

SREE VIDYANIKETHAN ENGINEERING COLLEGE

(Autonomous)

Sree Sainath Nagar, A. Rangampet – 517 102



**SREE
VIDYANIKETHAN**
Engineering College

Communicative English Lab

Subject Code: 19BT1HS31

Name: ...Master.....Mamal.....

Roll No:S.N.E.C.-19.....

Branch & Section: ..English.,..B.S.P.H.....

Faculty of English

Department of Basic Sciences and Humanities

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CERTIFICATE

*Certified that this is a bona fide record of the practical work done by
Mr. /Ms. with Roll No. of
..... B. Tech. Semester section in
Communicative English Lab during the academic year.....*

Date:

Faculty In charge

HOD

Submitted for the practical examination held on

Internal Examiner

External Examiner

SREE VIDYANIKETHAN ENGINEERING COLLEGE (Autonomous)

Sree Sainath Nagar, A. Rangampet - 517102

I B. Tech

Department of BS&H

19BT1HS31: Communicative English Lab

COURSE OBJECTIVES:

- To impart the knowledge of native pronunciation through Phonetics.
- To enhance vocabulary and grammar for effective usage of language
- To imbibe the techniques of listening and reading skills to comprehend listening and reading.
- To acquaint effectively as an individual and as a member in diverse teams through Just a Minute and Role Play.
- To communicating effectively in public speaking in formal and informal situations.

COURSE OUTCOMES: On successful completion of this course the learners will be able to

CO1: Demonstrate knowledge of Phonetics by examining and applying sounds of English in Phonetic Transcription

CO2: Analyze the limitations of sentence structures by applying and demonstrating the skills of Vocabulary and Grammar

CO3: Apply appropriate listening and reading skills by analyzing the context and demonstrate in Listening Comprehension and Reading Comprehension

CO4: Demonstrate ability to function effectively as an individual and as a member in diverse teams examining and applying speaking skills in Just A Minute and Role Play

CO5: Apply appropriate writing and speaking techniques to communicate effectively by examining and demonstrating knowledge through Describing Objects, Information Transfer and Letter Writing

LIST OF EXERCISES:

1. Just a Minute, Elocution/Impromptu

Steps to be followed – Useful tips – Dos & Don'ts – Preparation – Examples

2. Phonetics

Sounds of English – Consonants – Vowels – Speech Organs – Phonetic Transcription – Word Accent – Basics of Intonation

3. Vocabulary Building

Prefixes & Suffixes – Synonyms & Antonyms – Phrasal verbs – Idioms – One word substitutes – Words often confused

4. Grammar

Tenses – Nouns – Word order and error correction

5. Giving Directions

Useful phrases – Sample conversations - Exercises

6. Role Plays

Useful tips – Dos & Don'ts – Exercises – Role plays for practice

7. Public Speaking

Stage presence – Voice control – Body Language – Rehearsals – Audience – Delivery - Dos & Don'ts – Project Submission

8. Letter Writing

Introduction – Objective – Formats – Types – Exercises

9. Describing Objects

Jargon – Useful Phrases – Do's & Don'ts – Exercises

SVEC-19 Communicative English Lab (19BT1HS31)

10. Reading Comprehension

Introduction – Types of reading – Inferring – Critical analysis – Exercises

11. Information Transfer

Tables – Pie Charts – Venn Diagrams – Graphs – Flow Charts – Steps to be followed – Exercises

12. Listening Comprehension

Introduction – Types of listening – Practice – Benefits of listening – Exercises

Total Lab Slots: 15

TEXT BOOK:

1. Communicative English Lab, SVEC

REFERENCE BOOKS:

1. D. Sudha Rani, *A Manual for English Language Laboratories*, Pearson, Noida, 2010.
2. Nira Kumar, *English Language Laboratories*, PHI Learning Pvt. Ltd., New Delhi, 2011.

SUGGESTED SOFTWARES:

1. SoftX
2. Speech Solutions
3. English Pronunciation Dictionary by Daniel Jones
4. Learning to Speak English 8.1, The Learning Company – 4 CDs.
5. Mastering English: Grammar, Punctuation and Composition.
6. English in Mind, Herbert Puchta and Jeff Stranks with Meredith Levy, Cambridge.
7. Dorling Kindersley Series of Grammar.
8. Language in Use 1, 2 & 3
9. Cambridge Advanced Learner's Dictionary - 3rd Edition
10. Centronix – Phonetics
11. Let's Talk English, Regional Institute of English South India.

ADDITIONAL LEARNING RESOURCES

1. <https://goo.gl/IjE45p>: Amazon India site – with thousands of different product descriptions
2. <https://goo.gl/3ozeO6>: 15 ways to calm your nerves before giving a presentation.
3. <https://goo.gl/p20ttk>: useful site for more language about introducing yourself.
4. <https://goo.glsvMHZ1>: information and advice about describing line graphs
5. <https://goo.gl/NqFJuc>: an informative presentation about using line graphs

Assessment Criteria

S. No	Topics	6 Marks	6 Marks	6 Marks	6 Marks	6 Marks	30	Sign
1	Just A Minute, Elocution/ Impromptu	Hesitation	Repetition	Deviation	Vocabulary	Body Language	30	
	DATE							
2	Phonetics	Recognition of sounds	Representation of sounds	Articulation	Accent	Rhythm and Intonation	30	
	DATE							
3	Vocabulary Building	Knowledge	Meaning	Spelling	Pronunciation	Usage	30	
	DATE							
4	Grammar	Diction	Word chunks	Tense	Agreement	Usage	30	
	DATE							
5	Giving Directions	Fluency	Accuracy	Appropriateness	Preciseness	Pronunciation	30	
	DATE							
6	Role plays	Fluency	Accuracy	Appropriateness	Body Language	Coordination	30	
	DATE							
7	Public Speaking	Introduction	Process	Content	Vocabulary	Conclusion	30	
	DATE							
8	Letter Writing	Salutation	Spelling	Punctuation	Grammatical structure	Complementary end	30	
	DATE							
9	Describing Objects	Order of Adjectives	Technical jargon	Style of writing	Language	Presentation	30	
	DATE							
10	Reading Comprehension	Skimming	Scanning	SQ3 Technique	Understanding the context	Interpreting	30	
	DATE							
11	Information Transfer	Organizing	Development of Ideas	Grammatical structure	Vocabulary	Punctuation	30	
	DATE							
12	Listening Comprehension	Understanding the context	Interpreting	Effective Listening	Empathy	Responding	30	
	DATE							

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CHAPTER 1

JUST A MINUTE

Just A Minute (JAM) activity requires certain qualities such as presence of mind, confidence, and spontaneity. Though some of the qualities are inborn, many of them can be cultivated too. Extending some efforts on sharpening public speaking or oratory skills can go a long way to become a successful speaker.

Steps to be followed

1. Greeting the audience
2. Introducing yourself
3. Declaring the Topic
4. Topic in detail
5. Conclusion
6. Thanking the audience

Useful tips

- Plan the speech in advance
- Maintain eye contact with the audience
- Maintain a confident posture
- Use appropriate words and pauses while speaking
- Breathe normally while speaking
- Be normal and don't imitate others
- Speak enthusiastically and avoid monotonous tone
- Avoid jargons, fillers and repetitions
- Don't hesitate to speak
- Manage time

Example

Step-1: Greeting the audience: Good morning one and all.

Step-2: Introducing Yourself: I am Raghava, pursuing I B. Tech at Sree Vidyanikethan Engineering College

Step-3: Introducing the topic: Today I would like to speak a few words on "THE INDEPENDENCE DAY".

Step-4: Explaining the topic: In the morning, while I was coming to college, I saw a student of a public school wearing a maxim on his shirt. The words in the maxim were "proud Indian". I wondered a lot and began thinking why an Indian should be proud? Is it simply because we had our birth on this noble land? I could remember even after 65 years of Independence, we couldn't provide nutritious food to the children. The statistics says that 45% of Indian children are suffering from malnutrition. There are many more challenges such as corruption among politicians and also among highly educated civil servants. Truly speaking! the nation is at the crossroads. So, there is no point in being proud of.

Step-5: Concluding the topic: I would like to conclude that each one of us should take an oath on this influential day that we won't be corrupt and partake in uplifting the Nation. We will strive for the all-round development of the nation as a whole.

Step-6: Thanking the audience: I express my gratitude to the audience for listening to me with great enthusiasm. Thank you one and all.

Topics for practice

1. Computer
2. Cyber-crime
3. E-mail
4. Electricity
5. English
6. Family
7. Global warming
8. Education
9. Globalization
10. Grammar
11. Hacking
12. Happiness
13. Human rights
14. Hospital
15. Information
16. Internet
17. Leadership
18. Media
19. Meditation
20. Memories
21. Natural disasters
22. Nobel Prize
23. Nuclear weapons

Exercise 1

ACCIDENTS

Step-1: Greeting the audience:

---Good Morning - one of all

Step-2: Introducing yourself:

I am pushing T-Bee at
SVEC

Step-3: Introducing the topic:

Today I would like to tell ...

Step-4: Explaining the topic:

Step-5: Concluding the topic:

I would like to conclude

Step-6: Thanking the audience:

I express my gratitude to every one for giving
this opportunity.

Exercise 2**DOCTORS****Step-1: Greeting the audience:****Step-2: Introducing yourself:****Step-3: Introducing the topic:****Step-4: Explaining the topic:****Step-5: Concluding the topic:****Step-6: Thanking the audience:**

Exercise 3**DREAMS**

Step-1: Greeting the audience:

Step-3: Introducing the topic:

Step-5: Concluding the topic:

Signature with date

CHAPTER 2

PHONETICS

English language has 26 letters and 44 Speech sounds. It is obvious that English is a non-phonetic language as there is no one-to-one correspondence between a letter and the sound it represents. The letters are used for written communication whereas speech sounds are for spoken communication. The study of these speech sounds is called Phonetics.

The 44 speech sounds are classified into two major groups: Consonant sounds (24) and Vowel sounds (20). Consonant sounds are classified based on the manner of articulation, place of articulation and voice. Similarly vowel sounds are classified into two: Monophthongs (12) and Diphthongs (8). Further, monophthongs are divided into short vowels (7) and long vowels (5). Diphthongs are divided into centering (3) and closing diphthongs (5). The smallest unit of speech sound is called a 'phoneme'. A combination of phonemes is called Phonemic Transcription which helps to pronounce according to Received Pronunciation (R.P).

Exercise 1

Write the words where the sound appears in Initial, Medial, and Final from English Pronouncing Dictionary (EPD).

CONSONANT SOUNDS

S. No	Sound	Initial	Medial	Final
1.	/p/	Pay	People	Top
2.	/b/	Benel	Amble	Glab
3.	/t/	Tall	Platord	paint
4.	/d/	Dollar	Today	Pad
5.	/k/	Course	Basket	Make
6.	/g/	Grow	Forget	Big
7.	/f/	Foreign	Office	Stiff
8.	/v/	Value	Clever	Above
9.	/θ/	Thank - you	Wealthy	Math

10.	/ð/	their	Father	Smooth
11.	/s/	Sale	Consider	House
12.	/z/	Zone	Business	Rain
13.	/tʃ/	Charm	Feature	Church
14.	/dʒ/	Job	Budget	Package
15.	/ʃ/	She	Efficient	English
16.	/ʒ/	.	Decision	
17.	/j/	Europe	Music	
18.	/h/	Home	Neighbourhood	
19.	/ɪ/	Like	Clearly	cool
20.	/r/	Right	Career	
21.	/w/	win	forward	
22.	/m/	Money	Company	Time
23.	/n/	Noble	Benefit	Telephone
24.	/ŋ/		Jungle	Sing

VOWEL SOUNDS

S. No	Sound	Initial	Medial	Final
1.	/i:/	equal		
2.	/ɪ/	Interest	Breathe	Degree
3.	/e/	Educate	Build	pretty
4.	/æ/	Advertise	profession	
5.	/ə:/	Airline	Character	
6.	/ɒ/	Honest	Pais	car
7.	/u:/		Confident	
8.	/ʊ/		Beauty	New
9.	/ɔ:/	Autumn	Good	
10.	/ʌ/	upward	Important	Explore
11.	/ə/	About	young	
12.	/ɜ:/	Earnest	Wisdom	Extra
			Furniture	Fun

13.	/aɪ/	Ice	Find	Buy
14.	/eɪ/	Aim	Daily	Stay
15.	/ɔɪ/	Oil	Boil	Toy
16.	/aʊ/		Proud	Allow
17.	/əʊ/	Ocean	Gold	Throw
18.	/eə/		Various	Care
19.	/ɪə/		Real	Engineer
20.	/ʊə/		During	Sure

Exercise 2

Write the Phonemic Transcription to the following words from English Pronouncing Dictionary (EPD) and learn the correct pronunciation.

CONSONANT SOUNDS:

S. No	Word	Phonemic Transcription with stress mark
/p/		
1.	panacea	/pæn.dʒiə/
2.	passage	/pæsɪdʒ/
3.	lip	/lɪp/
/b/		
4.	babble	/bæbə/
5.	bouquet	/bu.ket/
6.	tribe	/trɪb/
/t/		
7.	tomb	/tʌm/
8.	taboo	/tabu:/
9.	triumph	/θ्रaɪmpf/
/d/		
10.	dais	/deɪs/
11.	debut	/də.bjʊ:/

12.	dawn	/də:n/ /k/
13.	charisma	/kə'rizma/
14.	cliché	/'klis̩eɪ/
15.	kangaroo	/,kæŋgəru:/ /g/
16.	gaiety	/geɪəti/
17.	gimmick	/gɪmɪk/
18.	luggage	/'lʌdʒɪdʒ/ /ɪdʒ/
19.	facsimile	/fæk'simɪlɪ/
20.	fatigue	/fə'ti:g/
21.	favourite	/fɔ:və'reɪt/ /vɪ/
22.	vehicle	/'veɪhɪkl/
23.	vignette	/vɪnjet/
24.	visa	/vi:zə/ /θ/
25.	theism	/θi:izm/
26.	thesaurus	/θɪ'saʊrəs/
27.	birthday	/bɜ:θdeɪ/ /ð/
28.	seethe	/si:ð/
29.	southern	/sʌðən/ /sʌð(r)n/
30.	worthy	/wɜ:ði: /s/
31.	silhouette	/sɪlu'eɪt/
32.	souvenir	/su:və'nɪr/
33.	suite	/su:t/ /z/
34.	zonal	/zəu:nəl/

35.	zero	/zɪərəʊ/
36.	zoo	/zuːðʊ/
37.	chimpanzee	/tʃɪm pənzi:/
38.	chamber	/tʃeim bə/
39.	miniature	/mɪnɪtʃər/ /dʒ/
40.	genuine	/dʒenjʊn/
41.	jaded	/dʒedɪd/
42.	juvenile	/dʒuːvənɪəl/ /ʃ/
43.	chef	/tʃef/
44.	chic	/tʃɪ:k/
45.	chiffon	/tʃɪfən/ /ʒ/
46.	cohesion	/kəuhſi:ʒən/
47.	genre	/gə:nr/
48.	illusion	/ɪlu:ʒən/ /j/
49.	yawn	/ja:n/
50.	menu	/menju:/
51.	yeoman	/ju:man/ /h/
52.	hair	/heər/
53.	heinous	/heɪnəs/
54.	horizon	/haʊrɪzən/ /ɪ/
55.	leisure	/lɪzər/
56.	laboratory	/laðərətɔ:rɪ/
57.	lounge	/lʌŋg/ /r/

58.	rapport	/ræpɔ:t/
59.	rendezvous	/rəndəvʊz/
60.	wrath	/rəθ/
		/w/
61.	weird	/wɪəd/
62.	water	/wɔ:tər/
63.	wonder	/wʌndər/
		/m/
64.	mahout	/məhaut/
65.	memoir	/məmwa:r/
66.	milieu	/mi:ljeu:/
		/n/
67.	nadir	/neɪ:dɪər/
68.	niche	/ni:ʃ/
69.	deny	/dɪ'nɔ:z/
		/ŋ/
70.	language	/laŋgwidʒ/
71.	languish	/længwɪʃ/ /laŋgwɪʃ/
72.	linguist	/lɪŋgwɪst/

VOWEL SOUNDS:

		/i:/
73.	aegis	/i:dʒɪs/
74.	emu	/i:mju:/
75.	ethos	/i:θəs/
		/ɪ/
76.	environment	/ɪnvɪərənment/
77.	epitome	/ɪpitəmɪ/
78.	exam	/ɪgza:m/, /kəsəm/

		/ e /
79.	excellent	/eksələnt/
80.	engineer	/endʒɪnɪər/
81.	etiquette	/etɪket/ /æ/
		/ a:/
82.	algorithm	/ælgərɪðəm/
83.	athlete	/æθlɪt/
84.	impasse	~
		/ ə:/
85.	archaic	/a:kɛɪɪk/
86.	apartment	/əpa:tment/
87.	artisan	/a:tɪzən/ /ɒ/
		/ u:/
88.	entente	/əntənt/ /ɑ:ntənt/
89.	entrepreneur	/əntrəprəraʊər/
90.	otter	/ɒtər/ /u:/
		/ ɔ:/
91.	lieu	/lu:/ /u:/
92.	chew	/tʃu:/
93.	résumé	/rɪzju:m/ /u:/
		/ ʊ:/
94.	rookie	/ruki/
95.	hook	/huk/
96.	wool	/wʊl/ /ʊ:/
		/ ɔ:/
97.	autarchy	/ɔ:təki/
98.	autumn	/ɔ:təm/
99.	orchestra	/ɔ:kɪstra/ /a:/
		/ ʌ:/
100.	ovenware	/ʌvənweər/

101.	umbrage	/ʌmbrɪdʒ/
102.	usher	/ʊʃər/
103.	adapt	/ədæpt/
104.	apology	/əpɒlədʒi/
105.	occasion	/əkeɪzən/
106.	earnest	/ɜːnɪst/
107.	earthquake	/ɜːθkweɪk/
108.	irksome	/ɜːkəsəm/
109.	aisle	/eɪsl/
110.	paradigm	/pərədaim/
111.	island	/aɪlənd/
112.	play	/pleɪ/
113.	atheism	/eɪθiզam/
114.	taste	/teɪst/
115.	annoy	/ənɔɪ/
116.	hoist	/haɪst/
117.	joyous	/dʒɔɪəs/
118.	outage	/aʊtɪdʒ/
119.	outburst	/aʊtbəsٹ/
120.	doubt	/daʊt/
121.	oasis	/əueɪsɪs/
122.	go	/gəʊ/
123.	comb	/kəʊm/

124.	aerobics	/eərəʊbɪks/
125.	staircase	/steɪkeɪs/
126.	heiress	/heɪrəs/ /ɪəs/
127.	theatre	/θɪətər/
128.	dearest	/dɪərɪst, əst/
129.	earmark	/ɪəmɑ:k/ /uək/
130.	casual	/kæʒjuəl/
131.	jury	/dʒʊəri/
132.	tourist	/tuərɪst/

Signature with date

CHAPTER 3

VOCABULARY BUILDING

A language is much more than its words yet words remain one of the most important tools of language. Inadequate vocabulary is one of the major causes of the failure of students as language users. The purpose of this chapter is to introduce the students to the rich world of English vocabulary. A word does not stick to a single meaning; the real meaning of a word is the one that its context determines. This functional shift of the meaning of a word brings about the process of word-building. New words can be built up from the root word to enrich vocabulary.

Functional aspects of vocabulary

1. Prefix and suffixes
2. Synonyms
3. Antonyms
4. Phrasal verbs
5. Idioms
6. One word substitutes
7. Words often confused (Homonyms, Homophones & Homographs)

Prefixes

A ‘Prefix’ is a letter or a group of letters that appears at the beginning of a word and modifies the word’s original meaning.

Prefix	Meaning	Example
anti-	opposed or against	anti-racist laws.
	preventing or destroying	antibiotic, an anti-aircraft missile.
bi-	two	bilingual, bi-monthly, biannual
bene-	means good	benevolent.
centi-	cent-hundred	a centimeter, a century, centigrade, centenary.
co-	with or together	a coauthor, co-operation, co-ordinate, co-exist
circum-	around	circumspect, circumference.
de-	to take something away	deforestation, degrade.
dis-	not or the opposite of	dishonest, disbelief, disagree, disjoint, discount.

ill-	in a way which is bad or not suitable	ill prepared, ill judged, ill tempered, illegal.
im, il, ir	not correct	impossible, illegal, irregular, indecent.
inter-	between or among	international, inter district, interact, interval, interact, intervention, intermediate.
mega-	informal, extremely	megastar, mega style, mega byte.
micro-	very small	a microchip, microscopic, microorganism.
mis-	nor or badly	mistrust, misbehave, misguide, misplace.
multi-	many	a multi millionaire, a multi storey building.
post-	after or later than	Post-war, postprandial, a post script.
pre-	before	pretax profits, preschool, preliminary
pro-	forward	proactive, propel.
re-	again	to remarry, review, revise, retain, reply
retro-	going backward	retrospect.
semi-	half or partly	semi circle, semi frozen, semi colon, semi final.
tri-	three	a triangle, tri-color, tricycle.
un-	not or the opposite of	unhappy, unfair, ungrateful, unfasten.
super-	extremely or more than usual	a super-model, super-power, super-rich, super-man.

Suffixes

A suffix is a letter or a group of letters added at the end of a word that modifies the word's meaning. It has two functions:

- To inflect words for grammatical purposes (for example, -s and -ed added to verbs, and -s added to nouns).
- To form new words from other words, often, but not always, by changing its parts of speech (Noun - *beauty* can be changed into a verb - *beautify*).

Suffixes	Meaning	Example
-able /-ible/	Changes a verb into adjective, means 'to express ability'	avoidable, admirable, changeable, corrigible, visible, flexible.
-age	changes a verb into a noun,	marry - marriage, break - breakage,

	meaning 'the action denoted by the verb or the result of that action'	spill – spillage.
-ian, -ial	makes a noun, means 'a person who does something'	librarian, politician. Official,
-an, -ian	makes an adjective, means 'belonging somewhere'	American, Indian, Italian, historian, technician.
-ee -er -ence -esque	changes verb into a noun denotes someone or something is pertaining to human action or style/nature of someone	employ – employee. interview – interviewee, train – trainer. reticence. picturesque.
-er , -or	changes verb into a noun, means 'the person or thing that does an activity'	dance – dancer. employ – employer. act – actor.
-ful	changes a noun into an adjective, means 'having a particular quality'	beauty – beautiful. power – powerful. use – useful.
-hood	makes a noun, means 'the state of being something and the time when someone is something'	Childhood, Motherhood, Adulthood.
-ive	changes a verb into an adjective, means 'having particular activity or effect'	attract – attractive. create – creative. explode – explosive.
-ize, -ise -ose -ious	changes an adjective into a verb, means 'to make something modern or plentiful'	modern – modernize. commercial – commercialize. verbose. spacious, fallacious.
-less	changes a noun into adjective, meaning 'without'	hopeless, homeless, meaningless, useless.

Complete the following exercises using Cambridge or Oxford Dictionary Software:

Exercise 1

Complete the word with a suitable prefix or suffix.

retro	circum	ous	in	bene	ose	pro	ence	able	esque
1. Not believable		in	credible	credible			
2. Which means good		bene	volent	benevolent			
3. Going backward		retro	spect	retrospect			
4. Looking around		circum	spect	circumspect			
5. Approving of something		pro	active	proactive			
6. Logically unsound		fallacy	fallacious			
7. Full of words		verb	verb			
8. Unwilling to communicate		retic	reticence			
9. Able to be		memor	memorable			
10. In the style of someone		picture	picturesque			

Exercise 2

Choose the right phrasal verb and fill in the blanks.

- The chairman of the college called upon all the members of the faculty who trained the students well.
a) called upon b) called into c) called off
- The chief executive officer called on Bill Gates in the USA last month.
a) called up b) called on c) called for
- Their car broke down in the middle of their journey.
a) broke up b) broke in c) broke down
- The thieves broke into her house yesterday.
a) broke down b) broke out c) broke into
- It is getting on for midnight. Let us go to bed.
a) getting on b) getting up c) getting down
- If you want to stay at the college, you should abide by the rules.
a) accept for b) abide by c) agree with

7. I hope you _____ account for _____ the money you spent.
 a) answer back b) add up c) account for
8. Local authorities _____ back out _____ on their plans to demolish the building.
 a) back down b) back out c) back up
9. The HoDs' meeting with the principal has been _____ called off _____ for tomorrow.
 a) called up b) called for c) called off
10. Is Mr. Sekhar still at hotel? No, he _____ checked out _____ already.
 a) checked out b) checked in c) checked off

Exercise 3

Choose an appropriate word and fill in the blanks.

1. Smruthi is _____ adept _____ in writing skills.
 a) adept b) adopt c) adapt
2. My father gave his _____ assent _____ for sending me to the USA to study MS.
 a) accent b) assent c) ascent
3. He cannot _____ alter _____ his principles for the sake of others.
 a) alter b) altar c) allow
4. The doctor tested his eyes and found his _____ sight _____ is perfect.
 a) sight b) site c) cite
5. The _____ roots _____ of these trees went deep into the earth.
 a) roots b) routes c) riots

Exercise 4

Write the synonym for the following words.

1. Plethora = _____ Overflow _____
 a) dearth b) catalyst c) proclivity d) overflow
2. Apogee = _____ Climax _____
 a) climax b) nadir c) base d) zero level
3. Holistic = _____ Comprehensive _____
 a) healed b) comprehensive c) piecemeal d) temporary
4. Acclimate = _____ get used to _____
 a) invigorate b) adore c) get used to d) facilitate

5. Mendacity = Untruthfulness
 a) untruthfulness b) complaisance c) derision d) misanthropy

Exercise 5

Write the antonym for the following words.

1. Authenticate = discredit
 a) sentence b) disseminate c) theorize d) discredit
2. Pertinent = immaterial
 a) immaterial b) rude c) feasible d) diminutive
3. Ulterior = outdoor / obvious
 a) premier b) palatable c) obvious d) outdoor
4. Penurious = spendthrift
 a) harmless b) spendthrift c) urbane d) impecunious
5. Menace = delight
 a) threat b) delight c) Broach d) forestall

Exercise: 6

Write one word substitute for the following:

Bon vivant	Bigwig	Fashionista	Mouse potato	Deadbeat
Luddite	Eye-candy	Wunderkind	All-nighter	Technophile

1. All-nighter: a person who stays awake all night studying.
2. Bigwig: an important person.
3. Bon vivant: a person who enjoys going out with friends and eating good food.
4. Deadbeat: a person with no job and no money.
5. Eye-candy: a person who is attractive but not intelligent.
6. Fashionista: a person who writes and works in fashion industry.
7. Luddite: a person who is opposed to new technology.
8. Mouse potato: a person who spends too much time using a computer.
9. Technophile: a person who is enthusiastic about new technology.
10. Wunder kind: a person who is very successful at a young age.

CHAPTER 4

GRAMMAR

A basic understanding of functional grammar is essential for effective technical communication. It includes understanding of grammatical concepts and cognizance of standard grammatical practices.

TENSES AND ITS ASPECTS

Introduction:

Tense is a verb form. It is used to indicate the time of action done by the doer (Subject). Further, it covers the location in time. There are three aspects: Present Tense, Past Tense and Future Tense.

PRESENT TENSE

1. Simple Present

It expresses habits, general truths, repeated actions, unchanging situations, emotions and wishes.

E.g.: He drinks tea after breakfast.

They watch television regularly.

I usually drive to college.

The Earth revolves around the sun.

We catch the bus every morning.

It rains every afternoon in the hot season.

Water freezes at zero degrees.

Exercise 1

Fill in the blanks with suitable verb forms.

1. Tanya speaks (speak) German very well.
2. My father reads (read) the Hindu every day.
3. I never drink (drink) coffee.
4. Bad driving causes (cause) many accidents.
5. The Olympic Games takes / take (takes) place every four years.

2. Present Continuous Tense

It denotes an action which is going on at the time of speaking.

E.g.: I am watching TV.

The train is arriving at the station.

Boys are playing Cricket.

Who is calling please?

Exercise 2

Fill in the blanks with suitable verb forms.

1. Please don't make so much noise. I am trying try to work.
2. You can turn off the radio. I am not listening listen to it.
3. It is getting get dark. Shall I turn on the light?
4. I want to lose weight, so this week I am not eating eat lunch.
5. Sunitha is studying study Intermediate at present.

3. Present Perfect Tense

It denotes a finished past action with present result.

E.g.: The government has liberalized IU economy.

The UTI had declared 15% dividend on Master shares.

The train has just left the station.

The students have just assembled at the M-Block.

Exercise 3

Complete the sentences with suitable verb forms

1. I have lost lose my keys just now.
2. He has already sent send it to me.
3. Has it stopped stop raining yet?
4. I have just had have lunch.
5. He met meet a lot of people recently.

4. Present Perfect Continuous Tense:

It talks about an action or actions that started in the past and still continuing in the present.

E.g.: It has been raining since Monday.

I have been working here for six years.

Exercise 4

Fill in the blanks with suitable verb forms.

- She has been cooking (cook) for the last four hours.
- They have been working (work) for NBA since June 2014.
- Keerthana has been arguing (argue) with the co-judge for the last few hours.
- Mary has been acting (act) in TV serials for the last five years.
- He has been preparing (prepare) the students for APPSC since January 2014.

PAST TENSE

1. Simple Past Tense

It expresses an action which occurred at some time in the past.

- last week/last month/yesterday/once upon a time/an hour ago/a moment ago

E.g.: I passed intermediate in 2004.

She saw the film yesterday.

Exercise 5

Fill in the blanks with suitable verb forms.

- I passed (pass) my Intermediate last year.
- We met (meet) our professor last week.
- Did you see (see) me yesterday in the institution?
- We visited (visit) the zoo last year.
- Where did you spend (spend / you) your last holiday?

2. Past Continuous Tense

It denotes an action which took place in the past and continued until certain time in the past.

E.g.: Students were making noise when the teacher entered the classroom.

I was taking bath when the telephone rang.

Exercise 6

Fill in the blanks with suitable verb forms.

1. While I was crossing (cross) the road I saw my professor.
2. I saw her when she was preparing (prepare) lunch at 12:00 p.m. Yesterday.
3. The hunter shot the bird when it was flying (fly) in the sky.
4. I was doing (do) my home work when my teacher came to my room.
5. They were sleeping (sleep) at three o'clock.

3. Past Perfect Tense

The tense is used to denote two different actions completed in the past time. Earlier action should be in the Past Perfect tense (S + had + V3). The later action should be in Simple Past tense (S + V2 + O) to show that one action in the past happened before the other.

E.g.: He had studied the paper carefully before he came to the meeting.

When I went to railway station, the train had already left.

Exercise 7

Fill in the blanks with suitable verb forms.

1. She had lived (live) in China before she went to Thailand.
2. When we had finished (finish) dinner, we went out.
3. We were late for the plane because we had forgotten (forget) our passports.
4. The children had not done (not/do) their homework, so they were in trouble.
5. She said that she had not visited (not/visit) the UK before.

4. Past Perfect Continuous Tense

It expresses an action that started in the past and continued up until another point of time in the past.

E.g.: I had been watering the plants.

They had been roaming on the roads.

Exercise 8

Fill in the blanks with suitable verb forms.

1. I had been working (work) all day, so I didn't want to go out.
2. She had been sleeping (sleep) for ten hours when I woke her.
SVEC-19 Communicative English Lab (19BTIHS31)

3. They had been living (live) in Beijing for three years when he lost his job.
4. We had been eating (eat) all day, so we felt a bit ill.
5. The Britishers had been ruling (rule) India for more than two hundred years..

FUTURE TENSE

1. Simple Future Tense

It denotes an action that takes place in the future.

E.g.: I shall write examinations next month.

They will visit Shimla next year.

Exercise 9

Put the verbs into the correct form (simple future).

1. You will get (get) a lot of money.
2. You will buy (buy) a beautiful house.
3. Your friends will envy (envy) you.
4. People will serve (serve) you.
5. They will not refuse (not/refuse) to make you happy.

2. Future Continuous Tense

It expresses an action which takes place at a particular point of time in the future.

E.g.: She will be preparing coffee by 9.00 am.

Mr. Kiran will be celebrating his birthday next week.

Exercise 10

Fill in the blanks with suitable verb forms.

1. By this time next year I will be preparing (live) in London.
2. She will be studying (study) at the library tonight.
3. She will be visiting (visit) her Grandmother again this week?
4. At 3p.m. I shall be watching (watch) that movie on channel four.
5. I shall be reading (read) a book this evening.

3. Future Perfect Tense

It expresses an action which occurs at a particular point of time in the future and is thought to have been completed in future. It also expresses a sense of completion of an action which will occur in future.

E.g.: She will have written the examination by next September.

I shall have completed two years of service in this college by next week.

Exercise 11

Fill in the blanks with suitable verb forms.

1. I shall have left (leave) by six.
2. She will have finished (finish) her exams by then, so we can go out for dinner.
3. You will have read (read) the book before the next class.
4. We will have been (be) in London for three years next week.
5. He will have not completed (not complete) the project by July.

4. Future Perfect Continuous Tense

It expresses a continued or ongoing action that begins in future and is thought to be continued till sometime in future.

E.g.: The students will have been completing their B. Tech by 2017.

We shall have been speaking English by 2020.

Exercise 12

Fill in the blanks with suitable verb forms.

1. By the end of this week we will have been working (work) on the project for a month.
2. They will have been waiting (wait) for the president for 5 hours.
3. They will have been playing (play) for three hours by noon.
4. By the time I start my shift, Dr. Frazier will have been working (work) for twelve hours straight.
4. By next July we will have been completed (complete) five years working in the company.

WORD ORDER AND ERROR CORRECTION

Exercise 13

Put the words in correct order using English in Mind – I Software.

1. ever after I out school go hardly

--I hardly ever go out after school-----

2. week play twice usually We a football

--We usually play football twice a week---

3. sister late My school always for is

--My sister is always late for school-----

4. me homework Susan helps my never with

--Susan never helps me with my homework---

5. go I on often Saturdays swimming

--I often go swimming on Saturdays-----

6. cooked My pizza dinner for a fantastic father

--My father cooked a fantastic pizza for dinner-----

7. watch programme didn't my I yesterday TV Favourite

--I did not watch my favourite TV programme yesterday.

8. Spain you with Did grandparents in your stay

--Did you stay with your grandparents in Spain.

9. at for It weekend five rained the hours

--It rained for five hours at the weekend-----

10. school last walked every We to day week

--We walked to school every day last week.

11. I'll before I thirty I'm think get don't married

--I don't think I'll get married before I'm thirty.

12. to he sure university I'm go won't

--I'm sure he won't go to university-----

13. learn seventeen he's Jack when will to probably drive
 - Jack will probably learn to drive when he's seventeen.
14. all jobs we'll good hope I get
 - I hope we'll all get good jobs.
15. rain blue doubt this I because evening is sky it'll the
 - I doubt it'll rain this evening because the sky is blue.
16. you your going now Are do homework to
 - Are you going to do your homework now?
17. rain going later It's to
 - It's going to rain later.
18. at to medicine I'm university study going
 - I'm going to study medicine at University
19. know going angry I be Jim to really is
 - I know Tim is going to be really angry.
20. my this aren't We celebrate birthday year to going
 - We aren't going to celebrate my birthday this year.

Exercise 14

Put the words in correct order using English in Mind - II Software.

1. at Who talking party the you to were
 - Who were you talking to at the party?
2. bus to I waiting for While it the was started rain
 - While I was waiting for bus it started to rain.
3. his when dreaming Paul rang telephone was about the holiday
 - Paul was dreaming about his holiday when the telephone rang.
4. wrong doing We anything weren't
 - We weren't doing anything wrong.

5. party starting we leave people to the When arrived were at
 - We arrived at the party people were starting to leave.
6. Intelligent not as, I'm you as
 - You're intelligent so you
7. than is brother younger My a yours lot
 - My brother is a lot younger than yours.
8. More phones Computers for mobile than useful are
 - Computers are far more useful than mobile phones
9. Than a Jack his fatter bit is sister
 - Jack is a bit fatter than his sister
10. Reading as television a watching interesting as book isn't good
 - Watching television is not as interesting as reading a book.
11. mobile by A phones lot are teenagers of bought
 - A lot of mobile phones are bought by teenagers.
12. written every Millions are of day emails.
 - Millions of emails are written every day.
13. Rice world countries in all many is over eaten the
 - Rice is eaten in many countries all over the world
14. television isn't My before allowed dinner to brother watch
 - My brother isn't allowed to watch television before dinner
15. too are children presents many birthday Many their on given
 - Many children are given too many presents on their
16. together We the been since six guitar we've were playing birthday.
 - We've been playing the guitar together since we were six.
17. daughter long Spanish How has your learning been ?
 - How long has your daughter been learning Spanish?
18. cooking morning has Andrew all been
 - Andrew has been cooking all the morning.
19. long haven't for We time here been a living
 - We haven't been living here for a long time.
20. been John so sleeping Why much has
 - Why has John been sleeping so much?

Exercise 15

Put the words in correct order using English in Mind – III Software.

1. home were kitchen My when arguing I in got parents the

My parents were arguing in the kitchen when I got home.

2. all teacher classroom we when entered talking the were our

We were all talking when our teacher entered the classroom.

3. parents waiting David drove the while bus past was for his

While David was waiting for the bus, his parents drove past

4. the to while it washing car I started was rain

While I was washing car, it started to rain.

5. an while the were we old in We church discovered hills walking

We discovered an old church, while we were walking in the hills.

6. did cut hair short so why have your you

Why did you have your hair cut so short?

7. new week installed we're a next kitchen having

We're having a new kitchen installed next week.

8. the his dad's at fixed moment car having

Dad's having car fixed at the moment.

9. wedding new had for I've sister's a made dress my

I've had a new dress made for my sister's wedding.

10. have photo I to don't taken want my

I don't want to have my photo taken.

11. even lessons John he's plays never though had piano the well

John plays the piano well even though he's never had

12. walk We in rain a spite went of the for lessons.

We went for a walk, despite of the rain.

13. cinema feeling I to despite tired the went

I went to the cinema, despite feeling tired.

14. Japan live even doesn't Paul's to in though going speak Japanese he
 --Paul's going to live in Japan, even though he doesn't speak Japanese.
15. time you what do is the know
 - Do you know what the time is?
16. starts aren't when film we sure the
 - We aren't sure when the film starts.
17. gone don't where I has she know
 - I don't know where she has gone.
18. you the me can post office tell is where
 - Can you tell me where the post office is?
19. birthday why I my nobody party to wonder came
 - I wonder why nobody came to my birthday party.
20. friendly door who very woman next the is lives
 - The woman who lives next door is very friendly.
21. enjoyed saw I film yesterday that really the we
 - I really enjoyed the film that we saw yesterday.
22. French is parents the whose Sally are girl
 - Sally is the girl whose parents are French.
23. as the I this where lived is child a house
 - This is the house where I lived as a child.
24. present Dad the I did gave him like that
 - Did dad like the present that I gave him?

Signature with Date

CHAPTER 5

GIVING DIRECTIONS / CONVERSATION STARTERS

This chapter attempts to hone the skills of giving precise and clear directions, so to say, to perform a particular task, to reach a particular place, to use a certain instrument effectively etc., Engineers need to learn this form of communication thoroughly because all along their career they perform work that is practical. Being a social animal, man has to communicate to survive. Communication is both informal and formal. Lack of information makes one to enquire. Asking for information and making enquiries, giving directions and taking instructions are common in day-to-day life.

INFORMAL DIRECTIONS

When we seek the guidance to reach a place, an address or a landmark, the response is friendly and informal.

Seeking Directions

- Seeking an address in an unknown place
- Looking for the right platform, the right train and the right compartment
- Enquiring the availability of trains
- Asking about the courses offered by a college
- Knowing about the right choice of courses or foreign countries to be chosen
- Asking about the movies currently being shown
- Seeking information about the pilgrim centers worth visiting

FORMAL DIRECTIONS

Formal Instructions or directions or commands given to a huge mass of men, as in the army, are emotionless, as matter-of-fact orders. They may be monosyllabic words (stand, sit, go, etc.) or even one liners (squad disperse!).

Formal instructions may be from resource persons to a group or a class. In these situations, the language is normally formal, dignified, cultured and decent, with due respect shown to the receiver(s).

USEFUL PHRASES

Seeking Instructions	Giving Instructions
Can you tell me where.....?	Yes, I can Listen to me.
Can you guide me to.....?	Turn right / left.
Would you please	Go straight.
May I request you to	Take this bus or take an auto.
I would like to go to	You will see a park (some such land marks)
Can you help me	The pawn-shop owner can guide you.
I seek guidance, please help me.	
I am new to this placecan you?	
I am afraid I have lost my way.	Seek the help of an Auto driver.

SAMPLE CONVERSATIONS

1. **Raju wants to know where the tea stall is. He is asking someone for instructions. (Directing towards a place)**

Raju: Excuse me. Is there a tea stall nearby?

Man: Go along this road and turn right. That's Vivekananda Street.

Go past the Café Day and the tea stall is on the right, opposite to the Supreme Supermarket.

Raju: Thank you very much!

Man: Any time.

2. **Man with a small boy and a student. (Directing towards a place)**

Man : Excuse me. Can you help me? Is there a public rest room around here?

Student: A public rest room? Hmm. I'm sorry I don't think so.

Man : Oh, no! My son needs to use a bathroom.

Student: Well, there's a department store on the Main street. You can find a toilet there.

Man : Where on the Main Street?

Student: It's at the corner of this street, after the chemist's.

Man : On the corner of this street?

Student : Yes. It's across from the park. You can't miss it.

Man : Thanks a lot.

3. It is Rani's first day in a new job. Geetha is directing her how to use a photocopier.
 (Directions to use an instrument)

Geetha : Have you worked with a machine like this before?

Rani : Not this kind exactly, no; but in my previous office there was one like it.

Geetha : Well, it's not complicated. The paper goes in here on the left-hand side, you see? Notice that I'm making sure that it's fixed in tight. If it is not tight, the paper doesn't go in properly, and the machine gets blocked. Now, have you got the letter?

Rani : Yes, I've put it on the glass under the cover.

Geetha : Right, Switch the machine on, then. Usually, we leave it on, all day.

Rani : Oh dear, it's not working. The green light hasn't come on.

Geetha : That's strange. Is it plugged in?

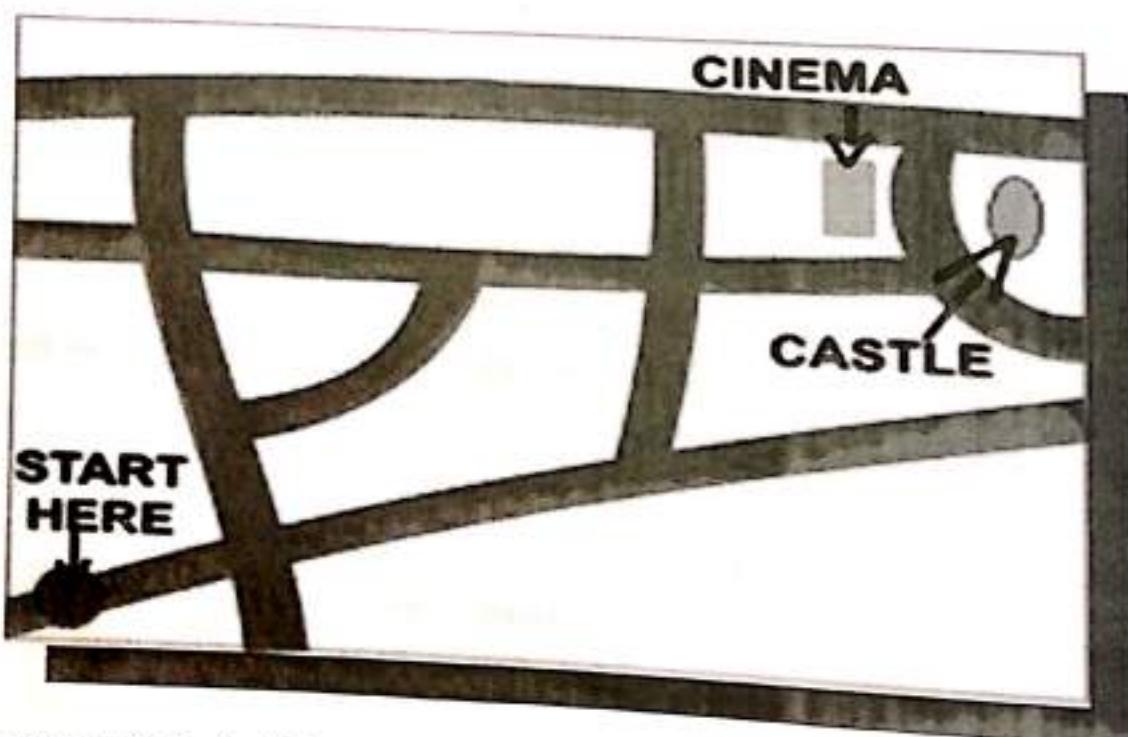
Rani : Oh, no. It isn't Ok, I've plugged it in. Now it's on.

Geetha : Yes, but it's not ready yet. When it's ready, the 'WAIT' sign light goes off and a green 'READY' one comes on. I've set it for automatic copying.

Rani : Ah, it's ready now. The green light is on. Can I start it now?

Geetha : Yes, go ahead.

Exercise 1



A. Fill the gaps with the words provided

excuse	welcome	opposite	can	along
right	turn	take	straight	end

A: Excuse me, how can I get to the castle?

B: Go along this road, then turn left and continue for about 100 metres. Then take the second turning on the right. Go straight on for about 150 metres. The castle is at the end of the road, opposite the cinema.

A: Thank you very much.

B: You're welcome.

B. What words are missing?



GO Along
THE STREET



GO Straight
ON



GO up THE
STREET



TURN around
THE CORNER



TAKE THE
FIRST ON THE
left



TAKE THE
FIRST ON THE
right

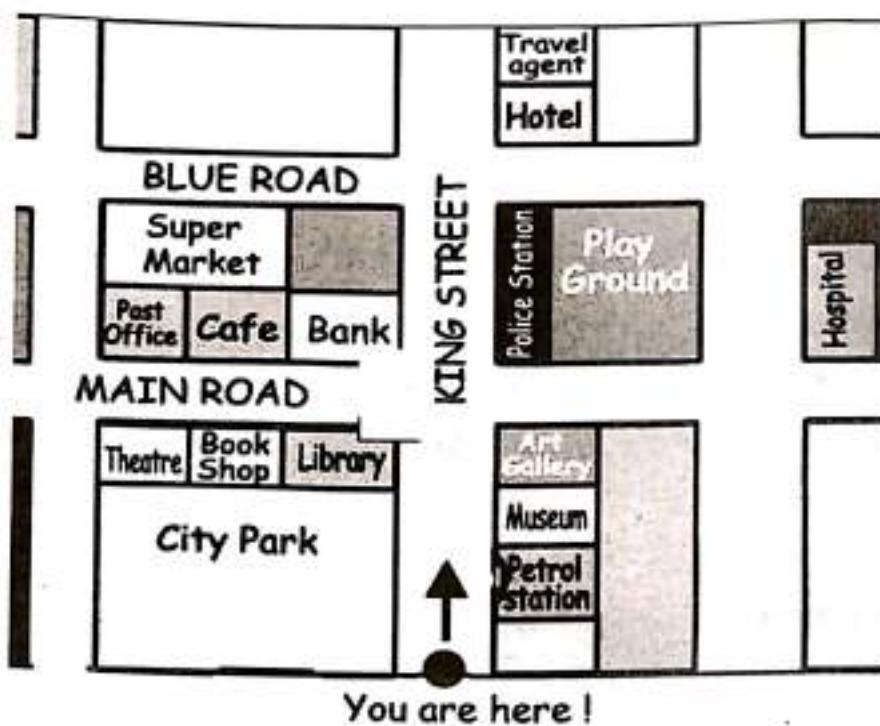


TURN right



TURN left

C. Look at the below diagram and fill the gaps



I. A: How can I go to the Post office?

B: Walk along King Street. Turn left. It's next to the cafe, opposite the theatre.

- a) Bookshop
- b) Post office
- c) Bank
- d) Supermarket

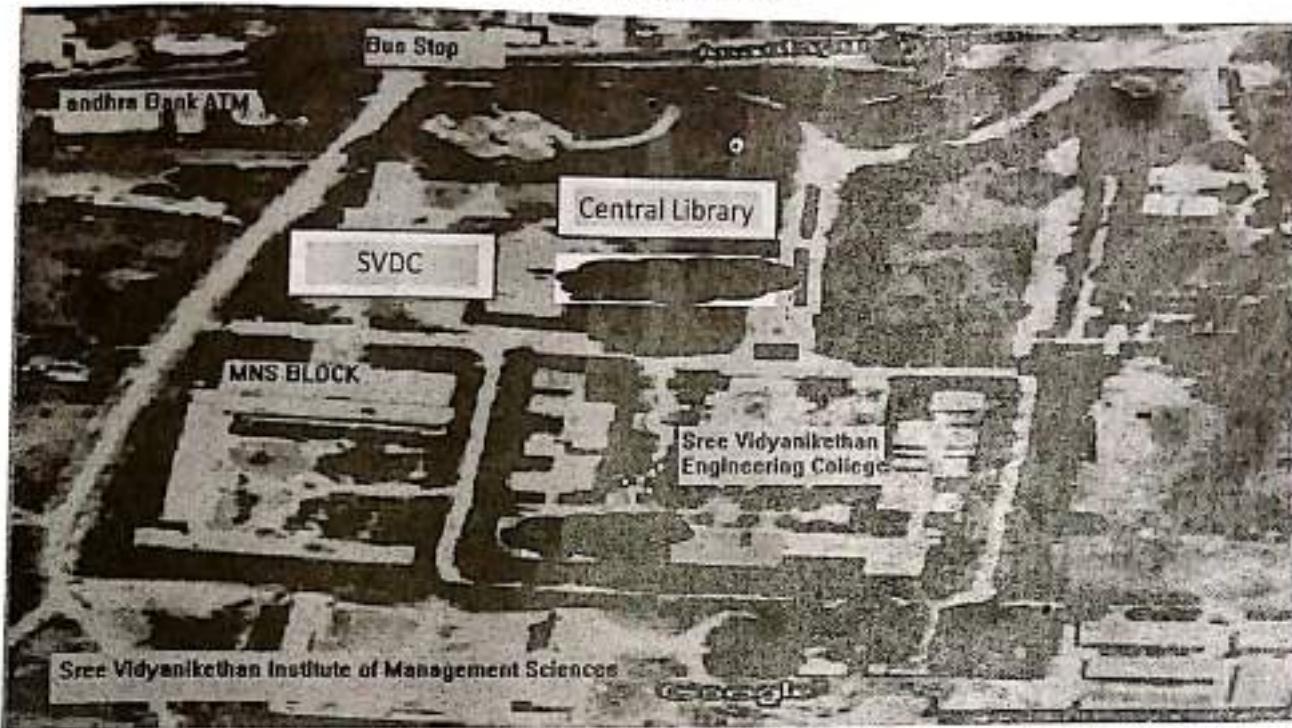
II. Walk along King Street. Turn Left. It is on Blue Road, you will reach Supermarket

- a) Cafe
- b) Bank
- c) Museum
- d) Supermarket

III. Walk along King Street. Turn left at the Library. Go straight ahead Bookshop is next to the theatre.

- a) Hospital
- b) Police Station
- c) Bookshop
- d) Art Gallery

D. Observe the picture and answer the questions below



1. Give directions from the Parking lot to Dasari Auditorium.

2. Give directions from Dispensary to Workshop.

3. Give directions from Pharmacy to English Language Lab (ELL).

4. Give directions from Library to the Bus stop.

5. Give directions from Bus stop to MNS block.

6. Seek the directions from Sree Vidyanikethan Degree College to Andhra bank.

Signature with date

CHAPTER 6

ROLE PLAYS

Answer the following questions before enacting the role play.

- **What are you trying to do with your language?**

(Describing something, persuading someone, stating preferences)

- **What sort of a person are you in a particular situation? What is your role?**

(Friend, stranger, employee, customer, student)

- **What is the setting of the role play?**

(A house, at a party, at a meeting)

- **What are you talking about?**

(Topic related to business, travel, sports, and politics)

Listen to the following conversations from *Learn to Speak English 8.1* Software and complete the conversations.

Exercise 1

Immigration and Customs

A: Good afternoon. May I see your Passport please?

B: *Yes, here it is and here's my Visa.*

A: Thank you. You have a tourist visa for three months.

B: *Yes, that's right. I plan to travel some in the US.*

A: Where are you going?

B: *I am going to spend some time in Atlanta.*

After that I'm going to Washington, Chicago & California.

A: *Alright. Enjoy your stay.*

(Maria goes through Immigration and Customs)

C: Hi anything to declare?

B: *Cocaine sir? I don't understand.*

C: Do you have any valuables or alcohol to declare?

B: *No, nothing at all.*

C: OK. You can go ahead.

B: *Thank you.*

Exercise 2**Changing Money**

A: -----Hello, I like to change some money into U.S. currency, Please.

B: Certainly, do you have cash or traveler's Checks?

A: Travellers Checks, hope they are -----

B: May I see your Passport please?

A: -----Of course-----

B: Let's see. That adds up to \$ 1,250.00. Would you like it in any special denomination?

A: -----I beg your pardon-----

B: How would you like your money?

B: -----In twenties, fifties or hundred dollar bills?-----

A: A hundred dollar bill in twenties and the rest in hundred dollar bills, please.

Exercise 3**Public transportation**

A: May I help you?

B: -----Yes, thanks. I am staying at peachtree plaza in town. What's the best way to get there?-----

A: You can take a cab, bus, limo, or hotel shuttle.

B: -----What do you recommend?-----

A: That depends. A cab is faster but more expensive. The bus is cheaper but a little slow.

A: -----It would probably be a good idea to take your-----

B: All right, where do I catch it? Hotel shuttle.

A: -----Just go through those doors & look for the shuttle sign-----

A: When it comes by wave and the driver will pick you up.

B: -----How much does it cost?-----

A: It's a courtesy shuttle, so it's free. You can tip the driver, if you want.

B: -----Thank you for your help-----

Exercise 4**Checking into a Hotel**

A: Welcome to the peachtree plaza. Do you have a
B: Yes, I do. I'll be staying for two or three days. reservations.

A: What is your name?

B: Alex Smith.

A: Are you here for business or pleasure?

B: Could you please speak more slowly?

A: Is this business trip or just a vacation.

B: Both, actually, my uncle died recently in Atlanta. I've come to take care of his estate.

A: I am sorry for your loss.

B: Thank you.

A: We have room 758 reserved for you. Will you be paying with cash or a credit card?

B: A credit card, here it is. What's the rate?

A: \$129.00 per night. There's also a complimentary continental breakfast.

A: I need to make an imprint of your credit card.

B: How do I get to my room?

A: Take the elevator on the right to the seventh floor, and turn to your left after you exit the elevator. The room will be on your right. A bellman will bring up your bags.

Exercise 5**Making a phone call**

A: How may I help you?

B: I'd like to make an international call, please.

A: You can dial directly from your room if you like.

B: I am sorry, I don't understand what to do.

A: Just hang up, then dial 011, your country and city code, and your number.

B: Ok, thanks for your help.

A: You're welcome. Would you like to charge the call to your room or pay with a credit card?

B: In my room.

A: All right, I'll take care of it for you. Have a nice evening.

Exercise 6**Renting a car**

A: I'd like to rent a car for several weeks
 B: Do you have a reservation?

A: No, I don't

B: All right, I'll see what we have available. Would you like a sub compact, compact, mid-sized, or luxury car?

A: I don't need much room, just good economy & safety. What do you recommend?

B: I have a minivan ready. Would that be all right?

A: Fine. How much does it cost?

B: Well, if you're renting for a week or more, I would recommend our unlimited mileage plan.

A: How does it work?

B: You pay a flat rate for the week and you can drive as much as you want. You can also drop off the car at any of our agencies nationwide. You'll start off with a full tank of gas. Try to fill it up just before you drop off the car, because we charge more than a regular gas station.

A: OK, I'll take it. Where do I sign?

Exercise 7**Asking for Directions**

A: Good morning. Can I help you?

B: I am trying to figure out the best way to get

A: Are you driving or flying? To Washington, D.C.

B: I am driving. My car's parked outside

A: You have two options. The first is to take interstate 85 North... through Georgia, South Carolina, North Carolina, and Virginia.

B: What's the other option?

A: You could also take I-75 North through Georgia into Tennessee. In Tennessee, You pick up I-81 which will take you into Virginia. You then take I-66 to Washington.

B: Is there a difference in distance between the two?

A: I-85 is somewhat shorter, but it's not as scenic and there's usually a lot more traffic.

B: --- How do I pick up I-85 in Atlanta?

A: Just head north, on the freeway until you reach the I-285 beltway. Then follow the signs.

B: --- By the way, do you have any information about the Washington D.C. area?

A: Sure. Here's a packet of brochures. Do you need a hotel reservation?

B: --- No, thanks. I have already made one.

Exercise 8

A flight to the West Coast

A: --- A ticket to San Francisco.

B: How many pieces of luggage will you be checking?

A: --- Just two.

B: Yes, seat 12-C in the coach section.

B: --- You'll be boarding in about 30 minutes from Gate 16.

C: Good morning. Can I offer you something to drink?

A: --- Coffee please. No cream or sugar.

C: Today we'll be serving lunch.

A: --- How long will it take to get to San Francisco?

C: About four hours. Would you like a newspaper or magazine?

A: --- No thanks, I brought a book. It's all about U.S. history and its fascinating.

Role Plays for Practice

1. You and your friend seek information from the sales person concerning the best data card connection available with the service provider.
2. A conversation among students on non-usages of plastic and environmental protection.
3. You seek information from the Head of the Department to go on an industrial tour.
4. Conversation between the principal and three students for being absent to classes for more than a week without prior intimation.
5. You approach a career counselor of your college to seek guidance concerning your plans of going abroad for higher studies.

Signature with date

CHAPTER 7

PUBLIC SPEAKING

"Thinking in loneliness and speaking in public are two things leaders are masters at."

Vikrmn

Public speaking is a process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, inspire, motivate or entertain the listeners. Public speaking is a face-to-face speaking between individuals and audience. In public speaking, as in any form of communication, there are five basic elements, often expressed as "**who** is saying **what** to **whom** utilizing what **medium** with what **effects**?"

The purpose of public speaking can range from simply transmitting information, to motivate people to act, to narrate a story. A good orator should change the emotions of one's listener, not just to inform them.

PUBLIC SPEAKING SKILLS:

STAGE PRESENCE

Good public speakers appear confident, friendly, enthusiastic and energetic. Confidence comes by choosing a topic and researching it well. Friendliness can be conveyed simply by smiling at the audience. Enthusiasm and energy will naturally follow when one enjoys the topic. If you feel that you have stage fright, follow the tips such as take some time, view the clips of speakers you admire and imitate their style.

VOICE CONTROL

Voice is the most important tool of a public speaker. A key skill to improve the quality of one's voice is to practice breathing from his / her diaphragm instead of chest. Doing so, reduces the feeling of breathlessness caused by speech anxiety. In addition, it allows controlling one's tone (quality), pitch (high or low) and volume of the voice better.

BODY LANGUAGE

It is not enough to practice how one speaks to the audience. It is also important to consider the body language and the message it conveys. In general, practice standing with a relaxed upright posture. Ensure that the hands should be at the sides or clasped in the front, unless a gesture is made to emphasize a point. Be conscious of facial expressions as they should match the message being delivered.

REHEARSE PROPERLY

The main purpose of rehearsing is to give an idea of how well the speech is organized. The practice should include live sessions in front of a mirror, coworkers, family, or friends. They can be valuable at providing feedback and give a chance to control anxiety.

KNOW YOUR AUDIENCE

Good public speakers are in tune with their audience. Public speaking is more than standing in front of a group and talking. The speaker must acknowledge the audience right away and begin talking. Keep conversing with the audience to retain their attention even while setting up equipment (if any). Maintain eye contact and watch out for communication from the audience. Smiles and nodding are good; fidgeting or confused looks may mean that the speaker needs to adjust what is being done.

DELIVERY

When it comes to public speaking, delivery is everything. Even with a great voice and good body language, the message maybe lost if the audiences do not follow the speech.
Some tips for developing good delivery skills

- Dress to impress.
- Engage in eye contact.
- Break the ice.
- Speak slowly and with intent.
- Pause between ideas.
- Articulate and pronounce words carefully.
- Avoid fillers like "Um" and "ah".
- Vary the pitch and volume.

Don'ts of delivery:

- Do not fidget
- Do not "lecture" at the audience
- Do not only look at the chief guest or select audience members
- Do not read the speech unless the occasion demands
- Do not stare into the manuscript, floor, window or the ceiling
- Do not start sentences with "So"
- Do not end sentences with "right?" or "ok?"

Sample Topics:

1. Is money the root for all the evils?
2. Global Warming
3. Corruption
4. Legalization of mercy killing
5. Privatization of Government sectors
6. Deforestation
7. Abdul Kalam's Vision 2020
8. Incredible India
9. Swachh Bharat
10. Digital India

Steps to be followed for Effective Public Speaking

Much like mastering the art of car driving through practice, public speaking is also a skill that is best learned through practice.

Signal the start:

Start the speech with a phrase that catches the public's attention.

- Suppose you → why is it that -----
- Did you know that -----
- I heard this interesting story -----
- I would like to share a personal anecdote with you today -----

Introduce oneself and the team:*Mention Name, Year and Branch*

Hello, everyone, I am ----- from S.B.Tech
 Good Morning! I would like to introduce my team
 & myself

Good Morning! I am and let me introduce my
 group.

Introduce the topic:*Start by saying why the team is here*

- What I/we want to do this morning is to...
- My/our talk will take about 30 minutes...
- I'll be giving out copies of my transparencies at the end.
- If you have any questions / comments you'd like to make, please don't hesitate to stop me.

Overview of the presentation:*Make a list of the points to talk about*

- During my/our presentation, I'm going to / we will be focusing on four or main areas.
- The purpose of my talk today is to...
- We have divided our presentation into -- parts. I'll just then -- & finally.

Reinforce ideas:*Emphasize on ideas with adverbs*

- Unquestionably... undisputed... undoubtedly, certainly
- Specifically... particularly...
- What we must realize is...
- What we can infer out of this is...

Express opinion:*Give clear opinion*

- I'd like to draw your attention to what I have understood on my analysis.

Recommend or Reject:*Mention offering support or denying support*

- I would welcome any suggestions
- I really believe
- I recommend
- I support → I do not totally agree with

Finish the speech:*End up the topic*

- let me just run over the key points again
- To sum up briefly
- To conclude
- As we've seen
- This brings me to the end of my presentation
- To sum up the main points of my presentation

Close the presentation: → I would like to conclude by saying,

Wrap up the presentation

- So my recommendation is

Invite queries:

Listen to queries and answer them politely.

- *Thank you for your attention. If you have any questions I'll be pleased to answer them.*
- *I'll be happy to answer any questions.*
- *Are there any questions you'd like to ask?*

CHAPTER 8

LETTER WRITING

'Letter writing is the only device for combining solitude with good company.'

- Lord Byron

It is important for professionals to be educated on the functional importance of effective writing. In letter writing, precision and clarity of meaning are extremely important. It should be clear and concise, with short sentences and simple words. It should keep to the facts and be easy to read and understand.

To write an effective letter, one needs to understand the purpose of writing and then draft the letter, focusing on the reader's perspective. Formal letters should be clear, courteous, firm, and as friendly as the topic allows. The best letters have a conversational tone and read as if the reader is being spoken to. The following are the **seven Cs of letter writing**.

- Clarity
- Conciseness
- Correctness
- Courtesy
- Cordiality
- Conviction
- Completeness

The readers respond quickly if the meaning is crystal clear and conveyed well. Formal letters are written for varied purposes as mentioned below:

- To inform
- To congratulate
- To request
- To complain
- To sell a product
- To order
- To collect dues
- To make an adjustment

- To apply for a job

Unlike personal letters, formal letters have a distinct structure and layout. One needs to be familiar with not only the different elements of a letter but also their positioning and the purpose for which they are included in the letter.

STANDARD ELEMENTS

- **Heading**

The heading shows the organization's name, full address, and telephone numbers. If a separate letterhead is not provided, the heading includes the sender's address.

- **Dateline**

It includes the date, month, and year.

E.g.: 3 June 2019 or June 3, 2019

- **Inside address**

This part of the letter identifies the recipient of the letter and is separated from the date by at least one blank line.

- **Salutation**

Always try to address the letter to a person by name rather than by title. If a specific name is not available, a salutation may be chosen.

E.g.: Dear Committee Member, Dear Sir or Madam, Dear Colleagues, etc.

- **Message**

This is the main content of the letter and usually occupies the maximum amount of space. The main text of the letter can be formatted to make it convenient for the reader to gather information quickly and easily.

- **Complimentary close/Subscription**

This element is a single word or phrase, separated from the message by a blank line.

E.g.: Yours cordially, Yours truly, Yours faithfully, Sincerely yours, etc.

- **Signature block**

The complimentary closing line is followed by the signature block which includes the writer's signature, name and title. Every letter must end with a signature to give authenticity to the information contained in it.

ADDITIONAL ELEMENTS

- **Addressee notation**

This notation generally appears in a double space above the inside address, in all capital letters. E.g.: PERSONAL, CONFIDENTIAL, PLEASE FORWARD, THROUGH PROPER CHANNEL, etc.

- **Attention line**

An attention line is used when the inside address does not include the name of an individual. It can be used to draw the attention of a particular person or a particular department in an organization so as to ensure quick and prompt action in response to the letter. The attention line may be placed two spaces below the inside address generally given in bold as well as capital letters, and is included in the following manner:

E.g.: Attention: Dr Sasidharan, Production Unit

- **Subject line**

This element lets the recipient know at a glance what the letter is about; it also indicates where to file the letter for further reference. It usually appears below the salutation. But sometimes it is placed above the salutation and below the attention line.

E.g.: Subject: Information Regarding Last Week's Inspection

- **Reference initials**

Often, one person may dictate or write the letter and another may produce it. On such occasions, reference initials are included to show who helped prepare the letter. Reference initials appear two spaces below the last line of the signature block in any of the following ways.

Ksm/rk, Ksm:rk, KSM:RK

- **Reference line**

Formal letters often carry a reference line which is used for sequential correspondence with the recipient. The reference line consists of an alphanumeric reference number which uniquely identifies the letter. An official reply to such a letter usually quotes this reference number as follows: E.g.: With reference to your letter Ref. No. ABCD/06/19.

- **Enclosure notation**

This notation appears at the bottom of the letter, one or two lines below the reference initials. Some common forms are:

- Enclosure: Draft of proposal
 Enclosures: 1. Draft of proposal
 2. Photographs
 3. List of participants

- **Copy notation**

This is an optional component. It indicates who is receiving a courtesy copy (cc). This part follows reference initials or enclosure notations as shown below.

- Cc: Charles Mathews
 Copy to Johnson
 Andrew

- **Mailing notation**

This is placed either at the bottom of the letter after reference initials or enclosure notations or at the top of the letter above the inside address on the left hand side. Mailing notations such as BY REGISTERED POST, BY COURIER POST, BY SPEED POST, etc. will generally appear in capital letters.

- **Postscript**

Letters may also bear postscripts i.e. afterthoughts to the letter, to the messages that require emphasis or personal notes. A postscript is usually the last item on any letter and may be preceded by P.S., PS, or nothing at all.

PRINCIPLES

Formal letters are written mainly to create, establish, or sustain business relationships. A good relationship is based on respect and courtesy. To sustain these, the following principles are helpful.

- **Use the 'you' attitude**

Focus on the recipient's needs and aspirations. This recipient-oriented style is known as 'you' attitude.

- **Be clear and concise**

The message should be clear and specific. One can achieve conciseness as well as clarity by being unambiguous.

- **Be correct and complete**

The term 'correctness' refers to accuracy or precision and 'completeness' refers to thoroughness or giving complete details. To be correct and complete, one has to understand the purpose of the letter and convey it clearly.

- **Emphasize the positive**

Positive words are always best to achieve one's goal. Most information, even bad news, conveyed through official letters has some redeeming feature. Letters that reflect a positive attitude are more acceptable to readers.

- **Be courteous and considerate**

Being polite to the readers earn their respect and sustain the relationship with them. A courteously written correspondence shows not only the writer's friendly concern but also consideration for the reader's needs and feelings. This develops a strong bond between the two individuals.

Formal Letter with Standard and Additional Elements

Resident's Welfare Association
 345, Nehru colony, Jawahar Nagar
 Coimbatore - 000011
 Phone: 7893254367

JUNE 6, 2019(D)

.....(MN) By Speed Post

Personal.....(AN)

Water Works Department.....(IA)

Murthy Complex

Bapu Nagar

Coimbatore

ATTENTION: Mr. Rohan Kumar, In charge, Water Supply.....(AL)

Dear Mr. Rohan Kumar,(S)

SUBJECT: NO WATER SUPPLY ON 1 JUNE 2019.....(SL)

I am extremely sorry to inform you that our colony did not have any water supply on 1 June and we had to face acute water shortage because of this.

I contacted your office on 1 June at 10 a.m. and the person at the receiving end informed us that the water supply has been stopped for certain areas because of some problems in pumping. But he ensured that the supply would resume by 4 p.m. To our dismay, we could not receive water on that day. The complaint letter signed by all the residents of this colony is enclosed.

Please look into the matter and see to it that such lacuna does not occur in future.

Regards.....(CC)
 Yours sincerely,
(SB)

Manohar, president
 Gk(RI)

Enclosure (1)(EL)
 Copy: Chairman, Water Board(CL)
 PS: Please instruct your office to give prior intimation in case of not supplying water on a particular day.....(PS)

*D-date, MN-mailing notation, AN- address notation, IA-inside address, AL-attention line, S-salutation, SL- subject line, CC-complimentary close, SB-signature block, RI- reference initials, EL-enclosure line, CL-copy line, PS-post script

Exercises

1. Write a Letter to the Bank Manager requesting for enhancing credit limit.

..... Date

..... Inside address

.....

.....

..... Salutation

..... Subject line

Body of the letter

.....
.....
.....
.....
.....
.....
.....
.....
.....

.....(CC)

.....

..... Signature block

..... Enclosure line

2. Write a Letter to the Municipal Commissioner requesting for rectification of drainage system in your locality.

..... Date

..... Mailing notation

.....Inside address

.....Salutation

..... Subject line

Body of the letter

.....(CC)

Signature block

Enclosure line

...Copy line

3. You need to apply for education loan. Write a letter to the Principal requesting him to issue bona fide certificate.
4. You need to open an account in a bank. Write a letter to the bank manager.
5. Your vehicle has been stolen. Give a complaint to the nearby police station regarding the theft.

Signature with date

CHAPTER 9

DESCRIBING OBJECTS

Describing an object is a motivating activity to enhance language skills. It requires creativity in thinking and writing. Before writing a description, observe the picture carefully and identify different visible features. Description is all about describing the features observed.

Describing objects consists of 5 parts as follows:

1. **Function/ Use**
2. **Components/ Parts**
3. **Characteristics**
 - material
 - shape/ figure
 - dimensions
 - property
 - colour
4. **Position**
5. **Connection between parts**

➤ **Function/Use**

E.g.: A drum is used for making music.

A drum is used to make music.

➤ **Components/ Parts**

E.g.: A hammer consists of a handle and a head.

A hammer has **two parts**: a handle and a head.

two Sections: one is a handle, the other is a head.

two Components: one is a handle, the other is a head.

➤ **Characteristics**

• **Material**

E.g.: A chair is made of wood.

Bread is made from wheat.

This kind of car is made by a big company in Japan.

Nouns and Adjectives to describe shapes/figures of an object:

Noun	Adjective
Square	square
rectangle	rectangular
triangle	triangular
ellipse	elliptical
semicircle	semicircular
circle	circular
cube	cubic
pyramid	pyramidal
cone	conical
hemisphere	hemispherical
cylinder	cylindrical

- Dimensions**

Length, width, height, depth, thickness etc.

E.g.: The height of this building is 250 meters.

Nouns and Adjectives to describe dimensions of an object:

Adjective	Noun
long	length
high	height
wide	width
broad	breadth
deep	depth

- Property**

Property is a special quality that belongs to the object.

E.g.: The interior of a ping-pong ball is hollow.

This book is thick.
 The glass bottle is fragile.
 The edge of a table is straight.
 The sides of a car are flat.
 The middle of a bottle is curved.

- **Colour**

Black, white, green, etc.

➤ **Position**

If the objects to be described are complicated, consisting of many parts, or appearing in a set, positions must be given.

E.g.: inside, outside, at the top, on the left/ right, in the middle, to the right/ left (of), at the bottom, above, over, between, below, beside, at the end, behind, in front of, near, by, etc.

The engine is inside the scooter with a headlight at the top.

The spare wheel is at the back. There is a petrol cap under the seat.

A car has four headlights at the front.

At the top of the engine is the radiator and at the top is an oil cap.

➤ **Connection between Parts**

Connection is a relationship between two or more things. If the object has more than one part, we have to describe them part by part with a connection between them.

Verbs that signal the connection are: attach, detach, join, connect, support, fix, lead, link, etc.

E.g.: The head of a hammer is fixed to the handle.

The wire leads from the switch to the bulb.

The wire links between the switch and the bulb.

The wheels of a car are connected by the axles.

Sample Descriptions:

1. Describe a Kettle.



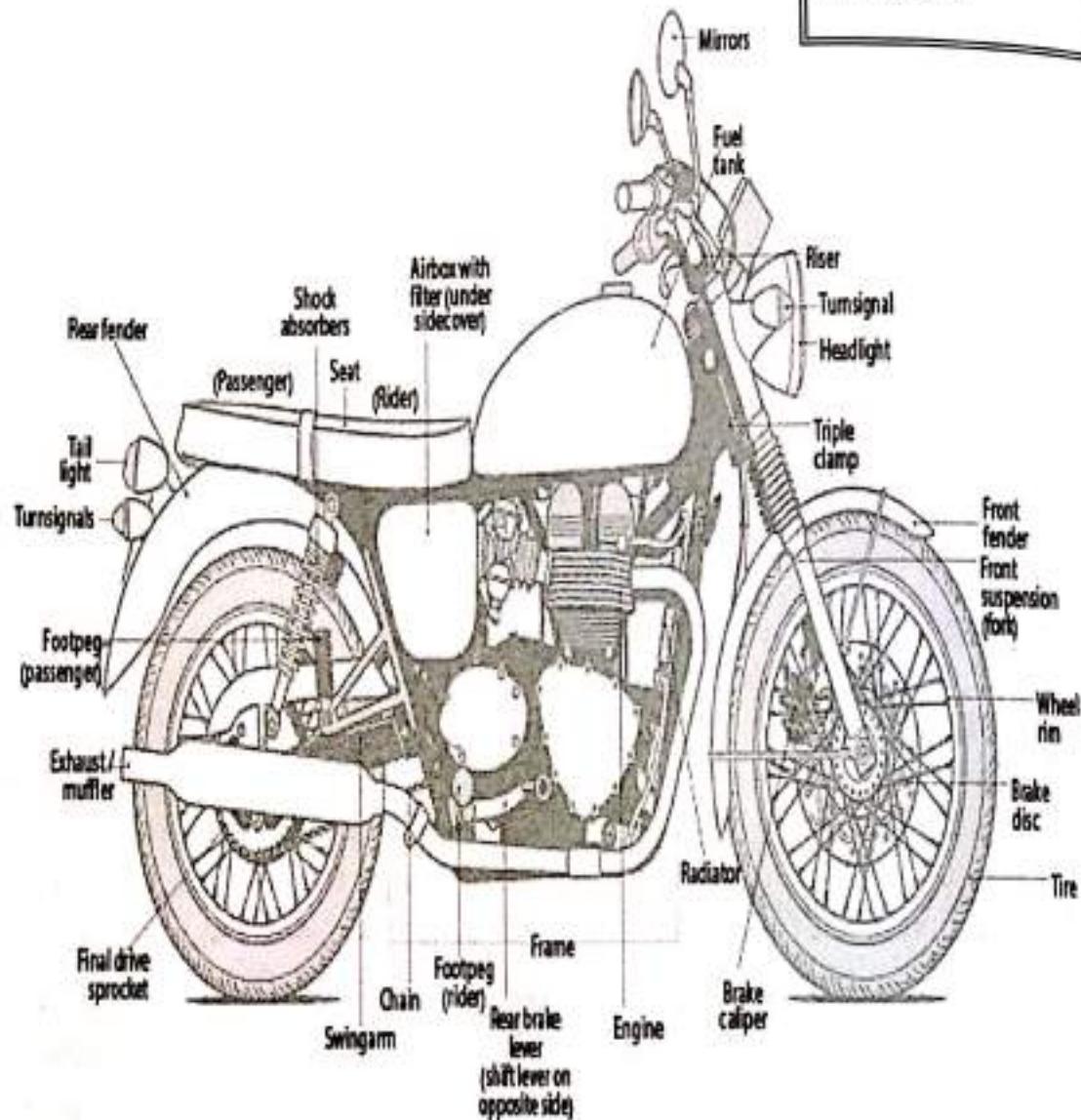
A kettle is a metal container which is used for boiling water. It consists of 4 main parts: a vessel, a lid, a spout, and a handle. The vessel is 7 inches high. It is hollow and spherical in shape. The base is flat and circular. It has a diameter of 6 inches. On the top of the vessel, there is a convex lid with a plastic knob in the middle. The lid is 5 inches in diameter. Above the lid is a curved handle which is covered with plastic at the middle part. At the side of the vessel is a conical spout for pouring water out of the vessel.

2. Describe a Vacuum Bottle.



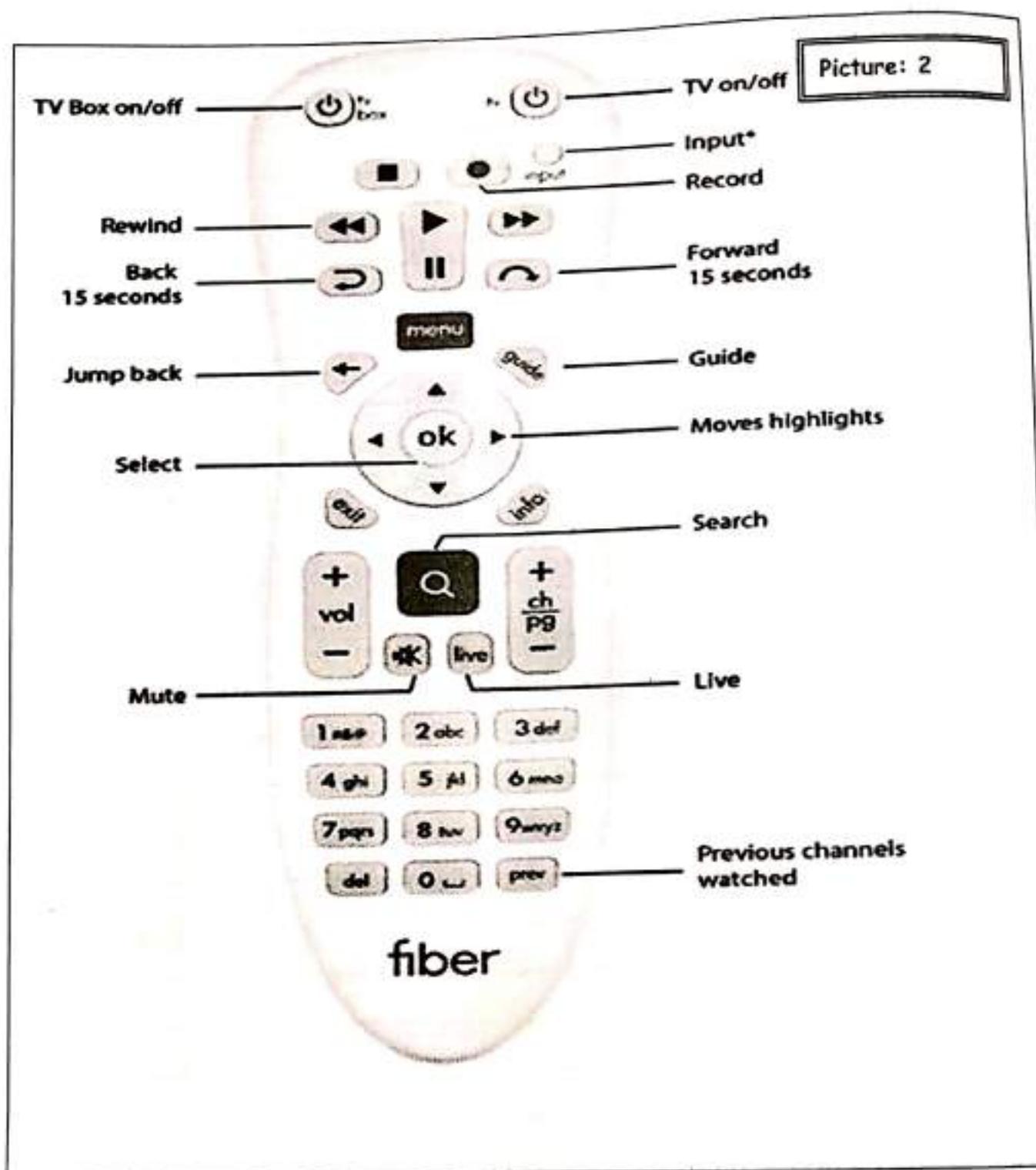
A kettle is a metal container which is used for boiling water. It consists of 4 main parts: a vessel, a lid, a spout, and a handle. The vessel is 7 inches high. It is hollow and spherical in shape. The base is flat and circular. It has a diameter of 6 inches. On the top of the vessel, there is a convex lid with a plastic knob in the middle. The lid is 5 inches in diameter. Above the lid is a curved handle which is covered with plastic at the middle part. At the side of the vessel is a conical spout for pouring water out of the vessel.

Picture : 1



Exercise 1

Describe the given object in your own sentences.



Exercise 2

Describe the given object in your own sentences.

Signature with date

CHAPTER 10

READING COMPREHENSION

Exercise 1

(Certificate in Advanced English (CAE) Reading Exercise-3)

Read the following paragraphs and match each statement with the letter of one or more of the paragraphs. Some statements are true for more than one paragraph. Any of the choices can be used more than once.

A. The University Museum of Classical Archaeology

The Museum of Classical Archaeology is one of the few surviving collections of casts of Greek and Roman sculpture in the world, comprising over six hundred works. The first thing to remember about the collection is that nothing here is genuine. All the sculptures are accurate replicas cast from originals, mostly in the late 19th and early 20th centuries. The Museum is housed in a purpose-built gallery with excellent natural light. The advantages of plaster casts are many: groups of sculptures originally set up together but now split between various museums all over Europe can be viewed together as originally intended. Nearly all the most celebrated works of Greek and Roman sculpture can be viewed in one afternoon.

B. Cambridge Darkroom

Cambridge Darkroom is a centre for photography with community darkrooms and a gallery showing a varied exhibition of photography and related media. We regularly run courses and workshops for people of all ages and abilities; including our popular Beginner's Course, a shorter Induction Course and Master Classes with invited photographers. We have a membership scheme whereby all our members can use our darkrooms. We also encourage young photographers (aged 12 to 16) to develop their skills with our Young Members scheme, led by our resident photographer. We stock photographic books and art magazines and carry a full range of photographic materials.

C. Sedgwick Museum of Geology

The Sedgwick Museum houses a magnificent collection of fossil animals and plants, rocks and minerals of all geological ages, and from all parts of the world. It also houses Britain's oldest intact geological collection, that of Dr. John Woodward (1665-1728). It includes nearly

10,000 rare and interesting specimens stored in their original early 18th century cabinets. Adam Sedgwick was Professor of Geology and keeper of the Woodwardian collection. Throughout his long life, he added enormously to the collections, laying the foundations of a truly outstanding museum. The collection is arranged by geological age so that the major changes in life on Earth can be traced through time. The new Wheel Gallery houses the beautiful minerals and gems of the collection. The displays are accompanied by full explanatory labels to explain both their nature and modern use.

D. The Cambridge University Collection of Air Photographs

There are over 400,000 oblique and vertical air photographs in the collection, taken by members of the university's staff over the past 45 years. The University has its own aircraft based at Cambridge Airport and undertakes photographic work throughout Great Britain. The photographs are of considerable general interest as a detailed, year-by-year record of the landscape, showing both the natural environment and the effects of human activity from prehistoric times to the present day. There is a small display in the entrance hall and the knowledgeable library staff will be happy to deal with particular enquiries. The photographs cannot be borrowed but copies can normally be purchased. These are made to order and ordinarily take about a month.

E. Cambridge Medieval Brass Rubbing Centre

Cambridge Brass Rubbing Centre, the second oldest and longest surviving Centre in the world, is one of the region's most unusual tourist attractions. Hours of enjoyment are to be had creating wall hangings by rubbing one of over a hundred different brass plates off tombs of medieval knights and ladies. By formulating resin copies, known as facsimiles, the centre has made it possible to preserve the originals and still make brass rubbing an accessible pastime to all. The brass plates, as an alternative means of memorial to the tomb statue, spread from Germany across medieval Europe and Scandinavia. Through various revolutions most of the beautiful brasses were destroyed. The vast majority of remaining brasses are to be found in Britain and the widest range of examples can be seen at the Cambridge Centre.

Questions

1. The means of displaying the exhibits has not changed.
Para: A B C D E (C)
2. If you spend some time here, you might produce something of decorative value.
Para: A B C D E (B)
3. You can enjoy special privileges by joining this institution.
Para: A B C D E (D)
4. Arrangements can be made to buy copies of the exhibits.
Para: A B C D E (C & D)
5. The exhibits are arranged chronologically.
Para: A B C D E (A)
6. The arrangement of the exhibits saves the visitor time.
Para: A B C D E (B & D)
7. Experts are employed to provide information and support.
Para: A B C D E (A & E)
8. Visitors have access to reproductions rather than originals.
Para: A B C D E (C)
9. The present collection has evolved from a much earlier one.
Para: A B C D E (E)
10. Here you will find the best selection of exhibits of this type in Europe.
Para: A B C D E (C)
11. There is a second exhibition space that contains exhibits with aesthetic appeal.
Para: A B C D E (C)
12. This organization provides a wide range of learning opportunities.
Para: A B C D E (B)
13. Exhibitions of this type are now rare.
Para: A B C D E (A)

Exercise 2

(Certificate of Proficiency in English (CPE) Use of English, Exercise 5)

Write a word for each question, which can be used appropriately in all the three sentences.

Example

1. Some of the tourists are hoping to get compensation for the poor state of the hotel, and I think they have a very strong case.
2. There's no point in trying to wade across the river, the current is far too strong.
3. If you're asking me which of the candidates should get the job, I'm afraid I don't have any strong views either way.

Questions

1. (a) When Janet got down to work, every complex problem was swiftly reduced to its most important points.
 - (b) Everything got worse and worse and eventually he was reduced to begging.
 - (c) The doctor noticed that the swelling had been considerably reduced by the application of the new ointment.
-
2. (a) Boris had a small part in the play but doubledd as a programme seller before the performance.
 - (b) Pippa doubledd her efforts as she was determined to succeed.
 - (c) The investment was so good that I doubledd my money in three months.
-
3. (a) Winning the competition came as a complete surprise to Marianne.
 - (b) Robin is determined to keep on collecting football stickers until he has a complete set.
 - (c) Sir Ralph arrived at the fancy-dress party in full army uniform, complete with badges and medals.
-
4. (a) They heard the news of their wrecked holiday plans with heavy hearts.
 - (b) For anyone convicted of such a crime, there is a heavy penalty.
 - (c) Simon is convinced he will be able to carry that heavy rucksack all the way.
-
5. (a) The most expensive hotels are those which face the sea.
 - (b) As an actor he had to face criticism from the press on a regular basis.
 - (c) Cristina found it hard to face the fact that her marriage was over.
-
6. (a) When buying a house, it is always a good idea to have some money in hand for unexpected expenses.
 - (b) These fine textiles were woven by hand in India.
 - (c) The newscaster reported that the situation in the capital was getting out of hand.

Exercise 3

Write a word for each question, which can be used appropriately in all the three sentences.

(CPE Use of English, Exercise 6)

1. (a) A key witness can often provide detailed corroboration, thus having a dramatic influence _____ on the outcome of a complex legal case.
 (b) It's generally agreed that the influence _____ of television in the modern world is considerable.
 (c) Martha Graham played a major role in developing the theory of modern dance, so extending her influence _____ to a whole new generation of dancers.

2. (a) My boss is extremely efficient, but unfortunately she's not always very sensitive to other people's worries.
 (b) In the play, James Collard gave a sensitive portrayal of the artist as a young man.
 (c) My brother was always an extremely sensitive child, and we had to be very careful what we said to him.

3. (a) Paul Smith has always been totally dedicated to helping others less fortunate than himself.
 (b) Anna's absolutely dedicated to her career as a surgeon; nothing else is really important to her.
 (c) The singer George Andrew has dedicated several of his most recent songs to his wife.

4. (a) Any new decisions the committee takes must be in line _____ with previous policy.
 (b) If Simon is going to take that line _____, I don't think he will persuade anyone.
 (c) George reached the edge of the field and caught sight of a line _____ of trees in the distance.

5. (a) Sarah felt great concern _____ when she heard about the accident.
 (b) The conference catering arrangements are not Mrs. Robinson's concern _____.
 (c) The new printing company my uncle established is now a thriving concern _____.

6. (a) John has great confidence in his mechanic's ability to get the car going.
 (b) My father is usually successful in interviews owing to his air of confidence _____.
 (c) Susan has never betrayed a confidence _____ and I don't think she ever will.

Exercise 4

(International English Language Testing System (IELTS) Reading, Exercise 2)
 Read the text below and then answer the following questions.

The Scientific Method

- A** 'Hypotheses,' said Medawar in 1964, 'are imaginative and inspirational in character'; they are 'adventures of the mind'. He was arguing in favour of the position taken by Karl Popper in *The Logic of Scientific Discovery* (1972, 3rd edition) that the nature of scientific method is hypothetico-deductive and not, as is generally believed, inductive.
- B** It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become discouraged or begin to suffer from a feeling of 'cheating' or not going about it the right way.
- C** The myth of scientific method is that it is inductive: that the formulation of scientific theory starts with the basic, raw evidence of the senses — simple, unbiased, unprejudiced observation. Out of these sensory data — commonly referred to as 'facts' — generalizations will form. The myth is that from a disorderly array of factual information an orderly, relevant theory will somehow emerge. However, the starting point of induction is an impossible one.
- D** There is no such thing as an unbiased observation. Every act of observation we make is a function of what we have seen or otherwise experienced in the past. All scientific work of an experimental or exploratory nature starts with some expectation about the outcome. This expectation is a hypothesis. Hypotheses provide the initiative and incentive for the inquiry and influence the method. It is in the light of an expectation that some observations are held to be relevant and some irrelevant, that one methodology is chosen and others discarded, that some experiments are conducted and others are not. Where is your naïve, pure and objective Researcher now?
- E** Hypotheses arise by guesswork, or by inspiration, but having been formulated they can and must be tested rigorously, using the appropriate methodology. If the predictions you make as a result of deducing certain consequences from your hypothesis are not shown to be correct then you discard or modify your hypothesis. If your predictions turn out to be correct then your hypothesis has been supported and may be retained until such time as some further test shows it

not to be correct. Once you have arrived at your hypothesis, which is a product of your imagination, you then proceed to a strictly logical and rigorous process, based upon deductive argument — hence the term ‘hypothetico-deductive’.

F So don't worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in existence who really wait until they have all the evidence in front of them before they try to work out what it might possibly mean. The closest we ever get to this situation is when something happens by accident; but even then the researcher has to formulate a hypothesis to be tested before being sure that, for example, a mould might prove to be a successful antidote to bacterial infection.

G The myth of scientific method is not only that it is inductive (which we have seen is incorrect) but also that the hypothetico-deductive method proceeds in a step-by-step, inevitable fashion. The hypothetico-deductive method describes the *logical* approach to much research work, but it does not describe the *psychological* behaviour that brings it about. This is much more holistic — involving guesses, reworking, corrections, blind alleys and above all inspiration, in the deductive as well as the hypothetic component — than is immediately apparent from reading the final thesis or published papers. These have been, quite properly, organized into a more serial, logical order so that the worth of the *output* may be evaluated independently of the behavioural processes by which it was obtained. It is the difference, for example between the academic papers with which Crick and Watson demonstrated the structure of the DNA molecule and the fascinating book *The Double Helix* in which Watson (1968) described how they did it. From this point of view, ‘scientific method’ may more usefully be thought of as a way of *writing up* research rather than as a way of carrying it out.

Read the headings below. Use i–ix for each question to indicate the most suitable heading for each paragraph.

List of Headings

- i. The Crick and Watson approach to research
- ii. Antidotes to bacterial infection
- iii. The testing of hypotheses
- iv. Explaining the inductive method
- v. Anticipating results before data is collected

- vi. How research is done and how it is reported
- vii. The role of hypotheses in scientific research
- viii. Deducing the consequences of hypotheses
- ix. The unbiased researcher

1. Paragraph C j✓
 2. Paragraph D VII
 3. Paragraph E III
 4. Paragraph F ✓
 5. Paragraph G VI
 6. In which two paragraphs does the writer give advice directly to the reader? Choose two letters. paragraphs: A B C D E F (B,F)
- Read the following statements then choose YES if the statement reflects the opinion of the writer, NO if the statement contradicts the opinion of the writer and NOT GIVEN if it is impossible to say what the writer thinks about this**
7. Popper says that the scientific method is hypothetico-deductive. (yes)
 8. If a prediction based on a hypothesis is fulfilled, then the hypothesis is confirmed as True. (No)
 9. Many people carry out research in a mistaken way. (Not) given
 10. The 'scientific method' is more a way of describing research than a way of doing it. (yes)
 11. Choose the correct answer.

Which of the following statements best describes the writer's main purpose in the reading passage? (D)

- A. to advise Ph. D students not to cheat while carrying out research
- B. to encourage Ph. D students to work by guesswork and inspiration
- C. to explain to Ph. D students the logic which the scientific research paper follows
- D. to help Ph. D students by explaining different conceptions of the research process

Exercise 5

(BEC Higher (Business English Certificate), Reading, Exercise 1)

Choose the correct word to fill the blanks

Business and the Environment

These days in business, people have to face many challenging questions when designing and implementing new projects in undeveloped areas of the countryside. One issue which has to be faced is whether it is possible to introduce new technology without destroying the local environment.

Economic 1 development - (development / progression / rise / increase) and environmental conservation are often seen as natural enemies. It is unfortunate that in the past this has often been true, and it has been necessary to choose between 2 running - (running / dealing / controlling / leading) the project or protecting the environment. However, by taking environmental considerations 3 deeply - (deeply / gravely / seriously / severely) at an early stage in a project, companies can significantly reduce any impact on local plants and animals. For example, in southern Africa, a company called CEL was asked to put up 410 km of a power transmission line without disturbing the rare birds which inhabit that area. The project was carried out with 4 minimal - (bare / smallest / least / minimal) disturbance last summer. What may surprise many business people is the fact that this consideration for local wildlife did not in any way 5 slow - (turn / slow / speed / hold) down the project. Indeed, the necessary advance planning, 6 combined - (tied / combined / added / related) with local knowledge and advanced technology, 7 meant - (led / caused / resulted / meant) that the project was actually completed ahead of schedule. CEL was contracted to finish the job by October and 8 managed - (managed / succeeded / achieved / fulfilled) to do so two months earlier. CEL is one of those companies which is 9 committed - (promised / persuaded / convicted / committed) to the principle of environmental conservation. Many other companies have yet to be 10 convinced - (argued / convinced / urged / impressed) of the importance of balancing the needs of people with those of the environment. However, it may be the only realistic way forward.

Signature with date

CHAPTER 11

INFORMATION TRANSFER

Presenting verbal accounts of facts and processes in pictorial form is Information Transfer. It means changing graphic representations to writing, involves learning how to restate a given body of material in different ways. It is an important skill that one needs at the college and university levels as well as in ones professional and personal lives. Information transfer is used specifically in the contexts of narration, physical and process description, listing and classifying, comparison and contrast, showing cause and effect relationship, and generalizing from numerical data.

There are different kinds of graphic representation: maps and plans, tables, graphs, diagrams, bar charts, flow charts, pie charts, tree diagrams and pictograms. These have different uses. Thus bar charts make comparisons, pie charts show how something is divided and line graphs show variations in data. When one uses graphics to present the data, choose the kind that will serve the purpose best and depict the analysis clearly and accurately.

Tables:

A simple form of graphic representation is the table, in which data are arranged in horizontal rows and vertical columns that carry label to identify what they represent.

Exercise 1

S.No.	City	Maximum (average) Annual temperature, 1992 (°C)	Minimum average (annual) temperature, 1992 (°C)
1.	Chennai	40.5	20
2.	Madurai	42	19
3.	Trichy	42.5	19.5
4.	Mumbai	39.5	20
5.	Delhi	43.5	17.5
6.	Calcutta	41	20
7.	Bhopal	44	18

Answer the following questions

- Which is the city that recorded the lowest minimum average annual temperature?

Delhi is the city that recorded the lowest minimum average annual temperature.....

2. Which are the cities that recorded the highest minimum average annual temperature?

Chennai, Mumbai, Calcutta are the cities that recorded the highest minimum average annual temperature.

3. Which is the city that recorded the lowest maximum annual temperature?

Mumbai is the city that recorded the lowest maximum annual temperature.

4. Which are the two cities that recorded almost identical highest and lowest average temperature?

Chennai & Calcutta are the two cities recorded almost identical highest & lowest average temperature.

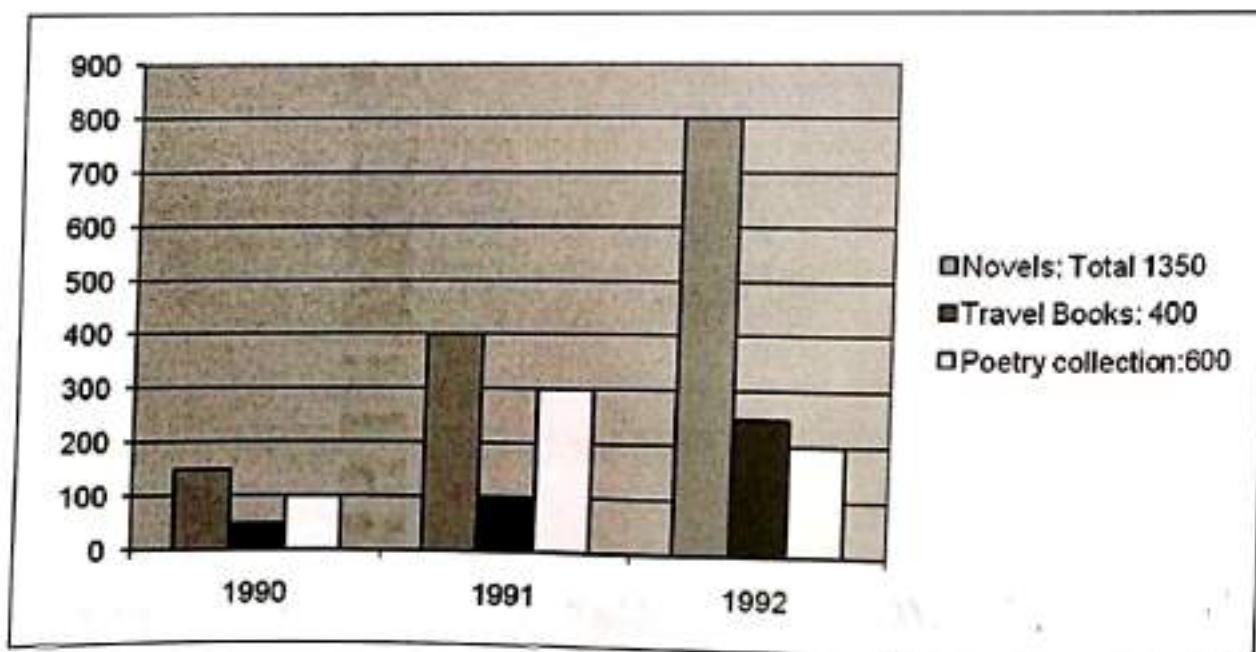
5. What is the peculiar feature of the temperature recorded in Delhi and Bhopal?

The peculiar feature of the temperature recorded in Delhi & Bhopal is they have similar temperatures with 0.5 difference.

Bar Charts:

A second kind of graphic representation is the bar chart or bar graph. It is a very common kind of graph used to depict levels of a qualitative, independent variable using individual bars. It consists of an axis and a series of labelled horizontal or vertical bars with different values.

Exercise 2

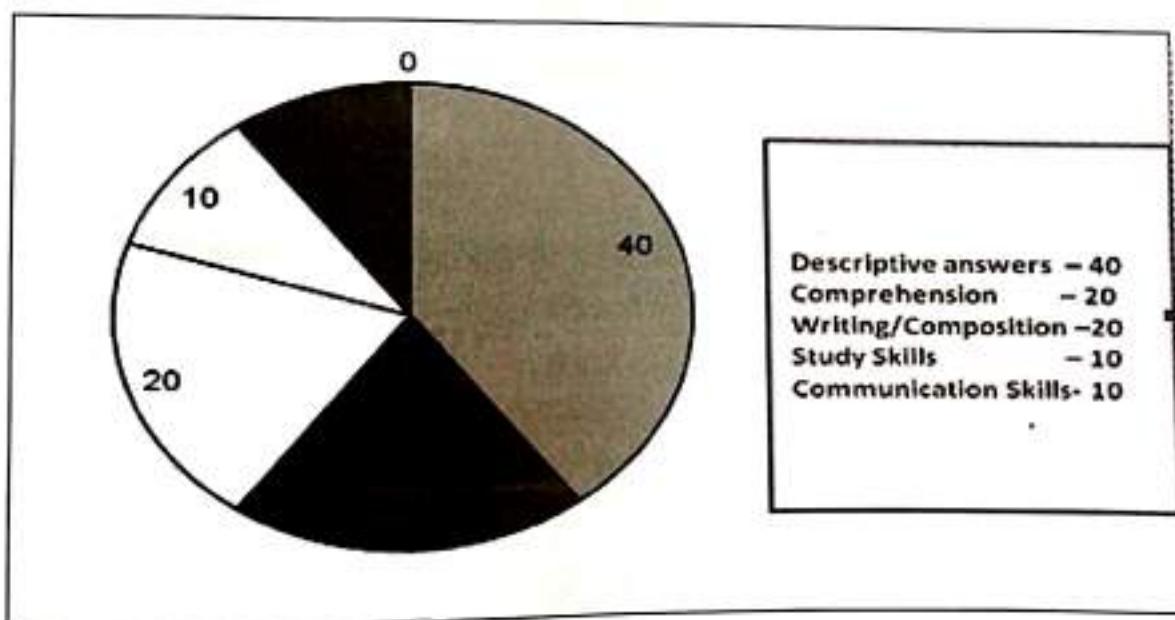


Answer the following questions

- What kind of books shows a markedly progressive increase over the three-year period?
.....Novels....Shows....a....markedly....progressive....increase....
.....Over....the....three....years....Period..... 2.
 - Which of the three categories shows least increase?
.....Travel....Books....Shows....least....increase..... 3.
 - What is special about the number of travel books in the library in 1991 and 1992?
.....Almost....45-51....travel....books....have....been....increased
.....in....library....in....1991....&....1992.....
 - Compare the increase in the number of novels over the three years.
.....1350....is....the....increase....in....number....of....novels....
.....over....three....years.....
 - Write three sentences on three kinds of books in the library in 1990.
.....In....1990,...First....position....is....occupied....by....Novels,
....Second....position....is....occupied....by....poetry....collections,
....third....position....is....occupied....by....travel....books.....
- Pie Charts:**

Another kind of chart is the circle chart or pie chart. It consists of a circle divided into sections.

Exercise 3



Answer the following questions:

1. What does the pie chart show?

The pie chart shows the pattern of the question paper.

2. Which type of answer carry the highest marks?

Descriptive answers carry the highest marks.

3. Name the two types of answers that together carry marks equal to that of descriptive answers.

Comprehension & writing / compositions together carry marks equal to that of descriptive answers.

4. How many categories of answers does the Question Paper have?

Question paper has 5 categories of answer.

5. Comprehension answers and Communication Skills have equal weightage. Write 'True or

'False'

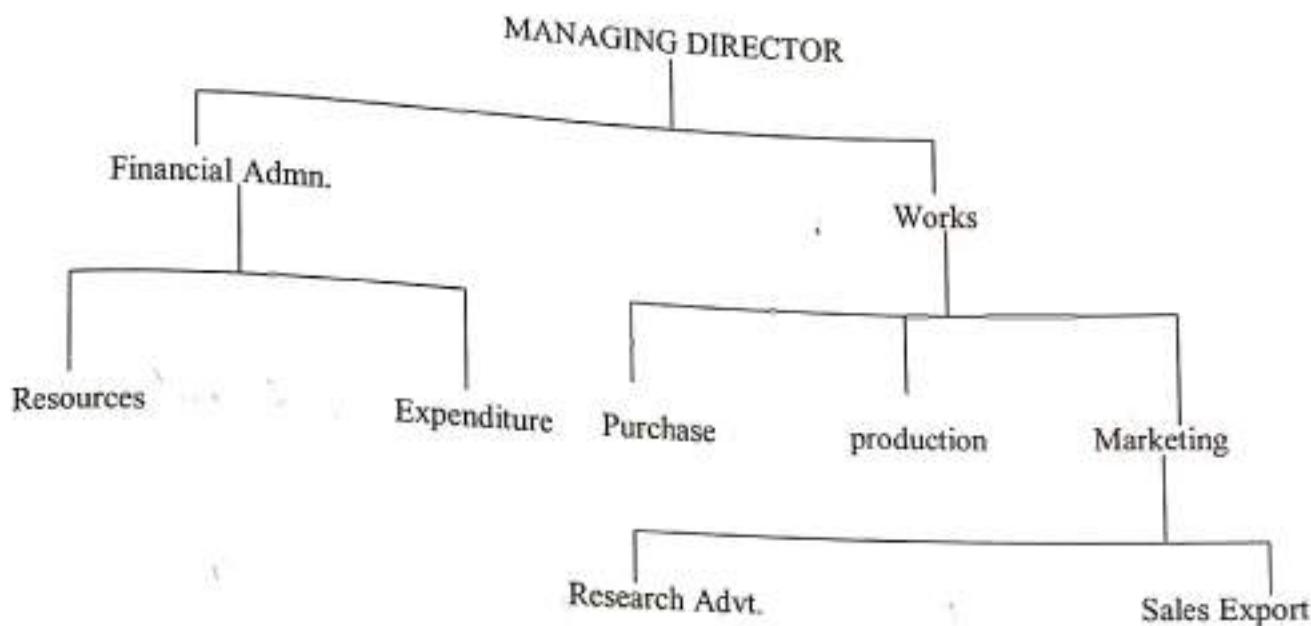
False

Tree Diagrams:

Tree diagrams are of two types the organization chart, which is used to show the structure and lines of responsibility within a company or an institution, and the genealogical tree or family tree, which is used to represent the structure of a major group such as a mineral rocks or the structure of sentences in books on grammar or relationships within a large family.

Tree diagrams begin with one key word and are connected to other words below it by a number of arrows. This second level of words is again connected to other words at a third level and so on, until the final level is reached.. The branches of such tree diagrams are known as groups or sub-groups. Look at a sample family tree below.

Exercise 4

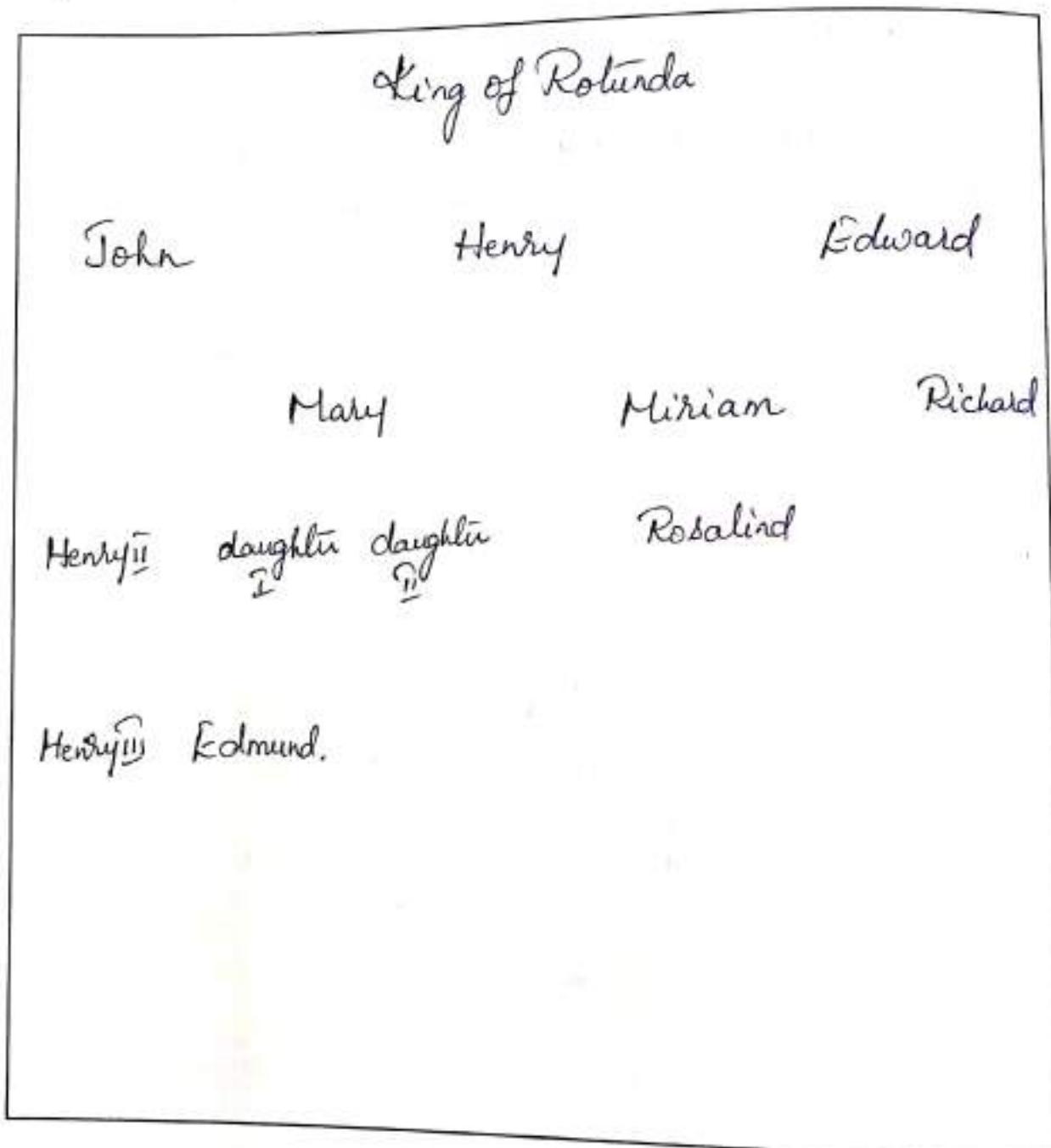


Write the Text to above information diagram

Exercise 5

Read the passage given below and show the information in the form of a tree diagram:

The king of Rotunda had three sons-John, Henry and Edward. John had no heirs. Henry had two daughters called Mary and Miriam. Edward had a son called Richard. Miriam had a daughter, Rosalind, Mary had a son named Henry II, and two daughters. Richard died young. Henry II had two sons, called Henry III and Edmund.



CHAPTER 12

LISTENING COMPREHENSION

Listening is an important communicative process. No communication process is complete without listening. The ability to listen attentively and assimilate the information is very important to communicate effectively.

Listening is a process of receiving and interpreting the spoken word. It involves recognizing what is said and comprehending the matter, i.e., to understand the main and subsidiary points as well as the links between the different components of speech. In fact, listening itself is a tough task and listening to a foreign language is more complex. Constant listening enables one to comprehend and respond relevantly.

Listen to the English Mastery (Alania Series - A) audio and complete the sentences.

Exercise 1

TOM'S DAY

Tom is alone in his dorm room. Dave is studying in the library. Tom likes being alone in the room. At times like this, he often thinks about his day and tries to write in his diary.

Dear Diary,

It is the end of a busy day. All of my days here are full, and some of them are hectic. I nearly always follow the same routine. I get up early, at 6:30, before Dave. That way, I take my shower first. Then I share (most mornings) and get dressed while Dave takes his shower. I Organize my books for the day and wait for him. Then we usually go to the dining hall together for breakfast.

Our schedules are different, though, and I rarely see Dave during the day. I have all my classes in the same rooms. Every day I study grammar, reading, listening/speaking, and writing. I go to five classes. They begin at 8:15 and end at 3:15. All that English makes me tired! No one in my class speaks Alanian, so I speak English all the time. It gives me a headache sometimes! I see American students during breaks and at lunch and dinner. I try to say some things, but my English

isn't very good, and I get embarrassed. I know some of the Americans who live in the dorm. We often play basketball in the gym after dinner. It's fun, and I like making friends here.

Exercise 2

THE FIRST DAY

Today is the first day of school for Tom. It is early in the morning, and Tom is nervous. He is thinking about the placement exam. He looking at his old English grammar book from Alania.

A few minutes later, Dave and Tom are both eating breakfast in the dining hall. Tom isn't eating much. He is drinking coffee and telling Dave about his fears. Dave is trying to calm him down.

DAVE: Why are you worrying? Your English isn't bad.

TOM: I know. But it's a test, and I want to do well. I'm also thinking about a lot of grammar rules.

Fifteen minutes later, Tom is talking the placement exam in the classroom. He is wearing comfortable clothes: jeans, a short-sleeved shirt, and tennis shoes. All the students are working hard. They are thinking about their answers and writing them down on the answer sheet. The exam is difficult for Tom, and he is guessing at many answers. Two teachers are watching the students. Some students finishing the exam and are handing it in to the teachers. A friendly girl is sitting next to Tom. She is smiling, but she is nervous also, and she is guessing at many of the answers, too.

Exercise 3

AT FAMILY PICNIC

Anna is in her bedroom. She is taking a break between homework assignments. Outside, it is sunny and pleasantly warm. She looks out the window at the beautiful afternoon, and she remembers another sunny day, exactly at this time last year, in Alania City.

It was Saturday morning. I woke up and saw that it was a beautiful day outside. At breakfast, my father asked all of us about our plans for the day. We replied that we had no plans. So right then we decided to drive into the mountains to a clear, blue lake. Dad said that the fishing was good there. Dad, Tom, Fred, and I looked all around the house and collected things for the trip: fishing rods, bathing suits, towels, a Frisbee, and sweaters for the evening. We took a big cooler for the drinks. Mom and Grandma made sandwiches and put in some cold chicken and fruit.

The scenery during the drive was beautiful. We stopped once at a scenic spot along the way, and everyone got out of the car and walked around for a few minutes to stretch. We took some pictures of the beautiful view.

We spent all afternoon at the lake. I loved it. It was peaceful, and there was time for everything. We ate lunch, of course, swam in the lake, talked to each other, and read books. Fred and I played Frisbee, and Tom caught two small fish in the lake. We all felt so happy! We left at sunset and arrived home very tired but happy.

Exercise 4

FEELING GOOD

It was a bright, sunny day in Boston, and Anna was feeling good. While she was taking a shower, she was going over the past few months in her mind. She really was speaking English more and more. When she first arrived from Alania, she was not able to say very little. While she smiling at the Smiths that first day, she really crying inside, because she was so nervous. And now look at her! She understood almost everything, and she really felt a part of life here.

While Anna was getting dressed, she heard the Smiths moving around in the kitchen. When she got downstairs, they was making coffee, and Mrs. Smith was pouring orange juice. While they were waiting for the coffee, Anna spoke to them.

about her plans for the day. She felt comfortable with the Smiths. When she thought about that, she knew it was a big 'plus'.

When the Smiths both left for work, Anna was still cleaning up the kitchen. When she finished, she gathered her books together and left for school. Her good mood continued when she left the house and saw the beautiful day outside. While she was walking to the bus, she ran into a classmate, and they began to chat. They got on the bus together, and when they arrived on campus, Anna met another group of friends. While she was talking to them she realized how much she was learning in the United States.

Listen to the English Mastery (Alania Series - B) audio and complete the sentences.

Exercise 5

A TERM PAPER

Mr. Taylor has assigned the students a term paper that has to be done the way university students have to write papers. He has explained the various steps students need to follow when they write papers. Anna has worked a long time on her paper and is thinking about all she has done.

I've chosen my topic. I've spoken with Mr. Taylor to get his approval of my topic. I've gone to the library to do research from the books and periodicals that have information about this topic. I've read through the Reader's Guide to Periodical Literature to find magazines that have articles about it. I've written down the titles of all the books in the card catalog that are about my topic. I've found the periodicals and the books. I've taken notes on the important information from the magazines and books. I've put all these notes on cards with the titles, authors, and page numbers. I've made an outline of how I want to write my paper. I've gotten by note cards in order to match my outline. This part has been hard, but I think I've finally gotten them in the proper order. I've writing a rough draft, and I've

----- given ----- it to Mr. Taylor. He 's read ----- it, and he 's -----
given ----- me some more ideas on what to write. He's also corrected my
 grammar. Now I need to write the final draft and my bibliography. I'-----
 a lot about writing a long paper. The most important thing is to begin early!

Exercise 6

CULTURE SHOCK?

Ms. Hoffman is talking to her students about being homesick. Some of the students have
been telling me ----- that they 've feeling -----
 homesick recently. Lately, I've been noticing ----- that some of you aren't as talkative as you
 usually are. One student has been saying ----- all week that he feels
tired, and another student has been crying ----- a lot at night and
has been coming ----- to chat with me in the dorm. Some of you have
been doing ----- poorly on your homework assignments, and some of you have been
skipping ----- your commitments. Many of you have
been complaining ----- about little things at the school that didn't bother you when
 you first came. Others have been criticizing ----- anything and everything about
 the U.S. and the people in the U.S.

All of these things you 've been doing ----- are signs
 of culture shock, which many people experience when they are in an unfamiliar place for a long
 period of time. You 've been living ----- here for about three
 months now, and all the newness has been wearing off ----- recently. Lately,
 everyone has been treating ----- you like a regular student,
 and you're not special any more. You're just like any other students here. You 've been
establishing ----- a routine for yourselves, and every day seems the same to
 you, so you 've been feeling ----- a little bored. Now that you
 know that homesickness has been causing ----- you to feel this
 way, you need to start working hard again and to realize that you're adjusting well to school,
 because you're now a REGULAR student. Hang in there! You'll feel better soon.

Listen to the English Mastery (Alania Series - C) audio and complete the sentences*

Exercise 7

BASEBALL

Tom sat back in his chair and thought about the game he had participated in that day. It had been his first baseball game ever, and the first time he had hit a base ball. He also thought that maybe he and had played his last baseball game ever!

He was walking to the dorm when the kids shouted at him to come over and play. Despite the fact that he had never played before, he was put up to bat immediately. To his surprise, he swung and hit the ball far out into center field. When he had hit the ball, he ran, clockwise, to the nearest base. Everyone yelled and cheered, so he ran to the next base. The other team had not thrown the ball to his base, so Tom continued to run. He was very proud to think that he had hit a home run his first time at bat, but everyone else laughed and laughed. Tom was very embarrassed when someone explained to him what he had done. He had run the wrong way! Everyone else, though, thought it was amusing.

Tom continued to play in the game, and he learned a lot that day. He also realized that he had taken the game of soccer for granted, and that he liked it a lot more than baseball.



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Sree Sainath Nagar, A.Rangampet-517 102
Tirupati,

Chittoor District, Andhra Pradesh, INDIA.

Ph:+91877-2236711(4 Lines)Fax: +91 0877- 2236717

www.vidyanikethan.edu