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Lab Manual:

ENGLISH LANGUAGE AND COMMUNICATION SKILLS LAB (AHSC04)

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April 20, 2023

Contents

Content	v
1 List of Experiments	1
1.1 List of Experiments	1
2 INTRODUCTION	5
2.1 Introduction	5
2.1.1 Student Responsibilities	5
2.1.2 Responsibilities of Faculty Teaching the Lab Course	5
2.1.3 Laboratory In-charge Responsibilities	6
2.1.4 Course Coordinator Responsibilities	6
2.2 Lab Policy and Grading	6
2.3 Course Goals and Objectives	6
2.4 Use of Laboratory Instruments	7
2.5 Data Recording and Reports	7
2.5.1 The Laboratory work sheets	7
2.5.2 The Laboratory Worksheets	8
2.5.3 Conclusion	8
3 LAB-1: Orientation	9
3.1 Introduction	9
3.2 Objective	9
3.3 Prelab Preparation:	9
3.4 Equipment needed	9
3.5 Procedure	9
3.5.1 Viva-Voce Questions:	9
4 LAB-2: LISTENING SKILLS	10
4.1 Objective	10
4.2 Procedure	10
4.3 Listening to prose and poetry reading:	14
4.4 Poetry Example:	14
4.5 The difference between Poetry and Prose:	15
4.6 Listening to Video Clips:	15
4.7 Listen to the following video clip and answer the following questions.	16
4.8 Listening to documentaries:	17
4.9 Listening to feature films:	17
4.10 Listening to Interviews of famous personalities:	17
4.11 Listening for specific information:	17
4.12 Listening for Multiple Choice Questions:	18
4.12.1 Read the following passages with blanks and fill in them with the appropriate word from the choices given below.	18
4.13 Listening for positive and negative comments:	19

4.14 Listening to Interpretations:	19
4.15 Listening to the Advanced Interpretations:	20
4.16 Activity sheet	21
4.17 Viva Voce	21
5 LAB-3: SPEAKING SKILL	22
5.1 Objective	22
5.2 Prelab Preparation:	22
5.3 Procedure	22
5.4 Functions of English language:	22
5.5 Introduction to Phonetics:	23
5.6 Organs of Speech:	23
5.7 The various speech organs are described as follows:	24
5.8 Sounds of English Language:	24
5.9 Vowel sounds in English:	25
5.10 ɔə Diphthongs:	25
5.11 æe Diphthongs consist of sounds such as:	26
5.12 Classification of Consonants:	26
5.13 Manner of articulation:	27
5.14 Place of articulation:	27
5.15 Voice of articulation:	27
5.16 Practice:	28
5.17 Fill in the spaces with appropriate vowel sounds and then read the words aloud.	28
5.18 Activity sheet:	28
5.19 Intonation:	29
5.20 Falling intonation:	30
5.21 The falling tone is normally used in,	30
5.22 Rising intonation:	30
5.23 Falling-Rising intonation:	31
5.24 Sentence three is an example of this:	31
5.25 Rising-Falling intonation (^):	32
5.26 Neutral (level) intonation:	32
5.27 Improving pronunciation through tongue twisters:	32
5.28 How to develop fluency?:	33
5.29 Body Language:	33
5.30 Gestures used to give feedback when conversing are called regulators. Examples of 'regulators' include head nods, short sounds such as 'uh-huh', 'mm-mm', and expressions of interest or boredom. Regulators allow the other person to adapt his or her speech to reflect the level of interest or agreement. Without receiving feedback, many people find it difficult to maintain a conversation. Again, however, they may vary in different cultural contexts.	34
5.31 Adaptors are non-verbal behaviours which satisfies some physical need. Adaptors include such actions as scratching or adjusting uncomfortable glasses, or represent a psychological need such as biting fingernails when nervous. Although normally subconscious, adaptors are more likely to be restrained in public places than in the private world of individuals where they are less likely to be noticed. Adaptive behaviours often accompany feelings of anxiety or hostility.	34
5.32 Posture can reflect emotions, attitudes and intentions. Research has identified a wide range of postural signals and their meanings, such as:	34
5.33 Closeness and Personal Space (Proxemics):	34
5.34 Intimate Distance:	35
5.35 Personal Distance:	35

5.36 Social Distance:	35
5.37 Public Distance:	35
5.38 Communication:	36
5.39 Verbal and Non-Verbal Communication:	37
5.40 Common Barriers to Effective Communication:	37
5.41 Lack of attention, interest, distractions, or irrelevance to the receiver.	37
5.42 Physical disabilities such as hearing problems or speech difficulties.	37
5.43 Language differences and the difficulty in understanding unfamiliar accents.	37
5.44 Self-introduction:	38
5.45 JAM session:	38
5.46 Three important rules to be followed in JAM are:	38
5.47 For an effective JAM session:	38
5.48 Topics for Jam sessions:	39
5.49 Public speaking:	39
5.50 Impromptu or Extemporaneous Speaking:	39
5.51 Tips for an Effective Presentation:	39
5.52 How to make a good presentation?	41
5.53 Conquering stage fear:	41
5.54 The audience:	41
5.55 Content of your presentation:	41
5.56 Structure of your presentation:	42
5.57 SITUATIONAL DIALOGUES/ ROLE PLAY:	42
5.58 What is a Role-play?	42
5.59 Greetings:	42
5.60 Enquiring/making request for help/seeking directions:	44
5.61 Complaining	44
5.62 Offering suggestions, to advise or to persuade:	44
5.63 Congratulate on an achievement, express sympathy and offer condolences:	44
5.64 Extend invitations and accept or decline them: Accepting:	45
5.65 Declining:	45
5.66 Make apologies and respond to apologies:	45
5.67 Introduce yourself.	45
5.68 Introducing others.	46
5.69 Asking for people's opinions and giving opinions to others:	46
5.70 DO'S:	46
5.71 DON'TS:	47
5.72 Compere:	47
5.73 Be sure about all the names of people you have to mention:	47
5.74 Be clear about what you are supposed to do:	47
5.75 It is excellent if you can write down the entire script:	48
5.76 Be lively and enthusiastic in your presentation:	48
5.77 The way you begin is important:	48
5.78 Find a few apt quotations:	48
5.79 Be careful about voice modulation and clarity:	48
5.80 Try to make transitions smooth through comments:	48
5.81 Anticipate everything to go wrong:	48
5.82 Finally, it would be great if you can go and practice:	48
5.83 News reading:	49
5.84 Sounding like a Reporter:	49
5.85 Read:	49
5.86 Reading will improve your vocabulary:	50

5.87 Practice speaking and reading aloud.	51
5.88 Listen to your speech:	51
5.89 Learn to read from a distance:	51
5.90 Record yourself:	51
5.91 Challenge yourself:	52
5.92 Knowing What to Avoid:	52
5.93 Activity sheet	52
5.94	52
5.95 Viva Voce:	52
6 LAB-4:READING SKILL	53
6.1 Objective	53
6.2 Prelab	53
6.3 Procedure	53
6.4 Anecdote:	54
6.5 A Tragedy or a Blessing?:	54
6.6 Can Make It Happen:	54
6.7 STRATEGIES FOR READING STORIES AND POEMS:	54
6.8 STORY 1:	55
6.9 Heavenly Justice	55
6.10 STORY 2:	55
6.11 “Yours” by Mary Robison	55
6.12 FOR CRITICAL INQUIRY:	57
6.13 Poem for Reading:	57
6.14 by Emily Dickinson	57
6.15 Information Transfer Use in English Teaching:	57
6.16 Introduction:	58
6.17 MEMO:	59
6.18 Letters:	60
6.19 Reading Notices	60
6.20 Format:	60
6.21 Minutes:	61
6.22 Brochure:	62
6.23 Advertising:	63
6.24 Pamphlets:	64
6.25 Reading Comprehension Passages:	65
6.26 How to Tackle the Comprehension Passages?	65
6.27 Main Idea Questions	66
6.28 Passage 1:	66
6.29 Questions:	66
6.30 Activity sheet:	67
6.31 Viva Voce	68
6.32	68
7 LAB-5: WRITING SKILL	69
7.1 Objective	69
7.2 Prelab Preparation:	69
7.3 Procedure	69
7.4 Messages:	70
7.5 Leaflets:	71
7.6 Points to remember:	71
7.7 Writing a Notice:	72

7.8 Format:	72
7.9 Points to Remember:	73
7.10 WRITING TASKS:	74
7.11 TASK for the students:	75
7.12 TASK 1:	75
7.13 Writing Your Own Short Story:	75
7.14 Pre-writing Rubric: Character # 1	76
7.15 To get started:	77
7.16 Revision:	77
7.17 Activity sheet:	77
7.18 Activity sheet:	77
8 LAB-6: THNINKING SKILL	78
8.1 Objective	78
8.2 Prelab Preparation:	78
8.3 Procedure	78
8.4 Skill 1:	78
8.5 Skill 2:	79
8.5.1 Application Exercise:	79
8.6 Skill 3:	79
8.7 Skill 4:	80
8.8 Skill 5:	80
8.9 Skill 6:	80
8.10 What is an idiom?	81
8.11 Describe the following proverbs.	83
8.12 Learning English using thinking blocks:	85
8.13 Task 1:	85
8.14 Words:	86
8.15 Phrases:	86
8.16 Proverbs:	86
8.17 Activity sheet	86
8.18 Activity sheet:	86
8.19	86
8.20 Viva Voce	87
9 References	88

List of Experiments

1.1 List of Experiments

Week -1: CALL LAB: Introduction to pronunciation. ICS LAB: introducing self and introducing others and feedback Common mispronunciations, Errors committed in self-introduction and introducing others.

Expected Outcome:

- a. Fluency of the targeted language.
- b. Using correct grammatical structures.
- c. Usage of appropriate lexical items.

Week -2: Introduction to phonetics, listening to English sounds, Vowel and Consonant sounds; Describing a person or place or a thing using relevant adjectives – feedback.

Difficulty in familiarizing with the sounds of English language, errors in using different kinds of sounds, vowels and consonants. Lack of fluency and ease in describing a person or place or a thing in terms of using adjectives.

Expected Outcome:

- a. Ability in recognizing different kinds of vowel and consonant sounds.
- b. Ease in listening to different sounds of English language and reproducing them.
- c. Fluency and ease in describing a person or place or a thing in terms of using adjectives.

Week-3: Structure of syllables. JAM Sessions using public address system

Identifying the number of syllables in words and counting them. Fluency and Confidence in expressing oneself relevantly, grammatically, logically and meaningfully.

Expected Outcome:

- a. Using different kinds of methods to count the number of syllables in a word.
- b. Understand the advantages of JAM session.
- c. Practicing and presenting oneself confidently and successfully in JAM sessions.

Week-4: Word accent and stress shifts, asking for directions and giving directions

Accent related difficulties, ability to understand and use the shift in stress patterns in various sentences. Problems encountered in asking for directions and giving directions.

Expected Outcome:

- a. Ability to use word accent correctly.
- b. Noticing different shifts in a word and a sentence stress and use them perfectly in spoken communication. Ease in asking for directions and giving directions in locating a place by using appropriate landmarks.

Week-5: Past tense and plural markers and role play on fixed expressions in various situations

Differentiation between past tense and plural markers. Problems in using appropriate acceptable and important fixed expressions used in various situations.

Expected Outcome:

- a. Fluent usage of past tense and plural markers in the connected speech.
- b. Potential in recalling and reproducing various important fixed expressions used in various situations.

Week-6: Weak forms and strong forms, Extempore-Picture

Errors in using weak forms in spoken English and recognizing the importance of strong forms. Difficulties in describing a picture.

Expected Outcome:

- a. Confidence and fluency in using weak forms and strong forms at ease in connected speech.
- b. Overcoming difficulties in describing a picture.

Week -7: Intonation, Interpretation of Proverbs and Idioms:

Difficulties in using falling, rising, rise-fall and fall-rise tones in connected speech. Difficulties in interpretation and usage of the figurative meanings of various idioms and proverbs.

Expected Outcome:

- a. Ability in using falling, rising, rise-fall and fall-rise tones with relative ease.
- b. Understand the figurative meanings of different idioms and proverbs and incorporate them in spoken communication.

Week -8: Neutralization of Mother Tongue Influence (MTI), Etiquette:

Influence of Mother tongue in spoken communication. Poor etiquette in the attitude and approach in terms of behaviour and communication.

Expected Outcome:

- a. Overcoming the influence of Mother tongue and neutralizing the accent.
- b. Understand and incorporate proper etiquette in terms of behaviour and communication.

Week -9: Common errors in pronunciation and Pronunciation practice through tongue twisters, Oral Presentations

Difficulties in pronouncing different tongue twisters which support in neutralizing the accent. Confidence and fluency in delivering different oral presentations.

Expected Outcome:

- a. Rigorous practice in pronunciation of tongue twisters helping in neutralizing the accent.
- b. Developing the necessary confidence and fluency in delivering different oral presentations.

Week-10: Minimal pairs, Debates

Difficulties in understanding and remembering various homonyms, homophones and homographs. Problems in understanding the difference between debates and discussions, participating

and contributing.

Expected Outcome:

- a. Understand the use of different homonyms, homophones and homographs fluently.
- b. Understand the difference between debates and discussions and participate and contribute productively.

Week-11: Listening comprehension, Group discussion:

Inability in focused listening, understanding the accent, vocabulary and discourse markers in connected speech. Lack of confidence in participating and contributing to Group discussions.

Expected Outcome:

- a. Fluent listening, understanding and meaning making of the listening comprehension.
- b. Successful and confident participation and contribution to Group discussions.

Week-12: Demonstration on how to write leaflets, messages and notices, Techniques and methods to write summaries and reviews of videos:

Inadequacy and inappropriacy in writing leaflets, messages and notices. Lack of proficiency in writing summaries and reviews of videos.

Expected Outcome:

- a. Practice and use of proficient and fluent writing.
- b. Overcoming difficulties in writing leaflets, messages, notices, summaries and reviews.

Week -13: Pronunciation practice and Information transfer

Influence of mother tongue in using English language. Problems in interpreting data from diagram to text and text to diagram.

Expected Outcome:

- a. Proficiency in using English language by overcoming mother tongue influence.
- b. Practice and use of interpreting data from diagram to text and text to diagram.

Week -14: Open Ended Experiments-Phonetics Practice, Providing reviews and remarks:

Persistent problems in identifying the phonetic symbols, remembering and using them. Lack of proficiency in providing reviews and remarks.

Expected Outcome:

- a. Practice and accuracy in identifying the phonetic symbols and use them with ease.
- b. Proficiency in writing reviews and remarks.

Week -15: Open Ended experiments-Text to Speech, writing slogan related to the image:

Difficulties in writing text to Speech. Lack of fluency in writing slogans related to the images.

Expected Outcome:

- a. Confidence and fluency in writing text to speeches.
- b. Fluency, flair and ease in writing slogans related to the images.

INTRODUCTION

2.1 Introduction

If any language can play the role of a uniting agent in the world, in war and peace, in science and technology, in strategies and moralities, there is only one on the globe to adorn this space, i.e., English, in all its multiple homogeneity. It enjoys the first rank in several advanced countries including the USA, the UK, Australia and Canada. It has a major official status in India too. And is the second language in many of the Commonwealth countries.

2.1.1 Student Responsibilities

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

2.1.2 Responsibilities of Faculty Teaching the Lab Course

The Faculty shall be completely familiar with each lab prior to the laboratory. He/She shall provide the students with details regarding the syllabus and safety review during the first week. Lab experiments should be checked in advance to make sure that everything is in working order. The Faculty should demonstrate and explain the experiment and answer any questions posed by the students. Faculty have to supervise the students while they perform the lab experiments. The Faculty is expected to evaluate the lab worksheets and grade them based on their practical skills and understanding of the experiment by conducting frequent Viva Voce exams. Evaluation of work sheets has to be done in a fair and timely manner to enable the students, for uploading them online through their CMS login within the stipulated time.

2.1.3 Laboratory In-charge Responsibilities

The Laboratory In-charge should ensure that the laboratory is properly equipped, i.e., the Faculty teaching the lab receive any equipment/components necessary to perform the experiments. He/She is responsible for ensuring that all the necessary equipment for the lab is available and in working condition. The Laboratory In-charge is responsible for resolving any problems that are identified by the teaching Faculty or the students.

2.1.4 Course Coordinator Responsibilities

The Course Coordinator is responsible for making any necessary corrections in Course Description and lab manual. He/She has to ensure that the Lab manual is continually updated and available to the students in the CMS learning Portal.

2.2 Lab Policy and Grading

The student should understand the following policy:

ATTENDANCE: Attendance is mandatory as per the academic regulations.

LAB RECORD's: The student must:

1. Write the work sheets for the allotted experiment and keep them ready before the beginning of eachlab.
2. Keep all work in preparation of and obtained during lab.
3. Perform the experiment and record the observations in the worksheets.
4. Analyze the resultsand get the work sheets evaluated by the Faculty.
5. Upload the evaluated reports online from CMS LOGIN within the stipulated time.

Grading Policy:

The final grade of this course is awarded using the criterion detailed in the academic regulations. A large portion of the student's grade is determined in the comprehensive final exam of the Laboratory course (SEE PRACTICALS),resulting in a requirement of understanding the concepts and procedure of each lab experiment for successful completion of the lab course.

Pre-Requistes and Co-Requisties:

The lab course is to be taken during the samesemester as AHSC03, but receives a separate grade. Students are required to have completed both AHSC03 and AHSC05 with minimum passing grade or better grade in each.

2.3 Course Goals and Objectives

1. To enable the students to speak fluently in their day to day situations
2. To make them familiar with the British, American and Indian accents.
3. Enriching the speaker adept in presenting descriptions
4. Preparing the learner for public speaking

5. Mass interaction
6. Enhancing learners proficiency in articulation
7. Bonding between individual and group
8. To enhance writing ability in formal and informal situations
9. To develop the writing skills through audio-visual inputs
10. To improve students' thinking ability
11. To inculcate analytical and divergent ways of thinking
12. Understanding of different types of accents while listening to audiotapes in different contexts.
13. English speaking ability with different nationalities
14. Idea dissemination
15. Quick management of thoughts
16. Verbal ability
17. Large group communication
18. Capacity of oral information transfer
19. Coherent verbalization abilities
20. Observation
21. Imagination
22. Enhanced vocabulary
23. Apply and evaluate creative skills
24. Analytical interpretation

2.4 Use of Laboratory Instruments

One of the major goals of this laboratory is to familiarize the student with the proper equipment and techniques for conducting experiments. Some understanding of the lab instruments is necessary to avoid personal or equipment damage. By understanding the device's purpose and following a few simple rules, costly mistakes can be avoided.

The following rules provide a guideline for instrument protection.

2.5 Data Recording and Reports

2.5.1 The Laboratory work sheets

Students must record their experimental values in the observation tables drawn in work sheets. Work sheets are the primary means of communicating your experience and conclusions to others. In this course, you will use the work sheets to inform your Faculty teaching the lab course about what you did and what you have learned from the experience.

Your work sheets should be clear and concise. Use tables, diagrams, sketches, and plots, as necessary to show what you did, what was observed, and what conclusions you can draw from this.

Your work sheet will be the result of your individual effort in order to provide you with practice in technical communication.

In engineering practice, the laboratory work sheets serve as an invaluable reference to the technique used in the laboratory.

Therefore, it is important to learn to keep accurate data. Make plots of data and sketches when these are appropriate in the recording and analysis of observations.

Note that the data collected will be an accurate and permanent record of the data obtained during the experiment and the analysis of the results.

2.5.2 The Laboratory Worksheets

COVER PAGE – Cover page must include your Name, Roll Number, Experiment Number and Name, the date on which it was performed.

INTRODUCTION – which provides a clear and brief idea of where and how it can be used in real life applications.

OBJECTIVE – Statement that describes the very purpose of performing the experiment.

BACK GROUND – Explains in brief the theory behind the experiment and required formulae for analysis.

PROCEDURE – Brief explanation which includes various steps in performing the experiment.

OUTCOME – Conclusions drawn after performing the experiment are mentioned in result.

VIVA VOCE – Conceptual questions to be answered orally.

PROBING FURTHER QUESTIONS – Intended to promote critical thinking

2.5.3 Conclusion

The conclusion section should provide a take-home message summing up what has been learned from the experiment:

- Briefly restate the purpose of the experiment (the question it was seeking to answer)
- Identify the main findings (answer to the research question)
- Note the main limitations that are relevant to the interpretation of the results
- Summarize what the experiment has contributed to your understanding of the problem.

Probing Further Experiments:

Questions pertaining to this lab must be answered at the end of laboratory report.

LAB-1: Orientation

3.1 Introduction

In the first lab period, the students should become familiar with the location of Language learning in the lab, the course requirements, and the teaching instructor. Students should also ensure that they have all of the co-requisites and pre-requisites for the course at this time.

3.2 Objective

To familiarize the students with the lab facilities, Syllabus, standard lab equipment(Language Learning Software), and the course requirements.

3.3 Prelab Preparation:

1. What is Self-Introduction?
2. How do you introduce others?
3. What are your strengths in English language?
4. What are your weaknesses in English language?

3.4 Equipment needed

SWI Prolog Software and Lab Manual

3.5 Procedure

1. During the first laboratory period, the instructor will provide the students with a general idea of what is expected from them in this course, the instructor will review the safety concepts of the course.
1. During this period, the instructor will briefly review the learning concepts which will be used throughout the semester.(e.g.Listening, Speaking, Reading and Writing)

3.5.1 Viva-Voce Questions:

1. What is the full form of CALL Lab?
2. What is the full form of ICS Lab?
3. What is R.P?
4. What is the full form of ELCS Lab?

LAB-2: LISTENING SKILLS

4.1 Objective

Objective

- *To enable the students to speak fluently in their day to day situations
- * To make them familiar with the British, American and Indian accents.

Pre-Lab: 1. What is Listening?

2. How is it different from hearing?
3. What barriers of listening do you know?
4. Do you listen to the sound of an engine passing by or hear?

4.2 Procedure

Procedure:

“Most people don’t listen to Understand but to argue/reply”

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is a skill of critical significance in all aspects of our lives—from maintaining our personal relationships, to getting our jobs done, to taking notes in class, to figuring out which bus to take to the airport. Regardless of how we are engaged with listening, it is important to understand that listening involves more than just hearing the words that are directed at us. Listening is an active process by which we make sense of, assess, and respond to what we hear.

Listening is not the same as ‘Hearing’

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but also how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both the verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages. The listening activity acquaints the learner with the phonic, phonetic and phonological qualities of the language.

Listening to dialogues:

Dialogue is a written or spoken conversational exchange between two or more people, and a literary and theatrical form that depicts such an exchange. For some, dialogue is a focused and intentional conversation, a space of civility and equality in which those who differ may listen and speak together. For others it is a way of being mindful and creative relating. In dialogue, we seek to set aside fears, preconceptions, the need to win; we take time to hear other voices and possibilities. Dialogue can encompass tensions and paradoxes, and in so doing, new ideas and collective wisdom may arise.

Look at the following dialogue examples.

Dialogue 1: Two students in a language school café: A: Hi! I’m Hong lei. What’s your name?

B: Hello, Hong Lei. My name’s Ricky.

A: Hi Ricky. Are you a new student here?

B: Yes, I had my first lesson this morning. Are you a new student too?

A: No, I've been here for six months.
B: Six months. That's a long time.
A: It's not so long really. What class are you in? Intermediate or...?
B: Intermediate Three. And what about you?
A: I'm in Advanced One. Who's your teacher?
B: I can't remember her name, but she's got curly red hair.
A: Ah! Does she wear glasses?
B: Yes, I think so.
A: That's probably Anne Wallis.
B: Yes that's right. Do you know her? Is she your teacher too?
A: No. But she taught me last term. How long have you been here?
B: Only a week.
A: Wow, not long. Where do you live? With a family?
B: Well, I'm staying at the YMCA at the moment. I'm looking for somewhere more permanent.
Do you know of any good places?
A: Yes. Actually my friend has a spare room in her apartment and she's looking for a flatmate.
Would you like her phone number?
B: That would be great! Thanks for your help. Can I buy you coffee?
Listen to the dialogue and decide the following statements whether they are 'True' or 'False':

1. Both Hong Lei and Ricky are new students in the language school.
2. Hong Lei is in the Advanced One class.
3. Ricky's teacher has curly hair.
4. Ricky's teacher is a new teacher in the school.
5. Ricky just arrived a week ago.
6. Hong Lei advises Ricky to apply for boarding at the YMCA.

Dialogue 2: Making an appointment:

Keith: Are you free on the thirteenth in the afternoon?
Cathy: No I'm afraid not. I'm meeting Ruth then.
Keith: How about the fourteenth in the morning?
Keith: I'm sorry. I'm attending a meeting at the Hilton then.
Cathy: What about the next day?
Keith: No. I'm busy then too. I'm meeting Dorothy Heath at North Bridge road. Are you free on Thursday afternoon?
Cathy: Yes, I think I am. Let's meet for lunch at Mouth restaurant.
Keith: Good idea! Is two o'clock okay?
Cathy: That's fine. See you there!

Listen to Cathy and Keith trying to agree on a date to meet. Decide whether the following statements are true or false.

1. Cathy will see Ruth on the thirteenth.
2. Keith is free on the fourteenth in the morning.
3. Cathy is probably free on the fifteenth.
4. Cathy and Keith can't agree on a date for their appointment.

5. Keith will call up Cathy Thursday afternoon.

Listening to Telephone Conversations:

Communicative skills are very important. Communicating properly on the phone is especially important, as the person you are speaking to cannot see your facial movement or your body language. They rely completely on what you are saying, and how you are speaking, to understand you fully.

As well as speaking clearly when talking on the phone, it is vital to use the right level of formality. If you are too formal, people might find it difficult to feel comfortable when talking to you. If you are too informal, they might think you are being rude!

Generally speaking, when you are calling in a business context (making calls related to employment, finances, law, health or applications of any sort), you should show politeness by using words like: *could*, *would*, *can*, *may* when making a request.

When you ask for something, or receive help or information, you should use: *please*, *thank you*, *thank you very much*.

Now, look at the following two telephonic conversations.

Telephone Conversation-1:

A: "Hello? This is Steve."

B: "Hi Steve, this is Mary from ABC Company. I'm returning your call."

A: "Hi Mary. How are you doing?"

B: "I'm doing great thanks."

A: "Thanks for returning my call. I couldn't figure out why the ending balance on fiscal year 2003 didn't match the beginning balance on of 2004."

B: "When I checked, it was matching. How much is the difference?"

A: "The amount is exactly \$42,000."

B: "Oh. I know what the problem is. We opened another bank account at the end of fiscal year 2003. I might not have included the new bank statements when I sent over the information."

A: "That makes sense. I'm just glad it wasn't out of my miscalculation. Can you send over the statements? I should be done by the end the of day since everything looks good."

B: "Sure. I'll fax them to you immediately. Is 555-123-4567 the number I should fax it to?"

A: "Yes. That is the correct number."

B: "I'll do it right now."

A: "Thank you for your help."

B: "I should have sent them over to you the first time. I apologize for that."

A: "No problem."

B: "Thank you."

A: "Thank you. Bye."

Telephone Conversation-2:

Michelle: Hello, you've reached the marketing department. How can I help?

Male: Yes, can I speak to Rosalind Wilson, please?

Michelle: Who's calling please?

Male: It's Richard Davies here

Michelle: Certainly. Please hold and I'll put you through.

Male: Thank you.

(Or)

Michelle: Hello, marketing. How can I help? Male: Could I speak to Jason Roberts please?

Michelle: Certainly. Who shall I say is calling?

Male: My name is Mike Andrews.

Michelle: Just a second. I'll see if he's in. Hello, Jason, I've got Mike Andrews on the phone for you... OK. I'll put him through. Hang on a moment; I'm just putting you through.

Listening to discussions:

The activity draws on the learning from several other activities in this resource. The purpose of the activity is to develop learners' overall ability to listen for meaning and to demonstrate understanding through discussion. This also involves critical and interactive skills.

Look at the conversation, decide what it is all about and provide a title for the conversation.

Advisor: Now, then, Mr., uh, Vickstad. How can I help you?

Student: Well, I'm thinking about transferring, but I'm, I'm not sure ... I was hoping you could help me make a decision.

Advisor: I'll try. Where are you thinking of transferring to? And why do you want to leave Kryptos U?

Student: Um...I'm thinking of going to Central University, because it's in my hometown. I've uh, been kind of homesick here this year, and I haven't made many friends...I just feel so lonely. So, I thought that uh, maybe, it'd be better to be closer to my parents and friends and all.

Advisor: I see. And would you keep the same major if you transferred? What is it...business administration?

Student: Yeah, I would. The credits I've earned here will transfer to Central. I've already checked.

Advisor: May I ask why you chose to come to Kryptos University in the first place?

Student: Sure. Um, well, the main reason is you have a great business school. And the second reason is that I...I wanted to get away from home.

Advisor: You're right, Mr. Vickstad, we do have an excellent business school. But, so does Central. The thing is, you've got almost a year under your belt here now. At Central, you'll be starting from scratch.

Student: Yeah, I know that. But I'm a little bit familiar with Central, 'cuz I had older friends who went there, and I visited it before I came here.

Advisor: You know, freshman year is usually the hardest. I remember how homesick I was my first year. I'll tell you, I was ready to pack it in after the first two weeks. But the longer I stayed, the more comfortable I felt. By senior year, I was glad I chose to stay.

Student: Really? Did it get a lot better your sophomore year?

Advisor: Yes, it did. You might well find the same is true for you. Also, even though your credits here will transfer, you will have to take extra courses, because Central has different requirements. You'll probably have to go to school for an extra year.

Student: Hmm...I hadn't thought about that. I'll have to check into it. Maybe I should give it one more year. I mean, it's probably good for me to learn to live away from my family and friends, right? It'll make me stronger in the future.

Advisor: You can always move back there after you graduate. Of course, by that time you may not want to!

Student: Thank you for all your help. I guess I'll find out the exact transfer requirements. You've given me a lot to think about.

Advisor: Don't mention it. If you feel like you want to talk more, don't hesitate to come back and see me.

Discuss the following topics in the class and share your opinion about how you listen and understand them.

1. The smoking ban is a major *topic of discussion* these days.
2. Domestic violence
3. Cruelty in childcare centers
4. What is the difference between our daydreams, dreams at night and nightmares?

Listening to Soliloquy:

A soliloquy — from the Latin *solum* ("alone") and *loqui* ("to speak"), is a speech that one gives to oneself. In a play, a character delivering a soliloquy talks to herself, thinking out loud, as it were, so that the audience better understands what is happening to the character internally. Soliloquy is a section of dialogue where one character is speaking aloud to himself. You may be wondering, why does a character need to talk to himself? On stage, these speeches are extremely important. Where novels have clear words to help the audience infer a character's thoughts, motivations, and feelings, drama has only dialogue to do so. Thus, soliloquies are sometimes the only way to explain to the audience a character's motivations, which make clear why a character is acting a certain way. It can also help explain past, present, or future events of the play, where otherwise the audience would be left confused.

Whereas, a monologue is a speech made by one character, but he is not alone and is speaking to the other characters on stage. A monologue might be delivered to an audience within a play, as it is with Antony's speech, or it might be delivered directly to the audience sitting in the theater and watching the play.

Soliloquy example:

In *Macbeth*, the main character hears of his wife's death and gives this soliloquy:

Out, out, brief candle! /Life's but a walking shadow, a poor player / That struts and frets his hour upon the stage /And then is heard no more: it is a tale /Told by an idiot, full of sound and fury, /Signifying nothing.

Monologue example:

Act II, sc. 2 JULIET

O Romeo, Romeo! Wherefore art thou Romeo? Deny thy father and refuse thy name;
Or, if thou wilt not, be but sworn my love, And I'll no longer be a Capulet.

ROMEO

[Aside] Shall I hear more, or shall I speak at this? JULIET

'Tis but thy name that is my enemy;

Thou art thyself, though not a Montague. What's Montague? It is nor hand, nor foot, Nor arm, nor face, nor any other part Belonging to a man. O, be some other name! What's in a name that which we call a rose By any other name would smell as sweet; So Romeo would, were he not Romeo call'd, Retain that dear perfection which he owes Without that title. Romeo, doff thy name, And for that name which is no part of thee Take all myself.

4.3 Listening to prose and poetry reading:

What is poetry?

Poetry is often easy to spot because the author is usually working to create a unique structure involving all of the senses. For instance, the poet may arrange words very deliberately on the page to look a certain way; poets choose words not only for their meaning, but also because they rhyme or sound out a special rhythm; some poets even limit themselves to a fixed number of words or syllables. Even punctuation and grammar can be manipulated by the poet to fit in with the poem's structure.

What is prose?

The word *prose* comes from a Latin word meaning straightforward, and that's what prose writing is like. The story being told might be complex, but you can count on all the features of everyday speech, such as paragraphs, sentences, and all the usual punctuation. Types of literature that usually fall into the prose category include most essays, short stories, novels, and plays.

4.4 Poetry Example:

*If I had a second chance... I'd do the things I wish I had
To let her know how much I cared.*

*If I had a second chance...
I'd hold her close and hug her tight And tell her she's my shining light.
If I had a second chance...
I'd let her know how proud I was To have her be my guide in life.
If I had a second chance...
I'd than her for the things she's done To make a difference in our lives.
If I had a second chance...
I'd let her know how much it meant To gaze long upon her smiling face.
If I had a second chance...
She'd always know that I'd be there To hold her hand and kiss her cheek.
If I had a second chance...
I'd fill her heart with words of praise,
For she was strong and always brave.. If I had a second chance...
I'd let her know I love her... And beg her not to go.*

4.5 The difference between Poetry and Prose:

Jumping on the merry-go-round, I scramble for a place to sit. There are kids scampering under my feet as the ride makes its first jerk ahead. The ride makes the dust come alive while slowly turning circles.

*Jumping on the merry-go-round I scramble for a place to sit
Kids jostle and push
As the ride jerks ahead.
Dust dances delightedly and the ride turns round and round.*

4.6 Listening to Video Clips:

Listen to the video and answer the following questions. http://www.learnenglishfeelgood.com/eslvideo/esl_listener/practice-movie3.html

1. What are the two people talking about at the beginning?

- (a) The prescription pills they've taken
- (b) The movies they've seen
- (c) The food they know how to cook

1. After the woman says she's tired, she.....

- (a) asks the man if he'll drive her home
- (b) asks the man if he'll walk her home
- (c) asks her sister to drive her home

1. The man says that the woman.....

- (a) is crazy
- (b) scares people
- (c) has poor social skills

1. The woman's sister tells her husband to
 - (a) drive the woman home
 - (b) drive both the man and the woman home
 - (c) walk the woman home

1. The woman who is standing asks her sister to
 - (a) stop talking about her in the third person
 - (b) stop talking about her in front of other people
 - (c) stop telling people she's a bad person

4.7 Listen to the following video clip and answer the following questions.

http://www.learnenglishfeelgood.com/eslvideo/esl_listening-practice-movie4.html

The parents are moving to Antwerp in

1. (a) July
(b) January
(c) June

1. Why is the young man upset?
 - (a) because the parents will leave before the baby is born
 - (b) because the parents will still be around when the baby is born
 - (c) because he doesn't think Antwerp is an exciting city

1. How long had the parents been talking about moving before they finally decided to do it?
 - (a) 5 years
 - (b) 10 years
 - (c) 15 years

1. How far will the parents be from their grandchild?
 - (a) 3,000 miles
 - (b) more than 3,000 miles
 - (c) a little less than 3,000 miles

1. How does the father refer to Antwerp?
 - (a) he's excited
 - (b) the city of light
 - (c) in June

4.8 Listening to documentaries:

1. Watch the below mentioned video and make notes on what you listened to. https://www.youtube.com/watch?v=Jyv6aU_-9xQ0
1. Listen to the audio and note down the important points. <https://www.youtube.com/watch?v=SjXIbV0XY>

4.9 Listening to feature films:

Watch the film ‘Dr. Babasaheb Ambedkar’ https://www.youtube.com/watch?v=yv6aU_-9xQ0
Now, write the review on the film and mention some of the aspects that touched you deep in the film. Look at the ‘Oral Presentations’ and write the qualities which made them the best presentations.

1. <https://www.youtube.com/watch?v=bbz2boNSeL0>
2. <https://www.youtube.com/watch?v=OFPwDe22CoY>

4.10 Listening to Interviews of famous personalities:

During employment interview, job candidates are primarily focused on providing effective answers to interview questions. But listening is just as important as answering questions, because if you are not paying attention, you are not going to be able to give the best responses. Listening enables job seekers to build rapport with the interviewer because the interaction is now more give and take, instead of giving canned answers. The interview is an opportunity for both the candidate and the prospective employer to check each other out.

Remember the following points to be successful in any interviews.

Practice

1. (a) Prepare
- (b) Eliminate distractions
- (c) Show that you are listening
- (d) Don’t interrupt
- (e) Ask for the interviewer to repeat the question, if necessary
- (f) Repeat after the interviewer

Now, watch the sample interview videos and find the differences possible.

An example of a good interview <https://www.youtube.com/watch?v=tevnLmSFQhA>

An example of a bad interview <https://www.youtube.com/watch?v=Dn1W1yrSj3U>

Now, look at the interview of these famous personalities. <https://www.youtube.com/watch?v=fboaQ5i2amc>

4.11 Listening for specific information:

There are situations in real life where we listen only for some specific details and ignore the rest of the entire message, e.g., weather forecast, announcements in train stations/airports etc.

Listen to a BBC NEWS show and make a note of the video. https://www.youtube.com/watch?v=M2j_Ka3XTgA

4.12 Listening for Multiple Choice Questions:

The following are some of the aspects that involve in listening to the MCQ (Multiple Choice Questions).

1. You are likely to hear language from all 3 variations: don't stop listening just because you've heard language from one variation. There may be a better answer soon.
1. Very frequently, the answers come through listening for synonyms: so don't just listen for words, listen for the meanings of words.
2. Before you listen focus on the stem of the question, not the variations. If you look at the variations too much, you can get confused.
1. Pay attention to discourse language like "Well" "However" etc. Words like this can show you there's a change in meaning coming up.
1. Pay very close attention to the exact wording of the question. It's not just a listening task, but a listening AND reading task.

4.12.1 Read the following passages with blanks and fill in them with the appropriate word from the choices given below.

Jill was walking to her class slowly. She was worried _1
the History test she would have to 2
that

Jill glanced down at the paper, her heart nearly _4 answers !
a beat. It was the History test paper complete - 5
Jill's very first thought was not to _6
anyone about what she had found. She would memorize _7
the

answers and do extremely _8 in the test. After some hard thinking, however, she knew that it would be a very
9 thing to do. Besides, it would not be 10
to her classmates. In the _11

, Jill returned the paper to her History teacher, Miss James.

1. About,	for,	in,	of
2. Take,	write,	conduct,	give
3. Landed,	stopped,	strucked,	came
4. Missed,	stopped,	happy,	overwhelmed
5. With,	for,	to,	about
6. Tell,	reveal,	ask,	inquire
7. All,	every,	few,	none
8. Well,	nice,	best,	dull
9. Dishonest,	honest,	good,	nice
10. Fair,	bad,	unfair,	benefit
11. End,	beginning,	last,	first

4.13 Listening for positive and negative comments:

Discuss the below mentioned topics in a group of 5 people in each team. Rest of the students should listen carefully and note down the positive and negative comments made by the group member.

1. Adoptive parents should be legally bound to allow biological parents to access their children
2. Increase of women education is leading to the raise of diverse rate in India.
3. Prayer of any form should be prohibited in educational institutions.
4. The government should provide wireless service for everyone.

Listen the discussions in the following videos and write your comments on them.

1. <https://www.youtube.com/watch?v=sgWKWkLneWQ>
1. <https://www.youtube.com/watch?v=7ciixDX7-Gc>

4.14 Listening to Interpretations:

Many people have heard the word ‘interpretation’. This word may have a wide range of meanings for people based on their background, training, or experience in the interpretive profession. However, the definition has been picked up over the past 17 years by many other organizations, and is the one most often taught in university courses in interpretation. This definition is: *“Interpretation is a communication process, designed to reveal meanings and relationships of our cultural and natural heritage, through involvement with objects, artifacts, landscapes and sites.”*

It should be stressed that interpretive communications is not simply presenting information, but a specific communication strategy that is used to translate that information for people, from the technical language of the expert, to the everyday language of the visitor. It is important to remember that the communication process of interpretation did not spontaneously appear one day. Interpretation (the profession, and the techniques and approaches) are a wonderful mix from communication principles from many other professions. Interpreters should have a basic working knowledge of each of these to include:

1. Journalism
2. Marketing
3. Psychology
4. Non-formal and adult education theory and presentations.
5. Business management and finances.
6. Recreation and tourism planning/principles
7. Media planning/design principles.

4.15 Listening to the Advanced Interpretations:

Unlike listening to the interpretation in general, the ‘Advanced Interpretations’ refers to the task of drawing inferences from the collected facts after an analytical and/or experimental study. In fact, it is a search for broader meaning of research findings.

1. The effort to establish continuity in research through linking the results of a given study with those of another.
1. The establishment of some explanatory concepts. “In one sense, interpretation is concerned with relationships within the collected data, partially overlapping analysis. Interpretation also extends beyond the data of the study to inch the results of other research, theory and hypotheses.” Thus, interpenetration is the device through which the factors that seem to explain what has been observed by researcher in the course of the study can be better understood and it also provides a theoretical conception which can serve as a guide for further researches.

Why Interpretation?

Interpretation is essential for the simple reason that the usefulness and utility of research findings lie in proper interpretation. It is being considered a basic component of research process because of the following reasons:

1. It is through interpretation that the researcher can well understand the abstract principle that works beneath his findings. Through this he can link up his findings with those of other studies, having the same abstract principle, and thereby can predict about the concrete world of events. Fresh inquiries can test these predictions later on. This way the continuity in research can be maintained.
1. Interpretation leads to the establishment of explanatory concepts that can serve as a guide for future research studies; it opens new avenues of intellectual adventure and stimulates the quest for more knowledge.
1. Researcher can better appreciate only through interpretation why his findings are what they are and can make others to understand the real significance of his research findings.
1. The interpretation of the findings of exploratory research study often results into hypotheses for experimental research and as such interpretation is involved in the transition from exploratory to experimental research. Since an exploratory study does not have a hypothesis to start with, the findings of such a study have to be interpreted on a post factum basis in which case the interpretation is technically described as ‘post factum’ interpretation.

Technique of Interpretation:

The task of interpretation is not an easy job, rather it requires a great skill and dexterity on the part of researcher. Interpretation is an art that one learns through practice and experience. The researcher may, at times, seek the guidance from experts for accomplishing the task of interpretation. The technique of interpretation often involves the following steps:

1. Researcher must give reasonable explanations of the relations which he has found and he must interpret the lines of relationship in terms of the underlying processes and must try to find out the thread of uniformity that lies under the

surface layer of his diversified research findings. In fact, this is the technique of how generalization should be done and concepts be formulated.

1. Extraneous information, if collected during the study, must be considered while interpreting the final results of research study, for it may prove to be a key factor in understanding the problem under consideration.
1. It is advisable, before embarking upon final interpretation, to consult someone having insight into the study and who is frank and honest and will not hesitate to point out omissions and errors in logical argumentation. Such a consultation will result in correct interpretation and, thus, will enhance the utility of research results.
1. Researcher must accomplish the task of interpretation only after considering all relevant factors affecting the problem to avoid false generalization. He must be in no hurry while interpreting results, for quite often the conclusions, which appear to be all right at the beginning, may not at all be accurate.

Now, bring a few research thesis/ dissertations of different research areas like, technological, political, scientific etc. and give a critical interpretation on them.

4.16 Activity sheet

Activity sheet

Post Lab: Further Probing Activities:

1. What is the first difficulty in telephone communication?
1. What should we do before taking a telephone call?

4.17 Viva Voce

1. What is Etiquette?
2. What is the formality for introducing ?
3. When do we give directions?
4. Provide instructions to the Jewellery store.
5. Provide instructions to the shopping Mall.

LAB-3: SPEAKING SKILL

5.1 Objective

1. Making the speaker adept in presenting descriptions
2. Preparing the learner for public speaking
3. Mass interaction

5.2 Prelab Preparation:

1. How do we use English in complaints?
2. What functions do we do generally by using English?
3. How do you pose questions in English?

5.3 Procedure

5.4 Functions of English language:

Language functions refer to the purposes in which we use language to communicate. We use language for a variety of formal and informal purposes, and specific grammatical structures and vocabulary are often used with each language function. The most commonly used English functions are:

1. Asking for and giving opinions
2. Explaining and justifying
3. Asking for clarifications and giving clarifications
4. Expressing agreement and disagreement
5. Interrupting
6. Describing people
7. Introducing oneself and giving personal info
8. Talking about interests, likes and dislikes
9. Expressing preferences
10. Making complaints

11. Giving warnings
12. Asking for advice and giving advice
13. Asking for more detailed information
14. Making suggestions and responding to suggestions – accepting & declining
15. Making plans and proposals, talking in favour or against a proposal
16. Making predictions
17. Expressing degrees of certainty and uncertainty
18. Asking for descriptions and giving descriptions
19. Making comparisons and generalizations
20. Expressing disappointment

When teaching about language functions, it is important that teachers explicitly teach the vocabulary and phrases associated with each language function. For example, when teaching the language function of compare/contrast teachers may teach the following vocabulary: both, similar, also, different, in contrast, similarly, etc. During the lesson planning and preparation stage, teachers should brainstorm the vocabulary words associated with the language function that will be taught. It is important that as students become familiar with the vocabulary associated with each language function that more advanced functional vocabulary is introduced to students.

In addition to functional vocabulary, students must also be introduced to grammatical structures associated with each language function. For example, when teaching the language function of compare/contrast, teachers might teach comparative adjectives (i.e., smaller than, more expensive than, etc) or superlative adjectives (i.e., smallest, most expensive).

English learners must be provided with ample opportunities to practice the vocabulary and grammatical structures associated with language functions in both oral and written contexts.

When preparing for a lesson,

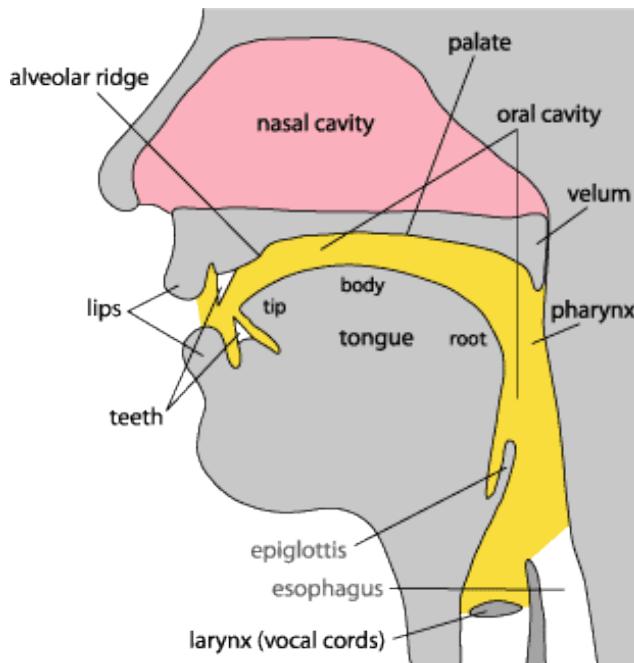
teachers must identify how the vocabulary or grammatical structure will be explicitly introduced to students, as well as how students will practice in a structured way under the guidance of a teacher. Functional vocabulary and grammatical structures can be differentiated for students at varying proficiency levels, with students at the lower levels of English proficiency practicing easier vocabulary and grammatical structures than students at higher levels of English proficiency.

5.5 Introduction to Phonetics:

Phonetics is defined as the scientific study of speech sounds.⁴ It is a branch of linguistics that deals with pronunciation. Every language has a set of sounds produced with the air that we breathe out. Different sounds are produced with different parts of the mouth. The throat takes different positions and the air (breath) comes out through these positions. Phonology is the study of sounds within a language system.

5.6 Organs of Speech:

The organs that are involved in the production of speech sounds are called — Phonatory organs. A diagram showing the various speech organs or phonatory organs is displayed below:



5.7 The various speech organs are described as follows:

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

Soft palate: The soft palate is also referred to as the velum. This musculo - tendinous structure extends posterior from the hard palate and acts to modify the communication between the oral cavity below and nasal cavity above.

Teeth: The teeth are embedded in the alveolar process of maxilla and mandible.

Lips: The lips from the orifice of the mouth comprise of muscle fibres from a number of different facial muscles.

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

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

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

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

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

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

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

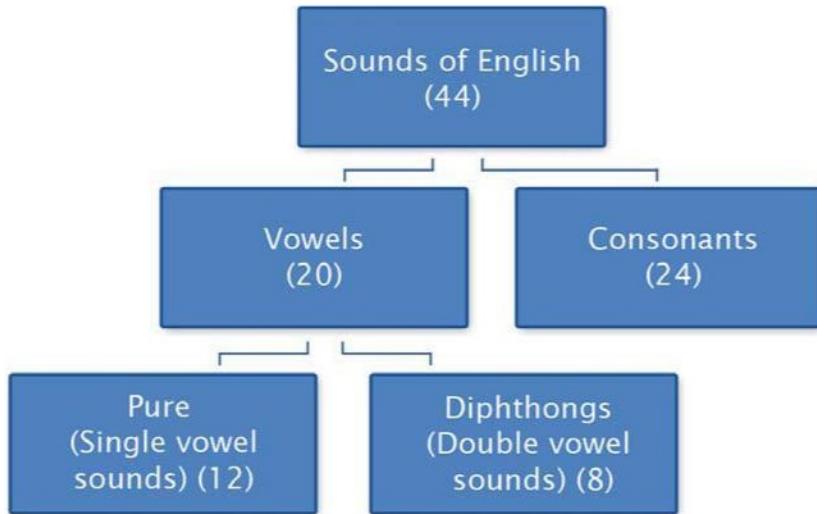
Tongue back: It is the part of the tongue lying below the soft palate.

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

5.8 Sounds of English Language:

In the English alphabet there are 26 letters, but these letters produce 44 sounds. For this reason, one letter is used to produce more than one sound. In order to know the correct pronunciation certain symbols denoting these sounds have been devised and standardized. By learning these

symbols you will be able to find the correct pronunciation of any word in a standard dictionary. These symbols will also help you to go through the book with guidance for correct pronunciation of words and conversations. These sounds are classified into two types:



There are only 5 vowel letters in English (a,e,i,o,u), but the sounds indicated by these 5 letters are 20. A vowel sound is produced when the air comes out of the mouth freely without any blockage or closure in the mouth cavity by the tongue, teeth, lips, etc. The vowel sounds are of two types:

5.9 Vowel sounds in English:

æ Monophthongs

ɒ

5.10 ə Diphthongs:

These vowel sounds are a combination of two single vowel sounds and in pronouncing them the tongue moves from one position to another. For instance, in the word 'light' the sound of 'i' is a combination of the vowel sounds /a:/ as in 'art' and /i/ as in 'it'. The words 'hair', 'toy' and 'poor' also contain double vowel sounds.

5.11 **aʊ**Diphthongs consist of sounds such as:

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

1. **ɪəʊəə**Consonant sounds:

This list describes the consonant sounds of English. Read the examples aloud and also note the various possible spellings of each sound

S.No.	Spelling	Symbol	Examples with common spellings	Examples with other spellings
1	p - p	/p/	<u>p</u> it, <u>p</u> in	-
2	b - ba	/b/	<u>b</u> it, <u>b</u> at	-
3	t - T	/t/	time, ten	-
4	d - D	/d/	<u>d</u> oor, <u>d</u> og	-
5	k - k	/k/	<u>k</u> ite, <u>k</u> it	<u>c</u> at, <u>d</u> uck, <u>q</u> ueen, <u>ch</u> emistry
6	g - ga	/g/	<u>g</u> et, <u>g</u> o	-

5.12 Classification of Consonants:

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

5.13 Manner of articulation:

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

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

5.14 Place of articulation:

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

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

5.15 Voice of articulation:

Voicing refers to either vocal folds or their vibration during the production of a consonant. It is of two types: 1). Voiced : A voiced sound is produced by the vibration of the abducted vocal folds in the larynx.

2). Voiceless : Voiceless sounds are produced without vibration of vocal folds.

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

3In English, as you know, many words can have the same pronunciation but are written differently with different meanings. For example "to, two, and too" all have the phonetic transcription /tu/. Sometimes, words can be written similarly but have different pronunciations as in the "ough" combinations in the words like thought, though, bough, and through.

5.16 Practice:

1. (a) Fill the spaces with appropriate consonant sounds and then read the words aloud.
9. Student / _ _ _ u _ _ _ /
θU_//
ɔ/_
1. Teak / _i:_ /
2. Money / _ʌ_i: /
3. Thanks / θ _ _ /
4. YoKe / _ _ /

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

1. Food	/ f_d /
2. Foot	/ f_t /
3. Sheet	/ _t /
4. Seven	/ s_v n /
5. Mouse	/ m_z /
6. Early	/ l /
7. Trial	/ t r_l /
8. Fin	/ f_n /
9. Dear	/ d_r /
10. Poor	/ p_s /
11. Apple	/ _p l /
12. Zebra	/ z_b /
13. Loud	/ l_d /
14. Gate	/ g_t /
15.	Ago/_g_ /

Activity sheet:

5.18 Activity sheet:

Speaking exercises involving the use of stress and intonation: Stress:

Stress is the relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In English, stressed syllables are louder than non-stressed syllables. Also, they are longer and have a higher pitch. English is a stress-timed language. That means that stressed syllables appear at a roughly steady tempo, whereas non-stressed syllables are shortened.

5.19 Intonation:

The entire variation of pitch while speaking is called intonation. A very obvious difference in intonation can be observed when looking at statements and questions. Intonation also deals with the stress of words. Words are stressed to make a certain emphasis. A sentence can be spoken differently, depending on the speaker's intention. Types of intonation:

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

1. (a)
 - i. Falling intonation (the glide-down)
 - ii. Rising intonation (the glide-up)
 - iii. Falling-Rising intonation
 - iv. Rising-Falling intonation
 - v. Neutral (level) intonation

5.20 Falling intonation:

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

5.21 The falling tone is normally used in,

1. (a) Ordinary statements made without any implications.
 - i. I 'liked it 'very much. b. It was 'quite good.

1. (a) Questions beginning with a question – word, such as what, how, where, why, etc.
When said in a neutral way.
 - i. 'Who were you talking to? b. 'What's the matter?

1. (a) Commands
 - i. 'Go and 'open the window b. Take it away.

1. (a) Exclamations
 - i. 'splendid! b. How extra ordinary!

1. (a) Question tags: When the speaker expects the listener to agree with him,
 - i. It's pleasant today, isn't it? b. It was a 'good film, wasn't it?

1. (a) Rhetorical questions
 - i. 'Isn't that kind of her? b. 'Wasn't that a difficult exam?

5.22 Rising intonation:

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

1. (a) Incomplete statements:
 - i. Its 'seven o clock. (And she hasn't got up as yet)
 - ii. I'll 'buy you a dress. (If I go there)

1. (a) Polarity type questions which demand a yes/no answer.

- i. 'Are they coming? b. 'Will you do it?
- 1. (a) Non-polarity (wh-type) questions when said in a warm/friendly way.
 - i. 'How's your daughter? b. 'What's the matter?
- 1. (a) Polite requests.
 - i. Go and 'open the window b. 'Take it away
- 1. (a) Alternative questions.
 - i. Do you like tea, coffee, or coke? b. 'Shall we drive or go by train?
- 1. (a) Enumeration.

One, two, three, four, five.

- 1. (a) Greetings, parties, apologies, encouragement.
 - i. Hello! b. 'Good bye c. I'm so sorry

5.23 Falling-Rising intonation:

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

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

—She is beautiful...

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

5.24 Sentence three is an example of this:

- 1. The fall rise can be marked in two ways. If the tone is used on one syllabus it is marked (✓)
- e.g. ✓seventy
- 1. If the tone is used on different syllable of a word it is marked (>)
- 1. The fall-rising tone is normally used for special implications not verbally expressed. For example if you say, She's ✓beautiful

You imply something – Perhaps that she is beautiful, but not intelligent.

Consider the following examples in which the falling – rising tune is used to convey special implication,

e.g. a. I am ✓waiting. (so do hurry up)

- 1. (a) i. I haven't much appetite. (but I'll join you to be polite)
 - ii. The houses are nice. (but perhaps the people are not)

5.25 Rising-Falling intonation (^):

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

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

When genuinely impressed by something, this tone is used

e.g. She is a ^marvelous teacher.

Sometimes the same tone can be used to convey sarcasm too

e.g. What a ^fantastic lecture. Neither did she know what she was teaching, nor did we.

Anyway, rising-falling tone is not considered to be an important tone, as it is rarely used.

5.26 Neutral (level) intonation:

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

For example, commands take a falling tone. It is neutral. But if a rising tone is used, it is marked.

e.g. Sit down and do as I say (neutral) Sit down and do as I say (marked)

5.27 Improving pronunciation through tongue twisters:

Tongue twisters are a great way to practice and improve one's pronunciation and fluency. They can also help to improve accents by using alliteration, which is the repetition of one sound. They're not just for kids and students, but are also used by actors, politicians, and public speakers who want to sound clear when speaking. Below, there are some of the most popular English tongue twisters. Say them as quickly as you can. If you can master them, you will be a much more confident speaker.

1. (a) Peter Piper picked a peck of pickled peppers A peck of pickled peppers Peter Piper picked If Peter Piper picked a peck of pickled peppers

Where's the peck of pickled peppers Peter Piper picked?

1. (a) Betty Botter bought some butter But she said the butter's bitter

If I put it in my batter, it will make my batter bitter But a bit of better butter will make my batter better

So 'twas better Betty Botter bought a bit of better butter

1. (a) How much wood would a woodchuck chuck if a woodchuck could chuck wood? He would chuck, he would, as much as he could, and chuck as much wood

As a woodchuck would if a woodchuck could chuck wood

1. (a) She sells seashells by the seashore

1. (a) How can a clam cram in a clean cream can?

5.28 How to develop fluency?:

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language can take many years, but here are some tips to help you sound as natural as possible in speaking exams.

1. (a) i. Good speakers communicate and get their message across smoothly, even though they may make mistakes. Communication is the most important part of speaking and it is important to communicate your ideas as naturally as possible. Here are some tips to help you speak more fluently.

1. (a) i. Use every opportunity in class to speak English. Speak to your classmates and your teacher in English. The more English you speak, the easier you will find speaking.

1. (a) i. Be confident about speaking in English. You do know a lot of English – use your English and show the examiner what you know!

1. (a) i. Be very clear about the message you want to communicate. That is your goal.

1. (a) i. Don't worry about making mistakes. The important thing is to communicate what you want to say.
ii. Practice at home with a speaking game. ‘Speak for one minute without stopping about ...’ Choose a topic,

e.g. video games, and talk in English for one minute about video games without stopping.

1. (a) i. Use little expressions like ‘Er’ or ‘Erm’ to fill the gaps while you are thinking about what to say.

1. (a) i. Use communication strategies to make your English sound more natural.

5.29 Body Language:

Body movements include gestures, posture, head and hand movements or whole body movements. Body movements can be used to reinforce or emphasize what a person is saying and also offer information about the emotions and attitudes of a person. However, it is also possible for body movements to conflict with what is said. A skilled observer may be able to detect such discrepancies in behavior and use them as a clue to what someone is really feeling and thinking. There are several different categories of body movement, these include

1. Emblems:

Gestures that serve the same function as a word are called emblems. For example, the signals that mean ‘OK’, ‘Come here!’, or the hand movement used when hitch-hiking. However, be aware that whilst some emblems are internationally recognized, others may need to be interpreted in their cultural context.

Illustrators:

Gestures which accompany words to illustrate a verbal message are known as illustrators. For example, the common circular hand movement which accompanies the phrase ‘over and over again’, or nodding the head in a particular direction when saying ‘over there’.

Regulators:

5.30 Gestures used to give feedback when conversing are called regulators. Examples of 'regulators' include head nods, short sounds such as 'uh-huh', 'mm-mm', and expressions of interest or boredom. Regulators allow the other person to adapt his or her speech to reflect the level of interest or agreement. Without receiving feedback, many people find it difficult to maintain a conversation. Again, however, they may vary in different cultural contexts.

1. Adaptors:

5.31 Adaptors are non-verbal behaviours which satisfies some physical need. Adaptors include such actions as scratching or adjusting uncomfortable glasses, or represent a psychological need such as biting fingernails when nervous. Although normally subconscious, adaptors are more likely to be restrained in public places than in the private world of individuals where they are less likely to be noticed. Adaptive behaviours often accompany feelings of anxiety or hostility.

1. Posture:

5.32 Posture can reflect emotions, attitudes and intentions. Research has identified a wide range of postural signals and their meanings, such as:

Open and Closed Posture:

Two forms of posture have been identified, '*open*' and '*closed*', which may reflect an individual's degree of confidence, status or receptivity to another person.

Someone seated in a closed position might have his/her arms folded, legs crossed or be positioned at a slight angle from the person with whom they are interacting. In an open posture, you might expect to see someone directly facing you with hands apart on the arms of the chair. An open posture can be used to communicate openness or interest in someone and a readiness to listen, whereas the closed posture might imply discomfort or disinterest.

5.33 Closeness and Personal Space (Proxemics):

Every culture has different levels of physical closeness appropriate to different types of relationship, and individuals learn these distances from the society in which they grew up. The study of personal space is called proxemics.

In today's multicultural society, it is important to consider the range of non-verbal codes as expressed in different ethnic groups. When someone violates an '*appropriate*' distance, people may feel uncomfortable or defensive. Their actions may well be open to misinterpretation. There are Four Main Categories of Proxemics

1. Intimate Distance (touching to 45cm)
2. Personal Distance (45cm to 1.2m)
3. Social Distance (1.2m to 3.6m)
4. Public Distance (3.7m to 4.5m)

These four distances are associated with the four main types of relationship - intimate, personal, social and public. Each of the distances is divided into two, giving a close phase and a far phase, making eight divisions in all. It is worth noting that these distances are considered the norm in Western society.

5.34 Intimate Distance:

Intimate distance ranges from close contact (touching) to the 'far' phase of 15-45cm. In British society, it tends to be seen as an inappropriate distance for public behaviour and entering the intimate space of another person with whom you do not have a close relationship can be extremely disturbing.

5.35 Personal Distance:

The 'far' phase of personal distance is considered to be the most appropriate for people holding a conversation. At this distance it is easy to see the other person's expressions and eye movements, as well as their overall body language. Handshaking can occur within the bounds of personal distance.

5.36 Social Distance:

This is the *normal* distance for impersonal business, for example working together in the same room or during social gatherings. Seating is also important; communication is far more likely to be considered as a formal relationship if the interaction is carried out across a desk. In addition, if the seating arrangements are such that one person appears to look down on another, an effect of domination may be created.

5.37 Public Distance:

Teachers and public speakers address groups at a public distance. At such distances exaggerated non-verbal communication is necessary for communication to be effective. Subtle facial expressions are lost at this distance, so clear hand gestures are often used as a substitute.

5.38 Communication:

Communication is sending and receiving information between two or more people. The person sending the message is referred to as the sender, while the person receiving the information is called the receiver. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions.

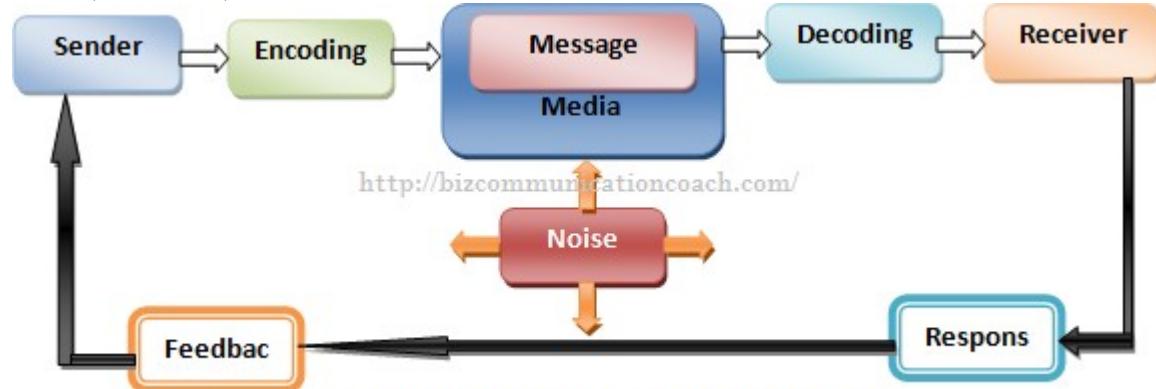
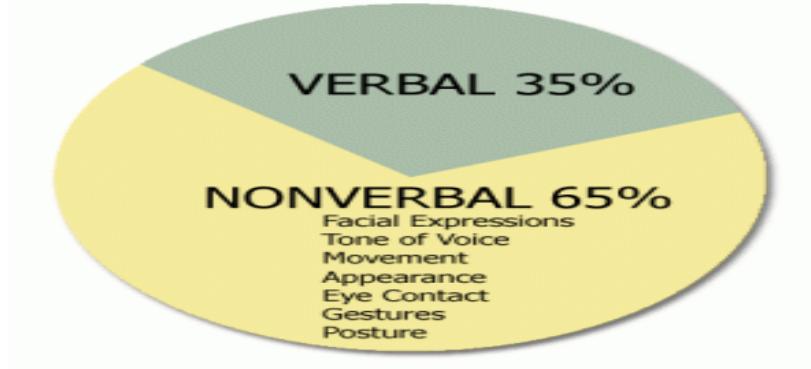


Figure: The Business Communication Process

5.39 Verbal and Non-Verbal Communication:

Let's define Verbal and Non-Verbal communication. Verbal communication is the words that are being said. Non- Verbal communication is everything from facial expression and gestures, voice inflections and tone, body movement and posture, the medium of communication (face to face, video call, phone, email), and anything else that may add to the final message of the listener or receiver of the message. It seems that facial expressions and gestures plus body movement and posture encapsulate sign language.



5.40 Common Barriers to Effective Communication:

1. The use of jargon. Over-complicated, unfamiliar and/or technical terms.
2. Emotional barriers and taboos. Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo.

5.41 Lack of attention, interest, distractions, or irrelevance to the receiver.

1. Differences in perception and viewpoint.

5.42 Physical disabilities such as hearing problems or speech difficulties.

1. Physical barriers to non-verbal communication. Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective.

5.43 Language differences and the difficulty in understanding unfamiliar accents.

1. Expectations and prejudices which may lead to false assumptions or stereotyping.

People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.

1. Cultural differences. The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

5.44 Self-introduction:

A self introduction is often called for at a first meeting of a group. It could be a work based seminar, a academic group, your new class at the start of the term.

The one thing these settings generally share is the need to make a bunch of strangers feel at ease - to quickly establish a sense of unity or belonging. One of commonest ways of breaking the ice is to have each member of the group give a *brief self introduction speech*.

Usually the leader will start and around the group you go, one by one. What do *you* say?

What will interest people?

What fits with the occasion?

What will the people listening expect to hear?

And more importantly, if you're anxious, what will stop the fear of making a fool of yourself?

First impressions count - so let's look at the elements that go together to make...

I would like to introduce you to my friend..... Whose nickname is.....

Name Nickname Birth Date Place of birth

Family members Education

Skills Hobbies

Job experience Sports Prizes/Awards

what makes this person unique?

5.45 JAM session:

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

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

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

5.46 Three important rules to be followed in JAM are:

1. No deviation
2. No repetition
3. No hesitation

5.47 For an effective JAM session:

1. (a) Be ready to speak in any given situation
- (b) Utilize every opportunity as a suitable one to express yourself
- (c) Authorize your ideas and stick to the topic

- (d) Be creative and express new ideas
- (e) Follow sequential order
- (f) Be brief and to the point
- (g) Maintain good flow of sentences
- (h) Maintain good body language
- (i) Be cautious of time
- (j) Use positive and appropriate vocabulary.

5.48 Topics for Jam sessions:

1. Bifurcation of states into smaller units
2. India's money in Swiss Bank
3. Business ethics
4. Stitch in time saves nine
5. Money saved is money earned
6. Growing threat of global warming

5.49 Public speaking:

1. (a) Extempore (pronounced ex-tem-pore)
- (b) Prepared oral presentation

5.50 Impromptu or Extemporaneous Speaking:

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

5.51 Tips for an Effective Presentation:

1. Decide quickly on what your message would be: Keep in mind the fact that you have not been asked to deliver a speech but to make some impromptu remarks. Hopefully, they have asked you early enough so you can at least jot down a few notes before you speak. If not, pick ONE message or comment and focus on that one main idea. Many times, other ideas may come to you after you start speaking. If this happens, go with the flow and trust your instincts.

1. Do not try and memorize what you want to say: Trying to memorize will only make you more nervous and you will find yourself thinking more about the words and not about the message.

1. Start off strong and with confidence: If you at least plan your opening statement, this will get you started on the right foot. After all, just like with any formal speech, getting started is the most difficult part. Plan what your first sentence will be. You may even write this opening line down on your note card and glance at it one more time just before you begin speaking. If you know you have three points or ideas to say, just start

off simple by saying, —I would just like to talk about 3 points. The first point is The second point is

....and so on. Decide on your transitions from one point to the other - After you have decided on your opening remark or line, come up with a simple transition statement that takes you to your main point. If you have more than one point to make, you can use a natural transition such as, —My second point is... or my next point is... etc. if you have to, the main points or ideas. Do not write out the exact words, but just the points you want to mention.

1. Maintain eye contact with the audience: This is easier to do if you do not write down all kinds of stuff to read out. Look at your next idea or thought and maintain eye contact with your audience and speak from your heart. Focus on communicating to your audience and not speaking to the crowd.
1. Occasionally throw in an off-the-cuff remark: If you want your style to be flexible and seem impromptu, trust your instinct and add a few words which just pop into your head. Keep it conversational and think of the audience as a group of friends.
1. Finally, have a good conclusion: Gracefully just state... —And the last point I would like to make is....|. Once you have made your last point, you can then turn back to the person who asked you to speak in the first place. With a little practice, this process will feel more natural to you. Anticipating that you may be asked to say a few words should force you to at least think about what you might say if you are asked. Then if you are asked, you are better prepared because you have already anticipated being asked.
1. Prepared Oral Presentation : In a prepared oral presentation, you know the topic which you are going to present, you can prepare your presentation before hand as you would know already about your audience. This presentation usually spans 10-30 minutes (though the duration of presentation entirely depends on the purpose of the presentation), followed by discussion, clarification and questions
1. Barriers for Effective presentation: Some of the barriers to effective presentation are,
 1. (a) Fear: When a person stands before a huge gathering of people, who are eager to listen to him, it is obvious that he becomes nervous. This nervousness plays a positive role as long as it makes the speaker more attentive, but once it takes a toll over him, it spoils the entire presentation.
 1. (a) Lack of preparation: It is always advisable that the speaker plans everything in advance.

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

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

5.52 How to make a good presentation?

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

5.53 Conquering stage fear:

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

—I can make a successful presentation

—I am confident of myself will help.

5.54 The audience:

The most important thing for a presentation is your audience. Consider their age group and find out whether they all are from the same group or with varied backgrounds.

Always know the needs of your audience before planning for anything. Ask yourself, how your presentation will help them and what you want them to know by the end of your presentation.

5.55 Content of your presentation:

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

5.56 Structure of your presentation:

Generally, a presentation starts with an introduction, followed by the body of the speech and ends with a conclusion. You may use some anecdotes or questions to raise interest among your audience. Then state the goal of your presentation and tell them briefly the main issues you will discuss in your presentation.

The introduction should end with a reiteration of your main point. The body should develop each point previewed in the introduction. You may present your ideas in a chronological sequence, or a simple topical sequence. You should announce each point as you come to it, so that your audience knows when you have completed one point and begun another. The conclusion of the presentation should help the audience understand the significance of your talk and remember the main points. It should not be too long and should leave the audience with a positive feeling about you and your ideas.

5.57 SITUATIONAL DIALOGUES/ ROLE PLAY:

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

5.58 What is a Role-play?

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

Role-play allows a student to prepare thoroughly for real life situations and paves a way to think through the language at the initial stage. Later the student becomes confident in framing structures/sentences grammatically correct and tries to get into the role. Students learn best if objectives are clearly told. Students develop and practice new language and behavioral skills by being involved in the roles given. They should be provided freedom to choose their own partners who he/she would feel comfortable with and are essential for meaningful communication to take place. Students are asked to discuss on the topic and choose their roles to frame dialogues. Each pair will be given 15 minutes to act out the dialogue using expressions, gestures and posture. Students involve themselves in the roles and understand the process of real life communication. At the end of the activity a student would judge himself on the basis of teacher, peer group & through self evaluation.

5.59 Greetings:

1. Hi, how are you?
2. Hello! What a surprise!

3. Hello! It's nice meeting you again
4. How are things with you?
5. Institute of Aeronautical Engineering ELCS Lab manual 42
6. Wish I could have stayed longer, but I must run
7. Good bye, see you again.

5.60 Enquiring/making request for help/seeking directions:

1. Excuse me, could you help me please?
2. Is there a medical store close by?
3. Could I ask you a favour?
4. I'm sorry to trouble you, but I need your help
5. Certainly, I shall be glad to help.
6. Thanks a lot/you very much
7. You're most welcome

5.61 Complaining

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

5.62 Offering suggestions, to advise or to persuade:

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

5.63 Congratulate on an achievement, express sympathy and offer condolences:

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

5.64 Extend invitations and accept or decline them: Accepting:

1. There's some good news.
2. I've completed my Ph.D.
3. I'm hosting a party this weekend.
4. I'll be happy if you can join me along with your family.
5. Thank you for the invitation.
6. We'll certainly make it.
7. Institute of Aeronautical Engineering ELCS Lab manual 43

5.65 Declining:

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

5.66 Make apologies and respond to apologies:

1. I must apologize for.....
2. I'm terribly sorry about.....
3. Please accept my sincere apologies.
4. It's quite all right.
5. No need to feel sorry about it. These things do happen.

5.67 Introduce yourself....

1. Good morning/hello! /hi! my name is/ I'm
2. I've just joined
3. I'm from
4. I work for
5. I am the new

5.68 Introducing others...

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

5.69 Asking for people's opinions and giving opinions to others:

1. I'm convinced
2. I think.... / I believe.... / I feel
3. As far as I'm concerned.....
4. What is your opinion about
5. What are your views on/about
6. Are you in favour of ?

5.70 DO'S:

1. Understand and analyze the situation.
2. Identify your role and act accordingly.
3. Frame your sentences, questions and answers properly.
4. Be as natural as possible. Be yourself.
5. Check the posture and move a little.
6. Use your hands to express your point.
7. Maintain very good eye contact with the other person.
8. Understand the question before answering.
9. Check your voice modulation, stress, intonation and speed.

5.71 DON'TS:

1. Be in a hurry to say something.
2. Keep yourself detached from the given role.
3. Speak unchecked.
4. Put on an accent or look animated.
5. Plant yourself to a particular point, bend or move excessively.
6. Use your hands excessively.
7. Avoid eye contact; roll your eyes/stare continuously.
8. Read out the written form of communication.
9. Answer in urgency.
10. Be too fast/slow or shout unnecessarily.

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

5.72 Compere:

A compere is a person who is the master of ceremonies, as of a television entertainment program or a variety show. As far as a speaker is concerned, the opportunity to act as a compere for a programme is a great joy. It calls for all his skill, grace, and eloquence. Success as a compere is not a matter of chance. Instead careful preparation and precise execution is what makes compering a thing of beauty. A compere can lift the mood and quality of a programme to great heights. Here are a few simple tips to do so.

5.73 Be sure about all the names of people you have to mention:

Try to understand how names that are strange to you are pronounced. Never get the names of people wrong; especially that of guests. Be also sure about their Profession or Qualification. Do not label them different from what they wish to be presented as.

5.74 Be clear about what you are supposed to do:

Is it to introduce them, felicitate them or simply invite them? Be clear about roles you are to play during the course of progress of the programme. Do the organizers expect you to hand over some memento to the Chief Guest to be given to its recipient?

5.75 It is excellent if you can write down the entire script:

For the compering before you actually do it. This not only provides you confidence but gives you freedom to make last minute adjustments. You need to remember that last minute adjustments come in plenty. Type your script in large, easy to read fonts in double space. Leave a lot of margin and spaces in between to insert comments.

5.76 Be lively and enthusiastic in your presentation:

A compere sets the tone for the entire programme. It is his privilege to keep the momentum going. Along with the words spoken, dynamism of the compere on stage helps the audience to eagerly anticipate the segment that follows.

5.77 The way you begin is important:

It is the starting block from where you will start sprinting. Have a smile from your heart on your face; show confidence in the way you stand; let your movements be with grace and be loud and clear when you begin. More than this, the introduction has to set the tone for the entire programme for the day.

5.78 Find a few apt quotations:

Which you can quote between speeches or programmes (not commonplace jokes). If the audience can feel the connection between those lines and the program, then it would be fantastic. Humour arising out of situations or content of speeches can be used to connect with the audience.

5.79 Be careful about voice modulation and clarity:

Reduce speed without letting go of enthusiasm. It needs practice. Be loud enough to be heard. You may have to put in 10% to 25% extra effort than your normal speaking to get this right.

5.80 Try to make transitions smooth through comments:

Which are brief and to the point. Do not talk for long. Your role is to facilitate not to dominate. You are like the salt of the earth; adding taste without really clamouring for attention. As is said, a man who wants to lead the orchestra must turn his back on the crowd.

5.81 Anticipate everything to go wrong:

Because many times things do wrong unexpectedly. For example, power failure while someone is singing or speaking. Then you may have to step on stage and take control of things. Be prepared to do so. And also be prepared with knowledge in advance as to what can be done as back-up to redeem the situation.

5.82 Finally, it would be great if you can go and practice:

Your comparing on stage at the actual venue a day before the event.

5.83 News reading:

A news presenter – also known as a newsreader, newscaster (short form for "news broadcaster"), is a person who presents news during a news program on television, on the radio or on the Internet. They may also be a working journalist, assisting in the collection of news material and may, in addition, provide commentary during the program. News presenters most often work from a television studio or radio studio, but may also present the news from remote locations in the field related to a particular major news event.

How to Read and Speak like a TV News Reporter: Notice how TV news reporters speak with such confidence and eloquence? They are able to deliver a lot of information to a lot of people in a short amount of time. How do they do it? Below are steps you can take to practice and learn to speak like a television reporter.

5.84 Sounding like a Reporter:

Watch the news. Watch the news with intent and purpose. Really pay close attention to what the reporter is saying and doing. Then, notice what s/he is not saying but telling you with their tone, inflection and non-verbal gestures/body language. Some questions you can ask yourself as you critically analyze your subject:

1. What is the reporter saying?
2. How are they saying it?
3. What does the reporter's voice sound like?
4. Where are their eyes?
5. Where are their hands?
6. How do they hold their head and shoulders?
7. Close your eyes and listen.
8. Notice the reporter's voice has inflection; it is not flat. The reporter sounds excited to report to you. The reporter tells you what is important, what is sad, what is exciting, and what you don't want to miss, all with their voice. It's not so much what they're saying, but how they are saying it.

5.85 Read:

Speaking like a news reporter starts with having a command of the English language. The type of book you read matters. Read information that is similar in style to what a news reporter delivers on the news. For example:

1. Biography or historical book
2. News magazine
3. Newspaper

5.86 Reading will improve your vocabulary:

Look up the words you don't know. This will help you with understanding the context of what you're reading and with word pronunciation. That way, when you are reading as a reporter and come across words you don't know, you'll be able to take an educated guess and sound intelligent.

Read out loud when you are alone. Listen to your voice and what your tone is saying:

5.87 Practice speaking and reading aloud.

1. (a) Before you start speaking, do singing and speaking verbal exercises to loosen your mouth and tongue. Also clear your throat away from your audience before you begin.

1. (a) Take that book or newspaper and read it out loud to yourself in the mirror. It's time to really see and hear yourself. It will take practice in order to get good at the ability to glance at written work, capture it quickly, then read it well while looking straight ahead.
(b) Look at what your face is saying as you read. Reporters have confidence even when they're staring at a camera. They believe in what they are doing and they want to share the breaking story with the viewer. Your face reflects what you believe and voice confirms this.

5.88 Listen to your speech:

1. (a) Practice reading quickly without stumbling. It's important to articulate each word clearly when you want to communicate information. Each word should stand on its own and not flow into another word.

1. (a) Know when to slow it down. A reporter will say, "Coming up next," very quickly but slow down when they say, "...and you won't want to miss it."

5.89 Learn to read from a distance:

You'll often see a reporter with papers in their hand. You can do this too!

1. (a) Type up and print a news story that you want to practice reading. The letters should be between 1.5" to 2" tall and in the sans-serif font, such as Arial or Helvetica. This will most accurately reflect the teleprompter type-style.

1. (a) Practice reading from a distance by placing the paper(s) on a table while you're seated or down by your waist. Learn to read with discretion, only glancing at your papers not reading them verbatim.

5.90 Record yourself:

1. (a) Break out the video camera or smart phone and either record video or audio of yourself.
(b) Play it back and listen closely.
(c) Watch the news and compare your voice to the reporter's.
(d) Play your recording back to yourself again. This is not a time to self-loathe or criticize you; it's a time to see where you can improve and contemplate how.

5.91 Challenge yourself:

Read something news related that you haven't read before. See how you do.

5.92 Knowing What to Avoid:

Avoid speaking in everyday language and using colloquialisms. The way you speak with your friends is in direct conflict with the way you will report the news to a public audience.

Try not using "um," "ah," "well..." and other common interjections. At first, you'll find that you need to slow your speaking down to avoid this, but eventually it will become a habit.

5.93 Activity sheet

Activity Sheet

5.94

Post-Lab:Further Probing Activities:

1. Define Phonetics?
2. Why should one learn Phonetics?
3. What is IPA?
4. Classify speech sounds

5.95 Viva Voce:

1. Where do we mark the primary stress?
2. How many syllables are there in the word "Education"?
3. Which syllable is stressed in the word "Engineer"?

LAB-4:READING SKILL

6.1 Objective

Objectives:

1. Enhancing learners proficiency in articulation
2. Bonding between individual and group.

6.2 Prelab

Pre lab:

1. What reading problems do you face in general?
2. Do you read aloud or in silence?
3. Do you pass your finger under the line of print during reading?

6.3 Procedure

Reading is an active and complex process that involves:

Understanding written text,

Developing and interpreting meaning according to the context and purpose

Extensive reading:

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure.

Intensive reading:

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

1. Anecdotes
2. Reading short stories and poems for interpretation
3. Reading for information transfer
4. Reading newspaper and magazine articles memos, letters, notices and minutes for critical commentary
5. Reading brochures, advertisements, pamphlets for improved presentation
6. Reading comprehension exercises with critical and analytical questions based on context

6.4 Anecdote:

Anecdote is defined as a short and interesting story or an amusing event often proposed to support or demonstrate some point and make readers and listeners laugh.

6.5 A Tragedy or a Blessing?:

Years ago in Scotland, the Clark family had a dream. Clark and his wife worked and saved, making plans for their nine children and themselves to travel to the United States. It had taken years, but they had finally saved enough money and had gotten passports and reservations for the whole family on a new liner to the United States.

The entire family was filled with anticipation and excitement about their new life. However, seven days before their departure, the youngest son was bitten by a dog. The doctor sewed up the boy but hung a yellow sheet on the Clarks' front door. Because of the possibility of rabies, they were being quarantined for fourteen days.

The family's dreams were dashed. They would not be able to make the trip to America as they had planned. The father, filled with disappointment and anger, stomped to the dock to watch the ship leave - without the Clark

family. The father shed tears of disappointment and cursed both his son and God for their misfortune.

Five days later, the tragic news spread throughout Scotland - the mighty Titanic had sunk. The unsinkable ship had sunk, taking hundreds of lives with it. The Clark family was to have been on that ship, but because the son had been bitten by a dog, they were left behind in Scotland. When Mr. Clark heard the news, he hugged his son and thanked him for saving the family. He thanked God for saving their lives and turning what he had felt was a tragedy into a blessing.

6.6 Can Make It Happen:

Nicolo Paganini was a well-known and gifted nineteenth century violinist. He was also well known as a great showman with a quick sense of humor. His most memorable concert was in Italy with a full orchestra. He was performing before a packed house and his technique was incredible, his tone was fantastic, and his audience dearly loved him. Toward the end of his concert, Paganini was astounding his audience with an unbelievable composition when suddenly one string on his violin snapped and hung limply from his instrument. Paganini frowned briefly, shook his head, and continued to play, improvising beautifully.

Then to everyone's surprise, a second string broke. And shortly thereafter, a third. Almost like a slapstick comedy, Paganini stood there with three strings dangling from his Stradivarius. But instead of leaving the stage, Paganini stood his ground and calmly completed the difficult number on the one remaining string.

6.7 STRATEGIES FOR READING STORIES AND POEMS:

Reading interpretation skills are important for success in academics, business and personal life. Reading with the intent of writing about the work requires multiple readings of the text. The following strategies offer suggestions for reading a story or a poem:

1. When reading through the work for the first time, read as you would get the "gist" of the plot (yes, poems often have a plot, too) the characters, and a general idea of the meaning of the piece.

1. During the second read, pay particular attention to words that you do not know and look up those words in the dictionary. If a word has multiple meanings listed, consider each of the meanings.
1. Ask yourself along the way what you think about each aspect and why you think that way.
1. Annotating the text (by underlining or circling passages and writing in the margins) is helpful. It's not enough to simply understand the words on the page. Interpretation skills allow the reader to understand main ideas, discern facts from opinions and make inferences and predictions.

6.8 STORY 1:

Read the following short story and practice the reading strategies offered in this section:

6.9 Heavenly Justice

Once, there was a preacher who was an avid golfer. Every chance he could get, he would be on the golf course swinging away. It was an obsession. One Sunday was a picture-perfect day for golfing.

The sun was out, no clouds were in the sky, and the temperature was just right.

The preacher was in a quandary as to what to do, and shortly, the urge to play golf overcame him. He called an assistant to tell him that he was sick and could not do church, packed the car up, and drove three hours to a golf course where no one would recognize him. Happily, he began to play the course.

An angel up above was watching the preacher and was quite perturbed. He went to God and said, "Look at the preacher. He should be punished for what he is doing."

God nodded in agreement. The preacher teed up on the first hole. He swung at the ball, and it sailed effortlessly through the air and landed right in the cup 250 yards away. A picture-perfect hole-in-one. He was amazed and excited.

The angel was a little shocked. He turned to God and said, "I beg your pardon, but I thought you were going to punish him."

God smiled. "Think about it—who can he tell?"

6.10 STORY 2:

Read the following short story by Mary Robison and practice the reading strategies offered in this section:

6.11 “Yours” by Mary Robison

Allison struggled away from her white Renault, limping with the weight of the last of the pumpkins. She found Clark in the twilight on the twig-and- leaf-littered porch behind the house.

He wore a wool shawl. He was moving up and back in a padded glider, pushed by the ball of his slippered foot.

Allison lowered a big pumpkin; let it rest on the wide floorboards. Clark was much older—seventy-eight to Allison’s thirty-five. They were married. They were both quite tall and looked something alike in their facial features. Allison wore a natural-hair wig. It was a thick blonde

hood around her face. She was dressed in bright-dyed denims today. She wore durable clothes, usually, for she volunteered afternoons at a children's daycare center. She put one of the smaller pumpkins on Clark's long lap. "Now, nothing surreal," she told him. "Carve just a regular face. These are for the kids."

In the foyer, on the Hipplewhite desk, Allison found the maid's chore list with its cross-offs, which included Clark's supper. Allison went quickly through the daily mail: a garish coupon packet, a bill from Jamestown Liquors, November's pay-TV program guide, and the worst thing, the funniest, an already opened, extremely unkind letter from Clark's relations up North. "You're an old fool," Allison read, and, "You're being cruelly deceived." There was a gift check for Clark enclosed, but it was uncashable, signed as it was, "Jesus H. Christ."

Late, late into this night, Allison and Clark gutted and carved the pumpkins together, at an old table set on the back porch, over newspaper after soggy newspaper, with paring knives and with spoons and with a Swiss Army knife Clark used for exact shaping of tooth and eye and nostril. Clark had been a doctor, an internist, but also a Sunday water-colorist. His four pumpkins were expressive and artful. Their carved features were suited to the sizes and shapes of the pumpkins. Two looked ferocious and jagged. One registered surprise. The last was serene and beaming. Allison's four faces were less deftly drawn, with slits and areas of distortion. She had cut triangles for noses and eyes. The mouths she had made were just wedges—two turned up and two turned down.

By one in the morning they were finished. Clark, who had bent his long torso forward to work, moved back over to the glider and looked out sleepily at nothing. All the lights were out across the ravine. Clark stayed. For the season and time, the Virginia night was warm. Most leaves had been blown away already, and the trees stood unbothered. The moon was round above them.

Allison cleaned up the mess.

"Your jack-o-lanterns are much, much better than mine," Clark said to her. "Like hell," Allison said.

"Look at me," Clark said. Allison did.

She was holding a squishy bundle of newspapers. The papers reeked sweetly with the smell of pumpkin guts. "Yours are far better," he said. "You're wrong. You'll see when they're lit," Allison said.

She went inside and came back with yellow vigil candles. It took her a while to get each candle settled, and then to line up the results in a row on the porch railing. She went along and lit each candle and fixed the pumpkin lids over the little flames.

"See?" she said.

They sat together a moment and looked at the orange faces.

"We're exhausted. It's good night time," Allison said. "Don't blow out the candles. I'll put new in tomorrow." That night, in their bedroom, a few weeks earlier than had been predicted, Allison began to die. "Don't look at me if my wig comes off," she told Clark. "Please."

Her pulse cords were fluttering under his fingers. She raised her knees and kicked away the comforter. She said something to Clark about the garage being locked.

At the telephone, Clark had a clear view out back and down to the porch. He wanted to get drunk with his wife once more. He wanted to tell her, from the greater perspective he had, that to own only a little talent, like his, was an awful, plaguing thing; that being only a little special meant you expected too much, most of the time, and liked yourself too little. He wanted to assure her that she had missed nothing.

He was speaking on the phone now. He watched the jack-o-lanterns. The jack-o-lanterns watched him.

6.12 FOR CRITICAL INQUIRY:

Although this story shows only one day in the life of this couple, what does the story reveal about their lives? What specific details in the story lead you to this interpretation?

1. Allison and Clark are of different ages. When you first read of their age difference, what did you expect to happen in the story? Why did you think they were together? How does our culture feel about couples with such an age difference? By the end of the story, how do their ages work differently than you perhaps expected?

1. Why does the story begin and end with pumpkins? How are the pumpkins transformed from the beginning of the story to the end? What ideas or feelings do you usually associate with pumpkins? How might your associations work with the theme of the story? What specific details of the story can you use to justify your thinking?

1. Why is the title of the story “Yours”? In what way does the title give clues to the meaning of the story? What evidence from the story backs up your analysis?

1. Why do a narrator and not one of the characters tell the story? How would the story be different if told from the point of view of Clark?

6.13 Poem for Reading:

“Because I could not stop for Death”

6.14 by Emily Dickinson

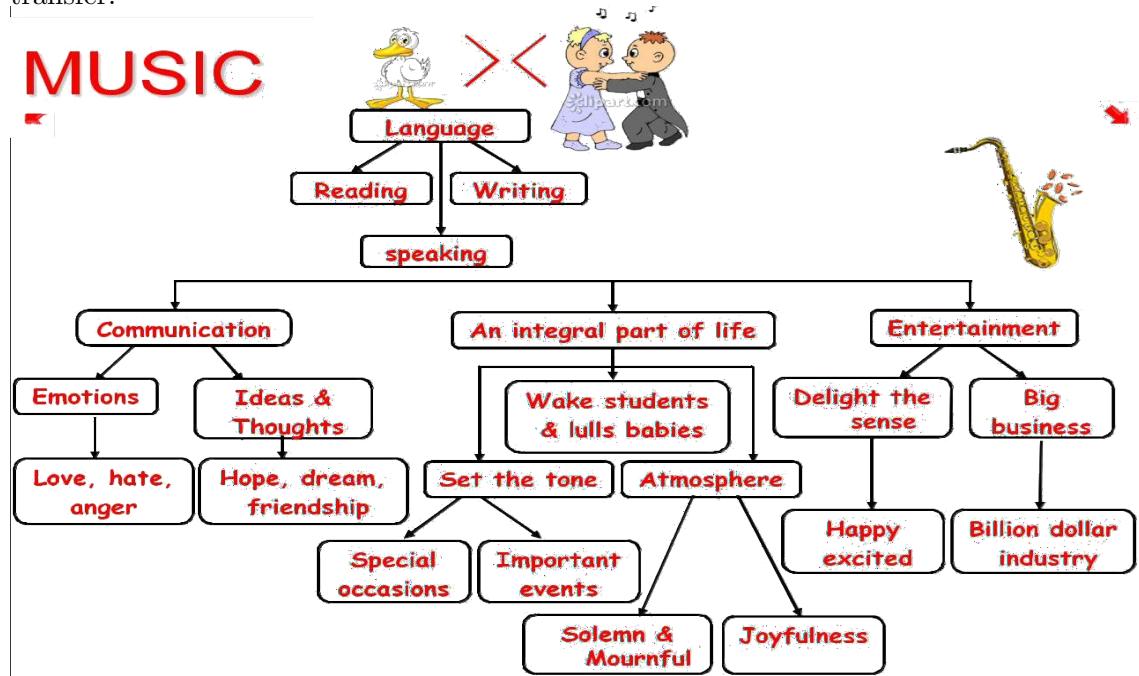
Because I could not stop for Death— He kindly stopped for me—
The Carriage held but just ourselves— And Immortality.
We slowly drove—He knew no haste And I had put away
My labor and my leisure too, For his Civility—
We passed the School, where Children strove At Recess—in the Ring—
we passed the Fields of Gazing Grain— We passed the Setting Sun—
Or rather
He passed Us—
The Dews drew quivering and chill— For only Gossamer, my Gown—
My Tippet—only Tulle—
We paused before a house that seemed A Swelling of the Ground—
The Roof was scarcely visible— The Cornice—in the Ground—
Since then—‘tis Centuries—and yet
Feels shorter than the Day
I first surmised the Horses’ Heads Were Toward Eternity

6.15 Information Transfer Use in English Teaching:

6.16 Introduction:

“Information Transfer” means translating data from one form to another. We move from the Reading or Listening text to graphic stimuli or visual like charts, graphs, diagrams, figures, maps, etc and vice versa”.

Ideally an Information Transfer activity forms a kind of pivot around which any of the language skills may revolve (see Fig. 2).The following diagram speaks about the process of information transfer.



Reading a magazine involves a selection of recorded articles covering a wide range of topics. They are suitable for learners of all levels.





6.17 MEMO:

A memo or memorandum is a communication note that records events or observations on a topic. Memos are typically used within a business environment as an inter office communication tool and can serve many purposes. Today, emails can be considered a common type of memo.

Memorandum

TO: GTS Sales Staff

FROM: Karen Moore

CC: Mr. John Sakasaki

DATE: April 18, 2008

SUBJECT: Customer Presentation

The JSKL Marketing presentation you prepared last week to showcase our new product line was exceptional!

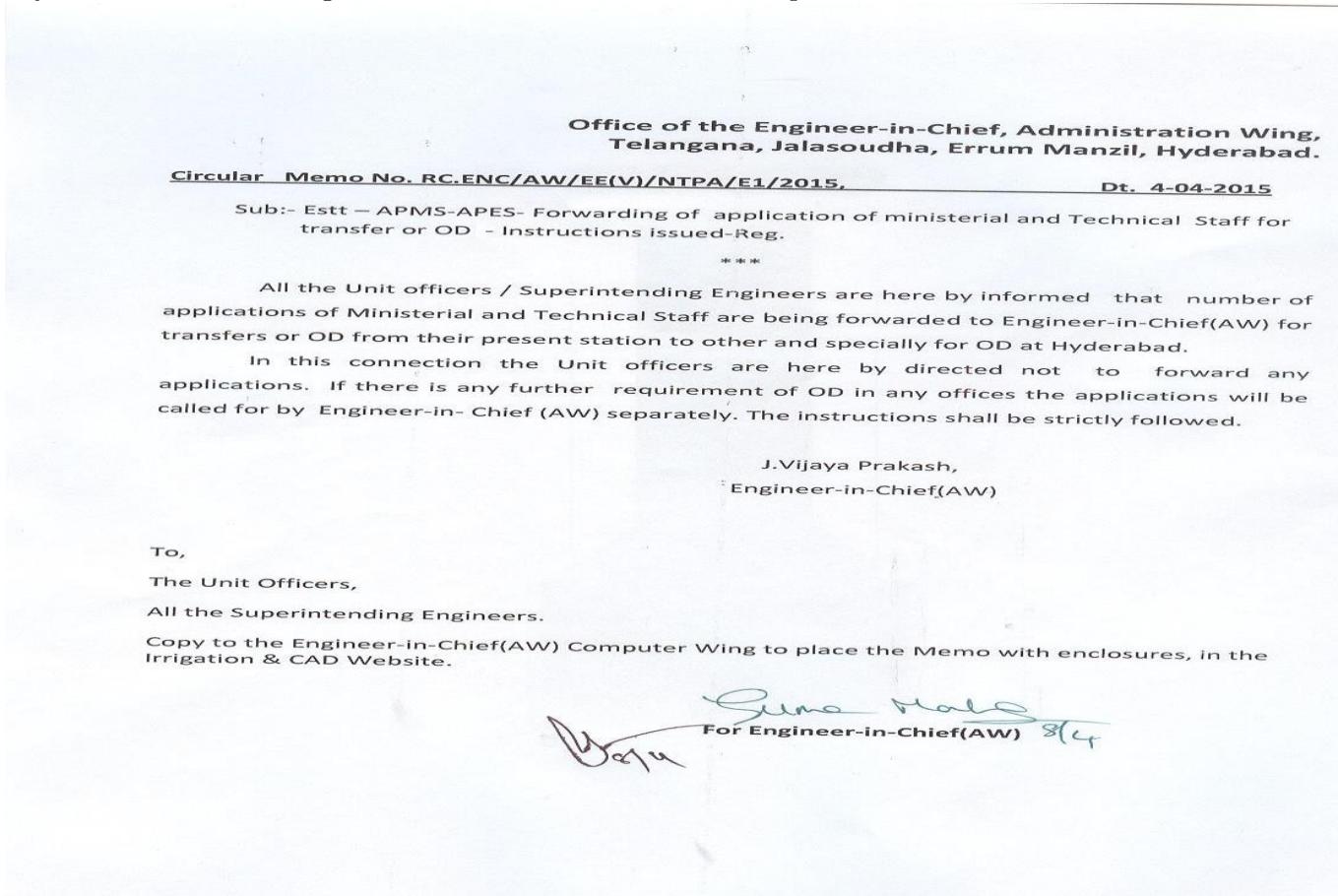
Your enthusiasm, sales strategy, and product knowledge were impressive and certainly sealed the deal with Mr. Lockhart!

Thank you for your outstanding work and dedication. Bonus checks will be distributed next week.

My sincere congratulations to all of you!

6.18 Letters:

Letters are written messages to a person or group within a professional setting. In general, business letters are used when the writer would like to be formal and professional. Letters may vary in length depending on the writer's objective, purpose, and message of the letter. The letter can address anyone including managers, agencies, suppliers, and other business personnel or organizations but not limited to: clients and customers. It is important to remember that any business letter is a legal document between the interested parties.



6.19 Reading Notices

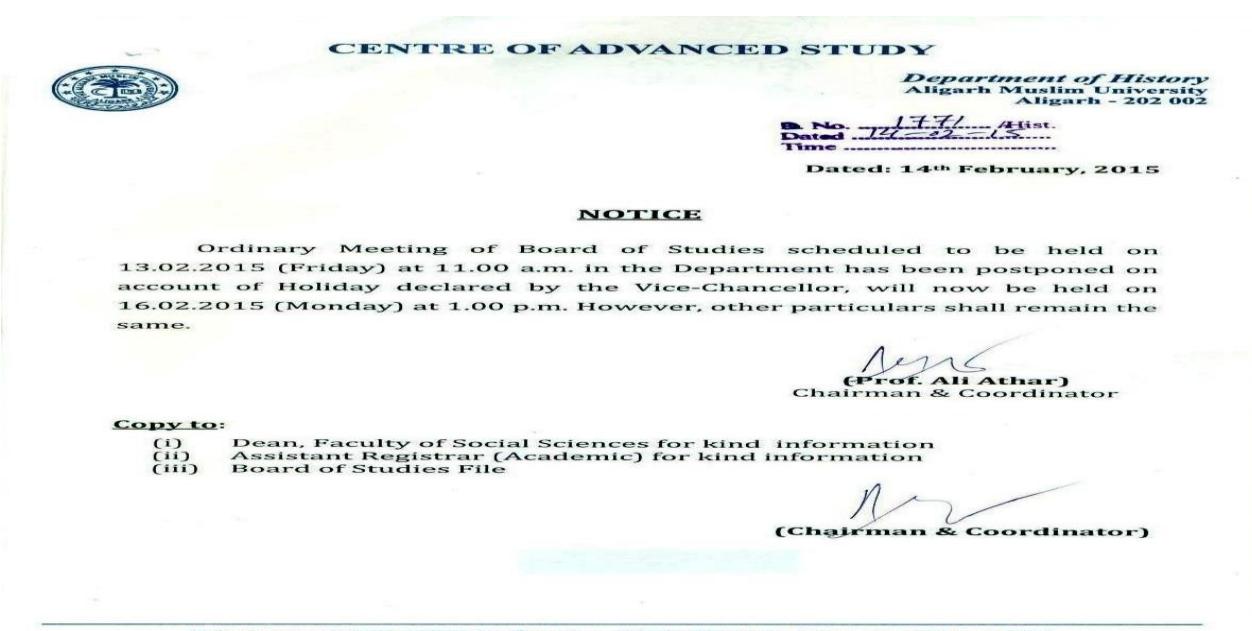
A notice is a formal means of communication. The purpose of a notice is to announce or display information to a specific group of people. Notices are generally meant to be pinned up on specific display boards whether in schools or in public places. Notices issued by the government appear in newspapers.

6.20 Format:

A notice should be written in the following format:

1. (a) The name of the organization issuing the notice
- (b) The title 'NOTICE'
- (c) A heading to introduce the subject of the notice
- (d) The date
- (e) The body of the notice

- (f) The writer's signature, name (in block letters) and designation.



6.21 Minutes:

Minutes are the official written record of the meetings of an organization or group. Minutes, also known as protocols or, informally, notes, are the instant written record of a meeting or hearing. They typically describe the events of the meeting and may include a list of attendees, a statement of the issues considered by the participants, and related responses or decisions for the issues.

In business, the minutes of a meeting are very important because they are records of what was discussed and decided in the meeting. There are nine components as listed below

1. The name of the company
2. The time, date and place of the meeting
3. The name of the person presiding
4. The names of the people attending
5. The names of the persons absent
6. The record of topics discussed
7. The time of adjournment
8. The signature of the secretary as well as the signature of the person presiding

MOOV Monthly Meeting

Monday March 10, 2008

7:00 PM

At Blue Ox Inn

Attendees: President Richard Blaine, Vice President Gloria Bell, Secretary George Rose, Webmaster Mona Sagui, Membership Shirley Bujnovsky, Event Coordinator John Bujnovsky, Merchandise Judy Simpson and Publicity Mimi Blaine. Members at the meeting totaled 20.

Minutes

Agenda Item: Special Recognition **Presenter:** President

Discussion: Jerry Bruce, our past four term Club President, was presented with a Club jacket that has the Club Logo and the years of his presidency on the front. He was given a standing ovation.

Conclusions: Jerry is more than deserving of the jacket!

Agenda item: Events **Presenter:** Coordinator

Discussion: The run to Big Bend of the Colorado is scheduled for Sunday March 16. The run to Sedona scheduled for April, will include more than one route depending on leaving via Utah or Nevada. You should have made room reservations for Sedona or make them very soon. Cathy Childs collected paid reservations for the Lake Mead Cruise on April 6. VP Gloria sponsored Cooking with the Chef at the Santa Fe with more details to follow. The SOCALM Laughlin Getaway reservation close March 12. The Ash Meadows run scheduled for April 19 will include a picnic lunch. The annual MOOV Picnic is scheduled for an earlier date this year on May 10. The same location, Desert Vista in Sun City, will be used again this year. The monthly meeting will be combined with the picnic event this year. Ron will be informed that the member meeting for the Blue Ox location will be cancelled for May. The Mini Grand Prix is scheduled for April 21. The cost is \$17.95 and includes two hours of driving time, pizza, soda, and game tokens.

Conclusions: Due to the large number of events on the calendar, it is important to check the Web Calendar for changes to times and dates.

6.22 Brochure:

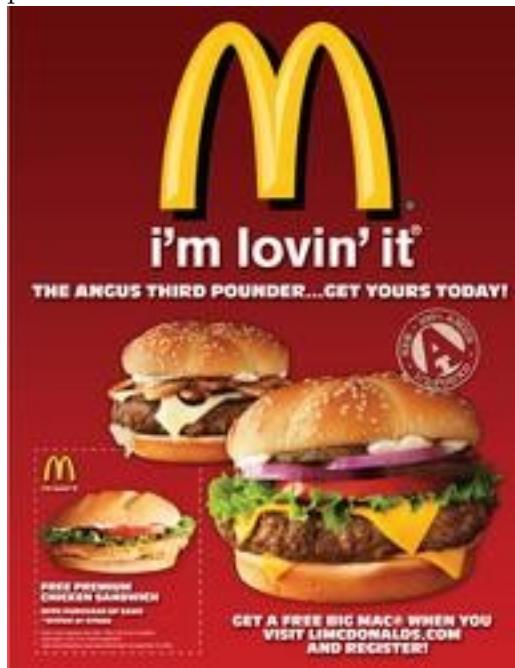
A brochure is an informative paper document (often also used for advertising), that can be folded into a template, pamphlet or leaflet. Brochures are advertising pieces mainly used to introduce a company or organization and inform about products and/or services to a target audience. Brochures are handed out personally or placed in brochure racks.



6.23 Advertising:

Advertising is a form of marketing communication used to promote or sell something, usually a business's product or service. Advertising by a government in favor of its own policies is often called propaganda.

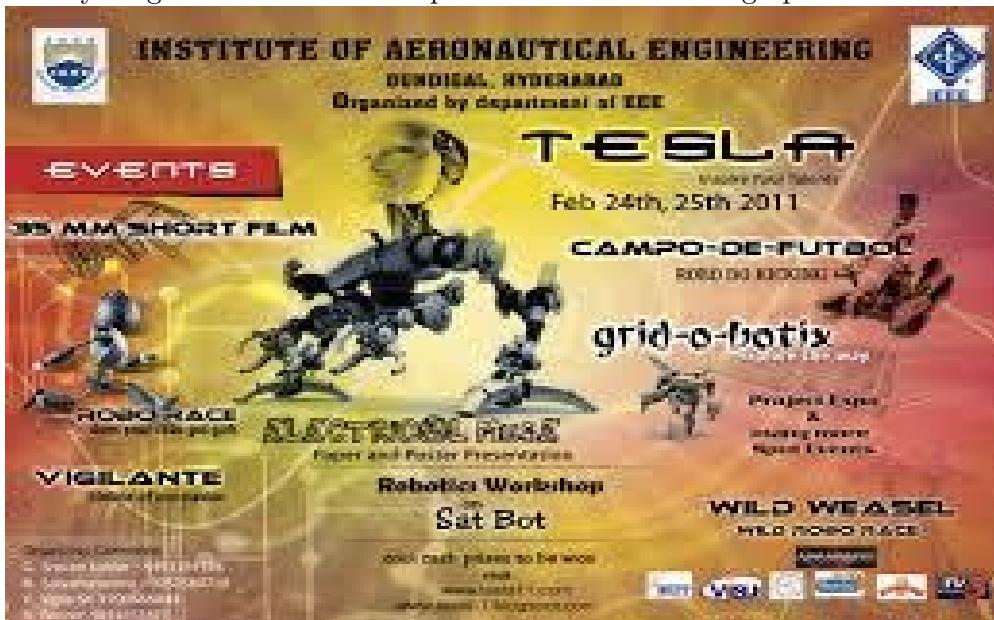
Commercial ads seek to generate increased consumption of their products or services through "branding," which associates a product name or image with certain qualities in the minds of consumers. Non-commercial advertisers who spend money to advertise items other than a consumer product or service include political parties, interest groups, religious organizations and governmental agencies. Non-profit organizations may use free modes of persuasion, such as a public service announcement.





6.24 Pamphlets:

Generally, a pamphlet is a small booklet or leaflet containing information or arguments about a single subject. It is an exceptional promotional tool for businesses, organizations and initiatives that require complex explanations and involvement from the community. They are best used when your goal is to educate the public or a certain demographic section.



6.25 Reading Comprehension Passages:

The Reading Comprehension passages have academic content and style. Reading comprehension is the ability to read text, process it, and understand its meaning. Although this definition may seem simple; it is not necessarily simple to teach, learn or practice. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

6.26 How to Tackle the Comprehension Passages?

For tackling comprehension passage, you have to train your eyes and mind to function simultaneously. As your mind begins to look for ideas rather than words, your eyes will begin to obey your mind. They will skim over words, looking for ideas your mind is telling them to search for. Good reading is good thinking and a good thinker will be a good reader. Speed in reading and comprehension work together.

6.27 Main Idea Questions

1. What is the main purpose of the passage?
2. What does the passage mainly discuss?
3. With what topic is the passage mainly concerned?
4. Pay attention to signal words and phrases. They help you understand the relationship between the ideas within a paragraph(s).
5. Cause-and-effect words – *as a result, therefore*
6. Time words – *meanwhile, before*
7. Contrast words – *in contrast, conversely*
8. Addition words – *also, in addition*
9. Emphasis words – *more important, remember*

6.28 Passage 1:

Direction: Read the following passage and answer the questions given below it.

It was in Germany and France that the first successful attempts were made to produce an internal-combustion engine driven by petrol. In England people were strangely timid about horseless vehicles. English inventors were handicapped by a quaint old law which forbade any such vehicle to attain a greater speed than four miles an hour, and compelled each one to be preceded by a man carrying a red flag. This law was not repealed until 1896.

The earliest motor cars were looked upon as mere jokes, or as rather dangerous playthings, by everyone except their inventors. Some of them were single - seaters, others would carry two or even three people; but all were noisy, clumsy, queer-looking things. When in 1888, Carl Benz, a German, produced a three-wheeled, internal- combustion car, a great forward stride had been made. Another German, whose name, Daimler, is often seen on motor cars to this day; was experimenting about the same time, and testing a petrol-driven engine. It is easy to understand how the introduction of the petrol-driven engine revolutionized road transport throughout the world. Until then the necessary power to push a vehicle along could not be obtained without the cumbersome tanks and boilers and furnaces of the steam engine. The internal-combustion engine is light in weight and small in size be comparison; the fuel is burned in it, so that there is no waste, like the dusty cinders of a coal-fire.

6.29 Questions:

1. How did most people regard early motor cars?
 - (a) Not better than horse-driven vehicles.
 - (b) A mere joke, or as rather dangerous playthings,
 - (c) A mere scientific experiment.
 - (d) A cumbersome vehicle.
2. What were all early motorcars?

- (a) A plaything or toy.
- (b) A vehicle better than horse-driven vehicle.
- (c) Noisy, clumsy, queer-looking things
- (d) Dangerous and risky.

1. What made the English inventors handicapped?

- (a) General public did not welcome the invention.
- (b) The quaint old law, which forbade any such vehicle to attain a greater speed than four miles/hour.
- (c) Non-availability of adequate fuel to power the engine.
- (d) None of these.

1. What does 'repealed' mean?

- (a) repeated
- (b) abolished
- (c) contradicted
- (d) enforced

1. Which among the following words is as nearly opposite in meaning to 'clumsy' used in the passage?

- (a) Unhandy
- (b) refined
- (c) unusually large
- (d) unusual

2. What is incorrect about the internal combustion engine?

- (a) fuel burnt in it as waste.
- (b) light in weight,
- (c) noisy and clumsy.
- (d) small in size.

6.30 Activity sheet:

Activity sheet:

Post-Lab: Further Probing Activities:

1. How do you overcome mother tongue influence to give directions to your friend?
2. How to reach your college from railway station? Explain verbally by providing proper directions.
3. Can you mention the full forms of ELCS, CALL & ICS?

6.31 Viva Voce

6.32

1. What do we describe in an object?
2. When do we use question tags?
3. What is passive form of : The Shooter shot the Lion?
4. What is passive form?
5. What is passive form of : Sachin plays cricket everyday?

LAB-5: WRITING SKILL

7.1 Objective

1. To enhance writing ability in formal and informal situations.
2. To develop the writing skills through audio-visual inputs.

7.2 Prelab Preparation:

1. Do you feel that writing is difficult?
2. What are the barriers to writing that you face?
3. Is Grammar necessary for writing?
4. What do you know about punctuation?

7.3 Procedure

“Words are a lens to focus one’s mind”

– Ayn Rand

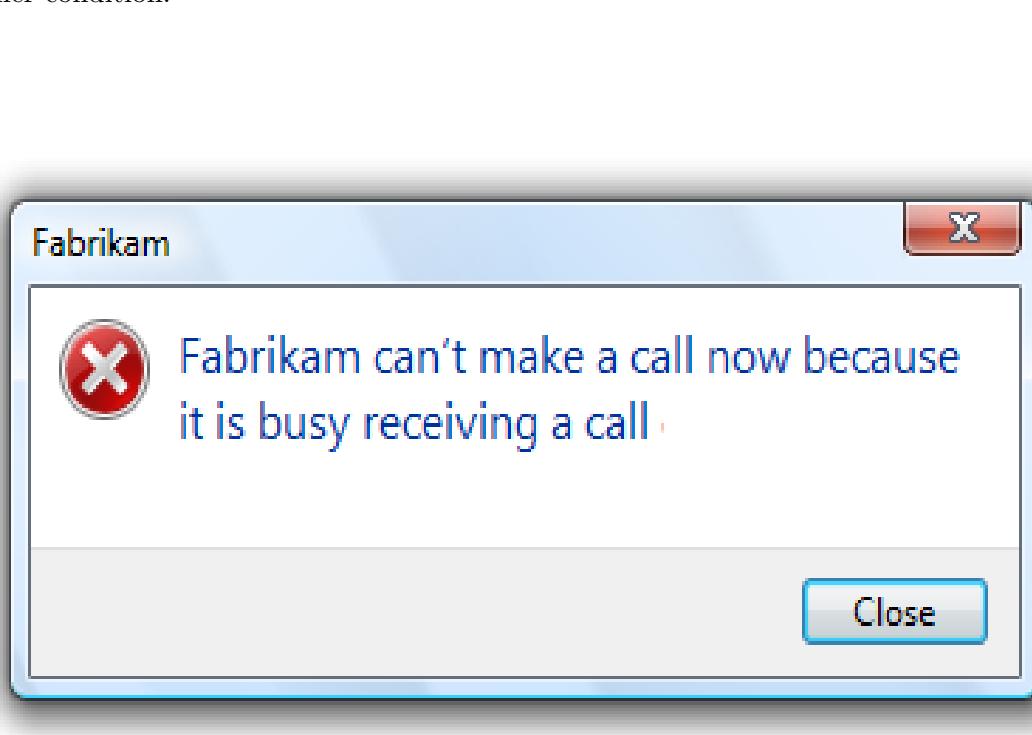
In our own language, writing is usually the fourth language skill that we learn. To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. Writing skills are important in many types of company communications, including emails, reports, presentations, company brochures, sales materials, and visual aids. Writing is a key method of communication for most people, and it is one that many people struggle with. Writing and communication skills have degraded with more and more people communicating through email and text messaging.

Though we live in an era where print media is faltering, and people hand write and mail letters out of novelty rather than necessity, writing skills are still important. On top of personal communications, career communications of all kinds are increasingly being handled online and in text. Even just applying for jobs usually requires a few different types of written communication, from filling out an application to writing a cover letter and drafting a resume.

7.4 Messages:



A message is a verbal, written, or recorded communication sent to or left for a recipient who cannot be contacted directly. A message may be delivered by various means, including courier, telephony (telecommunication), and electronic bus. A message must be short, simple and must clearly state the issue. In computer systems in general, a message is an information unit that the system sends back to the user or system operator with information about the status of an operation, an error, or other condition.



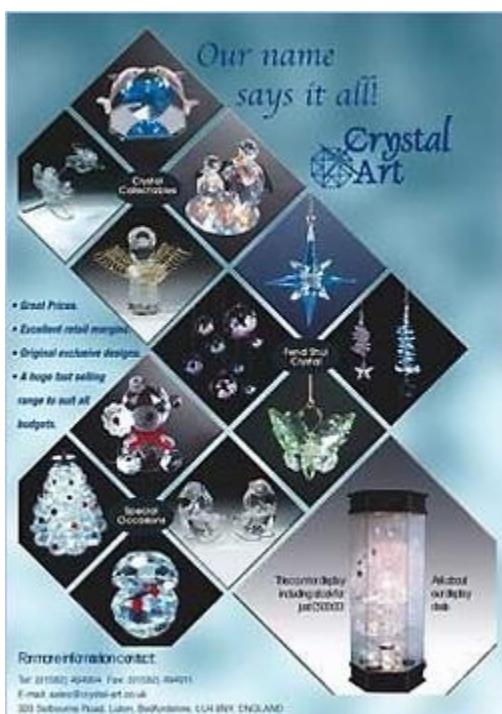
tradition of writing messages and letters has been compromised by the information age, and we seldom find time for it. the key to writing handwritten notes is having the right mindset. Whether it is for commanding, apologizing, consoling or answering a question, taking the time to write it is often more powerful and convincing than the message itself.

7.5 Leaflets:

Leaflets are a great tool for promoting one thing in a highly visual, succinct way. Most leaflets are free, part of their purpose being to attract an audience or customers, or to spread specific information or propaganda. It is a printed sheet of paper containing information or advertising and usually distributed free. In short it is a piece of paper that gives you information or advertises something.

7.6 Points to remember:

1. Good title: Make it attention grabbing, you only have a few seconds to grab a person's attention.
2. Have a main theme: It must state what the benefit of the leaflet is.
3. Write exactly what you offer at the very start: a summary of main points



Draw up a strategy to promote your leaflet: who will you send them to, which area will you do the leaflet drop, leave them in other businesses such as institutes, educational or job melas, coaching centres, publishers etc. Always consider your target receivers when drawing up a strategy.

Be clear and concise: Don't write too much information and use words of excitement to draw the attention. Write positively rather than negatively: eg. change 'I do not do' to 'I do'.

Put your contact details on the leaflet eg. Number, website, email, Facebook page Have a call to action: log onto our website, provide a phone number or a meet up point Finally, check the spelling.

7.7 Writing a Notice:

A notice is a formal means of communication. The purpose of a notice is to announce or display information to a specific group of people. Notices are generally meant to be pinned up on specific display boards whether in schools or in public places. Notices issued by the government appear in newspapers.

7.8 Format:

A notice should be written in the following format:

1. The name of the organization issuing the notice
2. The title ‘NOTICE’
3. A heading to introduce the subject of the notice
4. The date
5. The body of the notice
6. The writer’s signature, name (in block letters) and designation

Q. You are Rekha/ Rahul, the incharge of the cultural committee of National Public School, Bilaspur. You have been asked to notify the students of your school, about the Inter-school Cultural Fiesta. Write a notice, in 50-60 words, including relevant details from the letter, your principal received recently.

Answer:

NATIONAL PUBLIC SCHOOL, Bilaspur	Name of the School/ Organisation, Place
NOTICE	Notice
INTER-SCHOOL CULTURAL FIESTA	Title
20 Feb, 2012	Date of issue
An Inter-school cultural fiesta is going to be organized in the Hill mount school on 26 February 2012. The events include competitions in the field of music, dance and dramatics. Winners will be awarded with attractive prizes. Students interested in participating, may get their names registered with the undersigned, latest by 22 February 2012.	
Rekha	Name of authorized signatory
Incharge Cultural committee	Designation

Body of the notice,
including
1. Event
2. Date of the event
3. Time & venue

To be written inside a box

7.9 Points to Remember:

1. Box is mandatory.
2. Word limit: 50 words
3. Personal pronouns are not used
4. Use passive form of voice. Write from a third person's perspective.
5. Style & tone of the language should essentially be formal but a notice from an individual (like lost & found notice) can use informal style as well.
6. Strictly follow the format

7.10 WRITING TASKS:

Writing a slogan:



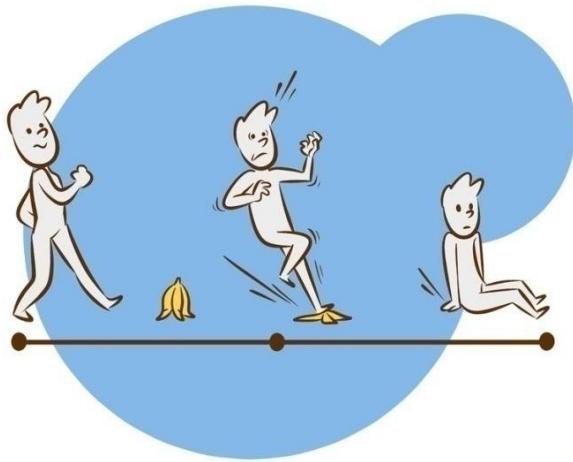
 Alternative tagline by Slogan Creator

A slogan is a memorable motto or phrase used in a clan, political, commercial, religious, and other context as a repetitive expression of an idea or purpose. The Oxford Dictionary of English defines a Slogan as “a short and striking or memorable phrase used in advertising.” A slogan usually has the attributes of being memorable, very concise and appealing to the audience. These attributes are necessary in a slogan as it is only a short phrase usually and therefore it is necessary for slogans to be memorable, as well as concise.

7.11 TASK for the students:

Write slogans for the following visuals using your creative ability to the best.

7.12 TASK 1:



TASK 2

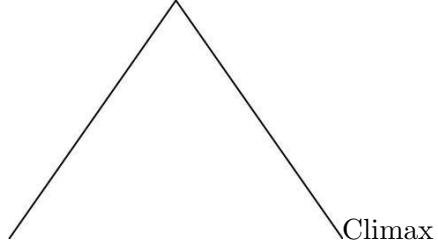
7.13 Writing Your Own Short Story:

Sometimes topics for short stories come quickly to writers. When that does not happen, writers must use various strategies to find ideas. If you are struggling for an idea, try sketching a character. Use your imagination to create your characters. Gathering details about characters. Characters are the people, animals, alien life-forms, or other creatures that take part in the action of a narrative. Before you begin drafting, get to know the characters you will develop. Use the chart below to create and examine 2 characters to learn who he, she, or it is. Decide your character's likes and dislikes, dreams and fears, and what others think of them.

7.14 Pre-writing Rubric: Character # 1

	3	2	1	0
Character Development	Successfully gave enough details to create a character	Gave details to create a character	Barely gave any details to create a character	Did not give details to create a character
(x2)				
Completeness	Filled in all spots on the chart	Filled in most spots on the chart	Did not fill in more than half of the spots	Did not fill in chart

Drafting: Before you begin drafting your story, keep your central conflict in mind and shape your story around it. An effective plot has the following components:



Rising Action
Exposition

7.15 To get started:

1. Create your own Plot Diagram.
2. Fill in the events of your story from beginning to end
3. Correctly identify which events are the 5 parts of plot
4. Include details from your story

Once you are finished with your plot diagram, you may begin writing your rough draft. Use your plot diagram and character sketches in your writing process.

7.16 Revision:

Now that you have written your rough draft, you will participate in a peer editing activity. For this activity you are to:

1. Exchange papers with a partner; read through your partner's essay carefully
2. Correct any grammatical errors as you read the essay

7.17 Activity sheet:

Activity sheet:

7.18 Activity sheet:

Post Lab: Probing further Questions

1. Write phonetic transcription of your name ?
2. Write phonetic transcription of the word “drive”?
3. Syllabic division of the word fury?
4. Syllabic division of the word computer?

Viva Voice:

1. Define an idiom?
2. How many syllables are there in the word Idiom?
3. Pronounce the word PROJECT – as noun & verb ?
4. Give one word substitutions ?

LAB-6: THNINKING SKILL

8.1 Objective

1. To improve students' thinking ability
2. To inculcate analytical and divergent ways of thinking

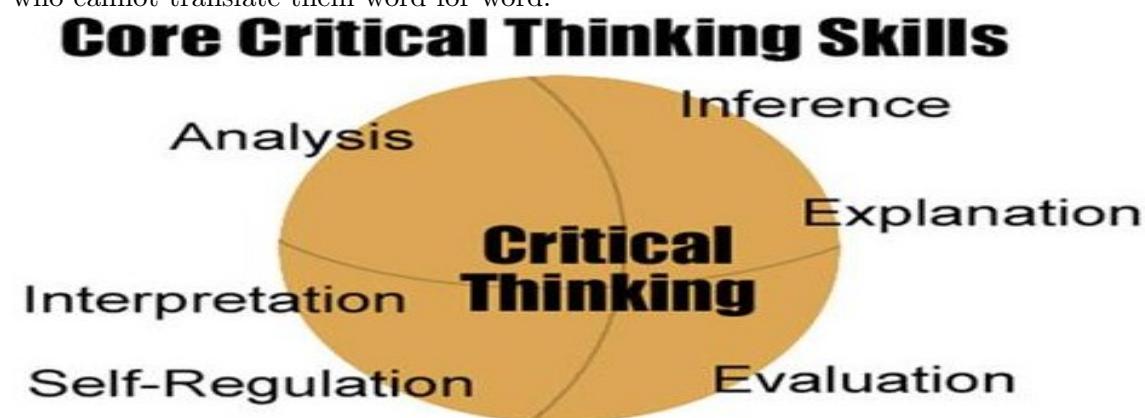
8.2 Prelab Preparation:

1. What do you understand by figurative meaning?
2. Idioms and proverbs. Think about them and about provide atleast one example each.
3. Are Idioms and proverbs used in spoken communication or written communication? Why?

8.3 Procedure

Thinking Skills are mental processes we use to do things like: solve problems, make decisions, ask questions, construct plans, evaluate ideas, organize information and create objects.

One of the true measures of language proficiency is how well someone can use idioms (see example). Idioms cannot be translated directly into other languages, and confuse foreign students who cannot translate them word for word.



8.4 Skill 1:

Interpretation:

What it means: Having the ability to understand the information you are being presented with and being able to communicate the meaning of that information to others.

Throughout your career you will be presented with a variety of information in many different types of situations. Imagine you are looking at demographic information, hoping to target a different group of customers for a new product. Interpretation skills will enable you to better

decode the information and add clarity to what you have discovered - which in turn will help you better understand any potential new customer opportunities for your company.

Application Exercise: Write down 10 emotions you feel can be paired with facial expressions, e.g. smiling equals happiness. Then give your list to a friend and ask them to randomly recreate each facial expression as you attempt to interpret the correct emotion simply by looking at their face. You will learn how to identify the key bits of information you need in order to connect the dots. How many can you correctly identify?

8.5 Skill 2:

Analysis:

What it means: Having the ability to connect pieces of information together in order to determine what the intended meaning of the information was meant to represent. Imagine you are reading a company wide memo that is discussing making changes in order to address recent movement within the business landscape. Having this skill will better provide you with the ability to “read between the lines” and help you understand how this will impact the overall strategy you have in your position.

8.5.1 Application Exercise:

To practice this skill, try to determine the meaning behind this Chinese Proverb: “Be the first to the field and the last to the couch.” Are you able to identify the intended meaning behind this statement? While we all analyze information a little differently, you should have been able to determine that this proverb is referencing having a hard work ethic. Go here to practice some more in order to further develop this skill.

8.6 Skill 3:

Inference:

What it means: Having the ability to understand and recognize what elements you will need in order to determine an accurate conclusion or hypothesis from the information you have at your disposal.

Picture yourself as a business manager; you are looking at the latest sales forecast and you see sales have decreased. It’s important for you to be able to understand what additional information you may need in order to determine why that happened, including identifying internal issues, external competition or even economic conditions. The ability to understand the information you already have and determine what you may still need to find the best solution is an important skill for you to have no matter what career field you are in.

Application Exercise: Try watching an episode of a weekly crime show. Focus on absorbing the clues in an effort to determine the mystery of who completed the crime during the episode. These shows do a fantastic job of dropping clues and bits of information along the way that can help you make an educated guess prior to the end of the episode. Were you able to identify it correctly?

8.7 Skill 4:

Evaluation:

What it means: Being able to evaluate the credibility of statements or descriptions of a person's experience, judgment or opinion in order to measure the validity of the information being presented.

Imagine you are leading a focus group at work to determine how your customers view the organization's products. You ask the group a few questions that uncover several negative opinions about certain items you sell. You will need to use this skill to evaluate those responses, so you can determine if the information you received is valid and whether or not it needs to be further looked into.

Application Exercise: With the invention of the Internet this is a skill you can hone anytime you begin a search online. For practice, run a search on how to be a leader at work to test your evaluation skills. Are you able to identify whether the information you find is reliable and valid? Being aware of additional information you may need to make this assessment is essential. (Hint: In this example, you may need to evaluate the website's URL, the author's bio and potentially many other pieces of information.)

8.8 Skill 5:

Explanation:

What it means: Having the ability to not only restate information, but add clarity and perspective to the information, so it can be fully understood by anyone you are sharing it with.

Imagine you are giving two presentations for new product ideas; one to the CEO of the company, and the other to product engineers. You know both groups are extremely interested in hearing what you have to say, but you will need to be able to explain these ideas in two very different ways. The CEO may only need to hear high level ideas about the products while the engineers will need more specific product details. Your ability to clearly explain your ideas while keeping in mind who you are presenting to is important for making sure the information is understood and well received.

Application Exercise: It's important to remember not everyone has or needs the knowledge or information you have. Practice this skill by explaining something complex that you have knowledge about two different types of people. Use your kids and your spouse since they typically will not have the same level of knowledge of certain subjects. For example, explain to your kids and your spouse separately how a mobile phone works. The explanation should be different since they have two different levels of knowledge yet both of them should receive a similar understanding of the subject.

8.9 Skill 6:

Self-Regulation:

What it means: Having the awareness of your own thinking abilities and the elements that you are using to find results.

Imagine you are on the phone with a customer attempting to work through a problem they have with your company's software, and it's your first week on the job. The problem they have is complex, and yet, you still want to assist them in order to make a good impression at work. Your ability to understand that perhaps transferring them to a co-worker with more knowledge on the subject is the best way to provide the customer with a positive result.

Application Exercise: It's important to be able to separate your own personal biases or self-interests when making decisions at work. Let's imagine your manager asks you to write down 10 reasons why you deserve a raise prior to an annual review. After you complete your reasons,

read through each and *focus on identifying your own potential biases* that may impact your argument. Awareness of these biases will help you generate a much stronger case for getting a raise.

So the next time someone starts talking to you about developing critical thinking skills for your career, hopefully now you will be able to tell them you know what they are, how they are used in the workplace and how to go about continually developing them for the future.

8.10 What is an idiom?

An idiom is a phrase that has a meaning which is different from the meanings of each individual word in it. For example, if someone says to you “I’m pulling your leg”, you might think it is strange because you would definitely be able to feel if someone was holding your leg and pulling it! This idiom actually means that they are teasing you or playing a joke on you.

There are hundreds of common idioms in the English language which we use every day. In fact, most English people do not even realize they are using them! As the meanings are usually completely different to the meanings of the actual words, it can be very difficult to learn them – you need to learn them in the same way you learn new vocabulary.

Choose any idioms and depict them literally. Use English idioms and explain the meaning of an idiom.

1. Read between the lines.



1. Think Outside the Box.

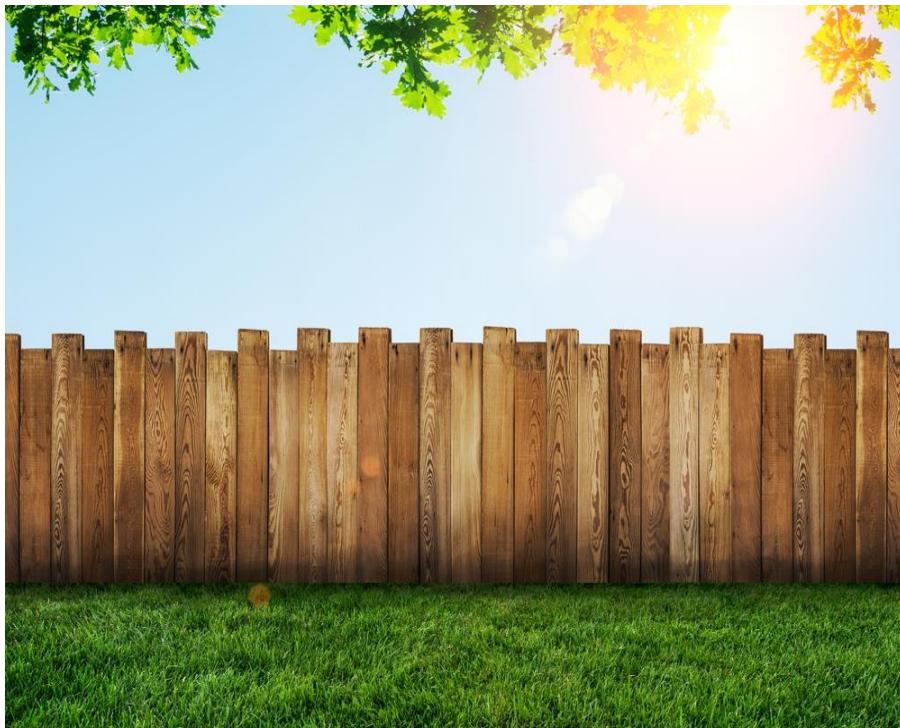


1. She is Like a Flower.



8.11 Describe the following proverbs.

1. The grass is always greener on the other side of the fence.



‘The grass is always greener’ is a proverb that teaches us it’s not good to be jealous (to want what other people have). It may seem like everyone around you has “greener grass,” meaning nicer cars, better jobs, etc.

1. Don’t judge a book by its cover:



Things are not always what they seem. This proverb teaches you not to make judgments about other people because of how they look or dress. A book with a boring or plain cover could be amazing. The same is true with people. A person might look like an athlete or fool, but there is probably a lot more to them than clothes suggest.

1. Strike while the iron is hot.



This old expression comes from the days of blacksmiths (people who work with metal). To shape the metal, the blacksmith would have to beat it with a hammer. Iron is easier to work with when it's hot. This proverb means you should take advantage of the moment. If an opportunity presents itself to you, take it! Take action because the chance may not come again.

1. Too many cooks spoil the broth.



Or as it's more commonly said, "Too many cooks in the kitchen." This is a well known experience - a lot of people are trying to work in a kitchen around a small table or stove-top will make a mess and ruin the food. This proverb talks about the trouble of too many people trying to do the same thing at once.

1. Practice makes perfect:

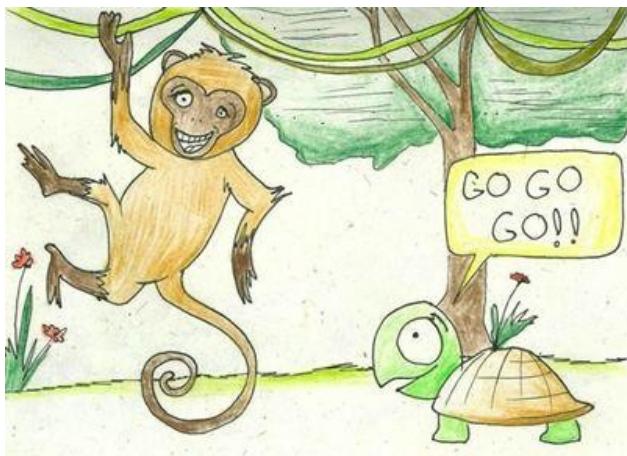


It would be amazing if the first time you picked up a guitar you could play it like a rock star. Or if the first time you got in a car, you could drive like a professional, or if you could speak English perfectly after one lesson. Everything is difficult when you are a beginner. But if you stick with it, if you keep practicing, you can master anything.

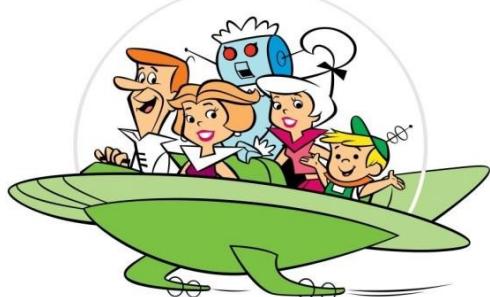
8.12 Learning English using thinking blocks:

Create a story of your own based on the images given below. (word limit 200)

8.13 Task 1:



Task 2:



Make pictures/diagrams to form English words, phrases and proverbs:

8.14 Words:

1. (a)
 - i. Satellite
 - ii. Garden
 - iii. University
 - iv. Crowd
 - v. Internet

8.15 Phrases:

1. (a)
 - i. To call upon
 - ii. A fool's paradise
 - iii. As cool as cucumber
 - iv. Call a spade a spade
 - v. Hat trick

8.16 Proverbs:

1. (a)
 - i. Two wrongs don't make a right
 - ii. Birds of a feather flock together
 - iii. A friend's frown is better than a fool's smile.
 - iv. Don't blow your own trumpet.
 - v. Laugh and the world laughs with you. Cry and you cry alone.

8.17 Activity sheet

Activity sheet:

8.18 Activity sheet:

Activity sheet:

8.19

Post Lab: Further Probing Activities:

1. What is resuming?
2. What are the basic tenses in English?
3. Describe a person whom you like most?
4. Give directions to your friend – how to reach your college from railway station?

8.20 Viva Voce

1. Give one example word with prefix anthro –
2. Give one example word with prefix psych – psychology
3. Give one example word with prefix a –
4. Give one example word with prefix phil –

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