



## LENDI INSTITUTE OF ENGINEERING AND TECHNOLOGY

An Autonomous Institution

Approved by AICTE & Permanently Affiliated to JNTU, GV  
Accredited by NAAC with an "A" Grade and NBA (CSE, EEE, ECE & ME)

Jonnada (Village), Denkada (Mandal), Vizianagaram Dist – 535 005

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### DEPARTMENT OF ENGLISH

#### CERTIFICATE

of completion of the Lab Work

#### SEMESTER I/II

This is to certify that Mr/Ms \_\_\_\_\_  
bearing Register No. \_\_\_\_\_ of **I B-Tech** has successfully completed the  
Laboratory Practical Work for **Semester I/II** of the course **Communicative English Lab** in the  
Department of **English** during the academic year **2023-2024**.

Signature of Lab-in-Charge

Signature of the Head of the Department

Signature of Internal Examiner \_\_\_\_\_  
(During Lab External Examination)

Signature of External Examiner \_\_\_\_\_  
(During Lab External Examination)



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### DEPARTMENT OF ENGLISH

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### DEPARTMENT OF ENGLISH

#### Assessment

S.No	Date of Submission	Module	Grade	Signature of the Instructor
1.				
2.				
3.				
4.				
5.				

## MODULE-1

### 1.1 INTRODUCTION TO PHONETICS

**1.1.1 :** Read the sets of words in the boxes. Underline the common letter/letters in the words in each set. Do the letters sound the same in all the words? Listen to the words again from your peers.

a.	Ball	take	apple	ask	woman	village	what
b.	Though	bough	bought	tough	thorough	through	

**Outcome:** This activity shows you how the same letter or group of letters sometimes stands for different sounds.

**1.1.2. Underline the letter or letters that stand for the same sound in all the words in each set.**

a.	Song	scent	descend	brass	assume	cement
	Fancy	pace	practice	tax	psychology	
b.	Bead	weep	seize	believe	piece	theme
	People	key	police	ski	quay	mean

**Outcome:** This activity shows you how different letters or groups of letters sometimes represent the same sound.

**1.1.3. Write another word with the same pronunciation but a different spelling in the blank given opposite to the following words. (one is done for you )**

- |                        |                       |
|------------------------|-----------------------|
| a. <b>write:</b> right | b. <b>so</b> .....    |
| c. <b>break</b> .....  | d. <b>might</b> ..... |
| e. <b>team</b> .....   | f. <b>bear</b> .....  |

**Learning Outcome:** *Through these activities, we have learnt that the twenty-six letters of the English alphabet are not enough to represent the forty-four sounds in the language. Spelling and sound do not, therefore, fully correspond with each other. We can learn how to pronounce words correctly by using the phonetic alphabet, which is a special set of symbols that represent a different sound. These symbols are used in dictionaries to give the pronunciation of words. Each of the phonetic symbols represents a single sound.*

## 1.2 LISTENING:

(Your teacher will play an audio clip for you. Listen to it and complete the task.)

<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/finding-library>

How well do you listen?

S.No	Habit/Attitude/Action	Frequency of occurrence			
		Always	Often	Rarely	Never
1	<i>I tend to look for something else to do when someone is talking about something that has upset him/her.</i>				
2	<i>My mind wanders away when someone is talking with me.</i>				
3	<i>I look at the speaker and make eye contact while listening to someone.</i>				
4	<i>I make notes when I attend lectures/ talks</i>				
5	<i>I give my undivided attention to the speaker talking to me.</i>				
6	<i>I ask relevant, meaningful questions based on what a speaker is communicating.</i>				

## 1.3 Speaking

### 1.3.1 Conversation or A Role play

*Here is a dialogue between Rahul and Tina. Practice engaging in informal conversation using the provided dialogue between Rahul and Tina as a model and enact it*

Rahul : Hi there! How's your day going?

Tina : Hey! It's going pretty well, thanks. How about yours?

Rahul : Not too bad. Just a bit busy with work. Anything exciting happening with you?

Tina : Not really, just the usual routine. But I did start a new book, so that's been fun.

Rahul : Nice! What book are you reading?

Tina : It's called "The Night Circus." I've heard great things about it.

Rahul : Oh, I've heard of that one. It's supposed to be really enchanting. Enjoy!

Tina : Thanks! So, any plans for the weekend?

Rahul : Not much planned yet, maybe catch up on some Netflix. How about you?

Tina : I'm thinking of going for a hike if the weather holds up. It's been a while.

Rahul : That sounds refreshing. Well, enjoy your book and the potential hike!

Tina: Thanks! You have a great day too!

*CHECK YOUR PERFORMANCE BY USING BELOW GIVEN RUBRIC*

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always willing and focused during group work and presentation.	Usually willing and focused during group work and presentation.	Sometimes willing and focused during group work and presentation.	Rarely willing and focused during group work and presentation.
Presentation of Character	Convincing communication of character's feelings, situation and motives.	Competent communication of character's feelings, situations and motives.	Adequate communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives.
Achievement of Purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained.	Purpose is established but may not be sustained.	Purpose is vaguely established and may not be sustained.
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way.	Good variety of non-verbal cues are used in a competent way.	Satisfactory variety of non-verbal cues used in an acceptable way.	Limited variety of non-verbal cues are used in a developing way.
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play.	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate awareness and developing acceptably enhance role play.	Choices demonstrate little awareness and do little to enhance role play.
<b>Name &amp; the Regd. No of the Peer Evaluator:</b> <b>Grade given with the inputs of observation:</b>				

### **1.3.2 Monthly Task!**

*Try to have a conversation with 50 people in a Month from now. It could be just a 'hi' to a stranger or just a 'how are you' to an acquaintance or 'what are your travel plans' to your friend. At the end of the day/week, write down the most noteworthy conversations of the day/week and try to break down those conversations into these components.*

1. Did you start the conversation?
2. Did you greet them warmly?
3. Did you ask them a question?

4. Were the questions meaningful or basic courtesy?
5. Did you maintain eye contact?
6. What was your and the other person's body language like?
7. Was the conversation exciting?
8. Was the conversation two way ( ideally 50:50)?
9. Would you want to talk to that person?

#### **1.4 VOCABULARY**

A Test on **Vocabulary Range** (Practice in Word Power Made Easy)

*Learn 60 brief phrases by finding the closest definition of each word given from Pg. 4 to 7 in Word Power Made Easy.*

**Manual:** Write down the meanings of the following italicised words without referring to the book - Word Power Made Easy:

Expression	Meaning
1. A <i>magnanimous</i> action	
2. <i>Prevalent</i> disease	
3. The <i>apathetic</i> citizen	
4. A <i>tyro</i>	
5. A definite <i>neurosis</i>	

## 1.5 WRITING

### Email Writing

**Objective:** Improve your email writing skills through self-assessment and constructive feedback.

**Instructions: Choose a Scenario:** Select a scenario for your email. This could be a professional inquiry, a thank-you email, a request for information, or any other relevant situation. **Write Your Email:** Compose and send an email to [elcslablendi@gmail.com](mailto:elcslablendi@gmail.com) based on your chosen scenario. Pay attention to **clarity, tone, grammar, and etiquette**. After doing all this, Paste the screenshot of it in the space given below for your self-evaluation. This activity brings you **5 Marks** in the vertical of Record writing.

#### Self-Evaluation Criteria:

<b>Paste the screenshot of your email here:</b>	<b>Email Content:</b>	<b>Tone and Politeness:</b>	<b>Grammar and Spelling:</b>
	Is the purpose of your email clear?	Does your email use a polite and respectful tone?	Are there any grammatical or spelling errors?
	Is your message well-organized with a clear introduction, body, and conclusion?	Are your greetings and sign-offs appropriate for the context?	Are verb tenses consistent and correct?
	Are your main points expressed clearly and concisely?  Are there any irrelevant details that could be omitted?	Is your language professional and free from offensive or insensitive remarks?	Are there any typos or punctuation mistakes?

**Self-Review:** Review your email based on the beside criteria. Take notes on what you did well and areas where you could improve

**Outcome:** This self-evaluation exercise allows you to practice and improve your email writing skills independently. It emphasizes the importance of self-assessment and continuous improvement in effective communication.



## MODULE-2

### 2.1 Vowels ( Monophthongs & Diphthongs)

The differences between monophthongs and diphthongs are: A monophthong is when there is **only one vowel sound** in a syllable. A diphthong is the combination of **two vowel sounds** together.

Monophthongs are transcribed with the International Phonetic Alphabet, with just **one symbol**, for example [ʊ]. While diphthongs are transcribed with **two symbols**, for example [aʊ]. Diphthongs represent a combination of two vowel sounds within a syllable and are therefore usually long sounds. They are also called **Vowel Glides**.

**2.1.1: Read the words given below with a peer next to you and underline the letters which are producing *Monophthong & Diphthong sounds*. (Listen to the sounds while your peer is reading) Use a dictionary if needed.**

Vowels	Monophthongs (one sound)				Diphthongs ( 2 sounds)		
	/ɪ/ ship	/ʊ/ look	/e/ pen	/ʌ/ fun	/eɪ/ rain	/ɪə/ fear	/aʊ/ house
	/i:/ tree	/u:/ shoot	/æ/ mat	/ɑ:/ car	/aɪ/ cry	/eə/ chair	/əʊ/ go
	/ɒ/ on	/ɔ:/ horse	/ə/ teacher	/ɜ:/ bird	/ɔɪ/ boy	/ʊə/ tourist	

### 2.1.2 Vowel Walk :

**Activity 1: Observe the lyrics in the song and practise the rhythm.**

<https://www.youtube.com/watch?v=kAJz7c97Cyo>

**Instructions:** *Your teacher will play a song for you, listen to that song and identify the sounds patterns of vowels in that song and mention them in the workspace given below. (Do it with a peer if needed.)*

Monophthongs	Peer Evaluation
Diphthongs	Peer Evaluation

**Activity 2:** Now, Listen to another song you like and mention words with a few long and short vowel sounds in the workspace given below.

**Activity 3:**

**A.Monophthongs Practice Test**

Take an authentic material (Story books/news paper/articles/blog) and identify the vowels and listen to the sounds of vowels with the help of digital dictionaries and write down those words in workspace. Use digital Cambridge (<https://dictionary.cambridge.org>) Oxford dictionary (<https://www.oxfordlearnersdictionaries.com>)

Sound	Example	Sound	Example	Sound	Example
[ɪ]		[e]		[ɑ:]	
[i:]		[ɜ:]		[ɒ]	
[ʊ]		[ə]		[ʌ]	
[u:]		[ɔ:]		[æ]	

**B. Diphthongs Practice Test:**

Sound	Example	Sound	Example
/eɪ/		/ɪə/	
/aɪ/		/eə/	
/ɔɪ/		/ʊə/	
/aʊ/		/əʊ/	

**Important Note:-** All the three activities of the Vowel walk should be orally performed in the Padlet as soon as it is ended here.(5 Marks are allocated for this work.)

## 2.2 Listening

<https://www.youtube.com/watch?v=OrEEVZa3f98>

(Your teacher will play an audio clip for you. Listen to it and take notes in the given space below. This activity is aiming at listen for the gist)

Your notes on the 4Cs:

## 2.3 Speaking:

### JAM

Identify at least 3 drawbacks from your Just A Minute session with reference to hesitation, deviation, and repetition.

No.	Drawbacks
1	
2	
3	

## 2.4 Vocabulary

A) Chapter-4: HOW TO TALK ABOUT DOCTORS (sessions 4-6)-Pg.no 54-80 (Practice)

Manual: State the title of the doctor who specialises in: (without referring to Word Power Made Easy.)

What is a pregnancy delivery doctor called? \_\_\_\_\_.

Who treats the problem of eyes? \_\_\_\_\_.

The person who treats heart problems \_\_\_\_\_.

What do you call a person who treats skin disease? \_\_\_\_\_.

What do you call a person who treats mental or emotional problems? \_\_\_\_\_.

**B) Chapter-4 HOW TO TALK ABOUT DOCTORS (sessions 4-6)-Pg.no 54-80 (Practice)**  
**Manual:Can you work with the words given below: (without referring to Word Power Made Easy.)**

**Origins**

**Related words**

Hypodermic	(      )	a. Stuffing of skins of animals
Pachyderm	(      )	b. Inflammation of the nerves
Pedagogy	(      )	c. Straightening of teeth
Taxidermy	(      )	d. Under the skin
Cardiogram	(      )	e. Elephant
Geriatrics	(      )	f. Record of heart beats
Neuritis	(      )	g. Principles of teaching
Orthodontia	(      )	h. Specialty dealing with medical problems of the elderly

**2.5 Writing:** (Submit it on the Google Classroom)

**Task - Email Writing-** Write an email to congratulate your friend through email as he/she has won the first prize in an inter-college cultural event.

**Record:** Do you think the subject line plays an important role in E-Mail Writing? If so, in your task, how have you worked out to pick up the best subject line, give a little summary below:

## MODULE-3

### 3.1 PHONIC PATTERNS/ PHONETIC PATTERNS:

#### 3.1.1 CONSONANTS :

Consonants are produced when there is either a closure or narrowing of the air passage in the oral cavity. For example, /t/ is pronounced with the front of the tongue pushing against the palette. There are 24 consonants in English and here we have some of those listed below.

/p/ → pet

/b/ → bag

/t/ → table

/d/ → door

/k/ → car

/g/ → gap

\* Please access this Link for all Consonant sounds: <https://youtu.be/312yOW1YoII?si=7JbKFks2QifJiAgW>

#### ACTIVITY :

**Name:** Word Scavenger Hunt

**Instructions:** Your teacher will play a video clip for you, listen to that video and identify the consonant sound words and note it down below. (Do it with a peer if needed)

<https://youtu.be/vwjzfm0asZs?si=qxLc4hoc7F6W-xPo> or [https://youtu.be/KWPT0YIS\\_0o?si=pm5EopCqkCvNMmT9](https://youtu.be/KWPT0YIS_0o?si=pm5EopCqkCvNMmT9) or <https://youtu.be/uVeEAFy1z68?si=NhBr3NPmCTJzMYkG>

**Aim:** To improve the pronunciation skills to make speech more effective.

**Level:** Beginner/Intermediate. **Organisation:** Individual/ pair/ group. **Time:** 15- 25 Minutes

**Procedure:** Read the below word patterns ALOUD and pay attention to the consonant sounds. Use to record yourself saying the consonant words and pairs at a moderate pace. Listen to your recording and assess your pronunciation. (This activity will bring you 5 Marks)

#### EXAMPLE:

consonant sound words such as Cat, Blue Bag (/b/ sound in both the words), Big Black Bullet, Betty bought a bitter butter.

#### Rubric:

Fluency & Audibility	Clarity in Speech	Neutralisation of the accent	Appropriate pronunciation	Name and the Regd. No of the Peer Evaluator:	Remarks
Yes No Not Exactly	Good Average Poor	Good Average Poor	Yes No Not Exactly		

**Outcome:** This self-instructional activity engages students in practising word consonant patterns. It helps students become more aware of consonant sounds and how they affect pronunciation and fluency. By recording and reflecting on their attempts, students can track their progress over time.

**Important Note:-** The above activity called Word Scavenger Hunt should be orally performed in the **PADLET** as soon as it is ended here. (5 Marks are allocated for this work.)

### 3.2 LISTENING:

(Your teacher will play an audio clip for you. Listen to it and complete the task)

#### TASK:

[Living in London](#) | [LearnEnglish](#)

A. How does Luke feel about living in London?

B. What does Luke say about Hackney, the area where he lives now?

C. For Luke, what is the best thing about living in London?

### 3.3 WRITING

**Activity Name:** Cover Letter Puzzle Challenge [https://youtu.be/hrZSfMly\\_Ck?si=wRNuAt-g7kxrilcl](https://youtu.be/hrZSfMly_Ck?si=wRNuAt-g7kxrilcl)

**Instructions:** Your teacher will play a video clip for you, listen to that video , understand how to write a cover letter and mention them in the workspace given below. (Do it with a peer if needed.)

**Objective:** To engage participants in a fun activity that reinforces the correct order of cover letter components.

**Outcome:** By solving this cover letter puzzle, you'll reinforce your understanding of the proper order of cover letter components and how they contribute to creating an effective cover letter.

Here we have hints in jumbled format ,rearrange it to write beautiful cover letter:	Cover Letter Format
Salutation,	1.
Thank you note	2.
Closure	3.
Your Name	4.
Contact Information	5.
Introduction	6.
Body of cover letter	7.
Paragraphs.	

**Important Note:-** The above activity of Cover Letter Puzzle Challenge should be written in the **GOOGLE CLASSROOM** as soon as it is ended here. (5 Marks are allocated for this work.)

### 3.4 VOCABULARY

Chapters: 5 & 6 - **How to Talk about Various Practitioners, Science and Scientists** - Pg.no 81-115 (Word Power Made Easy).

**Record**: Can you work with the words? (without referring to Word Power Made Easy.)

#### **Practitioners**

#### **Interests**

- |                   |        |                                   |
|-------------------|--------|-----------------------------------|
| 1. Psychologist   | (    ) | a. vision                         |
| 2. Psychoanalyst  | (    ) | b. “the unconscious”              |
| 3. Orthodontist   | (    ) | c. bones and blood vessels        |
| 4. Optometrist    | (    ) | d. lenses and optical instruments |
| 5. Optician       | (    ) | e. feet                           |
| 6. Osteopath      | (    ) | f. teeth                          |
| 7. Chiropractor   | (    ) | g. problems of ageing             |
| 8. Podiatrist     | (    ) | h. joints of the spine            |
| 9. Graphologist   | (    ) | i. handwriting                    |
| 10. Gerontologist | (    ) | j. behaviour                      |

### 3.5 SPEAKING

#### **Presentation Exercise:**

**Record**: Post presentation (write down at least 3 errors you made while giving a presentation.)

No	Error
1	
2	
3	

## MODULE-4

### 4.1 PHONETIC PATTERNS (SYLLABLES, STRESS, AND INTONATION)

#### 4.1.1 Syllables

**Activity:** Syllable Counting Practice

**Aim:** The aim of this activity is for students to practise counting syllables in words using a list of words with varying syllable counts.

**Organising :** Individual/ pair

**Time :** 20 to 30 minutes

**Procedure:**

**STEP 1:** Look at the list of Words with Varying Syllable Counts:

Happy      Dog      Apple      Education      Elephant  
Butterfly      Sunshine      Computer      Pencil      Umbrella

**STEP 2:** Pick a word from the list and say it out loud. Try to say it slowly and clearly.

As you say the word, clap for each part of the word that you say in one breath.

*For example, for the word "cat" (one syllable), clap once. For the word "banana" (three syllables), clap three times.*

*Note: Practice this activity in PADLET*

**STEP 3:** Write down the number of claps you made for that word in the space given below.

**STEP 4:** After recording your answer, ask your peer to correct the syllable count from a dictionary or online sources. ( Award 0.5 x 10 =5 Mark for each correct answer )

Word	No of syllables identified	Correct syllable	Words that I found challenging
Cat			
Dog			
Apple			
Banana			
Elephant			
Butterfly			
Sunshine			
Computer			
Pencil			
Umbrella			



**Outcome:** *This simplified syllable counting practice activity helps students understand the concept of syllables and improve their ability to count them. It uses a list of words with varying syllable counts to make the practice engaging and accessible.*

#### 4.1.2 STRESS

**Activity:** *Stress Pattern Tongue Twisters*

**Aim:** The aim of this activity is for students to independently practise recognizing and applying word stress patterns through tongue twisters, improving their pronunciation and fluency.

**Organising :** Individual/ pair

**Time :** 20 to 30 minutes

**Procedure:** Read the below tongue twisters ALOUD and pay attention to the stressed syllables.

Use <https://flip.com/eef0155c> to record yourself saying the tongue twister at a moderate pace.

Listen to your recording and assess your pronunciation and word stress. **(This activity will bring you 5 Marks)**

1. **PEter PIper** picked a peck of pickled peppers.
2. **FUZzy WUZzy** was a **BEAR**. **FUZzy WUZzy** had no **HAIR**. **FUZzy WUZzy** wasn't very **FUZzy**, was he?
3. **PERhaps PERcy** preferred **PRACTical perSONS**
4. **DELicate DELicacies** are quite de**LI**cious.
5. **SU**san **SOld SU**gar **SWEET**, she **SUperVI**sed the **SU**gar **SWEET** sale.

*Reflect on your recorded attempt here. Consider whether you effectively stressed the correct syllables. Analyse any challenges you faced and areas where you can improve.*

**Outcome:** *This self-instructional activity engages students in practising word stress through tongue twisters. It helps students become more aware of stress patterns and how they affect pronunciation and fluency. By recording and reflecting on their attempts, students can track their progress over time.*

### 4.1.3: Intonation:

#### Activity: Intonation Exploration

**Aim:** The aim of this self-instructional activity is to improve your understanding and usage of intonation in spoken communication. You will practice conveying different emotions and intentions through intonation.

**Organising :** Pair

**Time :** 20 to 30 minutes

**Procedure:** Choose a scenario from the given list. Enact a role-play with your language learning partner by using proper intonation and post it in PADLET. Assess how well you conveyed the intended emotions through intonation in the role-play by using the following Rubric. (This activity will bring you 5 Marks)

Scenario	Description
Giving Directions	A tourist asks you for directions to a popular landmark in your city.
Meeting Someone New	You are introduced to someone new at a social gathering, and you want to make a positive first impression.
Receiving Good News	You receive a call and learn that you've won a contest with a big cash prize.
Apology	You need to apologize to a friend for missing their important event.
Comforting a Friend	Your friend is feeling stressed, and you want to offer words of comfort and support.

#### Rubric for Intonation

	1	2	3	4
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

*Write any two challenges that you faced and any three strategies or techniques that worked best for you.*

**OUTCOME:** *This self-instructional activity will help you improve your intonation skills in spoken communication. By practising with different emotions and reflecting on your performance, you'll become more proficient at conveying emotions and intentions through intonation.*

#### **4.2 : Listening:**

**Name: Meeting face-to-face**

**Aim:** Listen and Respond.

**Organisation :** Pair/Group

**Time :** 30 minutes

**Procedure:** Listen to the audioclip

(<https://learnenglish.britishcouncil.org/skills/speaking/b1-speaking/meeting-face-face>)

Try to understand the conversation and note down the phrases you have listened to and do in the space given below.( This activity will bring you 5 marks).

Phrases that I identified in the audio clip:

What is the most common strategy people often use to get out of a conversation when their listening skill is poor?

### 4.3 SPEAKING

#### ★ Group Discussion

**Manual:** During the time of Group Discussion, have you identified any two persons in your team who have done a good discussion?

- ★ Write at least 4 to 5 observations on the two candidates justifying that their discussions are good.

Observations:

#### ★ Debates

**Manual:** Why do we debate? What are the different kinds of debates and what does a debate teach?

#### 4.4 VOCABULARY

★ Chapter-7 - **How to Talk about Liars & Lying** (Sessions 14-17) - Pg.no 148-181

Test:

1. **NOTORIOUS** means

a) Infamous b) Moral

Ans: \_\_\_\_\_

2. **CONSUMMATE** means

a) Imperfect b) Highly skilled

Ans: \_\_\_\_\_

3. **INCORRIGIBLE** means

a) Beyond reforms, b) Manageable

Ans: \_\_\_\_\_

4. **CONGENITAL** means

a) Inborn b) Contracted

Ans: \_\_\_\_\_

5. **CHRONIC** means

a) Going for a longer time b) Temporary

Ans: \_\_\_\_\_

6. **PATHOLOGICAL** means

a) Active b) Diseased

Ans: \_\_\_\_\_

7. **INVETERATE** means

a) Short-lived b) Deeply habituated

Ans: \_\_\_\_\_

8. **UNCONSCIONABLE** means

a) Lack of regret b) Careful

Ans: \_\_\_\_\_

9. **EGREGIOUS** means

a) Outstandingly bad b) Marvellous

Ans: \_\_\_\_\_

10) **GLIB** means

a) Harshness b) Smooth talking

Ans: \_\_\_\_\_

#### 4.5 WRITING

**Statement of Purpose:-**

When applying for graduate or professional programs, you may be asked to provide a “Statement of Purpose” or “Personal Statement”. This statement is your opportunity to share your achievements, qualifications and goals with the admissions committee. Use this worksheet to help you brainstorm and reflect on your experiences that should be highlighted in your statement.

1. What’s special, unique, distinctive, and/or impressive about you or your life story?

2. What details of your life (personal or family challenges, history, people or events that have shaped you or influenced your goals) might help the committee better understand you or help set you apart from other applicants?

3. When did you become interested in this field and what have you learned about it (and about yourself) that has further stimulated your interest and reinforced your conviction that you are well suited to this field?

4. What insights have you gained? How have you learned about this field—through classes, readings, seminars, work or other experiences, or conversations with people already in the field?

5. What are your academic/career goals?

6. Are there any gaps or discrepancies in your academic record that you should explain (great grades but mediocre LSAT or GRE scores) or a distinct upward pattern of your GPA if it was only average in the beginning?

7. Have you had to overcome any unusual obstacles or hardships (for example, economic, familial, or physical) in your life?

8. What personal characteristics (for example, integrity, compassion, and/or persistence) do you possess that would improve your prospects for success in the field or profession?

9. Is there a way to demonstrate or document that you have these characteristics?

10. What skills (for example, leadership, communication, analytical) do you possess?

11. Why might you be a stronger candidate for graduate school—and more successful and effective in the profession or field than other applicants?

12. What are the most compelling reasons you can give for the admissions committee to be interested in you?

## MODULE-5

### 5.1 PHONIC PATTERNS:

#### 5.1.1 INTONATION:

Listen carefully to the following pairs of sentences on the audio link: (18th minute to 19th)

[https://drive.google.com/file/d/1TsGtK1BMnhvYoTRjYl9o5QRh0ITA0SJ5/view?usp=drive\\_link](https://drive.google.com/file/d/1TsGtK1BMnhvYoTRjYl9o5QRh0ITA0SJ5/view?usp=drive_link)

Note the changes in pitch as the sentences are spoken aloud. Repeat each sentence with the correct intonation.

A. He is coming.

A. I can help you.

B. Is he coming?

B. Can I help you?

A. It is hot today.

B. You must leave now.

B. Is it hot today?

B. Must you leave now?

#### ACTIVITY :

Name : **INTONATION SENTENCE STRIPS** Objective : **To teach students how changes in intonation can alter the meaning and mood of sentences.** Level: **Beginner/Intermediate.**

Organisation: **Individual/ pair/ group.** Time: **15- 25 Minutes**

#### EXAMPLE:

Start by modelling a few sentences with varying intonations. For example, take a simple sentence like “ I love icecream “ and say it with different intonations to show how it can express excitement, surprise, and doubt .

**Outcome :** Pronunciation will be improved and students will also learn how to pronounce the sentences correctly with the help of Activity.

#### Rubric:

<i>Fluency &amp; Audibility</i>	<i>Clarity in Speech</i>	<i>Neutralisation of the accent</i>	<i>Appropriate pronunciation</i>	<i>Name and the Regd. No of the Peer Evaluator:</i>	<i>Remarks</i>
Yes No Not Exactly	Good Average Poor	Good Average Poor	Yes No Not Exactly		

**Outcome:** *This self-instructional activity engages students in practising varying intonations . It helps students become more aware of **Intonation and mood of sentences** and how they affect pronunciation and fluency. By recording and reflecting on their attempts, students can track their progress over time.*



**Important Note:-** The above activity called **Intonation Sentence Strips** should be orally performed in the **PADLET** as soon as it is ended here. (5 Marks are allocated for this work.)

## 5.2 LISTENING

(Your teacher will play an audio clip for you. Listen to it and note down all the important points that you have come across).

[https://drive.google.com/drive/folders/16C119emqp\\_WTkDw8tgPrWx\\_2PrBMQRM9](https://drive.google.com/drive/folders/16C119emqp_WTkDw8tgPrWx_2PrBMQRM9)

(audio clip 4)

- |  |                     |
|--|---------------------|
| a. The speaker has two siblings.                 | (i) True (ii) False |
| b. The speaker's brother lives in Hyderabad.     | (i) True (ii) False |
| c. The speaker is from a village near Bangalore. | (i) True (ii) False |
| d. The speaker has many hobbies.                 | (i) True (ii) False |
| e. The speaker's brother is pursuing an MBA.     | (i) True (ii) False |

## 5.3 INTRODUCTION TO INTERVIEW TECHNIQUES

How do you introduce yourself to an interviewer? List out five important points below.

5.4 . An LOR usually consists of 400-500 words and fits on one page. It is divided into 4-5 paragraphs: an introduction, 2-3 body paragraphs and a conclusion.

★ 2.Group Discussion

**Manual:** During the time of Group Discussion, have you identified any two persons in your team who have done a good discussion?

Write at least 4 to 5 observations on the two candidates justifying that their discussions are good.

**5.4 VOCABULARY**

Word Power Made Easy (Pg no: 182-187) Test - (Will be given in Google Classroom) Write down 3 crucial points that tell you about the level of vocabulary.

1	
2	
3	

Write your grade (if you have achieved it from Google classroom) here. **Grade:** \_\_\_\_\_

## **Preparation Material**

### **(JAM, Debate, Group Discussion, Presentation Skills)**

## **JAM (Just a Minute)**

### **INTRODUCTION:**

Listening and speaking are the basic language skills that we experience and take part in from the time we are born. We express our ideas in our mother tongue spontaneously without much effort as we listen to the same language extensively. The learners and users of English as a second language often shutter to speak, unable to express their ideas in a flow and in an organised way. The influence of their mother tongue, fear of English grammar and inability to use the right words spontaneously force them to develop fear of speaking in English.

**JAM** (Just A Minute) is actually a speaking game show that was started by BBC (British broadcasting corporation) in 1967 that demands the ability to speak on a given topic for one minute with clarity and accuracy. It has turned out to be a very popular and useful language activity for learners of English as a foreign language.

### **The objective of JAM:**

To inculcate in the users, flexibility with language, spontaneous thinking, organisation of thoughts and proficiency in expression. The purpose of any communication is, fundamentally to inform, to inspire and finally to entertain the listeners.

**Note:** The **JAM** Session is to see how the candidates overcome the situation and how they start and speak about a topic with no hesitation, no repetition, and no deviation.

## **DEBATE**

*In this unit, you will learn:*

- The basics of debating
- How to present your point of view effectively
- How to support your arguments
- How to counter the opponent's arguments

A debate is a competitive event in which there is an exchange of ideas and arguments between two teams or individuals who must take opposing positions on a given topic. Debating is an excellent way to improve your communication skills. Taking part in a debate will help you to:

- Sharpen your listening and speaking skills
- Show your ability to argue forcefully and convincingly
- Show your ability to stand your ground and defend your position

The main features of a debate are given here.

- There are two teams or two speakers speaking 'for' or 'against the motion of the House.
- Both teams are given a chance to rebut each other's arguments.
- The language could be firm, forceful but polite.
- The arguments are supported by facts.
- Signpost expressions like the first point...', 'this logically follows...' could be used
- Points are given for clarity, knowledge of the subject, reasoning and communication skills, and the ability to quickly come up with arguments against the points of the speakers taking the opposing view.

## **THE BASICS OF DEBATING**

There are certain important features of a debate you need to keep in mind in order to be a good debater.

### **Rebuttal**

Rebuttal involves criticising the stand taken by the opposing team and proving that their arguments are unsound. You can make quick notes while the opposite team members are speaking so that you remember to address these issues in your rebuttal.

### **Organising the structure and the delivery of the subject matter**

1. Make your statement and then add your argument or reason for your statement\_For example, "Education destroys creativity because it does not allow us to follow our natural inclination or talents but insists that we follow the beaten path."
2. Follow this up with an example, such as, 'Look at the number of inventors and scientific thinkers who developed their talent and genius outside the walls of the school --Albert Einstein, Charles Darwin, Thomas Edison and Isaac Newton, to name only a few. Make sure that the examples you give are relevant to the topic.
3. Your arguments should have a strong line of reasoning backed up by facts that support your argument. A long list of facts is just useless information, where an argument without supporting facts is a weak one. Together they will work to weaken your opponent's case.
4. Since many debates are about current issues and ideas, reading the newspapers, watching the news and other informative programmes on television will help you! Keep up-to-date with what is happening in the world.
5. Make sure that all the team members are aware of the team's point of view so that every member carries the argument forward in a consistent manner rather than contradicting what has been said by others in the team. Each speaker must remember to remind the audience of the team's stance.
6. As an individual speaker, you must be clear about what you want to say and the examples you will use to support your arguments.
7. Make sure that your audience understands your argument, especially when you move from one point to the next. It is a good idea to use words like, 'the first point I'd like to make..., my next point is..., 'it follows from this, that...', and 'finally....
8. Organise your time well. Do not spend too much time on one point so that you end up having to rush through your other points.
9. Use cue cards to help you remember the important points. However, never write your entire speech on cards because you will give the impression of reading rather than speaking.
10. Be aware of your body language. Make eye contact with your audience in order to get and retain their interest in your speech.
11. Stand straight and tall but not stiffly. A rigid posture gives the impression that you are nervous and a slouching posture may show that you are not confident.
12. Use your voice well. You do not need to shout to emphasise a point nor should you speak in such a low tone that your audience has to strain to hear you.

13. Use words and phrases that you are comfortable with. Using big words and complicated phrases may lead you to mispronounce them or use them in the wrong context, and you will be distracted from the content of your speech.

## **GROUP DISCUSSIONS**

### **OBJECTIVES**

*In this unit, you will learn to*

- Prepare for a group discussion
- Take turns in speaking
- Interrupt politely
- Conclude a discussion

### **INTRODUCTION**

A group discussion (or GD, as it is sometimes called) is a formal discussion among five to six participants who analyse a topic and share information and opinions on it. The group is given a few minutes to think about a topic and then asked to discuss among themselves for a fixed period of time, say for 10-15 minutes. One or more experts will observe the discussion and evaluate the members of the group. Group discussion topics are usually of four kinds:

- factual, for example, 'the dangers of passive smoking'
- a social or political issue, for example, 'moral policing' c. abstract, for example, 'conscience'
- case-study based, where the group discusses a case study and analyses it or offers solutions

When you participate in a group discussion, you:

- show your knowledge and your communication skills as well as your ability to work as a part of a group
- lead others towards conclusions and solutions
- show your understanding of a subject
- show your ability to support your ideas with logical arguments

Since communication is a two-way process, it is important that, besides speaking, listen to the other participants in the group discussion and respond to their ideas or them forward. You can contribute to a group discussion in some of the following ways: helping it start, giving direction to it, making sure that everyone's views are heard and thought about so that the group moves towards some kind of agreement, and closing it with a summary or a conclusion.

### **PREPARING FOR GROUP DISCUSSIONS**

The guidelines given here will help you prepare for and participate meaningfully in a Group discussion, and will also tell you what to do and not do in order to ensure a good performance.

### **BEFORE**

- Keep yourself updated on current events, issues and topics. Topics for a group discussion can be chosen from any field, such as sports, politics, media, science and business.
- If you have any doubts or questions about the topic, check before the discussion begins.
- Take a notepad and a pen to jot down points.

## **DURING**

- Before speaking, think about what you are going to say so that the statements you make are relevant, or connected to the topic, and you are able to express your ideas briefly and clearly.
- Speak neither too much nor too little in a group discussion.
- Use formal, but simple language that everyone can understand.
- Speak clearly so that those who listen to you will understand you and will not have to ask you to repeat what you said.
- Present your ideas and arguments cohesively and logically to convince others.
- You can display your creativity in a group discussion by putting forward a completely new idea or viewpoint.
- Be brief and clear.
- If you are the one to start a discussion, it is best to begin with a simple, general statement that will get the discussion going.
- Do not take a strong position at the beginning of the discussion, before you have had a chance to listen to the views of others and weigh all the sides of the issue. Doing this would mean that you have made up your mind about an issue without discussing it with your team members. Do not keep waiting for your turn to speak. You will have to be alert and quick to make use of every chance you get to say what you have to.
- Interrupt someone if necessary but be polite.
- Do not shout or use impolite language.
- Listen to others carefully.
- Avoid conflicts by being flexible and open to the points of view of others.
- When you agree with a point made by someone, say so and try to support it or Add to it with another argument or example.
- Just as you may agree or disagree with the ideas of the other participants, be prepared for yours to be accepted or rejected by the others.
- Do not exceed the allotted time but prepare to conclude as soon as you hear the moderator announce that only a few minutes remain. Prepare a summary in your mind, which you can present if you get a chance. Do not bring in a new point at this stage.
- Sum up the discussion in a simple, clear manner. It does not matter if the group members do not reach complete agreement-this often happens in discussions

## **LANGUAGE**

Here are some expressions you can use to perform different functions during a group discussion.

### **Expressing opinions**

I believe...  
I think...

Could I make a point, please?

In my opinion...  
It seems to me...

### Asking for opinions

- What is your opinion on...?
- How do you feel about...?
- I wonder what you think about...
- I'd like to know your stand on...

### Expressing agreement

- Absolutely
- You're right...
- I fully agree with...
- That's true.

### Expressing disagreement

- I'm afraid I don't agree with...
- I'm sorry but I see it a little differently.
- I can see your point but...
- You may have something there but...
- I respect your point of view, but I'm sorry I can't go along with you on...

### Suggesting

- I think we should...

- Why don't we...
- Let's....
- Couldn't we...
- Don't you think we could...
- How about...

### Interrupting

- I'm sorry to interrupt but...
- Excuse me. Could I add something, please.
- Sorry, but...

### Handling interruptions

- Just a moment, please. Could I finish what I am saying?
- If you would just let me finish...
- Could you wait for a minute, please.

### Concluding

- To summarise/conclude, ...
- We can conclude by saying...
- Let's run quickly through the main ideas before concluding the discussion

## PRESENTATION SKILLS

### OBJECTIVES

*In this unit, you will learn to:*

- Plan a presentation
- Structure the content of a presentation
- Use signposts in organising points
- Invite and answer questions

### INTRODUCTION

A presentation is a talk giving a group of people information about an idea, a subject, or a product. It has become an important form of oral communication in the spheres of education and work, and is closely linked to career and personal growth. Reports, proposals, policy statements and feasibility studies are presented to the audience. Students, teachers, scientists, researchers, managers, sales and marketing executives, and administrators need this skill in the course of their everyday work.



**The goals of presentations could largely fall into three areas:**

- to give new information to the audience
- to update them about a subject they are already familiar with
- to persuade them to do something, like buying a product

**You may use certain props to help you make a presentation come alive.**

- a real object (like a product of your company)
- video films or film clippings
- PowerPoint slides

**There are essentially three steps involved in making presentations:**

- Planning
- Preparation
- Presentation.

**PLANNING A PRESENTATION**

- Decide on the subject. This, of course, is usually given to you, but when it is not; choose a topic that suits the occasion and the audience.
- Put down the objective, or purpose: is it meant to inform, to persuade or to report?
- Know your audience. The level of the content, formality and style will depend on this.
- List the main points you want to make in your presentation. This depends on the time you will get.
- After you have a final list of points, arrange them in a logical sequence. Finally, plan what you are going to wear. You must dress formally for your presentation.

**PREPARATION**

- Read your points again and revise.
- Prepare graphs, tables or pie charts that you want to include in your slides.
- Develop each point. Think of examples and illustrations that go into each point.
- Structure the content in a logical sequence.
- To make you feel sure of yourself, you can prepare cue cards, which are numbered cards with key words and phrases related to what you want to say on each point in your presentation. Mark on your cards the visual aids that go with them so that the right slide is shown at the right time.
- Number the cue cards so that they can be arranged sequentially.
- Keep everything ready in a file folder.

**PRESENTATION**

- Stand erect, smile first.
- Greet the audience.

- Introduce yourself (if the context demands).
- Introducing the topic.
- Present the purpose of your talk and the points you are going to deal with
- Present the topic point by point
- Conclude your talk.
- Thank the audience.
- Invite questions.

### **VISUAL AIDS**

- All the visuals you put up or show on screen must be related to your talk.
- The slides, charts or transparencies must be in the right order, matching the sequence of points in your presentation.
- Do not put in too much information on one slide. It will make the slide unreadable.
- Put only key words or phrases, points or short sentences on the slides. You can expand on each of the points when you explain the visual.
- Avoid errors in spelling, punctuation and typeface. • Show only one visual or point at a time.
- Do not move from one visual to another without giving the audience time to absorb the information on it.
- Practise moving forwards and backwards within your presentation. You or someone in the audience may want to look at an earlier slide
- It is useful to give the audience handouts at the end of your presentation-they will be able to watch the slide show and listen to you without having to worry about taking down notes.
- Visuals must be clear and well designed, and the letters large enough for people even at the back of the room to read easily.
- Use a minimum 20-point Times Roman or any other friendly typeface that can be read from the back of a room.
- Before you start, check if the projector you will be using works and is kept in the right position. Also make sure that the room is neither too bright nor too dark.

Here are some expressions you can use when making a presentation:

### **Opening remarks**

- Hello, everyone. (Specially appropriate for an informal presentation for a small group of people you interact with everyday)
- Good morning/Good afternoon/Good evening. Welcome to (name of organisation)/Thank you for giving me the opportunity to talk to you today.
- Good morning. My name is... and I'm from...
- Good morning. I'm from. Thank you for inviting me to talk to you this morning.

### **Stating the purpose**

- As you know, the subject of my presentation today is...

- I'm here this morning to...
- My aim is to...
- The purpose of my talk today is to...
- In my presentation today, I'll/I'm going to

### **Giving an outline**

- I've divided my presentation into....
- I'll first then we'll... Finally, I'll..
- I'll begin by and after that I'll deal with it before going on... The presentation will conclude with...
- I'll be talking about. (issues/areas). Firstly, Secondly, Thirdly.....
- My talk has four parts: first, I'll introduce you to... second, we'll discuss third, you'll learn about and, finally, I'll conclude by giving you...

### **Giving other preliminary information and starting with the content**

- My presentation will take about half an hour or so. If you don't mind, could I deal with questions after the please
- I'll take only about fifteen minutes of your time. We'll have a question-and answer session after that.
- The presentation is going to take around forty minutes. Please feel free to interrupt if you have a question.
- You don't need to/needn't take notes. I'll give you a set of handouts with all points we discuss today. .
- There's no need for you to copy down/Don't worry about copying down the visuals. Handouts containing all of them will be distributed.
- I hope everyone has a copy of the handout with the examples we' be looking at today.
- Let's get started then.
- Right, I'll begin by...
- Shall we begin?
- Let's begin, shall we?

### **Moving to another point and going back to an earlier one**

- Let's now turn to...
- I'd like to move on to...
- Turning/moving on now to.....
- This takes me to my next point about...
- Next, I'd like to consider...
- Let me go back briefly to an earlier point.
- As I said earlier.....
- To recap what we discussed under the last point...

## *Space for Listening Tasks*