AURORA'S TECHNOLOGICAL AND RESEARCH INSTITUTE

Parvathapur, Uppal, Hyderabad-500 039.

ENGLISH LANGUAGE COMMUNICATION

SKILLS

LAB MANUAL

B.Tech I Year (R-13)

DEPARTMENT OF ENGLISH

(HUMANITIES AND APPLIED SCIENCES)

Aurora's Technological & Research Institute

Parvathapur, Uppal, Hyderabad-500 098.

COURSE OBJECTIVES

The ELCS lab focuses on the production and practice of sounds of language and familiarises the students with the use of English in everyday situations and contexts. Its objectives are :
· To facilitate computer-aided multi-media instruction enabling individualized and independent language learning
· To sensitise the students to the nuances of English speech sounds, word accent, intonation and rhythm
· To bring about a consistent accent and intelligibility in the pronunciation of English by providing an opportunity for practice in speaking
· To improve the fluency in spoken English and neutralize mother tongue influence
· To train students to use language appropriately for interviews, group discussions and public speaking

COURSE OUTCOMES
Students must be able to
· speak confidently in both informal and professional contexts, with attention to the nuances of body language
· listen to various accents of English for theme, to derive implicit and explicit meaning
· read technical and non-technical texts in order to comprehend and critically evaluate them
· write grammatically correct sentences and organized paragraphs.
· inculcate soft skills and gain exposure to teamwork dynamics.

GUIDELINES TO STUDENTS
Ground Rules
· Every student is supposed to bring the lab manual, record and an observation book while coming into the lab
· No other books will be allowed into the lab
· Student must sit on the same system allotted to him/her.
The Record must contain the following for each topic:
· Objectives
· Relevance
· Theoretical Inputs
· Tips and Techniques
· Dos and Don'ts
· Tasks & Exercises

The Observation book must contain the work done by the student in the lab:
· Aims
· Theoretical Inputs
· Tasks & Exercises
Procedure to be followed in the lab:
· The students have to maintain the dates in the Observation Books
· The students have to maintain an Index in the Record and update it regularly
· Every Student has to get Observation Book signed by the respective faculty member, before leaving the lab (failing which his/her attendance will not be considered)

EVALUATION OF LAB WORK:

- The lab faculty concerned will evaluate and sign with date
- The Lab Internal Marks include 25 Marks (15 Marks for Continuous Evaluation and 10 Marks for Internal Practical Examinations)
- The Continuous Evaluation will be done for 15 Marks in each lab in the presence of the student, recorded in the Observation Book
  - 10 marks for activities conducted in each of the topics
  - 5 Marks for the Maintenance of Observation Book & Record.
- For every Internal Practical Examination, the AVERAGE of the evaluations will be considered
- Three (03) Internal Practical Examinations will be conducted for 10 marks each, and the average of all the Internal Practical Examinations will be taken into consideration
- If a Student is absent for a Lab, he/she has to get a letter from the respective HOD/Director for being permitted in the next lab
- A review of all the lab work will be made once in a month by the Coordinator

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JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY HYDERABAD

ENGLISH LANGUAGE COMMUNICATION SKILLS LAB

SYLLABUS

The **Language Lab** focuses on the production and practice of sounds of language and familiarizes the students with the use of English in everyday situations and contexts.

Syllabus: English Language Communication Skills Lab shall have two parts:

a. Computer Assisted Language Learning (CALL) Lab

b. Interactive Communication Skills (ICS) Lab

The following course content is prescribed for the **English Language Communication Skills Lab**

Exercise – I
CALL Lab: Introduction to Phonetics – Speech Sounds – Vowels and Consonants
ICS Lab: Ice-Breaking activity and JAM session
Articles, Prepositions, Word formation- Prefixes & Suffixes, Synonyms & Antonyms

Exercise – II
CALL Lab: Structure of Syllables - Past Tense Marker and Plural Marker – Weak Forms and Strong Forms - Consonant Clusters.
ICS Lab: 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

Exercise - III
CALL Lab: Minimal Pairs- Word accent and Stress Shifts- Listening Comprehension.
ICS Lab: Descriptions- Narrations- Giving Directions and guidelines. Sequence of Tenses, Question Tags and One word substitutes.

Exercise – IV
CALL Lab: Intonation and Common errors in Pronunciation.
ICS Lab: Extempore- Public Speaking
Active and Passive Voice, –Common Errors in English, Idioms and Phrases

Exercise – V
CALL Lab: Neutralization of Mother Tongue Influence and Conversation Practice
ICS Lab: Information Transfer- Oral Presentation Skills
Reading Comprehension and Job Application with Resume preparation.

CALL LAB   INTRODUCTION TO PHONETICS - SPEECH SOUNDS CONSONANTS AND VOWELS

Objective :

To enable students learn the sounds and symbols of English Language for effective pronunciation.

Introduction

Although there is a general consensus about what is considered Standard English in terms of rules of grammar and usage, there isn't just one form of correct or Standard English Pronunciation. There are great differences in the way English is spoken in different countries. In India where English is spoken as a second language, it has developed a variety of accents. As there is such a wide range of variation in accent (both native and non-native) it is essential that we follow a standard. One native regional accent that has gained social prestige is the Received Pronunciation of England (RP). RP is also well documented in dictionaries and books. It is used by BBC news readers and serves as a model for Indian news readers too.

Spelling and Pronunciation:

There is no one to one relationship between the letters of the English alphabet and the sounds they represent.

Examples :
e	in	end / english
gh	in	ghee / enough
o	in	women / onion
th	in	thin / that

The 26 letters of the English alphabet are represented by 44 sounds in the RP.

Organs of speech:

Speech is the result of highly complicated series of events. One such complex mechanism is the movement of organs of speech producing particular patterns of sounds. In the production of speech sounds the active /passive articulators are involved. One of the articulators, the active moves towards the passive articulator. The active articulators are the lower lip and the tongue. The passive articulators are upper jaw, upper teeth, the roof of the mouth which is divided into the alveolum or teeth ridge, the hard palate, velum or soft palate and the back wall of the throat or pharynx.

ORGANS OF SPEECH
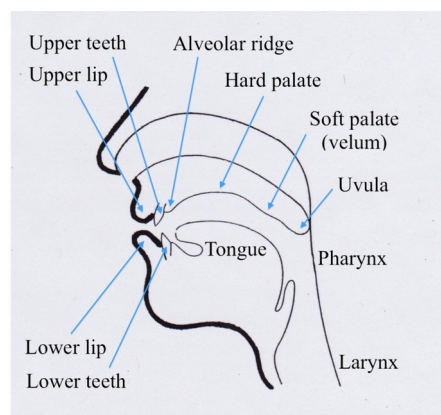
The International Phonetic Alphabet and Transcription

Articulatory phonetics deals not only with the organs of speech but also with the categorisation and classification of the production features of phones. An extensive knowledge of how concrete vowels and consonants are articulated by particular organs of speech is essential for successful articulation.

There are 44 phonemes in English. **The English Phonemic Chart,** as presented by Underhill (1994) and given here exhibits clear sets of vowels (monophthongs and diphthongs)& consonants.

iː	ɪ	ʊ	uː	ɪə	eɪ	
e	ə	3ː	ɔː	ʊə	ɔɪ	əʊ
æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Vowel phonemes

Monothongs		Diphthongs	
/ɪ/	as in *sit*	/eɪ/	as in *may*
/i/	as in *speak*	/aɪ/	as in *kite*
/ʊ/	as in *book*	/ɔɪ/	as in *toy*
/u/	as in *tool*	/ɪə/	as in *near*
/ʌ/	as in *cup*	/eə/	as in *dare*
/ɑ/	as in *heart*	/ʊə/	as in *cure*
/ɒ/	as in *box*	/əʊ/	as in *cold*
/ɔ/	as in *door*	/aʊ/	as in *mouth*
/e/	as in *bed*		
/æ/	as in *cat*		
/ɜ/	as in *bird*		
/ə/	as in *ago*		

Consonant phonemes

Consonants					
/p/	as in *pipe*	/z/	as in *zoo*	/s/	as in *sad*
/b/	as in *be*	/θ/	as in *think*	/m/	as in map
/t/	as in *time*	/ð/	as in *that*	/n/	as in nose
/d/	as in *do*	/ʃ/	as in *sure*	/ŋ/	as in king
/k/	as in *car*	/ʒ/	as in *casual*	/l/	as in love
/g/	as in *go*	/tʃ/	as in *church*	/r/	as in red
/f/	as in *fine*	/dʒ/	as in *gin*	/j/	as in yacht
/v/	as in *vet*	/h/	as in *hat*	/w/	as in wet

Task - 1

Transcribe the following words :

try   -   bail   -

suit   -   clear   -

card   -   put   -

tool   -   world   -

badge   -   pair   -

sure   -   clerk   -

think   -   pleasure-

mother   -   stick   -

sharp   -   chip   -

string   -   salt   -

fool   -   chair   -

Task - 2

Transcribe the vowel phonemes in the following words:

Word	Vowel	Word	Vowel
cup		how	
said		hear	
sea		float	
ash		foot	
blow		first	
glance		dare	
wash		pool	
sign		cream	
walk		pill	

Transcribe the consonant phonemes in the following words

fee	the
too	palm
egg	thin
show	view
chew	zoo
old	massage
hair	Large
oil	song
use	knee
wave	yolk
comb	twelve
rice	thumb

Task - 3

Identify the underlined sounds and write the phonemic symbol.

I V.   Match the following and write the sound..

1. attach

2. claim
3. mouth
4. girl
5. urge
6. bachelor
7. instruct
8. wife
9. zip
10. that

/fɔːlt /	debt
/mɑːstə /	greet
/ taɪ /	weather
/ bləʊ /	shine
/tɜːn	lemon
/ det /	blow
/griːt /	tie
/lemən/	master
/ʃaɪn /	turn
/ kɒfi /	fault
/wɛðə/	coffee

ICS LAB   ICE BREAKING ACTIVITIES

Ice Breaker Questions
Icebreaker Questions are used to develop interaction among students or group of people who are meeting each other for the first time.   These fun activities   motivate and help people to feel more part of a group or team. These questions are fun and non-threatening.

Icebreaker Questions

1.   If you could have an endless supply of any food, what would you get?
2.   If you were an animal, what would you be and why?
3.   What is one goal you'd like to accomplish during your lifetime?
4.   When you were little, who was your favorite super hero and why?
5.   Who is your hero? (a parent, a celebrity, an influential person in one's life)
6.   What's your favorite thing to do in the summer?
7.   If they made a movie of your life, what would it be about and which actor would you want to play you?
8.   If you were an ice cream flavor, which one would you be and why?
9.   What's your favorite cartoon character, and why?
10.   If you could visit any place in the world, where would you choose to go and why
11.   What's the ideal dream job for you?
12.   Are you a morning or night person?
13.   What are your favorite hobbies?
14.   What are your pet peeves or interesting things about you that you dislike?
15.   What's the weirdest thing you've ever eaten?
16.   Name one of your favorite things about someone in your family.
17.   Tell us about a unique or quirky habit of yours.
18.   If you had to describe yourself using three words, it would be…
19.   If someone made a movie of your life would it be a drama, a comedy, a romantic- comedy, action film, or science fiction?
20.   If I could be anybody besides myself, I would be…

Some Fun Games:

1.React and Act Game

React and Act! is a funny icebreaker in which players randomly select a sheet of paper that has an occurrence on it (for example, winning a million dollars in the lottery) and they must react to the occurence using animated expressions, gestures, and words. After a set amount of time, other players try to guess what happened that caused those reactions and actions.

React and Act is an active icebreaker game that can work with a variety of group sizes. It can work for small groups of five people, or adapted for very large groups by selecting volunteers. This game is best played indoors. Materials required include paper, pens, and a bag.

2.Sort and Mingle

Sorts and Mingle is an interactive icebreaker that helps people recognize common and unique interests and preferences. The speaker calls out various categories and everyone moves toward various parts of the room, finding people with similar tastes as them.

This game is classified as a *get-to-know-you icebreaker* with a little bit of active movement (walking around the room, meeting and talking to others). Recommended group size is: medium, large, or extra large.

3.Telephone Charade Game

Telephone Charades (also known as Charades Down the Line) is a hilarious icebreaker in which a person acts out a charade only for the next person in the line, who in turn acts out for the next person. The last person standing in line attempts to guess what the original clue was.

This is in active icebreaker that works best with a group of five or six people. It can also be implemented for larger groups by taking five or six volunteers per round. This game is best played indoors. Sheets of paper with the clues written on them are needed for this activity.

4. Lost on a Desert Island

Lost on a Deserted Island is a team building activity that also helps people share a little about themselves. Given the scenario that everyone is lost and stranded on a deserted island, each person describes one object that they would bring and why.

This game is a *team building* and *get-to-know-you* icebreaker. The recommended group size is medium, although small and large group sizes are possible too. An indoor setting is ideal. No special props or materials are required.

5. The Talent Show

Everyone selects one talent or special gift that they possess and can demonstrate for the group. They introduce themselves, explain what their special talent is, and then perform their special talent for the group.

6. Birthday Game

The group stands and lines up in a straight line.
After they are in line, they re-arrange themselves according to their birthdays. January 1st on one end and December 31st at the other end. The catch is that they must do all this without talking or writing anything down

7. Paper Airplane Game

Everyone makes a paper airplane and writes their name, something they like and dislike on it Additional questions may be added. On cue, everyone throws their airplane around the room. If you find an airplane,

pick it and keep throwing it for 1-2 minutes. At the end of that time, everyone must have one paper airplane. This is the person they must find and introduce to the group.

8. Creative Name Tags

Give everyone 15 minutes to make their own name tag-they can list hobbies, draw a picture, give a self profile, etc.

9. Finish the Sentence Game

Write the start of a question on the board (i.e. My Favorite job was......, My Hobby is.............) and go around the room with each person finishing the sentence. When the group is finished, post another question and start again.

10. Fabulous Flags

Fabulous Flags (also known as the Personal Flags Activity) is a useful icebreaker activity to help people convey what represents them or what is important to them. Each person draws a flag that contains some symbols or objects that symbolizes who they are or what they enjoy. For eg:

a guitar (representing your passion for music)
a tennis racket (someone who enjoys sports)
a country like India (representing your affiliation with a country)
a cross and a heart (representing Jesus and His love for the world)

'Just A Minute (JAM)

'Just A Minute' sessions are conducted using pictures, props, etc. Students are assessed on the parameters of content, creativity, language and body language. The guidelines given for the previous topic can be followed.

Some 'Just A Minute ' Topics

· Stress and Youth.

· Do Doctors have the right to go on strike?

· Is cricket really a gentleman's game?

· The influence of Television on children.

· Joint Family vs Nuclear Family

· Should Cell Phones be banned in Institutions?

· Internet – Boon or Bane?

· What one can learn from Hostel life.

· Qualities of a Leader.

Task 1
Write a paragraph of about 150 words on any one of the above topics. Remember that it is meant for oral presentation. Pay attention to the organization and language, along with the content of your presentation.

ARTICLES

Objective:

To enable students learn the appropriate usage of articles for effective communication in English.

Introduction

The words 'a', 'an' and 'the' are known as articles. These words are useful to identify whether you are referring to a particular person, place, animal or thing or talking about them in a general way.

Articles are of two kinds:
The indefinite article 'a'/'an' is used:

· When a noun is introduced for the first time
Eg. I saw an old man on the road
· When a noun represents a whole class
Eg.   A leader should always be objective
· To indicate the numeral one
Eg.   The cover of vegetables weighs a kilo.

The definite article 'the' is used:

· In front of a noun that has already been mentioned and is referred to again.
Eg. Yesterday, I saw a man on the road. The man came to my house during my birthday.

· In front of a noun that is made specific by the use of a qualifying word, phrase or clause
Eg : The bag that we purchased is very expensive.

· In front of a singular countable noun to refer to a whole class of things, objects, etc
Eg: Usually, the rose plant has thorns.

· In front of a noun which is unique
Eg : I would like to meet the Principal of this college.

· Before the names of mountain ranges, seas, rivers, etc.
Eg : The Andaman and Nicobar islands is one of the best tourist places in India.

Before adjectives in the superlative degree
Eg : Anuradha is the tallest person in this class.

Before the names of holy books.
Eg: the Gita, the Ramayan

Before the singular forms of proper nouns to make a comparison
Eg: Anil is the Sachin Tendulkar of our college.

Exercise;

Fill in the blanks with 'a', 'an' or 'the'. Put a 'X' wherever an article is not required.
1.   _____ peacock is an endangered bird.
2.   Give him _____ glass of milk.
3.   Rita found _____ bag on her way home. She took _____ bag to the police station.
4.   Have you had _____ lunch?
5.   You must reach _____ school before 10.00 a.m.

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6.   It is _____ painful experience.
7.   This is the photograph of _____ Eastern Ghats.
8.   _____ Mahabharata was edited by Veda Vyasa
9.   Arvind is going to visit _____ University of Osmania
10. _____ A.P. Express goes to New Delhi.

PREPOSITIONS

Prepositions are words that appear in front of nouns, nouns phrases pronouns and gerunds and link them to other nouns, verbs and adjectives in the sentence. The words that follow prepositions are said to govern them. Look at the prepositions underlined in the sentences below.

Examples

1. Mina is fond of reading

2. Prema kept the pen on the table

Though a preposition is usually placed before the word it governs, sometimes it can also appear in other positions

Examples

1. Dr. Siddique is the person I spoke to?

2. What is the documentary on?

Prepositions can have different functions: to indicate time, place, purpose, direction, movement, means/instrumentality; concession, comparision, source and manner. Look at the following sentences where the prepositions have these functions.

1.   Sudha sits between Saroj and Usman (position)
2.   Vijay went from Kanpur to Ahmedabad (movement and direction)
3.   Father returned at 6 0' clock (time)
4.   The road is blocked because of the wedding procession (reason)
5.   We went to the market for vegetables (purpose)
6.   Jaya cut the lemon with a knife. (instrument)
7.   Let's go to Mumbai by bus. (means)
8.   In spite of the heat, the children are playing outdoors (concession)
9.   She sings like a koel. (comparison)
10. Leela does all her work with great care. (manner)
11. They fetched water from the river. (source)
I.   Choose right word to complete the following sentences.
1.   _____ the two sisters, Habiba is the better dancer. (between, among)
2.   It has been raining _____ last night (since, for)
3.   She was standing _____ the end of the street (in, at)
4.   I am senior _____ Vinod (than, to)
5.   She is suffering _____ malaria. (from, with)
6.   We congratulated him _____ his performance (on, for)
7.   Rekha is good _____ music. (at, in)
8.   He started _____ Simla yesterday. (for, to)
9.   I was angry _____ him (upon, with)

10. He died _____ a heart attack. (from, of)
11. He sat _____ her. (beside, besides)
12. We came _____ foot. (on, by)

II. Correct the following sentences.

1. Despite of the rain, all children were present yesterday.
2. The man fell in the pit.
3. He prefers cool drinks than tea.
4. You should come to school with uniform.
5. He met an accident yesterday.
6. My friend spoke to me through the phone.
7. Meet me between 3 pm to 4 pm.
8. The tree is full with oranges.
9. He will return in this week.
10. Sheela ordered for four cups of tea.

WORD FORMATION

Objectives

To equip students with a wide range of vocabulary and to enable them to use language more effectively.

To help students perform better in international tests like GRE, TOEFL, IELTS etc.

The process of forming new words from a base (or the most basic form of word, without anything attached to it, which you will find in a dictionary) is known as word formation, and understanding how this works will help you build your vocabulary by deriving many new words according to your needs.

In English, new words can be formed by using prefixes and suffixes. Adding prefixes and suffixes (group of letters, together called affixes) to the beginning and end of words to get new words with or without a change of word class, for example 'ability' and 'disability' (both nouns) 'psychotherapy' and 'psychology'.

PREFIXES:

Prefixes may be used to form new words. They may give adjectives a negative meaning. The following list contains different prefixes and words they are used in.

	Prefix	**Meaning**	**Words**
1.	a/in/il/ im/ir/un	not	Atypical, Invisible, Inexpensive Illogical, Illegal, Illiterate Immovable, Irrational, Irregular Uncultured, Uncomfortable
2.	anti	against	Antinational, Anticlimax, Antibodies Antiwar, Antibiotic, Antiwar
3.	auto	self	Automobile, Auto-cut, Autograph Auto-type, Autosuggestion
4.	bi	two, twice	Bi-annual, Bi-weekly, Bi-lingual, Bicycle

5.	ex	former, out	Ex-president, Ex-chairman, Ex-director
6.	hetero	different	Heterogeneous, Heterogametic, Heterocyclic
7.	homo	similar	Homogenous
8.	inter	between	Internet, Interurban
9.	intra	within	Intracollegiate, intravenous
10.	mis	wrong	Mismanage, Misunderstand
11.	micro	small	Microchip, Microphone
12.	mono	one	Monolingual, Monogamy
13.	multi	many	Multinational, Multilingual
14.	post	after	Postgraduate, Postmaster
15.	re	repeat, again	Redo, Redesign
16.	semi	half	Semicircle, Semiannual
17.	sub	under	Subcommittee, Subhuman, Subtitle, Sub-leading
18.	trans	across	Transverse, Translation
19.	super	above	Superpower, Superhuman
20.	uni	one	Uniform, Unilateral
21.	vice	next in rank	Vice-Chairman, Vice-Chancellor

SUFFIXES:

A suffix is a word element at the end of a word to form a new word. A suffix is primarily used to reveal the grammatical function of a word. But sometimes it can also change the meaning of a word. The meaning at many suffixes is general.

	Suffix	**Meaning**	**Words**
1.	able/ible	able to, can be done	Readable, Loveable, Audible
2.	acity	quality or state of being	Tenacity, capacity
3.	cracy	condition	Democracy, Plutocracy
4.	er	person, degree	Writer, Painter Hotter
5.	ful	full of, complete	Useful, Careful
6.	ify	make, do	Beautify, Edify

7.	less	not	Harmless, Voiceless
8.	ship	being	Friendship, Ownership
9.	logy	study of	Zoology, Theology

SYNONYMS AND ANTONYMS

Synonyms are words that hav the same or almost the same meaning.
Exercise
Write the synonyms for the following words:

elegant	substitute
steep	probability
gaze	souvenir
exorbitant	corrupt
malady	

Antonyms are words that mean the opposite of other words
Exercise
Write the antonyms for the following words:

downwards	relax straight	precise
sharp	continue	
elastic	excited	
accept	united.	

Match the synonyms in the two coloums

	A	B
a.	abate	wide
b.	yearly	useless
c.	meticulous	clear
d.	appear	compulsory
e.	lucid	destroy
f.	broad	lessen
g.	elementary	seem
h.	futile	annually
i.	mandatory	basic
j.	wreck	careful

In each set, tick the word that is the closest antonym of the word on the left.

a. diffident: confident, difficult, tolerant

b. extempore: careful, extraordinary, well-prepared

c. consent: forbid, resent, permit

d. amicable: negative, surprising, unfriendly

e. ambiguity: clarity, guilt, liveliness

f. subside: initiate, ignore, increase

g. transient: permanent, illogical, deep

EXERCISE II

CALL LAB   STRUCTURE OF SYLLABLES

To familiarize students with the stress-patterns of the English language.

Introduction

The syllable may be defined as an uninterrupted unit of utterance that is typically larger than a single sound and smaller or equal to a word, e.g. *see* /si/, *simplify* /sɪ m.plɪ .faɪ /). In English, a **minimum syllable** is formed by a single vowel, e.g. *are* /ɑ /, *or* /ɔ /. Longer syllables have one or more consonants preceding or following the vowel, e.g. *meet* /mit/, *consonant* /kɒ n.sə.nənt/.

Phonologically, the syllable is "a unit of phonological organisation whose central component is a nucleus, which is normally a vowel, and which may be preceded or followed by consonants".
Phonologically, the syllable is "a unit of phonological organisation whose central component is a nucleus, which is normally a vowel, and which may be preceded or followed by consonants".

The division of words into syllables is referred to as **syllabification** or syllabication, which helps to distinguish between **monosyllabic, disyllabic**, **trisyllabic** and **polysyllabic** words according to the number of syllables they possess.

Syllables are often defined as **strong** or **weak** . The strong syllables are relatively longer, more intense, and different in quality as they appear in stressed positions of a word (see section on Word Stress). The weak syllables contain either /ə/, /i/ or /u/ and are never stressed.

The **transcription** of monosyllabic words is very straightforward. It involves the recognition of concrete sounds and relating them to their phonemic symbols. Monosyllabic content words represent strong syllables only and may hold any phonemes, except for /ə/, /i/ or /u/. Function words, however, may be realized in strong and weak syllables.

PAST TENSE MARKERS AND PLURAL MARKERS

Past Tense Markers:
Past tense forms of verbs are formed by adding d, ed and ied to the verbs. But pronunciation of these plural nouns changes to /d/, /t/ and /id/ depending on the combination of sounds.

1) [t] final sound

Verbs ending in **voiceless sounds [p, k, θ, f, s, ʃ, tʃ]** cause the "-ed" ending to be pronounced as the **voiceless [t]** .

Examples :
- [p] "He pop**ped** a balloon." [pa**pt**]
- [k] "They tal**ked** a lot" [ta**kt**]
- [θ] "th": "She fro**thed** a cup of milk" [fraw**θt**]
- [f] "I lau**ghed** at the movie." [læ**ft**]
- [s] "She kis**sed** a frog." [kɪ**st**]
- [ʃ] "sh": "We bru**shed** it off." [bru**ʃt**]

- [tʃ] "ch": "I rea**ched** around for it." [riy**tʃt**]

2) [d] final sound

Verbs ending in the **voiced sounds [b, g, ð, v, z, ʒ, dʒ, m, n, ŋ, r, l]** cause the "-ed" ending to be pronounced as a **voiced [d]**.

Examples:
- [b] "It bob**bed** up and down." [ba**bd**]
- [g] "He beg**ged** her to stay." [bɛ**gd**]
- [ð] "She brea**thed** loudly." [briy**ðd**]
- [v] "They lo**ved** it." [lu**vd**]
- [z] "We rai**sed** her expectations." [rey**zd**]
- [dʒ] "They bri**dged** the gap." [brI**dʒd**]
- [m] "I clai**med** it was mine." [kley**md**]
- [n] "They ban**ned** new members." [bæ**nd**]
- [ŋ] "She ba**nged** into the chair." [bæ**ŋd**]
- [r] "He clea**red** it up." [kliy**rd**]
- [l] "I ro**lled** up the paper." [row**ld**]

3) [əd] or [id] final sound

Verbs ending in the sounds **[t] or [d]** will cause the "-ed" ending of a verb to be pronounced as the syllable**[əd] or [id]**.

Examples:
- [t] "I visi**ted** the Empire State Building." [vɪzɪ**təd**]
- [t] "She edi**ted** the research paper." [ɛdɪ**tɪd**]
- [d] "We en**ded** the game early." [ɛn**dɪd**]
- [d] "He brea**ded** the chicken." [brɛ**dɪd**]

Plural Markers:

Plurals of nouns are formed by adding s, es and ies to the nouns. But pronunciation of these plural nouns changes to /s/, /z/ and /iz/ depending on the combination of sounds.

1.If the noun ends in an unvoiced consonant sound: /f/, /k/, /p/, /t/, /th/-(thin), pronounce "s" as /s/.

2. When it ends in a voiced consonant sound, /b/, /d/, /g/, /l/, /m/, /n/, /ng/, /r/ or with a vowel sound, /a/, /e/, /i/, /o/, /u/, pronounce "s" as /z/.

3. If it ends with /s/, /z/, /sh/, /ch/-chair, /zh/-the second "g" in garage, /dz/-(j), pronounce "s" or "-es" as /iz/.

In other words, if the noun ends with a sound other than the 5 unvoiced consonants, pronounce "s" with a /z/ (or with an /iz/ as the case may be).

[S]
Voiceless sounds that cause the plural "s" to be pronounced as [s] include:
[p], [t], [k], [f]

- wee**ks** [wiy**ks**]
- bi**ts** [bɪ**ts**]
- bac**ks** [bæ**ks**]
- brie**fs** [briy**fs**]

[z]
Voiced sounds that cause the plural "s" to be pronounced as [z] include:
[b], [d], [g], [l], [r], [w], [m], [n], [v], [y]

Examples*:*

- we**bs** [wε**bz**]
- be**ds** [bε**dz**]
- ba**gs** [bæ**gz**]
- be**lls** [bε**lz**]
- ja**rs** [jɑ**rz**]
- can**oes** [kəNU**WZ**] | (note the [uw] vowel sound ends in a [w])
- stra**ws** [stʃrɑ**wz**]
- li**mbs** [lɪ**mz**]
- fa**ns** [fæ**nz**]
- do**ves** [dʌ**vz**]
- del**ays** [dəLe**YZ**]

[iz]
The sounds that cause the plural "s" to be pronounced with an additional syllable [ɪz] include:
[tʃ] [dʒ] [s] [z]

Example

- wat**ch**es [WA tʃ**ɪz**]
- bri**dg**es [BRɪ dʒ**ɪz**]
- ju**dg**es [dʒʌ dʒ**ɪz**]
- sli**c**es [SlAiY s**ɪz**]
- bla**z**es [BLeY z**ɪz**]

Plural forms of nouns in English have irregular pronunciation. For example, 'hooks' is pronounced as /huks/ but 'trees' is pronounced as /tri:z/. The instances below demonstrate the phenomenon clearly:

At the end of a word, 's' has two possible pronunciations -/s/ or /z/.

1. After the following sounds we pronounce 's' as /s/; /p/ - <u>stops</u> /s/;/t/ - <u>bats</u>/s/;/k/ - <u>walks, hooks</u> /s/;/ è / - <u>cloths</u> /s/; / f / - <u>laughs</u>, <u>graphs</u>/s/.

2. In all other cases we pronounce 's' as /z/; trees, feels /z/, <u>hogs, bags</u> /z/, <u>breathes</u> /z/ except when the word ends with one of these sounds / , d, s, z, , /

3. When the plural form / present tense marker ends with 'es' and ends with the sounds / , d, s, z, , / the pronunciation is always /iz/: watches, foxes, closes, judges, bushes, boxes/ iz/.

WEAK FORMS AND STRONG FORMS

English is a rhythmic language. Stressed syllables occur at regular interval of time. To maintain the rhythm and to convey the message more effectively, certain syllables are weakened. Lexical words such as conjunctions, pronouns, prepositions, articles are usually weakened. Content words such as nouns, verbs, adjectives and adverbs are usually emphasized in connected speech. Because these content words are usually the words which convey new information they are given more emphasis.

A few examples of strong and weak forms:

Word	Strong form	Weak form
A	/eI/	
Can	/kæn/	/kYn/ /kn/
And	/ æ nd/	/ nd /, / n /, / n /
To	/tu:/	/tu /, /t /
Her	hr /	/ hr /,/ r /

CONSONANT CLUSTERS

Sometimes, several consonant sounds come together in a single syllable. They are called consonant clusters. An example of a consonant cluster can be found in the word 'brush' /brʃ/. we can clearly see here that 2 consonant sounds, /b/ and /r/ come together before the nucleus //. Similarly, in the word 'next' /nekst/, there are 3 consonant sounds together -/k/. /s/ and /t/ after the nucleus /e/. In the word 'texts' /teksts/, there are four consonants as a cluster in the word final position. These are known as consonant clusters or consonant sequences.

A consonant cluster can occur only when there is more than one consonant sound together.

Initial Consonant Clusters

When consonant clusters occur at the beginning of a syllable, they are called initial cluster. A syllable can have a maximum of three consonants before the nucleus.

In an initial 3 consonant cluster, the first consonant is always /s/.

/pl/ - <u>plead</u>; /pr/ - <u>prank</u>; /bl/- <u>blond</u>; /br/ <u>broth</u>; /tr/ - <u>trim</u>;/dr/- <u>drink</u>; /kl/ - <u>clean</u>; /kr/ - <u>credit</u>;/gl/ - <u>glimpse</u>; /gr/-<u>gram</u>; /fl/- <u>flesh</u>; /fr/ - <u>phrase</u>; /r/-<u>threat</u>; /r/ - <u>shred</u>; /sk/ - <u>scare</u>; /skr/- <u>script</u>; /sl/-<u>sling</u>; /sm/-<u>smell</u>; /sn/ - <u>snip</u>; /sp/ - <u>splinter</u>; /spr/ - <u>spread</u>; /st/ - <u>steel</u>; /str/-<u>stress</u>; /sw/-<u>swing</u>; /tw/ - <u>twig</u>; /kw/ - <u>question</u>; /skw/ - <u>square</u>

Medial Consonant Clusters

Consonant clusters can appear in the middle of a word, belonging to two different syllables.   Such occurrences are called inter-syllabic clusters e.g. /v/ and /m/ in the word 'impro<u>vem</u>ent'. It can also occur as intra-syllable cluster but such clusters are called word medial clusters and not syllable medical clusters. Inter-syllabic clusters occur in words like 're<u>pl</u>y' and 'wi<u>nd</u>y'.

Final Consonant clusters
Final consonant clusters occur at the end of a syllable. The list below shows several monosyllabic words consisting of a cluster of consonants at the end, having two, three or more consonants:
/ps/ - la<u>ps</u>; /bz/ - bul<u>bs</u>; /kt/-lo<u>ck</u>ed; /ksts/-te<u>xts</u>; /tt/-rea<u>ch</u>ed; /ft/-li<u>ft</u>; /s/ - my<u>ths</u>; / ðz/-clo<u>thes</u>; /sk/-fla<u>sk</u>; /st/-mi<u>st</u>; mis<u>sed</u>; /mz/-ho<u>mes</u>; nt/-te<u>nt</u>; /nd/ - hi<u>nd</u>; /nt/-be<u>nch</u>; /nd/-ra<u>nge</u>; /nz/ - fa<u>ns</u>; /z/-ri<u>ngs</u>; /ld/-bo<u>ld</u>; /ldz/-ho<u>lds</u>; /lfs/-gu<u>lfs</u>; /lfs/ -twe<u>lfths</u>

Exercise
write another word which rhymes with the same word .

> /pt/ - kept
> /kt/-fact
> /gz/-pigs
> /vz/-knives
> /t/-washed

ICS LAB   SITUATIONAL DIALOGUES / ROLE PLAY

Objective :
To enhance writing and presentation skills, to promote team work and build confidence

A dialogue literally means 'a talk between two people'. Dialogue writing is a useful form of composition especially for an Indian student who is trying to gain command over Spoken English. Under proper guidance, it should introduce him to the colloquial way of speaking English and train him to express his thoughts using easy and natural constructions.

A written dialogue should be so composed that it appears to be spontaneous or impromptu. The reader should not feel that it is a pre-meditated, stilted and dull dialogue. It is always advisable to make an outline of the dialogue before beginning to write; otherwise the dialogue may be rambling and pointless.

procedure :
· Carefully think over the subject given and jot down briefly the arguments or opinions.
· Arrange these ideas in some logical order, so that one will arise naturally from another in the course of the conversation.
· Your dialogue, when completed, should read like a real, spontaneous conversation. So, try to make your imaginary characters talk in an easy, familiar and natural manner. Avoid stilted and bookish phrases.

Tips for Dialogue writing
· Do not spend too much time on exchange of pleasantries.
· Coherence and cohesion are key aspects to be taken care of.

- If the dialogue is in the argumentative mode, use logical arguments and gradually arrive at a conclusion.

- The dialogue should sound natural and spontaneous.

- Don't let any of your characters monopolize the conversation as if he/she were giving a public lecture.

- Give all a chance and keep the ball rolling. Let the conversation be brisk and rapid.

- In real life conversation, one person sometimes interrupts the other or breaks in on what he/she is saying. A sparing use of such interruptions in written dialogue is permissible and adds to its naturalness.

- In a real conversation, a speaker often answers a question by asking another; or sometimes, seeing what is coming he/she answers a question before it is asked. You may enliven your dialogue by making your characters do the same now and then.

- Don't over use exclamations. Use them only where they are useful.

- Avoid slang and profane words.

- The dialogue should begin in an interesting way so that the reader's attention is arrested at the beginning. The dialogue should not end abruptly. The conversation should lead to some definite conclusion.

- The fact that the language used should be colloquial does not mean that it can be ungrammatical.

- The entire conversation should be brief and the questions and replies as concise and pointed as possible.

Sample Dialogue :
You want to take up ECE branch but your father wants you to join CSE. Write a dialogue between your father and yourself.

Father	:	I think your counseling date is nearing, Gayatri.
Gayatri	:	Yes, it's on the thirteenth of this month.
Father	:	So, which branch have you decided to take?
Gayatri	:	I'm interested in Communication Systems, Dad. I want to take up ECE.
Father	:	Why do you want to do ECE when the whole world is interested in Computer Engineering?
Gayatri	:	I don't want to do a sedentary job sitting all day long in front of a computer, Dad!
Father	:	That's okay. But, why do you want to take up Electronics? It's tough!
Gayatri	:	I'll work hard if it's tough. But, I can't imagine myself sitting in front of a system and working continuously. It's monotonous.
Father	:	I don't think it's monotonous. It's a white collar job which one surely enjoys.
Gayatri	:	I want to be more constructive, Dad.
Father:		What do you mean by that - Computer Engineering doesn't interest you?
Gayatri	:	Sorry to say Dad, but it's not that it doesn't interest me; it's just that I want to opt for a career which has long life and not just current boom.
Father	:	But, to live with the present and act accordingly is what the world needs.

Gayatri	:	I can do my bachelor's degree in Electronics and Communications and then take up Computers for my Master's degree in future as well.
Father	:	So, you want to say that you want to enter the cyber world after doing your bit in your area of interest.
Gayatri	:	Yes Dad, and please try to support and encourage me because Electronics and Communications interests me.
Father	:	Well, if you've planned your future well before hand, then I think I'll try to support your decision.
Gayatri	:	Thank you, Dad.
Father	:	All the best, dear! I hope you do well in whatever branch you choose. Ultimately I want you to come out with flying colours. Your success is important to me.
Gayatri	:	I promise I'll work hard with total commitment and make you proud, Dad.

Task 1
Write a dialogue between two friends, discussing inflation.

<div align="center">or</div>

Amit feels that ragging is necessary to break the ice between senior students and freshers but Neha does not think so. Write a dialogue between the two, discussing this issue.

EXPRESSIONS IN VARIOUS SITUATIONS

Objective :
To enable students speak effectively in formal and informal situations.

This chapter helps in providing learners with the speaking skills they need to take an active and a responsible role in their communities, everyday life, the work place and the educational setting. 'Functional English' is also intended to improve other important skills such as team work, presentation skills and problem-solving skills.

Introductions

Question	Response
How do you do? My name is ——————	*How do you do ? I am……………...*
Hello, how are you? In fact, I have been waiting to see you.	*Well,*
good to meet you. I have been looking forward to meeting you too.	

Greetings and Compliments

Statement	Response
You look great/lovely today	*Really? How nice of you to say that.*
That's a nice dress you are wearing	*I'm glad you like it.*

Requests and suggestions

Question	Response
Will you please come as soon as you can?	*Yes, ————————-*
Shall we ————?	*Yes, that sounds good. / No, I don't think it's a good idea.*

Asking and Giving Permission

Question	Response
Do you have any objection if……?	*Of course, you can ……….. .*
Is it alright if I ……………………?	*Sure, go ahead / Sorry, but ………………*

Invitations and Offers

Question	Response
Would you like to ………………..? ………………………………….	*Thank you. I'd love to. / Thanks anyway, but*
How about coming to a Magic Show tonight?	*That's great! What time?*

Apology and Gratitude

Question	Response
I am extremely sorry.	*That's all right/OK*
We are really grateful for your help.	*It was my pleasure.*

Seeking and Giving Advice

Question	Response
Do you think I should …………….?	*I advise you to…….. / I don't see why …………. .*
The way I see it, you should………..	*Thanks for your advice. I'll do that.*

How to start a conversation

Conversations, formal or informal, are an indispensable part of everyday communication. Whether it is a dialogue with a stranger or an acquaintance, striking a conversation is an art by itself. Conversation is not just words- it is a complex interplay between people, involving many other signals, seen and implied. A good conversationalist should focus on the following parameters while launching into a conversation.

· Who are the participants in the conversation?

· What is your relationship with them?

· What is to be said?

· How is it to be said?

· Is the situation formal or informal?

To start a conversation you need an opening gambit. There are a plenty of good openers. They do not have to be startlingly original-indeed, the more common they are , the more likely the other person is to feel confident and able to respond.

Here are some well tested and effective openers to get a conversation started.

You can start with :

· A greeting and then go on to introduce yourself and find out about the other person.

· Comments or questions on the surroundings of the event/weather/place, for e.g "This is a lovely house".

· Comments or questions on people who are central to the event. For e.g "Richa's 40th birthday- I can't believe it. Have you known her long?"

- Comments on current news, stories, or recent films, books, or television programmes. For e.g "Have you seen the latest Meryl Streep film?" Most people have some interest and knowledge in these areas and like to talk about them.

Tips to improve your style:

Good conversation requires delicacy and tact, give and take. The following are a few do's and don'ts in a conversation.

- **Talking too much** - People who talk a lot make the conversation a tedious monologue. Remember to give time for others too.

- **Talking too little -** Some people like to assume the role of an observer in conversations which can put off the other person. Make sure you respond and share your views too.

- **Interrupting -** People who are very enthusiastic, or who like to air their views, tend to interrupt a great deal. Learn to restrain your enthusiasm.

- **Too much personal disclosure -** Remember many people have been brought up not to talk about themselves, and can be unnerved if others do so. You may embarrass others if you tell them too soon about yourself.

- **Trying to be funny the whole time -** Few people tell jokes well, and someone who is always trying to be funny, can exhaust others. Avoid this trap.

- **Constantly bringing the conversation back to yourself -** The conversation of some people is all I and me, and don't fall into this trap.

- **Being too critical -** Some people are hopeless perfectionists. Remember if you launch into criticism in the early stages of a conversation, you may prevent the other person from expressing differing views or you may provoke a strong reaction, which results in conflict. There is little to be gained from being critical.

- **Avoid sarcasm -** A sarcastic person rejects involvement with what is being said or proposed.

- **Don't complain -** One who constantly complains lowers the mood of a conversation, making it difficult for others to be positive and constructive.

- **Compliments -** In conversation, one of the best ways of encouraging another person to open up is by paying a compliment. But be sensitive how you time your compliment and where you aim it. Some people find personal comments-even positive ones –highly intrusive, others of course will regard a compliment as a sign that you like and approve of them.

- **Be a good listener -** Listening is as important in conversation as talking. Good listening involves encouraging other people to say interesting things, understanding the things that they tell you, and being sensitive to thoughts and feelings that underlie the things that they tell you.

- **Using the right language -** To make good conversation, you need to use language appropriately and effectively. Remember the importance of a well- stocked mind. To equip yourself with topics for small talks and deeper conversations, read the papers, follow sport, watch television documentaries, and keep an eye on fashion and social change, look for amusing little stories as you go through each day. Remember that curiosity is the best attribute you can have if you want to be a good conversationalist.

2. How to Respond Relevantly and Appropriately

During a normal natural conversation many different expressions are needed to show the speakers' level of intellectuality, attitude and coherence. These expressions vary from asking for or giving opinion, inviting, apologizing, complaining, suggesting, advising to asking, or giving permission. These tools help the students overcome their reluctance and dive into the discussions among their groups. Here are a few questions and their responses that would help you in your day to day communication.

Body Language

Body language is a largely unconscious, yet a revealing aspect of our true selves. It's not what we say but how we say something is important. Many a time we speak volumes without even uttering a word. Communication is a package deal of verbal, non-verbal and vocal cues. Through extensive communication research, it has been discovered that words account for only seven percent of a message's impact. The rest comes from non-verbal cues, such as voice, tone and facial expression. It's only when we interpret all the cues, that we get the whole message – or you end up with a partial communication.

Body language is also the most powerful method of validating your words. Even if you say the most meaningful sentence with a deadpan expression, nobody will believe you. Your expressions, body, gestures and vocal pitch must match your words. Body language is what gives meaning to words; it causes the message to reach the heart and brain. In order to send the right message, be conscious of how you use your body.

Body Language is reflected in terms of physical appearance, posture, facial expressions and gestures.

Social and Professional Etiquette

Objectives

To recognize the importance of proper etiquette

To understand the elements and characteristics of proper etiquette.

Webster defines etiquette as "the forms, manners, and ceremonies established by convention as acceptable or required in social relations, in a profession or in official life"

Etiquette is respect, good manners, and good behavior. It is not just each of these things, but it is all of these things rolled into one.

We will focus on five elements of behavior: Work Etiquette, Meeting People, Telephone Etiquette, Dining Etiquette, and Correspondence Etiquette.

Work Etiquette: The following principles show proper etiquette., they include all aspects of the work environment.

1. Be punctual. Arrive to work, college on time. Complete work assignments on time.
2. Be polite, pleasant and courteous.
3. Utilize effective listening skills to discover appropriate behavior. Pay attention to the way things are done.
4. Understand the unwritten rules of business.
5. Appear as professional as possible. Being well groomed and clean is essential. Dress for the occasion.
6. Adopt a can-do attitude. Those who accept challenges and display creativity are valuable.
7. Be flexible. By remaining flexible and implementing change you gain a reputation as cooperative.
8. Give credit to everyone who made a contribution to a project or event.

9. Don't differentiate people by position.

Meeting People: When meeting people, both your nonverbal and verbal behavior helps to define your social skills. Using effective handshake, good eye contact and making proper introductions show correct etiquette.
a. Handshake is vital in social situations.
    1. Develop a comfortable handshake and keep it consistent.
    2. Handshake should neither be too hard nor too soft.
    3. Make a solid connection of the web skin between the thumb and forefinger.
    4. The host or person with the most authority usually initiates the handshake.
b. Eye contact is another critical factor when meeting people.
    1. Eye contact increases trust.
    2. It shows confidence and good interpersonal skills
    3. Eye contact shows respect for the person and business situation.
c. Proper introductions help to establish rapport when meeting people.
d. Authority defines whose name is said first. Say the name of the most important person first and then the name of the person being introduced.

Tips to follow

Keep the introduction basic
Remember names for future reference
Provide some information about the people you are introducing to clarify your relationship with that person
Keep notes on people in order to follow-up both personally and professionally

Telephone Etiquette: When speaking on the telephone, proper etiquette is just as important as when you meet someone in person.

a. How you conduct yourself on the telephone tells others as much about you as face to face interactions.
b. Always try to return your calls on the same day.
c. Keep conversations to the point.
d. Do not keep someone on hold for more than 30 seconds.
e. Always leave your phone number if you ask for someone to call you back.
f. Maintain a phone log to refer back to, for valuable information.
g. Listening is essential whether in person or on the phone.

Dining Etiquette: In today's world a tremendous amount of business is conducted at the dinner table. Whether at home or in a restaurant, it is important to have a complete understanding of how to conduct yourself when entertaining or being entertained.

Anxiety while dining can be reduced by following guidelines on how to order your meal, what utensils to use and how to use them and knowing proper table etiquette

a. Knowing guidelines on what to order will help relieve dining anxiety.
☐   When possible let the host take the lead.
☐   Ask for suggestions/recommendations.

- Do not order the most expensive or the least expensive item on the menu.
- Avoid foods that are sloppy or hard to eat.

b. Choosing the correct crockery is not as difficult as it may first appear. Knowledge of a formal table setting will allow you to focus on the conversation rather than what utensil to use.

Note: Even though in Indian settings we do not follow table manners as given below knowledge of these things has become a necessity because of the advent of MNCs and spreading of foreign culture.

- Eating utensils are used from the outside in. Dessert forks/spoons are placed at the top of the plate.
- Everything to your right you drink. Everything to your left you eat.
- Proper table manners will increase your confidence and promote your ability to show your skills in handling social situations.

Napkin Etiquette
- Place the napkin on your lap immediately after the last person has been seated at your table.
- Do not shake it open.
- If the napkin is large put the fold toward your waist.
- If you must leave the table during the meal, be sure to put the napkin on your chair or to the left of your plate.
- When you are finished eating, place the napkin to the right of the plate.

Passing the Food
- Always pass to the right.
- It is ok to pass to your immediate left if you are the closest to the item requested.
- Always pass the salt and pepper together.
- Ask the person nearest to what you want to pass the item after they have had it themselves.

Eating
- Begin eating only after everyone has been served.
- Bring food to your mouth, not your mouth to the food
- Chew with your mouth closed
- Always scoop food away from you
- Do not leave a spoon in the cup; use the saucer or plate instead
- Cut food one piece at a time
- Do not smoke while dining out
- Do not use a toothpick
- Do not talk with your mouth full
- Take small bites, so you can carry on a conversation without the delay of chewing and swallowing large amounts of food

Correspondence Etiquette
   Whether you have just met someone, or known the person for some time, it is important to follow-up meetings with written correspondence.
a. Write a follow-up letter/thank you note within 48 hours.

- ☐ Whether a handwritten note or formal letter, always follow guidelines for writing effective business letters
- ☐ Women should be addressed as "Ms", irrespective of their marital status.
- ☐ Do not forget to sign your letter
- ☐ Always proof read for misspelt words

Letters usually contain the following elements:

Opening: The opening should be friendly and tell the reader why you are writing

Justification: The second paragraph reinforces or justifies what you are looking for and why
you should get it.

Closing – Close the letter by seeking the person to act on your behalf on request.

Email etiquette
- ☐ Always include a subject line in your message
- ☐ Make the subject line meaningful
- ☐ Use correct grammar and spelling
- ☐ Always use a signature if you can, make sure it identifies who you are and includes alternate means of contacting you (phone/mobile number are useful)
- ☐ Use active words instead of passive
- ☐ Avoid long sentences
- ☐ Be concise and to the point

Conclusion

Good etiquette is a necessity and there is a need to consciously cultivate it. Good etiquette results in good personal relations. The guidelines provided are only indicative and change according to the situation.

CONCORD (SUBJECT IN AGREEMENT WITH VERB)

In a sentence, the subject and the finite verb of the predicate should agree in number and person. This rule is called concord or subject – verb agreement. The following rules of concord can be followed in order to avoid errors in subject – verb agreement:

i) A compound subject (that is, a subject made up of two nouns or pronouns joined by 'and' or the correlative conjunction both…and) takes a plural verb:
Both lunch and dinner <u>were</u> bad
Neha and Nita <u>are</u> friends

ii) If, however, the two parts of the compound subject refer to the same person, the verb is singular:
My friend and former colleague, Mr. Rao, <u>is</u> in town
The poet and novelist <u>is</u> dead

iii) If both parts of the subject refer to a single unit, the singular verb follows:
Bread and butter is my daily breakfast
Slow and steady wins the race

iv) When the two nouns of a compound subject are joined by or, either….or, neither… nor, the verb is usually singular:
Either Hari or Sunil was to go; I don't know who went finally
Neither Rohit nor Aditya was eligible for the post.

v) When one of the nouns is singular and the the other plural, the verb agrees with the noun closer to it. This is 'concord by proximity'
Neither the father nor the children have denied the rumour
Neither the children nor the father has denied the rumour.

vi) A singular subject modified by a prepositional phrase beginning with 'as well as', 'along with', 'together with', 'in addition to' is followed by a singular verb.
Anil as well as Sunil is to blame for what happened.
The course syllabus, along with the examination system, has become stressful for students

vii) When the subject is a noun phrase, it is the headword that decides what form the verb should take
eg : The employment of young children is a punishable offence.
The cost of repairs has to be borne by the owner of the house

viii) In the case of collective nouns, the verb may be singular or plural depending on whether the subject is treated as singular or plural.
Eg : The committee is meeting this evening.
The committee were divided in their opinion.

ix) Many indefinite pronouns such as anyone, anything, anybody, someone, something, somebody, everyone, everything, everybody, nobody, nothing, either and neither are singular in form, though plural in meaning and all these take the singular verb:
Eg : Everyone dreams of a holiday in the Bahamas.
Neither of them was willing to make the first move towards becoming friends again

x) Weights, amounts and distances take the singular form of the verb:
Eg : Two kilograms of sugar is needed every month.
Twenty rupees is too much for these mangoes.
Five kilometers is a long way to walk everday.

xi) Words like news, measles, mumps, rickets, economics, electronics appear plural in form, but are singular in meaning. Therefore, they take a singular verb:
Eg : The news is sensational
Measles is a dreadful disease
Electronics is an interesting subject.

xii) Words like trousers, scissors, tongs, tweezers are plural in form and take a plural verb, although they denote a singular object:
Eg : My trousers are old. I need to buy a new pair.
Where are my scissors? I can never find them when I need them.
However, when they are used with 'a pair of', the singular form of the verb is used.
A pair of trousers is needed.
A pair of scissors is urgently required.

Exercise

Which of the verbs in brackets is correct?
i) The longest of the ancient Indian epics (is/are) the Mahabharata.
ii) Each of the boys (was/were) given a sandwich and ice-cream.
iii) The cause of the noise and confusion (was/were) obvious to everybody.
iv) The quality of the goods displayed on the shelves (vary/varies)
v) There (was/were) a whole pile of books on the table.

vi) Our country, along with seven others (is/are) attending the conference.
vii) Geriatries (is/are) one of the sciences to be included in the curriculum
viii) Six tins of soup (is/are) too much for the two of us.

WORDS OFTEN MISSPELT ,CONFUSED AND MISUSED

Refer to a dictionary for the meanings of the following words. Frame sentences of your own with these words.

Advice/advise   Affect/effect
Altar/alter   Alternate/alternative
Beside/besides   Canvas/canvass
Cease/seize   Cite/site
Coarse/course   Diary/dairy
Foul/fowl   Later/latter
Practice/practise   Principal/principle
Stationary/stationery   Adapt/adopt
Vacation/vocation   Affection/affectation
Ascent/assent   Childish/childlike
Complement/compliment   Confirm/conform
Continual/continuous   Dual/duel
Graceful/gracious   Historic/historical
Humility/humiliation   Industrial/industrious
Popular/populous   Soar/sore

Task
Choose the correctly spelt word from each pair below:

Tyranny/tyrany   Foreign/foriegn
Recieve/receive   Truly/truely
Lieing/lying   Parallelled/paralleled
Seize/sieze   Governer/governor
Aweful/awful   Grammar/grammer
Leisure/liesure   Hypocracy/hypocrisy
Woolen/woollen   Vacuum/vaccum
Siege/seige   Begining/beginning
Choclate/chocolate   Tuition/tution
Occasion/ocassion   Colleague/collegue
Believe/belive   Condem/condemn
Forty/fourty   Neice/niece
Liaison/liason   Mustache/moustache
Oppurtunity/opportunity   Playright/playwright
Queue/queuee   Cigarette/cigarate

CALL LAB   **MINIMAL PAIRS**

Although there are a number of definitions of minimal pairs, probably the easiest to understand is that a minimal pair is a pair of words in which only one sound differs, the rest of the sounds are identical. This difference brings about a change in the meaning.

For example: 'pin' and 'bin'. The phonetic transcription of 'pin' is /p l n/; of 'bin' is /bln/. The only phonemic difference between two is that of the initial consonant sounds /p/ and /b/.

There can be other examples like pelt-belt, hot-rot, etc.

Most of the minimal pairs in the English language can be seen with the following variations:
In the initial consonant: Let /let/ - Get /get/
In the final consonant: God /g d/ - Got /g t/
In the nucleus vowel: Din /dln/ - Dean /dl:n/ In phonology, **minimal pairs** are pairs of words or phrases in a particular language that differ in only one phonological element, such as a phoneme and have distinct meanings. They are used to demonstrate that two phones constitute two separate phonemes in the language.

Minimal Pairs Examples

lit - light	read - red	sing - sang
bed - bad	saw - sought	boot - boat
soot - suit	but - boot	why - way
know - now	wreath - wreathe	leak - lick
look - luck	sock - suck	vest - vast
cod - card	dug - dog	thirst - first
fair - fear	pay - bay	read - lead
need - mead	zoo - sue	near - ne'er
catch - cash	azure - assure	jet - chet
leige - lease	whistle - thistle	beige - bays
fur - fear	care - chur	noon - nun

æ-a	**i:-i**	**e- æ**
ankle-unkle	sheep-ship	bed-bad
: - :	**eI - æ**	**: - :**
far-four	cape-cap	work-walk
– s	**s-z**	**- t**
ship-sip	sip-zip	shoes-choose
t -	**s-**	**d- ð**
tank-thank	sink-think	day-they
r-l	**k -k**	**p-b**
road-load	sink-sing	pat-bat

Examples

            A   B

1.	**T**oll	-	roll
2.	Main	-	gain
3.	Bat	-	sat
4.	Goat	-	boat
5.	Fair	-	pair
6.	Sure	-	poor
7.	Cry	-	try
8.	City	-	pity
9.	Lead	-	head
10.	Weak	-	beak

Task
Write 5 pairs of words which differ by one sound

WORD STRESS : Various aspects of word-stress

I.   Stress in English is something that is irregular and unpredictable. There are however a few useful rules for word accentual patterns in English. These are given below with examples.

Rule 1:

Words with weak prefixes always take the accent on the root. For example,

aˈbroad   beˈcause
aˈhead   beˈcome
aˈlone   beˈlow

Rule 2:
The derivational suffixes *–age,-ance,-en,-er,-ess,-ful,-hood,-ice,-ish,-ive, -less,-ly,-ment,-ness,-or,-ship, -ter,-ure and –zen* do not normally affect the accent. For example,
-age
ˈcarry   ˈcarriage
ˈcover   ˈcoverage
 -ance
aˈnnoy   aˈnnoyance
aˈppear   aˈppearance
-en
ˈbright   ˈbrighten
ˈlight   ˈlighten
-er
atˈtend   atˈtender
beˈgin   beˈginner
-ess
ˈactor   ˈactress
ˈtiger   ˈtigress

Rule 3:

Words ending in –ee, –eer, –ette, –self & –ique takes the stress on the last syllable. For example,

–ee
refu'gee   refe'ree
chimpan'zee   emplo'yee

–eer
engi'neer   volun'teer
ca'reer   mountai'neer
–ette
ca'ssette   ban'quette
ciga'rette   geor'gette
–self
my'self   your'self
him'self   her'self
–ique
phy'sique   mys'tique
cri'tique   bou'tique

Rule 4:

Words ending in *–ion, –ian, –ial, –ic & –ious* take stress on the penultimate syllable, or the second syllable from the end. For example,
–ion
exami'nation   con'fusion
imagi'nation   cele'bration
–ian
phy'sician   'Russian
ma'gician   phone'tician
–ial
co'mmercial   me'morial
confi'dential   dicta'torial
–ic
apolo'getic   pa'thetic
sympa'thetic   te'rrific
–ious
a'trocious   no'torious
'conscious   'precious

Rule 5 :

Words ending in *–ical, –ity, –ize, –logy & –graphy* take stress on the ante-penultimate syllable, or the third syllable from the end. For example,
–ical
'chemical   sta'tistical
'practical   me'chanical
–ity
visi'bility   possi'bility
oppor'tunity   sim'plicity
–ize
'dramatize   'minimize
'sympathise   'finalise
–logy

biˈology   zoology
anthroˈpology   theology
–*graphy*
photography   typography
biography   geography

II.   Another aspect of word-stress shows a shift in the accented syllable when a derivative suffix is added to a word. A few examples are given below.

aˈcademy	acaˈdemic	acadeˈmician
eˈxamine	examiˈnee	examiˈnation
ˈphotograph	phoˈtographer	photoˈgraphic
ˈpolitics	poˈlitical	poliˈtician

III. There are a number of disyllabic words in English in which the word accent depends upon whether the words are used as nouns /adjectives or as verbs. If these words are used as nouns or adjectives, the accent falls on the first syllable and if these are used as verbs, the accent falls on the second syllable. A few examples are listed below.

Noun / Adjective	Verb
ˈabsent	abˈsent
ˈobject	obˈject
ˈsubject	subˈject
ˈpermit	perˈmit
ˈrecord	reˈcord
ˈprogress	proˈgress
ˈproduce	proˈduce
ˈperfect	perˈfect

Task - 1
Count the number of syllables in each of the following words and fill the table accordingly. Show the syllable division with a hyphen.

wonderful	imagination	congratulations
amazing	executive	beauty
music	permanent	contentment
arrangement	routine	ramification
responsible	representation	superb
irrespective	conspiracy	generosity
duster		dictionary

Task - 2
Mark the stress for the following words

advertise	receive	academy	disappoint
signature	mistake (N)	attract	develop
diplomat	customer	marriage	able
prominent	important	signal	however

Task - 3
Using the rules of word-stress, mark the stress in the following groups of words.

a) conjunctions, vacation, comprehension, stimulation
b) minority, familiarity, opportunity, velocity
c) sympathetic, characteristic, fanatic, artistic
d) interviewee, employee, myself, critique
e) across, above, arrange, appearance

WORD ACCENT AND STRESS SHIFTS

Word accent is a distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class or a distinct emphasis given to a syllable or word in speech by stress or pitch. It can be a mark on a letter, typically a vowel, to indicate pitch, stress, or vowel quality.The regional accents of English speakers show great variation across the areas where English is spoken as a first language. Local accents are part of local dialects. Any dialect of English has unique features in pronunciation, vocabulary, and grammar. The term "accent" describes only the first of these, namely, pronunciation. Non-native speakers of English tend to carry over the intonation and phonemic inventory from their mother tongue into their English speech which is learned as a second language. An interesting phenomenon in many two syllable words is that when thery are used as verbs, they have the stress on the second syllable, but when they are used as adjectives or nouns, the stress falls on the firest syllable:

Noun/adjective		Verb	
¹Absent	/ ¹æb snt/	Ab¹sent	/ æb¹snt/
¹Combat	/¹km bæt/	Com¹bat	/km¹bæt/
¹Escort	/¹es k:t/	Es¹cort	/i¹sk:t/
¹Import	/¹Im p:t/	Im¹port	/im¹p:t/
¹Progress	/¹prgres/	Prog¹ress	/pr¹gres/

LISTENING COMPREHENSION

The Importance of Listening

Listening is one of the very fundamental skills in language learning, in addition to speaking, reading, and writing. Listening is the most common communicative activity in daily life: "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." (Morley, 1991). Listening is also important for obtaining comprehensible input that is necessary for language development.

What is involved in listening comprehension?
· speech perception (e.g., sound discrimination, recognize stress patterns, intonation, pauses.)
· word recognition (e.g., recognize the sound pattern as a word, locate the word in the lexicon, retrieve lexical, grammatical and semantic information about the word, etc.)
· sentence processing (parsing; e.g., detect sentence constituents, building a structure frame)
· construct the literal meaning of the sentence infer the implied meaning and intention
· predict what is to be said
· decide how to respond

Factors for poor listening comprehension

- Speed of speech is a key factor in the understanding of the listening material
- Learners need specific words or phrases repeated for better understanding
- Listeners will tend to stop and think about the meaning of the word that they do not understand and thus they will miss the next part of the speech or listening material
- In formal listening comprehension passages, signals such as "next", "then", or "secondly" are comparatively more evident than in informal passages
- If listeners lack background knowledge of the listening material, they may have difficulties in understanding the purpose of the passage
- Learners lose concentration easily if the listening material or passage is too long

Tips for improving listening comprehension:

- Repetition of passages is encouraged
- Use authentic and real-life material instead of composed/pedagogical material
- Use speech or passages that learners will be interested in listening.

Task

Listen to the Speech made by 'Martin Luther King Jr', carefully and answer the following questions.

1. Explain the symbolic meaning of the words like 'Check', 'Cash', 'Promissory Note', Insufficient funds' and 'Bankrupt' in the speech made by the speaker?

2. 'And as we walk, we must make the pledge' – what is the pledge that Martin Luther King refers to?

3. What is the hope that speaker expresses?

4. What is the dream of "Martin Luther King Jr"?

ICS LAB
DESCRIBING PEOPLE / SITUATIONS / OBJECTS

Objective
To equip the students with the skills of description and enable them to use the right expressions/vocabulary.

Introduction

Description is an indispensable part of everyday communication. Descriptions are broadly of two types: factual and impressionistic. Factual description involves describing a physical process or appearance of an object or a person. An impressionistic description on the other hand is chiefly concerned with recording the impressions of the describer as one perceives them.

To give a good description, it is very important to know the purpose — why it is written and for whom. In addition to that, one should also have an eye for detail to capture accurately what one is going to describe. With a little care and planning descriptions can be made more effective.

Guidelines for Describing People

- Name
- Age
- Qualification
- Profession
- Physical appearance (height, weight, physical features etc.)
- Personality traits (Aggressive, Sensitive, Eccentric, obstinate etc.)

A Few Common Expressions to Describe People

Physical Appearance :

- Muscular, obese, slim, anorexic etc.
- Thin face, round face, chubby face etc.
- Curly hair, wavy hair, straight hair, receding hair etc.
- Round-eyes, large eyes, deep set eyes, bushy eyebrows etc.
- Straight nose, crooked nose, flat nose etc.
- Chubby cheeks, hollow cheeks,pointed chin ,round chin etc.
- Small mouth, full lips etc.

Personality Traits :

- Gregarious, trustworthy, sadistic, sensible, shrewd, naïve, thrifty, assertive, honest, pious, mean, introvert, optimistic etc.

Sample Description :

1. Before him, at a little distance, reclined a very large and very fat man, with a wide, pulpy face, and a stern expression. His large head was very grey; and his whiskers, which he wore only around his face, like a frame, were grey also. His clothing was of rich stuff, but old, and slightly frayed in places. One of his swollen legs had a pillow under it, and was wrapped in bandages. This stern-countenanced invalid was the dread Henry VIII.

2. When he straightened again, the Roman was pulling off his helmet, revealing crisp fair hair. He wiped the back of his hand across his wet forehead where the metal had left an uncomfortable-looking crease. With a shock, Daniel saw that he was very young… The beardless cheeks and chin scarcely needed a razor. His skin was white, mottled and peeling from exposure to the sun, so that he could not have seen service long under the Galilean skies. The eyes that stared back at Daniel were a clear bright blue. He looked as though he might be about to speak.

Tasks :
Describe one person from your family or a person who has influenced youor your favourite actor.

Guidelines for Describing Situation :

- The place of the event
- The setting
- Time of the event
- The most prominent mood

- The people taking part and their reactions
- Sequence of happenings

Sample Description :

A few months ago, a big fire broke out in our locality. It was a calm night and I was studying in my room. I smelt something burning and heard some noise. I looked out of my window and was shocked at the sight . A house nearby had caught fire and the flames were leaping out of the windows. I ran out of my room and woke up my parents. Then I telephoned the fire-brigade and all of us rushed out.

The scene was pitiable. Some people were trying to put out the fire by throwing buckets of water, but it seemed to have had no effect on the fire. Our neighbours Mr. and Mrs. Rohit looked stunned. Their children clung to them, weeping .They had been able to save a few things but most of their belongings had to be left behind. Just then the fire brigade arrived and in an hour's time the fire was put out.
Mr. Rohit has already re-built a part of his house. Both of them have faced their misfortune very bravely, but I wish no one ever had to face such an ordeal.

Tasks :

I. Describe the situation from the outline given.
    Couple come home after watching a film…… hear noise…….thieves talking ……..frightened …… raise alarm ……..neighbours gather…. Switch on lights… all laugh …..Radio on.

Guidelines for Describing Object :

- What is it in general terms (definition)
- The parts
- The physical look(size,shape,colour)
- The working process
- Utility

Sample Description :

Washing machines are used for washing clothes . Many reputed companies manufacture these machines. They are available in different shapes, sizes and colours.   The washing machine operates by a motor, which is connected to the agitator through a unit called a transmission. The motor and transmission are near the bottom of the machine, while the agitator extends up through the middle of the machine. The transmission is similar to the transmission in your automobile in

that it changes the speed and direction of the agitator. In one direction (agitate), the transmission changes the rotation of the agitator and spin tub—the inside tub with small holes in it—into a back-and-forth motion. When the motor is reversed by the controls (spin), the transmission locks up and the agitator, transmission, and spin tub all rotate as a unit. Without the transmission changing the speed or direction, the unit uses centrifugal force to remove as much water from the clothes as possible. The motor is also connected to a pump. When the motor is moving in the spin direction, the pump removes the water from the tub and discards it through the drain pipe.

Task :

Describe any one of the following objects.
1.   2.   3.
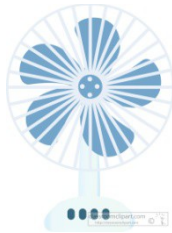
NARRATIONS

The word narrative is derived from the Latin verb 'narrate', "to tell", which is derived from the adjective 'gnarus', "knowing" or "skilled. A narrative is any account of connected events, presented to a reader or listener in a sequence of written or spoken words. Narratives can be organized in a number of thematic and/or formal/stylistic categories: non-fiction (e.g. New Journalism, creative non-fiction, biographies, and historiography); fictionalized accounts of historical events (e.g. anecdotes, myths, and legends); and fiction proper (i.e. literature in prose, such as short stories and novels, and sometimes in poetry and drama, although in drama the events are primarily being shown instead of told). Narrative is found in all forms of human creativity and art, including speech, writing, songs, film, television, games, photography, theatre, and visual arts such as painting (with the modern art movements refusing the narrative in favor of the abstract and conceptual) that describes a sequence of events. Here the narrator communicates directly to the reader.

Writing a narrative composition appeals to our sense of imagination, the impulse to share stories. Sometimes the aim is simply to entertain, to provide a moment of escape from the business of the day or the horrors of the night, but sometimes the aim is to instruct, to help others in their understanding of something. The skills needed to narrate a story well are not entirely the same as the skills needed to write a good essay. To write a narrative ,we need to tell a story (usually about something that happened in such a way that the audience learns a lesson or gains insight).

Tips for writing an effective Narrative
- Tell a story about a moment or event that means a lot to you- tell the story in an interesting way
- Get right to the action. Avoid long introductions and lengthy descriptions—especially at the beginning of your narrative.
- Make sure your story has a point. Describe what you learned from this experience.

• Use your senses to describe the setting, characters, and the plot of your story. Don't be afraid to tell the story in your own voice. Nobody wants to read a story that sounds like a textbook.

Using Concrete Details for Narratives

Effective narrative essays allow readers to visualize everything that's happening, in their minds. One way to make sure that this occurs is to use concrete, rather than abstract, details.

Concrete Language…

…makes the story or image seem clearer and more real to us.

…gives us information that we can easily grasp and perhaps empathize with.

Avoid abstract language—it won't help the reader understand what you're trying to say!

Examples:

Abstract : It was a nice day.

Concrete : The sun was shining and a slight breeze blew across my face.

Abstract : I liked writing poems, not essays.

Concrete : I liked writing short, rhythmic poems and hated rambling on about my thoughts in those four-page essays.

Abstract : Mr. Smith was a great teacher.

Concrete : Mr. Smith really knew how to help us turn our thoughts into good stories and essays.

Sample Narrative

When I pulled the trigger I did not hear the bang or feel the kick–one never does when a shot goes home–but I heard the devilish roar of glee that went up from the crowd. In that instant, in too short a time, one would have thought, even for the bullet to get there, a mysterious, terrible change had come over the elephant. He neither stirred nor fell, but every line of his body had altered. He looked suddenly stricken, shrunken, immensely old, as though the frightful impact of the bullet had paralyzed him without knocking him down. At last, after what seemed a long time–it might have been five seconds, I dare say–he sagged flabbily to his knees. His mouth slobbered. An enormous senility seemed to have settled upon him.

Tasks:
1. **Narrate one happy and one unpleasant incident.**
2. **Choose a piece of narrative composition from your favorite book**
and read it for the class

GIVING DIRECTIONS AND GUIDELINES

Objective

To consolidate students' skills in giving verbal directions.

To help students use correct prepositional phrases, adverbs, sequence words, imperatives and infinitives in giving directions.

The following phrases/ expressions can be used to ask for directions.
1. Could you tell me where……………… is?
2. Excuse me, do you know where…………………is?
3. Excuse me, how do I get to …………..?
4. Excuse me, could you tell me how to get to ....?

5. How far is it?
6. How far is it to the railway station?
7. How far is it to the airport from here?
8. Is it far?
9. Is it a long way?
10. Can you tell me where the library is?
11. Can you tell me how to get to the airport?
12. Which way is the hotel?
13. What's the best way to ...?
14. Where is ... please?

Some Useful Phrases for giving directions:

(1) Turn
- left
- right
- south

(2) Go straight
- for 3 blocks
- for about a mile
- until you get to
  - Shoppers stop
  - the traffic light
  - Apollo Drugstore on the right

(3) When you get to – the main road
  - the park
    - turn left
    - start watching for a red house on the right

(4) There's a
- Medical Store
- big yellow house
- Temple
  - on the corner
  - just before the light
  - on your right

(5) After
- the lights
- you pass the Fruit Market   -   go three blocks
- turn left at the first side street

(6) You'll pass
- a cemetery
- a Chinese restaurant on your   -   right   -   left

(7) Go past
- the Main Street
- the Catholic church

(8) Go
- 2 blocks
- about -   km/kms
- north for about a km and   -   turn left
  - turn right after MacDonalds
  - veer right when the road forks

(9) Take   -   the first street on your left
   -   the first side street on your right after the light

Some other phrases / expressions that can be used

It's opposite the bookstore.   I don't know where the theater is.
You can't miss it.   I'm lost.
Right in front of you.   It's on the second floor.
Get off at Ameerpet   It's on Necklace Road.
It's on the 4th floor.   It's next to the bank.

It's opposite the bookstore.

near

between

on/at the corner

in front of

the traffic lights

the signpost

Turn left/right (into ...-street).

Cross ...

It's on the left/right.

It is / you will find it opposite....

Go straight on (until you come to ...).

next to

at the end (of)

behind

(just) around the corner

the crossroads, the junction

Turn back./Go back.

Go along ....

Take the first/second road on the left/right

Go straight on

Task 1 : Give directions on how to reach star hotel. from sixth Avenue.

You are here

6th Avenue

Pine Street

Broadway Avenue

Star Hotel
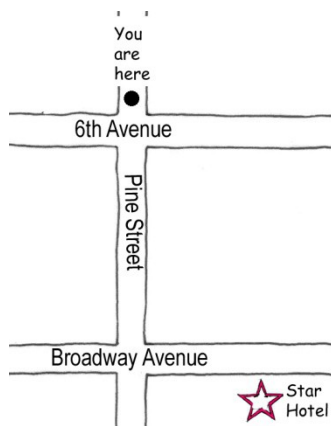
Task 2

Fill in the words below correctly.

continue, end, excuse, get, left (2 times), next, opposite, right, second, straight on, thank, turn, welcome

1. _____me, how do I go to the cinema?
2. Go_____.
3. Turn_____ at the corner.
4. Then take the_____ road on your_____ .
5. _____to the_____ of the road.
6. _____left there.
7. The cinema is on your_____, _____ the petrol bunk.
8. _____you very much.
9. You're _____.

SEQUENCE OF TENSES

One of the ways of expressing the time of an event/action is by using tense. Tense is a grammatical concept that is reflected in the verb. Time is a semantic concept, which is a continuum. Broadly speaking, there are different markers on the verb which represent past, present and future periods of time. The form of the verb varies according to the tense. (Sometimes there is no neat one-to one relationship between tense and time: For example, the present continuous tense could refer to present time or future time. Meera is reading a novel (present time, present continuous tense) Meera is leaving for Delhi tomorrow. (future time, present continuous tense).

The word talk is a regular verb whereas the word speak is an irregular verb. A regular verb is one to which –ed is added to get past simple and past participle forms of the verb. Irregular verbs do not have a particular pattern.

i)	The base	:	talk	speak\
ii)	The present tense	:	talk, talks	speak, speaks
iii)	The past tense	:	talked	spoke
iv)	The present participle	:	talking	speaking
v)	The past participle	:	talked	spoken

From these forms, we obtain the following tense forms of the verbs expressing different aspects of an event/action. This can be shown in the form of a table.

Tense	Form
Present Simple	Talk/Talks
Present Continuous	Is/am/are talking
Present Perfect	Has/have talked
Present Perfect Continuous	Has/have been talking
Past Simple	Talked
Past Continuous	Was/were talking
Past Perfect	Had talked
Past Perfect Continuous	Had been talking
Future Simple	Will talk
Future Continuous	Will be talking
Future Perfect	Will/shall have talked
Future Perfect Continuous	Will have been talking

Exercises

I   Fill in the blanks choosing the most appropriate tense of the verb given in brackets. Use auxiliaries where necessary. There may be more than one correct answer for some of the sentences.

1.   Reshma_____ (eat) rice every day.
2.   Look! The crow _____ (sit) on the tree.
3.   Radha _____ (know) Bhanumathi well; they _____(meet) at the club every Sunday.
4.   The teacher _____ (complete) the lesson and she _____ (begim) to ask questions.
5.   Naseer and Umesh _____ (go) for a movie yesterday.
6.   Mr Agarwal _____ (buy) a new car a few days ago.
7.   The manager _____ (ask) the employee why he _____ (be) late.
8.   English _____ (speak) in many countries.
9.   When she _____ (cook) she _____ (hear) someone knock on the door.
10.   Yesterday at this time all of us _____ (watch) the cricket match.
11.   The Principal _____ (ask) the teacher why he _____ (come) so late to college.
12.   Mary _____ (decide) that she _____ (go) to the shop the next day.
13.   Sandhya _____ (just, come) from her friend's house.
14.   The man who is standing there _____ (be) my father.
15.   If it _____ (rain) you _____ (get) wet.
16.   The child _____ (chase) by a dog last week.
17.   This poem _____ (write) in 1998.
18.   If Anirudh _____ (invite) me, I shall attend the party.

QUESTION TAGS

It is a usual practice in conversation to make a statement and ask the listener if he agrees with it. Eg : It's very hot, isn't it? The latter part (isn't it?) is called a question tag. In most languages, the question tag is a fixed phrase, but in English, different question tags are used in different contexts.

Points to Remember

i)   The form of the question tag should be in agreement with the subject and the verb in the statement

ii) The subject of the statement is repeated in the question tag. If it is a noun, it is repeated in its pronoun form.

iii) If there is a special verb in the statement, it is repeated in the question tag (Eg: He is your cousin, isn't he?). If there is no special verb, do/does/did is used in the question tag (Eg: John smokes, doesn't he?)

iv) If the statement is affirmative "n't" is usually added to the verb in the question tag (Eg : He arrived last night, didn't he?). If the statement is negative, the tag is positive (you didn't attend the party, did you?)

v) Sentences with words like 'rarely', 'seldom', 'scarcely', 'hardly' are treated as negative sentences. The question tag is therefore positive. (She rarely comes to college, does she?)

vi) After suggestions with 'let's", "we" is used (Let's meet him, shall we?)

vii) am + n't I ————> aren't I?
     eg. I'm taller than you, aren't I?

ONE WORD SUBSTITUTES

1. One who is out to subvert a government **Anarchist**
2. One who is recovering from illness **Convalescent**
3. One who is all powerful **Omnipotent**
4. One who is present everywhere **Omnipresent**
5. One who knows everything **Omniscient**
6. One who is easily deceived **Gullible**
7. One who does not make mistakes **Infallible**
8. One who can do anything for money **Mercenary**
9. One who has no money **Pauper**
10. One who changes sides **Turncoat**
11. One who works for free **Volunteer**
12. One who loves books **Bibliophile**
13. One who can speak two languages **Bilingual**
14. One who loves mankind **Philanthropist**
15. One who hates mankind **Misanthrope**
16. One who looks on the bright side of things **Optimist**
17. One who looks on the dark side of things **Pessimist**
18. One who doubts the existence of god **Agnostic**
19. One who pretends to be what he is not **Hypocrite**
20. One incapable of being tired **Indefatigable**
21. One who helps others Good **Samaritan**
22. One who copies from other writers **Plagiarist**
23. One who hates women **Misogynist**
24. One who knows many languages **Polyglot**
25. One who is fond of sensuous pleasures **Epicure**
26. One who thinks only of himself **Egoist**
27. One who thinks only of welfare of women **Feminist.**
28. One who is indifferent to pleasure or pain **Stoic**
29. One who is quite like a woman **Effeminate**
30. One who has strange habits **Eccentric**
31. One who speaks less **Reticent**
32. One who goes on foot **Pedestrian**
33. One who believes in fate **Fatalist**
34. One who dies without a Will Intestate
35. One who always thinks himself to be ill **Valetudinarian**
36. A Government by the people **Democracy**
37. A Government by a king or queen **Monarchy**
38. A Government by the officials **Bureaucracy**
39. A Government by the rich **Plutocracy**
40. A Government by the few **Oligarchy**
41. A Government by the Nobles **Aristocracy**
42. A Government by one **Autocracy**
43. Rule by the mob **Mobocracy**
44. That through which light can pass **Transparent**
45. That through which light cannot pass **Opaque**
46. That through which light can partly pass **Translucent**
47. A sentence whose meaning is unclear **Ambiguous**
48. A place where orphans live **Orphanage**
49. That which cannot be described **Indescribable**
50. That which cannot be imitated **Inimitable**
51. That which cannot be avoided **Inevitable**

52. A position for which no salary is paid **Honorary**
53. That which cannot be defended **Indefensible**
54. Practice of having several wives **Polygamy**
55. Practice of having several husbands **Polyandry**
56. Practice of having one wife or husband **Monogamy**
57. Practice of having two wives or husbands **Bigamy**
58. That which is not likely to happen **Improbable**
59. People living at the same time **Contemporaries**
60. A book published after the death of its author **Posthumous**
61. A book written by an unknown author **Anonymous**
62. A life history written by oneself **Autobiography**
63. A life history written by somebody else **Biography**
64. People who work together **Colleagues**
65. One who eats too much **Glutton**
66. That which cannot be satisfied **Insatiable**
67. One who questions everything **Cynic**
68. A flesh eating animal **Carnivorous**
69. A grass eating animal **Herbivorous**
70. One who lives in a foreign country **Immigrant**
71. To transfer one's authority to another **Delegate**
72. One who is a newcomer **Neophyte**
73. That which is lawful **Legal**
74. That which is against law **Illegal**
75. One who is unmarried **Celibate**
76. A game in which no one wins **Draw**
77. A study of man **Anthropology**
78. A study of races **Ethnology**
79. A study of the body **Physiology**
80. A study of animals **Zoology**
81. A study of birds **Ornithology**
82. A study of ancient things **Archaeology**
83. A study of derivation of words **Etymology**
84. Murder of a human being **Homicide**
85. Murder of a father **Patricide**
86. Murder of a mother **Matricide**
87. Murder of an brother **Fratricide**
88. Murder of an infant **Infanticide**
89. Murder of self **Suicide**
90. Murder of the king **Regicide**
91. To free somebody from all blame **Exonerate**
92. To write under a different name **Pseudonym**
93. A thing no longer in use **Obsolete**
94. A handwriting that cannot be read **Illegible**
95. Words written on the tomb of a person **Epitaph**
96. One who is greedy for money **Avaricious**
97. Something that cannot be imitated **Inimitable**
98. One who doesn't know how to read and write **Illiterate**
99. A person's peculiar habit **Idiosyncrasy**
100. An animal who preys on other animals **Predator**
101. Violating the sanctity of a church **Sacrilege**
102. One who can throw his voice **Ventriloquist**

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EXERCISE - IV

</div>

CALL LAB   **INTONATION**

Objective

To familiarize students with the intonation patterns of the English language.

Introduction

Every language has melody in it; no language is spoken on the same musical note all the time. The voice goes up and down and the different notes combine to make tunes. When we hear someone speak, we hear constant variations in the pitch — sometimes the pitch rises and sometimes it falls. The pattern of variation of the pitch of the voice (i.e. the way in which the pitch varies) constitutes the intonation of a language.

English intonation is English; it is not the same as the intonation of any other language. It is important to learn the shapes of the English tunes because intonation in English serves a two-fold purpose:

a.   Grammatical function (whether an utterance is a statement / question / command/ request etc.)

b.   Attitudinal function (whether the speaker is bored /annoyed / interested/ sarcastic etc.)

According to Halliday, a famous phonetician, intonation is a network of three choices made by the speaker—**Tonality,Tonicity and Tone.**

Tonality

The division of a long utterance into small groups/tone groups is called tonality.

e.g. :

//Last Monday/ I wanted to go to office early/ so I caught a train /and arrived there before everyone else.//

Tonicity

The location of the tonic accent in each tone group is called tonicity.

e.g. :

1.   //I'm leaving for Mumbai to\morrow morning //(not today)
2.   //I'm leaving for \Mumbai tomorrow morning //(not for any other city)
3.   //I'm \leaving for Mumbai tomorrow morning //(not staying)

Tone

The choice of the type of tone (falling, rising, or a combination of both) to be used on the tonic syllable is tone.

1.   The falling tone

The falling tone is sometimes referred to 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 (\)

The falling tone is normally used in:
1. Ordinary statements made without any implications
   e.g.:
   a. I liked it very ˈmuch .
   b. It was quite ˈgood.
2. Wh-questions when said in a neutral way
   e.g.:
   a. ˈWho were you ˈtalking to?
   b. What's the ˈmatter?

3. Commands
   e.g.:
   a. ˈGo and ˈopen the ˈwindow.
   b. ˈTake it aˈway.

4. Exclamations
   e.g.:
   a. ˈSplendid!
   b. ˈHow exˈtraordinary!

5. Question tags (When the speaker expects the listener to agree with him)
   e.g.:
   a. It's ˈpleasant today, ˈisn't it?
   b. It was a ˈgood ˈfilm, ˈwasn't it?

6. Rhetorical questions
   e.g.:
   a. ˈIsn't that ˈkind of her?
   b. Wasn't that a ˈdifficult eˌxam?

2.   The rising tone

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

The rising tone is normally used in:

1. Incomplete statements
   e.g.:
   a. It is ˈseven oˌclock (and she hasn't got up as yet)
   b. I'll ˈbuy you a ˌdress (if I go there)

2. Polarity type questions which demand a yes / no answer
   e.g.:
   a. ˈAre they ˌcoming?
   b. ˈWill you ˌdo it?

3. Non polarity questions (wh-type) questions when said in a warm/ friendly way
   e.g.:
   a. ˈHow's your ˌdaughter?
   b. ˈWhat's the ˌmatter?
4. Polite requests
   e.g.:

a. ˈGo and ˈopen the ˌwindow.

b. ˈTake it aˌway.

5. Question tags (when the speaker is doubtful)
e.g. :
a. You are a ˎgardener/ ˌaren't you?

b. It was a ˈgood ˎfilm/ˌwasn't it?

6. Alternative questions
e.g.:
a. Do you like ˌtea, ˌcoffee or ˎcoke?

b. Shall we ˌdrive or go by ˎtrain?

7. Enumeration
e.g.:
a. ˌOne, ˌtwo, ˌthree, ˌfour and ˎfive.

3.   The falling–rising tone

The falling-rising tone is sometimes referred to as the dive. It consists of a fall from a high to low and then a rise to the middle of the voice.The falling- rising tone is normally used for special implications not verbally expressed. It is marked (V). For example if you say:
        She's ˎbeautiful
with a falling tone you mean precisely that. But if you say the same sentence with a falling-rising tone
        She's ˅beautiful
You imply something— perhaps that she is beautiful but not intelligent.

4.   The rising-falling tone

This tone is a combination of a rise and a fall.The rise reinforces the meaning conveyed by the following fall.In addition,the initial rise may indicate warmth,anger or sarcasm. It is marked (   )
e.g.:
1. (Do you agree?)ˆYes. (Enthusiastic agreement)
2. Are you ˆsure this will go? (Suspicious mocking)
3. How ˆinteresting. (Sarcasm)

Tasks :

1. **Divide the following utterances into tone groups**
a) I'm looking for a pen and paper
b) My father met with an accident, but luckily he wasn't seriously hurt.
c) If I see you again, I'll pass on the message to you.
d) Remember what your mother tells you
e) I got up quickly, got dressed and went downstairs.

2. **What are the special meanings conveyed in the following sentences.**

a) I ˈwant you to ˈtake the ˈboy for a ˈswim in the ˎlake
Meaning : _____

b) I ˈwant you to ˈtake the ˈboy for a ˎswim in the ˌlake
Meaning : _____

c) I ˈwant you to ˈtake the ˈboy for a ˌswim in the ˌlake

Meaning : _____

d) I ˈwant you to ˈtake the ˌboy for a ˌswim in the ˌlake

Meaning : _____

3. Mark the tone for the following utterances.

a) We had a marvelous time

b) You must be home by six

c) The weather is good today, is'nt it?

d) When did you arrive?

e) She can sing well.

COMMON ERRORS IN PRONUNCIATION

The presence of MTI or Mother Tongue Influence is quite profound among Indian speakers of English. Some common errors in pronunciation made by Indian speakers are listed below:

i) Many Indian languages do not natively possess a separate phoneme /æ/ as in 'tap', 'cat', etc. Indian speakers therefore find it difficult to pronounce this sound and substitute it by a sound existing in their language.

ii)   Long vowels are often shortened and vice-versa. For example, some Indian speakers say / ʃ ɪ p / (ship) instead of / ʃ l: p / (sheep) or / f i: l /   (feel) instead of / f ɪ l / (fill).

iii)   Indians often use strong vowels. A word such as 'was' is pronounced as/v əz /   instead of / w əz/

iv)'The' is supposed to be pronounced as / ð ɪ / before a vowel sound and / ð ə / before a consonant sound. Many Indian speakers do not distinguish between the two.

v) An 'o' sound is used in words like 'sport' and 'gold' instead of /ɔ/and / əʊ/ respectively.

vi) Instead of the diphthong /eɪ/ in words like 'face', 'place', /e/is used.

vii) A clear distinction between /ɒ/ and /ɔ/ is also lost in words like 'cot' and 'caught'.

viii) Distinctions between /v/ and /w/ are not made as in vest/west on vine/wine.

ix) In certain Indian languages, sounds like /z/ and /ʒ/ do not exist – therefore some speakers cannot pronounce words like zoo, music, pleasure, etc.

x) Consonant clusters also pose a problem to Indian speakers as in words like 'against', 'school', etc. Vowel sounds are inserted in words like 'film' or 'button'.

ICS LAB   EXTEMPORE- PUBLIC SPEAKING

Objectives
To enhance speaking skills.
To make the students aware of the nuances of body language.
To help students build confidence.

The most difficult kind of oral communication for many people is making a formal speech. Most of us do not feel comfortable speaking before others. This can be overcome by learning good speaking techniques and putting them into practice.

Selection of the Topic

If the topic is not assigned, you must find one on your own. In your search for a suitable topic, you should be guided by three basic factors. They are

Your subject background and knowledge of the topic
Interest of the audience
Occasion of the speech

Preparation of the presentation

After you have decided what to talk about, you should gather the information you need for your speech. Information can be gathered through your experiences and ideas, conducting research in a library, internet or by consulting people. Organize your information into

Introduction
Body
Conclusion

Introduction

The aim of the introduction is to prepare the listeners to receive your presentation. It also has the additional goal of arousing interest. The techniques of arousing interest are many. Some of them are:
a human interest story, humour, quotations, questions etc.

Body

Organize your speech by factors. Emphasize the transitions between the divisions because, unlike the reader who can read them, the listener may miss them if they are not stressed properly.

Conclusion

Conclusion includes
1) Restating the subject
2) Summarizing the key points
3) Drawing a conclusion

Characteristics of a good speech

1. Confidence

Having confidence in yourself is important. So is gaining the confidence of your audience. To earn the confidence of your audience, project the right image and talk with conviction.

2. Sincerity

Sincerity is vital; your listeners can easily detect insincerity. Sincerity is valuable to conviction, especially if the audience has confidence in your ability.

3. Thoroughness

A thorough presentation is better received than a scanty or hurried presentation. For this, thoroughness in preparation is also essential. Thoroughness implies giving your listeners all they need.

4.   Friendliness

A speaker who projects an image of friendliness has a significant advantage in communicating. Like sincerity, friendliness is hard to feign and one must be honest to be effective.

5.   Audience Analysis

You should study your audience both before and during your presentation.

•   Preliminary Analysis

Before the presentation, the speaker should assess the background, intellectual level, age, gender, size etc. This would help him/her in deciding the organization, planning and style of the presentation.

•   Analysis during presentation

During the presentation, the speaker can get both verbal and non-verbal feedback from   the   audience. Verbal feedback can take the form of questions from the   audience, responses to questions asked by the speaker, comments, clarifications, etc. The speaker can also get non-verbal feedback through the facial expression, posture, gestures and other aspects of body language.

6.   Personal appearance

Be clean and well groomed. Use facial expressions and physical movements to your advantage.

7.   Posture, facial expression and gestures

The posture during a presentation should be erect without appearing stiff, and comfortable without appearing limp. You should maintain a poised and communicative bearing. Facial expressions enliven the presentation. Gestures also contribute to the message. A moderate use of gestures is acceptable.

8.   Use of voice

The voice should not hinder the listener's concentration on the message. It should not detract attention from the message. The following aspects of voice should be kept in mind.

1) Pitch variation / Voice modulation
2) Variation in speaking speed
3) Vocal emphasis
4) Voice quality

Points to remember

·   The speech should be well organized.
·   There should be a logical progression of thought.
·   Language should be adapted to the audience.
·   Articulation should be clear and pleasant with proper emphasis.
·   Avoid mumbling and the use of non-words such as Err….., Aah! Huh!, okay, etc.
·   Use correct grammar and pronunciation.
·   Maintain appropriate enthusiasm and confidence.
·   Employ body language to emphasize points and to assist in communicating concepts and ideas.
·   Maintain eye contact with the audience
·   Be relaxed and natural.
·   Avoid fidgeting and other signs of nervousness.
·   Use appropriate visuals.
·   Don't lose your temper even when faced with hostile questions or remarks.
·   Do not leave a conclusion dangling, don't repeat unnecessarily or appear unable to close.

ACTIVE AND PASSIVE VOICE

There are two types of voice. They are
1. The Active Voice
2. The Passive Voice

Active Voice: is one in which the subject is active or the subject is the doer of action.
Eg: Tagore wrote this play

Passive Voice: is one in which subject is the receiver of the action.
Eg: This play was written by Tagore
The subject in the active voice becomes the object in the passive voice and vice versa. In the passive voice, there must be a 'be' form followed by the past participle of the main verb. Generally the preposition 'by' is used after the past participle.

Tense	Active Verb	Passive Verb (be + v-ed)
Present Simple	Read / Reads He reads the newspaper daily	am/is/are read The newspaper is read by him daily
Present Continuous	is / are reaching He is reading the newspaper	am/is/we being read Newspaper has been read by him
Present Perfect	has / have read He has read the newspaper	has/have been read The newspaper has been read by him
Past Simple	Read He read the newspaper	was/were read The newspaper was read by him
Past Continuous	was / were reading He was reading the newspaper	was/were read The newspaper was being read by him
Past Perfect	had read He had read the newspaper	had been read The newspaper had been read by him
Future Simple	will read He will read the newspaper	will be read The Newspaper had been read by him
Future Perfect	will have read By 5:00 pm, he will have read the newspaper	will have been read The newspaper will have been read by 5:00 pm by him

II. Only a transitive verb (the verb with an object after it) has active and passive forms. Intransitive verbs do not have passive forms. When a sentence is changed from active voice to passive voice, the object of the transitive verb moves to the subject position.

1.   We took some water in a glass (A.V)
     Some water was taken in a glass (P.V)

2.   We added a little lime concentrate to it (A.V)
     A little lime concentrate was added to it (P.A)

III. The subject (agent) of the active verb is made a by-object in the passive sentence. The by-object is not mentioned unless it is either important or necessary for the discourse.

1. The chief minister inaugurated the exhibition (A.V)
    The exhibition was inaugurated by the chief minister (P.V)

IV. Ditransitive verbs have two objects (direct and indirect objects) after them. In such a case, both the objects can be moved to the subject position. We can form two passive sentences.

They gave us nice presents
1. We were given nice presents
2. Nice presents were given to us.

He has taught us English
English has been taught to us by him
We have been taught English by him

Examples
1. Bees make honey
Ans.   Honey is made by bees.

2. People a lways admire this picture
Ans. This picture is always admired

3. They elected Mr.John as President of the board
Ans. Mr. John was elected as President of the board

4. They told me the truth
Ans. I was told the truth by them.

5. Somebody must send for a doctor at once
Ans. A doctor must be sent for at once

6. We should keep promises
Ans. Promises should be kept

7. He is painting a picture
Ans. A picture is being painted by him

8. They were repairing the road
Ans. The road was being repaired by them

9. Rocky has completed his project
Ans. The project has been completed by Rocky

10. Siri had narrated the incident to her mother.
Ans. The incident had been narrated by Siri to her mother

11. Post this letter
Ans. Let the letter be posted

12. Take away these books
Ans. Let these books be taken away

13. Please go and meet the Director
Ans. You are requested to go and meet the Director

14. Study hard
Ans. You are advised to study hard

15. Give the order
Ans. Let the order be given

COMMON ERRORS IN ENGLISH

As non native users of English , there are some common errors we make in speaking and writing the language. While some of these errors relate to vocabulary, many of them relate to different aspects of grammar such as the use of articles, prepositions, conjunctions, tenses, concord etc.

Task-I

Each sentence given below contains one or more mistakes. Rewrite the sentences correcting the mistakes.

1. I wouldn't mind your coming late if you do not wake me on.

2. He is independent from his parents.

3. Sonia is taller of the two girls.

4. Could you please move the bit?

5. There I saw his Mom whom he said was away.

6. This chair is quite cheap at $20.

7. We do not sell things at credit.

8. As we labour, so shall we reward.

9. I'm too tired that I cannot attend the class.

10. She has been absent since three days.

IDIOMS AND PHRASES

An idiom is a group of words whose meaning is different from the meanings of its individual words. The words in idiom are in a fixed order and their meaning cannot be known by looking at the meaning of each word. Idioms have figurative meanings, which have become fixed through common use. For eg. 'Let the cat out of the bag' is an idiom meaning 'to tell a secret by mistake'

Idioms can be grouped into different kinds according to their structures.

- Those consisting of a verb and an object.
  i) tie yourself up in knots (become very confused when trying to explain something)
  ii) speak your mind (state your opinion openly)

- Those consisting of a preposition and a noun phrase:
  i) in leaps and bounds (very quickly)
  ii) at the crack of dawn (very early in the morning)

- Those that are compounds.
  i) Bread and butter (an activity that provides money for basic needs)
  ii) Odds and ends (small things of many kinds without much value)

◄ Those that are strings of adjectives
  i) Cool, calm and collected (relaxed, not nervous)
  ii) Fast and furious (full of speed and excitement)

◄ Those consisting of similes.
  i) As bold as brass (very confident and not showing enough respect)
  ii) A list as long as your arm (a very long list)

◄ Those that are sentences
  i) It's no use crying over spilt milk (to waste time feeling sorry about a mistake that cannot be corrected)
  ii) Birds of a feather flock together (used to talk about people who have the same beliefs, habits, etc.)

Exercises

Match the following idioms with their meanings

A	B
a. to keep one's fingers crossed	most advanced or modern
b. to move heaven and earth	be very happy about something
c. state-of-the-art	back to where one began
d. like a fish out of water	to make every possible effort
e. a hard nut to crack	wish that one will be lucky
f. a bone of contention	a difficult problem to solve
g. be on cloud nine	a subject which causes disagreements and arguments between people
h. back to square one	uncomfortable among people different from you

II. Find the meanings of the following idioms.
1. face the music
2. have second thoughts
3. to burn the candle at both ends
4. to die in harness
5. to speak volumes for

III. Complete the sentences with the correct idiom.

1. Frank always tries to finish his work before everyone else. He is an _____.
2. We chose the prettiest, best behaved puppy. She was certainly _____.
3. If Madge doesn't _____, she could lose her job.
4. Our new office was very expensive. It cost _____.
5. The IRS audit was extremely thorough. They actually owe us money, which is _____.
6. Don't _____ and pay the bill before it is due.
7. Isabelle finally had to _____ her co-workers' accusations.
8. In today's economy, both husband and wife must _____ in order to meet their financial obligations.
9. When our manager says we have to complete the report by Friday, "or else", I think she _____.
10. Sigmund's donation to charity was _____ compared to what was needed.

EXCERISE - V

**CALL LAB   NEUTRALIZATION OF MOTHER TONGUE INFLUENCE
AND CONVERSATION PRACTICE**

Everybody speaking a language has an accent. Native speakers of English too, hailing from different regions, exhibit different accents. One of the factors influencing the speech of a non-native speaker of English is Mother Tongue Influence (MTI). The comparison of a Bengali speaker of English with a South Indian one shows that the two speak with definite conscious and unconscious speech inputs from their mother tongues.

Below you can find a few examples of the MTI in Hindi and South Indian speakers respectively.

Hindi Speakers
Vowel Sounds
Sound // as / **a** / e.g. 'sofa' as /ˈsofa:/ instead of /ˈsof
Sound // as / / e.g. 'authority' as /ˈarti/instead of /ˈrɪtɪ/.
Sound /e / as /æ/ e.g 'vex' as /væks/ instead of /veks/.
Sound /eɪ/ as /e/ e.g. 'late' as /let/ instead of /leɪt/.
Sound // as /u/ e.g. 'moor' as /mur/ instead of /mr/.

Consonant sounds
Sound /ð/ e.g. 'them' as /em/ instead of /ðem/.
Sound // as tʰ or /ð/ e.g. 'thin'as .tʰɪn/or /ðɪn/ instead of /ɪn/.
Sound // as /s/e.g. 'ship'/ɪp/ as /sɪp/.
Sound /s/ as // e.g. 'sing'as /ɪ/ instead of /sɪ/
Sound /v/ as /bʰ/ e.g. 'vat' as /bʰæt/ instead of /væt/.
Sound /f/ as pʰ/ e.g. 'foot' as /pʰt/ instead of /ft/.
Sound // as /d/ e.g. 'measure' as /medr/ instead of / me(r)/.
Sound /s/ as /z/ e.g. 'influence' as /ɪnflunz/instead of / ɪnfluns/.
Sound /z/ as /d/ e.g. 'zero' as/dɪro/ instead of /zɪro/.
Sound /ʰw/as /bʰ/ in words like 'what e.g. /bʰt/ instead of/ʰwt/.
Sound /v/as /w/ e.g.'vet' as /wet/ instead of /vet/.

Consonant Clusters
In certain consonant clusters at the beginning e.g. 'school' as /isku:l/ instead of /sku:l/ and 'station' as /isteɪn/ instead of /steɪn/.

Wrong Stress
Putting stress on the wrong syllable e.g. /dɪvelˈpmnt/ instead of /dɪˈvelpmnt/

South Indian Speakers
South Indian speakers may pronounce // as an unaspirated sound. Thus, the word 'thin' may sound like 'tin'.
They also tend to curl the tongue excessively when pronouncing the sounds /l/, /m/ and /n/. The letter 'm' is often pronounced as 'yum'; 'l' as 'yul'.
Many speakers in South India use the // sound instead of / / or /:/ 'Toffee' may sound like 'taffee'.

South Indians do not often differentiate between the /v/ and /w/ sounds. The result is the 'vet   wet' confusion.

Double letters occurring together are generally given greater emphasis (gemination) e.g. 'su<u>nn</u>y' 'hu<u>rr</u>y' etc.

Some South Indian speakers replace the /z/ and the // sounds with the //sound. The word 'treasure' may be pronounced as /trer/.
Sound /z/ as /d/ e.g. 'zero' as /dro/ instead of /zɪro/.

Sometimes, the sound /s/ is replaced by /z/ e.g. 'mouse' as /maz/ instead of /mas/.
The sound /r/ is pronounced all the time in English words by a few South Indian speakers. While a British speaker will not pronounce the sound /r/ in a word like 'car', an Indian may.

Various Techniques for Neutralisation of MTI

Training should begin with the identification of the phonemes in English. One has to learn the phonemes or the sounds of English vowels and consonants first through the IPA symbols.

Pronunciation of minimal pairs for both vowel and consonant sounds helps a lot in acquiring the correct pronunciation.

Care must be taken to imbibe correct word stress and intonation.

Reading aloud helps a lot in learning the sounds of English. It should be practised ideally before a mirror. Videographer is another useful tool. The learner can record his speech and listen back to it for improvement.

The multimedia approach is quite effective in removing MTI. The learner can watch English programmes on TV, internet or other media. Watching English movies also helps, especially those with subtitles.

There are many books on tapes available. One can listen to them to grasp the sounds of English. The visuals can help in revealing to the learner the shape and the opening of lips, etc.

Singing English songs by imitating the native singers is another helpful technique in MTI removal.

Cultural backgrounding assists in the removal of the MTI by exposing the learner to the cultural vectors of a particular language through visual clippings and direct exposure.

ICS LAB   INFORMATION TRANSFER

Objective
- To enhance writing skills
- To develop analytical skills
- To improve skills of comprehension

The conversion of verbal information into visual involves the process of *transcoding* and is popularly known as **information transfer**. Visual representations of the information will not only reinforce the verbal presentation but also enable the learners to:

- perceive most of the information present in the text at a glance

- highlight important aspects of the idea/concept/process/object discussed

- visualize relationships, connections such as categories, beginning, middle, end, cause and effect

- remember, recall, reproduce and apply the information contained therein easily

The different types of visual representation of verbal information are:

Tree diagram : A tree diagram is convenient for visually presenting classification of things on the basis of a pre-determined criterion such as general to specific, the oldest to the newest, the most important to the least important, the largest to the smallest and the best known to the least known. It usually contains a main stem with several branches. Crucial information is presented in the form of key words or phrases on the stem and branches.

Flow chart : The flow chart is a convenient tool for representing descriptions of linear processes. It progresses in a logical step-by-step sequence. It is a sequence of written statements, linked by arrows to indicate the line of reasoning.

Matrix : The matrix is a tabular representation of the information present in the text. It can accommodate more information and details than a tree diagram.

Cyclical charts: A cyclical chart visually represents the description of a cyclical process.

Graphs :

Line graph: Line graphs have a well established communication value. They are used to show continuous change over a specified period of time. A changing variable is placed on the Y (or upright) axis against a fixed variable on the X (or horizontal) axis. The fixed variable is always time. Both the scales begin at zero and proceed in equal increments.

Bar graph: Bar graphs show data not just as points on a scale but as 'bars' proportional to the figures. They are particularly suitable for comparing several items especially over a period of time.

Pie Chart: Pie graphs are also known as 'circle graphs'. They are so called because the divisions look like slices on a plate. The segments show how a total is made up from component parts. The angle and area of each segment is proportional to the percentage that each component represents. They are good for comparing parts to the whole.

While it is important to develop the skill to transfer data from verbal to visual mode, it is equally important to be able to interpret and verbally reconstruct data presented in charts, diagrams, graphs and other visual modes.

Given below are a few tips on language use while transferring information from the visual mode to the verbal mode:

a) The following words may be used for listing, signposting, sequencing etc.,

· first	· then
· next	· after this
· finally	· initially
· before this	· to begin with
· firstly	· secondly
· subsequently	· at the same time
· simultaneously	

b) The following words may be used to indicate comparisons:

· much	· very much
· considerably smaller/shorter/bigger	· much more
· rather more	· somewhat
· a little	· a bit
· slightly	· just
· hardly	· more or less
· precisely	· practically
· approximately	· nearly

c) The following words show the cause and effect relationship between one idea and another:

· so	· therefore
· because	· since
· thus	

d) The following words may introduce an idea which runs against what has been said, or is going to be said:

| · | but | | · | nevertheless |
| · | and yet | | · | although |

e) The following are used to sum up:

| · | to summarize | | · | it amounts to this |
| · | in other words | | · | thus |

f) The following are used to rephrase or to introduce a definition:

| · | to put it another way | | · | that is to say |

Task:I

Given below is a passage on musical instruments . Make a visual representation of the same in the form of a tree diagram:

There are many different kinds of musical instruments. They are divided into three main classes according to the way they are played: for example, some instruments are played by blowing air into them. These are called wind instruments. In some of these, air is made to vibrate inside a wooden tube and these are said to be of the wooden family. Examples of wood wind instruments are the flute, the clarinet and the bassoon. Other instruments are made of brass; the trumpet and the horn, for example. There are also various other wind instruments such as the mouth organ and the bagpipes. Some instruments are played by banging or striking them. One obvious example is the drum, of which there are various kinds. Instruments like this are called percussion instruments.

The last big group of musical instruments consists of those instruments that have strings. There are two main kinds of stringed instruments, those in which the music is made by plucking the strings and those where the player draws a bow across the strings. Examples of the former are the harp and the guitar. Examples of the latter are the violin and the cello.

Task – 1I
Write a paragraph on the distribution of English native speaks in the world.
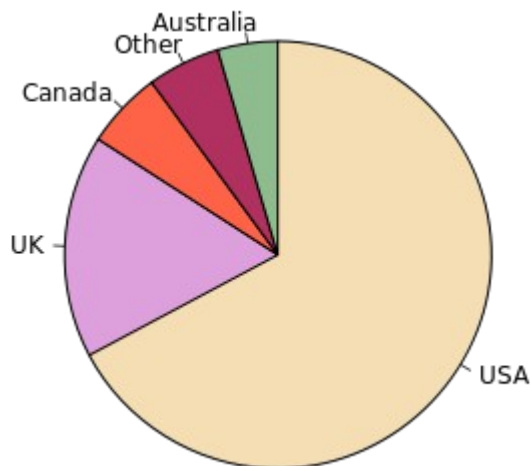
Pie chart of populations of English native speakers .

ORAL PRESENTATION SKILLS

An oral presentation is participative two-way communication process characterized by the formal and structured presentation by the formal and structured presentation of a message using visual aids. It is purposeful, interactive, formal and audience-oriented. A good presentation can help a person get a lucrative job, a business deal or a promotion. Therefore, one should know how to present one's ideas in a persuasive way, how to make the audience interested in the presentation, how to use appropriate visuals, and how to be confident while speaking. One has to understand the basic elements of an effective presentation are Planning, Preparation, Practice and Performance.

READING COMPREHENSION

Reading is an important communicative process and reading skills are probably the most important language skills required for academic and professional purposes. Depending on the purpose of reading, the reader will require different reading strategies and skills in order to understand the subject content and language patterns of a message.
These skills include:
·   Vocabulary skills,
·   Rapid reading skills
·   Intensive reading skills.

I. Vocabulary Skills

A good vocabulary is essential for effective reading skills. In order to understand what we read, we need to recognize the meaning of words as well as guess the meaning from word structure and infer the meaning from the contexts.

Word Structure: We need to analyze the word structure to understand the meaning of unknown words. The use of prefixes, suffixes and word roots give clues to meaning of uncommon words.

Some common Prefixes and Suffixes

Prefix /Suffix	Meaning	Examples
a-/an-/il-/in-/ dis-/im-/un-	not	unfair, disorder
anti -	against	antisocial
bi -	two, twice	bi-monthly
mis -	wrong	misunderstand
-ess	feminine	waitress
-less	not	harmless
—ify	make, do	beautify

The context: Identifying the context clues and signal words can also give a clue to the meaning of a word. The reader needs to look for the contextual signal words, examples, illustrations and linguistic clues that indirectly help define an unknown word or phrase. For instance, notice the signal clue in the following sentence.
Although she is very loquacious, she remains silent before her father.
The word 'although' contrasts the word 'loquacious' with the words 'remains silent' and the reader can guess that the word 'loquacious' means some one who talks a lot and does not remain silent.

Rapid Reading Skills

These skills include scanning and skimming skills.

Scanning

Scanning refers to the ability to locate specific information or facts as quickly as possible. It may serve several purposes, which include looking for:

· a specific point or fact in text
· relevant graphic detail
· a formulae in text
· a word in a dictionary etc.

We may know how to scan a newspaper or a dictionary but may do it slowly with less accuracy. Scanning speed can be increased by regular practice and concentration. The following suggestions will help increase proficiency at scanning.

· know what you want to find
· do not read everything
· use guides and aids
· know the organization of the material to be read
· concentrate while scanning

Skimming

Skimming is a more sophisticated skill than scanning. It refers to the process of reading a text or passage in order to get a rough idea of what it is all about. As its main objective is to understand the central idea and the main points of a text, the reader needs to use a reading strategy that involves fast reading and quick analysis.

Skimming involves three main skills:

i) identifying the central idea

ii) Recognizing main ideas

iii) Identifying the writing patterns of the passage/text

Intensive Reading Skills

Intensive reading is detailed reading that demands better concentration and motivation. The rapid reading techniques of skipping and skimming give the readers correct beginning and prepare them for intensive reading.

Intensive reading skills include:

꜔ Distinguishing between
꜔ relevant and irrelevant information
꜔ facts and opinions
꜔ explicit and implicit information
꜔ Drawing inferences and conclusions

I Read the following passage and answer the questions

A leading Indian industrialist in a recent article on ways to strengthen India's economy has drawn attention to the problems of inflation and industrial sickness among other things. One of the main reasons

for industrial sickness in our country has been the fact that business and industrial managers have not been able to look beyond the immediate future. They have been too preoccupied with their attempts to report favorable results for the current year - higher profits and larger dividends to the shareholders. The planning horizon has hardly ever exceeded five years. Investments have been inadequate for new plants and towards diversification and expansions. Modernization and asset creation has seriously lagged behind. In business, growth is needed for survival; one has to grow if one does not want to be wiped out. This is particularly true today with liberalization of imports and increasing competition. Moreover, growth and higher productivity create employment and higher employment creates larger markets both for industrial and comsumer products. It was Henry Ford who brought home the need for the creation of a larger and more stable middle class, that is, a larger number of people who can afford more and more of goods and services. Even after forty years of independence our industrialists have not been able to shed the petty shopkeeper's mentality and our highly educated management has tagged along merrily and without concern

1. What, according to the writer is the main reason for industrial sickness in our country?
2. What have the managers been preoccupied with?
3. According to the passage, what do growth and increasing productivity lead to?
4. Why did Henry Ford stress the need for a more stable middle class?
5. (a) Explain the phrase 'wipe out'
   (b) Find a word from the passage which means the same as 'small' or unimportant'

II. Read the following paragraph and answer the questions

He was a Hindu and an Indian, the greatest in many generations, and he was proud of being a Hindu and an Indian. To him India was dear, because she had represented throughout the ages certain immutable truths. But though he was intensely religious and came to be called the Father of the Nation which he had liberated, yet no narrow religious or national bonds confined his spirit. And so he became the great internationalist, believing in the essential unity of man, the underlying unity of all religions, and the needs of humanity, and more specially devoting himself to the service of the poor, the distressed and the oppressed millions everywhere.

- Jawaharlal Nehru

a) Who is Nehru talking about?
b) Give a synonym for liberated
c) What did this great internationalist believe in?
d) Give the antonyms for confined and distressed.
e) Why does Nehru say "He was a Hindu and an Indian"?
f) Give a title for the following passage?
g) Which word in the passage means unchangeable?

JOB APPLICATION

Sample Job Application

3/7-C, Bharat Nagar
New Friends colony
New Delhi – 110065

April 23, 2004

The Manager
Human Resources Department
Qatar Airways, P O Box 22550
Doha, State of Qatar

Dear Sir / Madam
Your advertisement for a Senior Flight operations IT officer in times Ascent East of the April 21 issue of The Times of India caught my attention because my four years as IT officer in Air Deccan has provided me with the experience in systems analysis, implementations, and management within the Flight Operations Department that this challenging position requires.

Supporting software applications, analyzing new systems requirements, and managing projects within the Flight Operations Department are some of the functions associated with my present position. Moreover, I have been involved in the selection/development of suitable IT packages, including basic systems design/concepts, evaluation, customization, and integration of existing system.
Working in a multi-culture team environment at Air Deccan has sharpened my cross-cultural and professional interaction skills. With excellent communication skills and the ability to discuss IT related issues and make recommendations to the management, I have been able to prove myself as a successful Flight operation IT professional. As working in a fast growing airline with an expanding route network has been one of my main career objectives, I would like to put my professional and academic experience to work for you.
The details of my education, training, and experiences are outlined in the enclosed resume. I look forward to having an opportunity to talk with you, at your convenience about the Senior Flight operations IT officer position. You can reach me at 0091-11-26729382 or by e-mail at rakeshn@yahoo.co.uk

Sincerely,

Rakesh Narayana   Enclosure : Resume

RESUME WRITING

OBJECTIVE

To enable students sharpen their communication skills towards writing a persuasive resume.

Employment communication involves a complex process that includes writing employment letters, applications and resumes. The screening committee tries to get to know their candidates through their application and resume by evaluating their education, skills and experience. Therefore, learning the art of writing applications that highlights one's strengths and designing resumes that package one's skills and assets into a convincing advertisement is essential.

Writing Resumes :

A resume is a selective record of an individual's background. It is a professional employment seeking document that presents a summary of an individual's education, professional training, experience, skills, abilities, achievements and references. As a well-written persuasive resume tailored to a specific job position immediately grabs the attention of an employer, it should therefore, be made as persuasive as possible.

Resume Design :

The design of a resume largely depends on a person's background, employment needs, career goals and professional conventions in the area of specialization. A resume should be original. Although resume writing software may be used to design a resume or it may be written by a professional resume writer, it

should be designed according to individual needs. Keeping a resume job specific gives it the required focus and makes it more effective.

Parts of a Resume :

The standard parts of a resume include the heading, position sought, career objective, education, work experience, specific skills, achievements, activities, interests and references.

Heading :

The heading of a resume includes contact information, which contains the applicant's name, full postal address with pin code, telephone number with area code, fax number, and e-mail address.

Position Sought :

If applying for a solicited job position, the position sought should be mentioned so that the employer is able to distinguish the application from those who might have applied for other positions available in the company / organization.

Career Objective :

It should be a specific one-sentence focused statement expressing the candidate's career goals in relation to the targeted position. It should convey his / her motivation and interest in the job he / she is seeking.
Example : To work as a product architect in an innovative software company where I will be able to use my experience in the areas of product and system architecture with expertise applications.

If you are just exploring a job position by sending an all-purpose resume, you may use a general statement as your career objective. It should tell the potential employer the sort of work you are hoping to do.
Example :   1.   Seeking a suitable position in design / project management.
              2.   Challenging position in maintenance of computer printers and peripherals.

Professional Summary :

Some resumes may include a professional summary in place of career objective. It is a one-sentence statement listing the applicant's most important qualifications, his / her essential skills, and his / her key work experience.
Example : Six years experience in providing customer support to users of the industry's leading network routing, switching, security, and VOIP technology as a CCNA professional at CONVERGYS.

Education :

In this part of the resume, specific details regarding the applicant's education and professional training have to be included. The name and location of the school / college / university / institute attended, dates of attendance, major areas of study, degrees / certificates received should be mentioned. Relevant training programs, special courses, seminars and workshops that the applicant might have completed, attended or conducted should also be included. Reverse chronological order is used to list educational information.

Work Experience :

This part of a resume should provide a brief and specific overview of the applicant's work and professional experience.
Work experience should be given in reverse chronological order, by listing the most recent employment first. Title of the position, employer's name or name of the organization / company, location of work, dates of employment, and important job responsibilities, activities and accomplishments should be included. Emphasis should be placed on those aspects of the applicant's experience that illustrate his / her capabilities and positive personality traits.

Special Skills, Abilities and Aptitudes :

In this part of a resume, the applicant's special skills, abilities and the aptitudes that are of significance and of direct relevance to the job applied for are listed.

Activities and Interests :

Extra-curricular, Co-curricular, Professional activities, and hobbies and interests must be mentioned. These activities must show that the applicant is a dynamic and energetic person who can accept challenges.

Achievements / Accomplishments / Honours :

This part should include scholarships, fellowships, awards, distinctions, certificates or any thing that shows achievement or recognition. These distinguish the candidate from the rest.

References :

Some employers need references from persons who know the applicant's work or professional competence through formal and professional interaction with him / her. When applying for a solicited position where the employer wants references, the names of three persons who can give letters of recommendations or references should be mentioned. These persons may include the applicant's previous employer, teacher, immediate supervisor, research guide, colleague, subordinate and so on. The name of the reference must be mentioned, his / her designation, and full contact address should be given.

Resume Styles :

Choosing an appropriate resume style largely depends on the applicant's qualifications, career goals, and personal preferences.

Chronological Resume :

This is the most common resume style. It focuses on education and experience.

Sample

VIBHOR SAXENA
A-25/31, Sector-60, Noida – 201 301.
Email : vibhor_saxena@dppc.com

POSITION SOUGHT   **Manager-Project**

OBJECTIVE   To contribute to the growth of a leading project management company by working in a challenging position where I will have opportunities to utilize my exposure to project management methodologies and experience as project leader in construction activities of large scale heavy engineering projects.

EXPERIENCE   **Project Leader,** Dharampal Premchand Ltd., Sector-60, Noida-201 301
                         December 2001 to present
                         ·   Complete civil projects within or ahead of the schedule through strict planning, monitoring, and control while maintaining the best construction standards
                         ·   Supervise erection of auxiliary facilities like water treatment, ETP, cabling, piping and other utilities
                         ·   Maintain customer relations through effective presentation of technical expertise
                         Assistant Project Manager (Civil), Subhash Projects and Marketing Ltd, Park Street, Kolkata

December 1998 to November 2001
- · Assist in the project management of various civil works being executed at site
- · Coordinate with Head Office, sites, various departments and sub-contractors
- · Maintain close liaison with clients

EDUCATION   **Pondicherry Engineering College,** Pondicherry B.Tech in Civil Engineering, July 1998

Institute of Information Technology, Mumbai. Certificate in Computer Programming, December, 1998

SPECIAL SKILLS
- · Proficient in MS-DOS, Microsoft Windows, Excel, and Word 98 and 2000
- · Good problem-solving skills
- · Excellent communication and interpersonal skills
- · Competent in speaking French

ACTIVITIES
- · Member, Institution of Engineers, New Delhi
- · Member, National Cadet Corps, 1994-1996
- · Secretary, Society for Promotion of Science, New Delhi

INTERESTS
- · Badminton, Football, Cycling
- · Classical Music, Movies, Fiction

Functional Resume :

This resume focuses on the professional experience of the candidate
Sample

VIBHOR SAXENA
A-25/31, Sector-60, Noida – 201 301.
Email : vibhor_saxena@dppc.com

POSITION SOUGHT
Manager-Projects
OBJECTIVE
To contribute to the growth of a leading project management company by working in a challenging position where I will have opportunities to utilize my exposure to project management methodologies and experience as Project Leader in construction activities of large scale heavy engineering projects.

PROJECT MANAGEMENT
- · Assisted in the project management of various civil works being executed at site at Subhash Projects and Marketing Ltd.
- · Completed civil projects within or ahead of the schedule at Dharampal Premchand Ltd
- · Maintained strict planning, monitoring and control while maintaining the best construction standards
- · Supervised erection of auxiliary facilities like water treatment, ETP, cabling, piping, and other utilities

COORDINATION AND CUSTOMER RELATIONS
- · Coordinated with Head Office, sites, various departments, and sub-contractors
- · Maintained customer relationship through effective presentation of technical expertise
- · Maintained close liaison with clients

SPECIAL SKILLS
- · Proficient in MS-DOS, Microsoft Windows, Excel, and Word 98 and 2000

- · Good problem-solving skills
- · Excellent communication and interpersonal skills
- · Competent in speaking French

EDUCATION
Pondicherry Engineering College, Pondicherry
B.Tech in Civil Engineering, July 1998
Institute of Information Technology, Mumbai
Certificate in Computer Programming, December, 1998

EMPLOYMENT RECORD
2001/present   **Project Leader,** Dharampal Premchand Ltd., Sector-60, Noida – 201 301
1998/2001   **Assistant Project Manager (Civil),** Subhash Projects and Marketing Ltd., Park Street, Kolkata

ACTIVITIES
- · Member, Institution of Engineers, New Delhi
- · Member, National Cadet Corps, 1994-1996
- · Secretary, Society for Promotion of Science, New Delhi

INTERESTS
- · Badminton, Football, Cycling
- · Classical Music, Movies, Fiction

Combination Resume

Sample

<div align="center">

VIBHOR SAXENA
A-25/31, Sector-60, Noida – 201 301.
</div>

Email : vibhor_saxena@dppc.com

SKILLS
- · Conversant in structural steel design and fabrication
- · Have sufficient exposure to project management methodologies
- · Competent in managing construction activities of large scale Heavy Engineering Project
- · Proficient in MS-DOS, Microsoft Windows, Excel, and Word 98 and 2000
- · Good problem-solving skills
- · Excellent communication and interpersonal skills
- · Competent in speaking French

EXPERIENCE   **Project Leader,** Dharampal Premchand Ltd., Sector-60, Noida-201 301
December 2001 to present
- · Complete civil projects within or ahead of the schedule through strict planning, monitoring, and control while maintaining the best construction standards
- · Supervise erection of auxiliary facilities like water treatment, ETP, cabling, piping and other utilities
- · Maintain customer relations through effective presentation of technical expertise

Assistant Project Manager (Civil), Subhash Projects and Marketing Ltd, Park Street, Kolkata
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EDUCATION   **Pondicherry Engineering College,** Pondicherry
B.Tech in Civil Engineering, July 1998
Institute of Information Technology, Mumbai
Certificate in Computer Programming, December, 1998

ACTIVITIES

- · Member, Institution of Engineers, New Delhi
- · Member, National Cadet Corps, 1994-1996
- · Secretary, Society for Promotion of Science, New Delhi

INTERESTS

- · Badminton, Football, Cycling
- · Classical Music, Movies, Fiction

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