely to come and meet the concerned personnel at their office at their convenient time.

2. **Resume:** Resume or Curriculum Vitae are part of the job application letter. They are technical as well as marketing documents which reflect our past and present performance to the prospective employer to assess the future potential of the applicant. **In fact, the prospective employer frames his impression from the resume.** The resume may not get a job directly but it can put the applicant on the short list of the candidates to be considered. So, if a resume effective, the doors of possible employment are opened.

### **How should a resume be?**

A resume should reflect the professional image one want to create. It should be:

- Neat and error free without whitener or hand corrections.
- Legible and clear.
- Printed on good quality A4 size paper.

A resume should never exceed two pages in length. Employers are often unimpressed with lengthy resumes. A long resume may prompt early disqualification in the initial selection process only. While resumes can be organized in more than one way, they will almost contain the same basic information. Remember that the purpose of resumes is to get an interview call only.

**Types of resumes:** Basically, the resumes are three types.

1 **Chronological Resume:** The chronological resume emphasizes on education and work experience, and is most effective when such experience clearly relates to the job sought by the applicant. Within the categories, 'education', 'work experience' and 'related experience' list entries in reverse order, beginning with the most recent experience. Under each position highlight the responsibilities, accomplishments by emphasizing how they would be beneficial to the employer. If you are a recent graduate, list your educational aspects first. The chronological approach is the most commonly preferred resume by most of the employers.

2 **Functional Resume:** The functional resume emphasizes on individual fields of competence and skills hence used by applicants who are just entering the job market or who have a little continuous carrier related experience. In a nutshell, it demonstrates the applicants' ability to handle the position they are applying for.

3 **Hybrid (Combination) Resume:** This includes the best features of the chronological and functional resumes. However, this type is not popular or not commonly used as it tends to be very lengthy and turns out to be repetitious in nature.

Whatever format is chosen, a good resume must possess the following basic qualities.

- They should focus on the employers' needs.
- They should be concise and honest.

### **Guidelines for preparing an effective Resume:**

1. Be clear with the job description of the post you are applying for.
2. Format and style must be computer friendly.
3. Use simple, lucid and clear language.
4. Avoid punctuation as much as possible.
5. Avoid spelling and grammar mistakes.
6. Use action verbs.
7. Use a standard font style and size.
8. Avoid vertical and horizontal lines and boxes.
9. Use white space to demarcate various headings.
10. Left align the entire document, avoid columns and use at least one inch margin on all the sides.

## **A sample Covering Letter for a software engineer job**

The General Manger HRD  
Wipro Ltd.  
Hi-tech city  
Hyderabad - 21

Sir,

Sub: Application for the position of Software engineer.

This is under reference to your recruitment notification in the Times of India, dated 14 August, 2013. I am an M.Tech graduate from JNTU Hyderabad with an aggregate percentage of 96. I wish to build up my carrier as a software engineer in a reputed and well established organization. I am here with forwarding my resume for the kind perusal.

With the knowledge and experience I have gained through my academics and project works, I am quite confident of reaching the expectations of my superiors and the objectives of the organization at large. I have a flair for updating my knowledge related to the area of my work and also improve my soft skills.

I look forward for a favourable response from your end in the near future.

Thanking you.

Yours faithfully

XXX

Date:

The following tabulation will give you precise comparison different types of resumes. Use it to decide which is best for you.

	<b>Chronological Resume</b>	<b>Functional Resume</b>	<b>Combination Resume</b>
<b>Overview</b>	Lists your work history in reverse order, starting with your current or most recent job and working backwards.	Focuses on skills and strengths important to employers. Omits specific dates, names, and places. De-emphasizes a spotty work history.	Blends the flexibility and strength of the other two types of resumes.
<b>Advantage</b>	Easy to write. Emphasizes steady employment record. Employers like to see job titles, level of responsibility, and dates of your work history.	De-emphasizes a spotty work history. Allows you to highlight specific strengths and transferable skills that might not be obvious when outlined in purely chronological order.	Shows off a strong employment record with upward mobility. Show how the skills you have used in the past apply to the job you are seeking. Emphasizes transferable skills.
<b>Disadvantage</b>	Calls attention to employment gaps. Skills can be difficult to spot unless they are listed in the most recent job.	No detailed work history. Content may appear to lack depth. Disliked by many employers. It makes them think you may be trying to hide your age, employment gaps, lack of relevant experience, lack of career progression, or underemployment.	Work history is often on the second page, and employer may not read that far.
<b>Best used</b>	To emphasize past career growth and development in the same career. Or when the name of a former employer may be significant to prospective employer.	To emphasize transferable skills you have used in volunteer work paid work, or coursework. Use this or a combination resume if you are a new graduate, have limited work experience, are changing careers or doing freelance work, or you do not want to call attention to your age.	To show off your skills developed throughout your work history instead of the specific positions you have held. Use when you are making a career change and names of former employers may not be obvious to prospective employer.
<b>Don't use if</b>	There are gaps in your work history, when calling attention to your age could be a problem, you have changed jobs often, or you are entering the job market for first time or after a long absence.	You want to emphasize growth or development or if your duties and responsibilities in recent jobs were limited.	Your experience is limited, or there are wide gaps in your work history.

**Resume:** The purpose of Resume is to get an interview call. It should present a biographical sketch, which is objective oriented, easily accessible and detailed.

**1 Appearance and Elements:** A Resume should be perfect; there should not be any grammatical or spelling mistakes. It should reflect the professional image you want to create. It should be neat and error free with no white out or hand corrections. It should be legible avoid croudings. It should be printed on good quality paper of A4 size. It should be reproduced clearly on a high quality printer. Resume should never exceed two pages in length. Lengthy resumes are unimpressive and hard to read

**2 Personal Information**

- a. Who you are?
- b. Where you can be reached?
- c. Name Home Address Phone Number E-mail ID

This information enables the employer to reach you easily. Note: Keep your job search away from your current employment.

**3 Career/ Professional Objectives**

It is optional if you decide to state your objective make it effective and specific.

**4 Educational/Academic Background:** Employers are usually interested in learning about your academic training, degrees earned, major and minor fields of study, courses done, practical experience gained. Begin with most recent education and work backward. Mention your grade point average if impressive. Note any honors earned. List the awards achieved for any accomplishments.

**5 Work experience/ Professional Skills**

- What kind of work you have performed?
- List your jobs in chronological order i.e. last job first
- Include any part time/ summer internships/ projects done, even if unrelated to your career objectives.
- Your ability to get and hold a job is very important.
- Name and location of the organization where you have worked/ Job title/designation/ duration of your work/ brief summary of your work.
- No need to use complete sentences. Phrases will do
- Use concrete language. Include Technical terminology to describe the work you perform.

**6. Activities and Achievements/Special interests and aptitudes:** These abilities make you a more valuable employee.

- Community Service
- Voluntary activities
- Languages known
- Special equipment you can operate
- Relevant hobbies

Group your activities such as College activities, community or social services, seminars and workshops.

**Nature of awards**

- Activity for which you received the award-Date, Month and year.

- Authority from whom you have received.

**Memberships**-if any,

**References**-”Available on request”

- Choose the best reference
- Choose high status people only
- Do get permission before hand form the people you list as references



## A sample Resume

Name:

Contact no:

Address for communication:

Email:

---

### **Objective**

To get into an exemplary organization, where I can prove my mettle towards accomplishing the organizational goals and objectives, by rendering my skills and talent in the process, learning from my experience in the organization.

**Work Experience:** (in reverse chronological order)

**Educational Qualifications:** [Academics (in reverse chronological order)]

**Projects under taken:**

**Technical skills:**

**Key Strengths:**

**Personal Profile:**

Name:

Father's name:

Gender:

Date of birth:

Nationality/religion:

Marital status:

Languages known:

**Extra-Curricular Activities:**

**Other Accomplishments:**

Thank you.

**Declaration:**

I do here by affirm that all the information in this document is accurate and true to the best of my knowledge.

(Name and signature of the applicant)

Date:

Place:

---

## Exercises

### 1 Convert this paragraph into a Table and Bar chart

The table provides a fairly rosy picture of production between 1993 and 1998. There is a gradual overall growth despite a fall in 94-95 except in tea, which went up by 5 million tons. In the next three years rice and sugarcane showed only a marginal increase: coffee production went up by 7.25 12.61 and 30.78 million tons respectively, tea by 5.77, 10.80 and 28.91 million tons and wheat by 18.89, 35.21 and 58.58 million tons.

### 2 Draw a pie-chart

Even people who live in flats grow – flower plants in pots. Little wonder that if single house owner does not grow trees and plants. No garden is complete without coconut, banana, neem trees in that order. A very few may have mango and lemon. Even though trees are more popular, plants are also grown in house gardens. They generally occupy a little less than one third space; they include flowers, vegetables and green leaves in that order of which the first is the most common.

### 3 Convert the flow chart into text



### 4 Convert the following into diagrammatical forms: Air, Water, Weather

The air cover of the earth extends up to 1000 km from its surface. This air cover is known as atmosphere. At its surface the atmosphere consists of mainly oxygen and nitrogen in the ratio of 1:4. Apart from these gases, the atmosphere contains small amounts of carbon dioxide, helium, neon and water vapour. Among all gases found in the atmosphere, nitrogen comprises 78 percent while oxygen comprises 21 percent. Argon comprises 0-09 percent, carbon dioxide occupies 0-03 percent while other gases occupy 0-07 percent, and that is why air is called as a mixture.

### 5 Prepare presentations on the topics given below:

- Make a presentation on “Media in India”
- Make a presentation on “The importance of punctuality”
- Make a presentation on “Your favorite author”
- Make a presentation on “Indian Education System”
- Make a presentation on “English in India”

### 6. Comprehension Exercise

Do birds know how to come back after a long flight? Bird scientists, known as ornithologist, say that birds know exactly where they are, where their nests are. Even the young ones can fly hundreds of nautical miles without losing their way. How do they do it? God has given them a tremendous sense

of direction; possibly they have a compass of sorts in their brain. Every year, we see birds from north India fly to the south. In India we have several bird sanctuaries where birds from both parts of the globe come, spend a few months and return when the climatic conditions in their home land are more favourable. When it is winter, the northern hemisphere it is summer in the southern hemisphere. The birds which cannot stand the cold climate fly to the warmer regions. They are called migratory birds. They can fly nonstop up to twenty hours or so in one stretch and cover a few hundred miles in one stop. The migratory birds always fly in groups.

### **Questions**

- a. Who is an ornithologist?
  - b. Why do we call some birds migratory birds?
  - c. Are the seasons same in both the hemispheres?
  - d. Do the migratory birds fly singly or in groups?
  - e. How long can migratory birds fly?
7. **Prepare a resume of your own along with a covering letter addressing to TCS Ltd. Hitech City, Madapur, Hyderabad for an appropriate position.**



## LANGUAGE LAB

Institute has a language laboratory for students requiring improvement in English language and confidence-building of those taking up competitive examinations and interviews. It focuses on developing skills set that are not outlined in the curriculum, but meant to give students an extra edge and industry-readiness. The language lab is used for language tutorials. These tutorials are open to students who voluntarily opt for remedial English classes. Language laboratory sessions include word games, quizzes, extemporary speaking, debates and other such exercises available through online resources and open source software.

### OBJECTIVES

- To develop professional skills of students for proper self-expression, social communication, spoken English, correct pronunciation, voice modulation and business etiquettes and public speaking.
- To develop students use language appropriately for interviews, group discussion and to enhance their self-confidence.
- To sensitize the students to the nuances of English speech sounds, word accent, intonation, rhythm, spoken English and neutralize mother tongue influence.
- To facilitate computer-aided multi-media instruction enabling individualized and independent language learning.

<b>MODULE - I</b> Introduction to phonetics, speech, sounds - vowels and consonants. Articles, prepositions, word formation - prefixes & suffixes, synonyms & antonyms. Basic fundamental of grammar and usage. Noun, verb & adjective.	<b>MODULE - II</b> Structure of syllables, past tense marker and plural marker; weak forms and strong forms - consonant clusters.
<b>MODULE - III</b> Minimal pairs - word accent and stress shifts - listening comprehension; descriptions- narrations- giving directions and guidelines; sequence of tenses, question tags and one word substitutes.	<b>MODULE - IV</b> Intonation and common errors in pronunciation. Extempore- public speaking; active and passive voice; intonation & common errors in English, idioms and phrases.
<b>MODULE - V</b> Neutralization of mother tongue influence and conversation practice; information transfer - oral presentation skills. Reading comprehension.	<b>MODULE - VI</b> Ice-breaking activity, JAM session, Situational dialogues, Roleplay, Expressions in various situations, Introduction: Greetings, Apologies, Requests, Social and professional concord; Words often Misspelt, Confused, Misused.
<b>MODULE - VII</b> Etiquette - telephone etiquette, First impression: Greetings, Exchange pleasantries; Body language posture, Gestures adapters, Symbolic, Conversational; Use of visual cues: Distance, Eye contact, Haptic; Touching in communication, Voice (paralanguage), Verbal communication- repeating, conflicting, complementing, substituting, regulating and accenting/moderating.	<b>MODULE - VIII</b> Group discussion - dos and don'ts, personal interaction - tips and tricks, effective communication, use of non-verbal language in speaking, public speaking- extempore, applicability of thoughts through verbal and non-verbal communication, content readiness-general awareness. AV recording and dialogue session.
<b>HARDWARE</b> System Configuration: i3 6th Gen Processor, 4GB DDR4 RAM, 500 GB HDD, FHD LED Monitor; Wired Optical Mouse; 25 Nos. Multimedia Keyboard; Headphone with mike.	<b>SOFTWARES</b> O/S: Windows 10 / Ubuntu 16.0, Office package: MS-office 2016 / Libre office; Language Lab Open Source Software: Mythware's Language Lab Tools, Ver 5.0. AICTE-Spoken Tutorial.
<b>DICTIONARIES AND THESAURUS</b> <ul style="list-style-type: none"> <li>Dictionary of Current English, Hawkins, R.e, Oxford Publication.</li> <li>Dictionary of Pronunciation, Lewis, Norman, W.R Goyal Publication.</li> <li>Compact Oxford Dictionary Thesaurus, and Word power Guide, Sosnes, Catherine, Oxford Publication.</li> <li>Hindi Shabadkosh, Pathak, Ramchandra, Bhargav Publication.</li> <li>Hindi-English Dictionary, McGregor, R.S, Oxford Publication.</li> <li>International Thesaurus, Oxford Publication.</li> <li>Learner'S Dictionary, Cambridge Publication.</li> <li>Pocket Dictionary, Dyson, Peter, Ezeabie Publication.</li> <li>Roget'S Thesaurus of English, Roget, Peter Mark, FramercyBooks.</li> <li>Student'S Dictionary of Current English, Hornby, A.S, Oxford Publication.</li> <li>The Concise Oxford Dictionary of Current English, Fowler, H.W., Oxford Publication.</li> <li>The Concise Oxford Dictionary of Current English, McIntosh, E., Oxford Publication.</li> <li>The Dictionary of Quotations, Fergusson, Rosalind, Hamlyn Publication.</li> <li>The Oxford Guide to the English Language, Hawkins, Joyce M.</li> </ul>	<b>SUGGESTED AND REFERENCE BOOKS</b> <ul style="list-style-type: none"> <li>Business- Communication; D.D Sehgal, V.K.Mittal, N.C.Garg, Ramesh Book Depot.</li> <li>Basic Managerial Skills for All; E. H. McGraw, S. J.; 4th Ed., Prentice Hall of India Pvt. Ltd., New Delhi.</li> <li>Essentials of Business Communication; Rajendra Paul, Sultan Chand &amp; Sons Publisher.</li> <li>Hand Book of Practical Communication Skills; Chrissie Wrought; Jalco Publishing House.</li> <li>English for Technical Communication; Lakshmi Narayanan; K.R. Satech Publication.</li> <li>Developing Communication Skills; Mohan Krishna; Macmillan Publication.</li> <li>Development Communication; Narula, Uma; Har-Anand Publication.</li> <li>The Definitive Book of Body Language; Pease, Allan+ Barbara.</li> <li>Communication today-Understanding Creative Skills, Ray, Reuben; Himalaya Publishing House, 2001.</li> <li>Business Etiquette; Robinson, David; Kogan Page.</li> <li>Business Communication; Sinha, K. K.; Galgotia Publishers, 2003.</li> <li>The seven habits of highly effective people; Stephen R. Covey;</li> <li>English grammar and composition; Wren &amp; Martin; 2003.</li> </ul>

In-Charge - *Language Lab*



Tecnia Campus, Institutional Area, Madhuban Chowk, Rohini, Delhi-110085

CONTACT: 011-27555121-24 • Fax No: 011-27555120

For Details Visit: Website: [www.fiaspg.tecnia.in](http://www.fiaspg.tecnia.in)

E-Mail: [counseling@tecnia.in](mailto:counseling@tecnia.in)

Living World of Diversity...

---

ISO 9001:2008 Certified: A++ Category - Best Business School by AIMA- Business Standard Survey & Included in Top 100 B & IT Schools by Dalal Street Investment Journal.