

Training Manual

Functional English -I *for* **University Non-Academic Staff** **Student Book**

Compiled by

World Bank-Higher Education for the Twenty First Century (HETC) Project
&
University Grants Commission

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Functional English-I

for

Non-Academic Staff

Learner Guide

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May 2012

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Preface

Human Resource Development of the University System is one of the statutory responsibilities of the University Grants Commission (UGC) and also a key component of the Higher Education for the Twenty First Century (HETC) Project (2011-2016), the second phase of World Bank assistance provided for higher education sector in Sri Lanka. The UGC being the apex body of the university system bears the responsibility of providing opportunities for growth and career development to as many as possible through in-service training. In-service training for all categories of staff is vitally important not only to impart specific knowledge and skills required to perform in the employee's assigned tasks but also to promote right attitudes and behavioral attributes such as allegiance, commitment, initiative, compliance with codes of practices and ethics, which are indispensable elements required for improving the productivity of employees and that of the entire system.

In executing its mandatory role, the UGC has established Staff Development Centers through the Commission Circulars No. 820 of 20th February 2003 and expanded and strengthened the role of SDCs through the UGC Circular 937 of 10th November 2010. The UGC is providing additional funds beginning from 2011 for improving physical and human resources and expanding the scope of continuing education programmes. This initiative has been assisted by the WB-HETC Project (2011-2015) commencing from 2011. The -HRD-ST sub-project under the direction of the Standing Committee on Staff Development of the UGC has developed a comprehensive programme aimed at human resources development of universities, covering academic and other staff (i.e. senior administrative staff, executive staff, technical staff, non-academic support staff, etc.).

The aim of the UGC-HETC joint endeavor is to design and develop a series of Training Programmes and Manuals on diverse topics relevant to the staff of higher management, academic, executive and non-academic categories. The Training programmes and manuals are developed by the identified resource persons in close liaison and consultation with Professor Harischandra Abeygunawardena, Chairman of the Standing Committee on Staff Development of the UGC and Professor Lalith Munasinghe, Consultant of the HETC Project. All manuals are approved by the UGC for the use in the Staff Development Centers of all Universities.

This **Training Manual on FUNCTIONAL ENGLISH FOR UNIVERSITY STAFFPART 01 (CPD/AII/01/P01)** was developed by Dr. Dilkushi Senaratne Wettewe University of Kelaniya and Ms Rushira Kulasingham University of Colombo as a commissioned assignment and would provide details of the prescribed training course. They will also act as training guides for prospective trainers of all universities.

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CONTENTS



- Programme Specifications IV
- Lesson 1 – Office Talk 01
- Lesson 2 - The World of Work 11
- Lesson 3 – Basics of Business Writing 21
- Lesson 4 - Instructions and Directions 34
- Lesson 5 – Telephone messages and Email 43
- Lesson 6 - Opinions, Agreeing and Disagreeing 52

1. **Title** : Functional English for University Staff- Part 1
2. **Synopsis** : The course will help develop professional English Language skills and improve spoken and written skills of the staff members of the universities. The courses cover a wide range of skills including oral fluency, writing, presentation skills and grammar. The course includes English for meetings, English for negotiations, making presentations, dealing with numerical data, telephoning socializing, emailing report writing and letter writing
3. **Target Group** : Executive staff and non-executive staff of the universities
4. **Prerequisites and Co-requisites** : All staff members of the universities are eligible to follow this course
5. **Aims and Objectives** :
 - To enhance English language skills of the executive staff and the non-executive staff of the universities to function effectively in their respective official environments.
 - To improve spoken and written English
 - To improve soft skills of the staff
6. **Learning Outcomes** : At the end of the course, participants will be able to
 - Write a variety of letters, memos, notices, CVs, personal statements
 - Demonstrate an understanding of related reading materials.
 - Make speeches on related topics
 - Use soft skills effectively
 - Function effectively in English in an official environment
7. **Syllabus** : *Practical English Course*
 1. Office Talk
 2. The World of Work
 3. Basics of Business Writing
 4. Instructions and Directions
 5. Telephone messages and Emails
 6. Opinions, Agreeing and Disagreeing
8. **Assessment Strategy** : Assignments (40%)
End of course examination (60%)

9. Bibliography

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At the end of this lesson, participants will be able to:

- Identify appropriate greetings and introductions
- Read and comprehend a conversation on introductions.
- Write simple sentences using the present tense
- Create sentences with appropriate punctuation, articles and capitalization

1. Speaking:

1.1. When we meet a person, whether it's a stranger or someone we know, we use greetings in our conversations. Let's look at some of the phrases we normally use when we meet people. Can you fill in the blanks with more greetings, introductions and responses? Where will you use the following phrases and with whom? Discuss with your partner. The first one is done for you! Can you add to the list?

Greetings	<i>Hello</i>	<i>Hi</i>	<i>Good morning/afternoon/evening/night</i>	<i>Nice to see you/nice to meet you</i>	<i>Pleased to see you</i>
Responses	Hello				
People you use them with	With friends				

1.2. How will you say your farewells? A few are given below. Write your own response and try to write a few more phrases to say goodbye.

See you later!

Nice talking to you!

I must be off

I've enjoyed talking to you

See you later alligator!

Have to run!

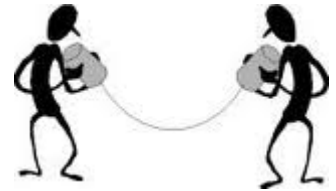
1.3. Here is a list of useful phrases. Can you think of the situations where they are used?

Have a good/safe trip.	Thank you.
Have a good weekend.	You too.
Enjoy the rest of your stay.	Thank you/you too.
It was nice meeting you.	Nice meeting you too.
I look forward to our next meeting.	Same here.
I look forward to seeing you again.	Me too.
See you tomorrow.	See you.
Enjoy the weekend.	You too.



1.4. Meeting New People (Role Play) Enact the following!

- Nimal* : Hi ! How are you? After a long time....
Sita : Yeah, after a long time, what were you up to?
Nimal : Oh! Nothing much, reading....you know
Sita : True, absolutely, it is a relief to get some free time.
Nimal : Definitely, see you around then, Bye
Sita : You too, bye!
Manel : Good morning, I am Manel. This is Saman. He lives in Gampaha.
Priya : Good morning, I am Priya. Nice to meet you Saman.
Saman : Nice to meet you both!
Aruna : Hello, Good Morning.
Shamali : Good Morning, I am Shamali Peiris.
Aruna : Nice to meet you Shamali, I am Aruna Perera.
Shamali : Nice to meet you too Aruna.



1.5. Language focus

Look at the following introductions. Can you identify the situations? Complete the introductions.

- The gentlemen seated to my right is ...
- The lady to my extreme left is....
- Let me introduce the next speaker...
- Allow me to introduce....
- I have the pleasure of introducing...
- It is an honor to.....
- Without further ado, let me introduce...
- I'd like to introduce a colleague of mine, he is....
- May I introduce my best friend....
- I'd like you to meet a friend of mine, we were in school together.....

2. Reading:

2.1. Read the following and answer the questions given below.

Introducing a Guest Speaker by Scott S. Smith

I have the great pleasure today of introducing you to someone who, in addition to being my favorite writer, I am fortunate to consider a mentor and a close friend. As it happens, Quentin James was also the first acquaintance I made when I began teaching at Columbia in 1992. I had just been hired as an instructor in the creative writing program, and had been in my new office for about ten minutes, when Quentin walked in. I of course knew who he was; the man, after all, had just won the Pulitzer Prize for *Dogcatcher*. But he introduced himself anyway, and then, to my surprise and my delight, sat in the chair opposite my desk, and proceeded to engage me in conversation. I just couldn't believe that this famous author, who I personally considered one of today's greatest novelists, was taking the time to sit and talk with me. I was even more surprised when he proceeded to

inform me, after forty-five minutes chatting together, that I was actually sitting in his office! After I turned bright red and finished sputtering my apology, I asked him why he didn't kick me out when he first came in and found me at his desk. And I'll never forget his response. He smiled and said, "Because I like the company."

In retrospect, I realize that I shouldn't have been quite as surprised by that first meeting as I was. Because anyone who reads Quentin James' novels knows that only someone who has that kind of fascination with other people could create the wonderful, absolutely believable characters that he's famous for. I'm thinking of characters like Evelyn, the alcoholic nightclub singer of *Blue Streak*, and Derek, the cop who dreams of a career as a chef in *Walking the Beat* — characters who are such unique, fully drawn individuals that we feel we know them, and who, when we've reached the last page, we find ourselves missing.

Quentin is currently at work on his next novel, tentatively titled, *For Crying Out Loud*. Today, we have the great privilege of having him here to read an excerpt from it in person, as well as talk to us more about his distinctive writing process. Please, join me in welcoming the wonderful writer responsible for creating all of those marvelous characters who we know and love, my friend, colleague, and occasional office mate, Quentin James.

(Adapted from: <http://www.netplaces.com/public-speaking/sample-speeches>)

1. Who is introduced in the passage?
2. What is he famous for?
3. What are the words used to describe the person in the passage?
4. Write a similar introduction of 100 words to a person you really like and read it to the class.

2.2. Floods drown Asia's rice bowl

Friday, 07 October 2011 00:00

Massive floods have ravaged vast swathes of Asia's rice bowl, threatening to further drive up food prices and adding to the burden of farmers who are among the region's poorest, experts say.

About 1.5 million hectares (3.7 million acres) of paddy fields in Thailand, Vietnam, Cambodia and Laos have been damaged or are at risk from the worst floods to hit the region in years, officials say.

Heavy rains in Laos and Cambodia have also led to big losses in recent weeks, and experts say flood waters have now drained into Vietnam's Mekong Delta, a key global rice producer, making it the latest to be inundated.

"The whole region will now suffer from rising food prices as potential harvests have now been devastated. The damage is very serious this year and it will be some time before people can resume normal lives," Margareta Wahlstrom, the United Nations chief of disaster reduction, said in a statement.

Cambodian rice farmer Nou Nem, 30, standing waist-deep in water in his rice field at Pea Reang east of Phnom Penh, said the water has "destroyed everything". "I'm worried we might not have enough rice to eat this year and next year," he told AFP.

In Thailand, the world's biggest rice exporter, where 244 people have died in the floods, about one million hectares of paddy -- roughly 10 percent of the total -- have been damaged, officials say.

The flood damage comes on top of worries about the impact on global rice prices of a new scheme by the Thai government to boost the minimum price farmers receive for their crop.

(Adapted from Daily Mirror Newspaper: <http://print.dailymirror.lk/business/107-international/58277-floods-drown-asias-rice-bowl.html>)

1. What is the main idea of this passage?
2. What are three of the countries badly affected by the floods?
3. What is the main crisis discussed in the passage?
4. Can you write words with similar meaning to the following:
 - a. Potential
 - b. Global
 - c. Disaster
 - d. Boost
5. Find words that give the opposite meaning to the following from the passage:
 - a. Maximum
 - b. Old
 - c. Benefit
 - d. Richest
6. There are 3 verbs underlined. Can you identify the tenses of the verbs?
7. Can you identify the following from the passage?
 - a. A noun
 - b. A verb
 - c. An adjective
 - d. An adverb
 - e. A preposition
 - f. A conjunction

3. Grammar:

3.1. Parts of speech – A brief introduction

Part of speech	Function	Examples	Example sentences
Verb	action or state	(to) be, have, do, like, work, sing, can, must	EnglishClub.com is a web site. I like EnglishClub.com.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in London .
Adjective	describes a noun	a/an, the, 69, some, good, big, red, well, interesting	My dog is big . I like big dogs.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Pronoun	replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.

<u>Preposition</u>	links a noun to another word	to, at, after, on, but	We went to school on Monday.
<u>Conjunction</u>	joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
<u>Interjection</u>	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know.

(Adapted from: http://www.englishclub.com/grammar/parts-of-speech_1.htm)

3.2. A brief introduction to articles

An article is an adjective. Like adjectives, articles modify nouns.

- English has two articles: the and a/an. The is used to refer to specific or particular nouns; a/an is used to modify non-specific or non-particular nouns. We call the the *definite* article and a/an the *indefinite* article.
the = definite article
a/an = indefinite article

Remember, using a or an depends on the sound that begins the next word.

- a + singular noun beginning with a consonant: *a boy; a car; a bike; a zoo; a dog*
- an + singular noun beginning with a vowel: *an elephant; an egg; an apple; an idiot; an orphan*
- a + singular noun beginning with a consonant sound: *a user* (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); *a university, a unicycle*
- an + nouns starting with silent "h": *an hour*
- a + nouns starting with a pronounced "h": *a horse*
 - In some cases where "h" is pronounced, such as "historical," you can use an. However, 'a' is more commonly used and preferred.

'A historical event is worth recording.'

Omission of Articles

Some common types of nouns that don't take an article are:

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

Adapted from: <http://owl.english.purdue.edu/owl/resource/540>

3.3. A brief introduction to Capitalization

Capitalization means writing upper case letters, as opposed to lower case letters.

Most of the things capitalized in English are proper nouns. They are the names of specific, unique things. For example, maybe you live in a white house, but you don't live in the White House (unless, of course, you are the president). In the first case, 'house' is just a regular noun. There are millions of houses, even white ones, all over the world, but they don't have special names. However, the president of the United States lives in a specific house that is named the White House. It's the only house with that name. It is also a white house because it's a house that is white.

Rules of Capitalization: Look at the following introduction. Look at the words that are capitalized. Underline them.

Good morning Ladies and Gentlemen. It is both an honor and a privilege to be able to introduce you to a role model of a man of distinction - Usain Bolt. Usain Bolt is a Jamaican sprinter and he was born on 21st of August 1986.

Usain has distinguished himself as a world class sprinter and he holds the Olympic and World Records for the 100 meters in 9.69 seconds and the 200 meters in 19.30 seconds. Usain has taken his level of excellence one step further - and together with his teammates - he also won the 4X100 meters relay.

What makes Usain's achievements all the more remarkable is the fact that they were all set at the 2008 Summer Olympics. Usain became the first man to win all three events at a single Olympics since Carl Lewis in 1984 and the first man in history to set world records in all three events at a single Olympics. His name and his achievements in sprinting have earned him the media nickname "Lightning Bolt". *(Adapted from the web)*

Remember to capitalize the following:

- The first letter in a sentence
- The pronoun 'I'
- Names of people
- Names of mountains, mountain ranges, hills and volcanoes
- Names of bodies of water (rivers, lakes, oceans, seas, streams and creeks)
- Names of buildings, monuments, bridges and tunnels
- Street names, schools, colleges, universities
- Political divisions (continents, regions, countries, states, counties, cities and towns)
- Titles of books, movies, magazines, newspapers, articles, songs

3.4. A brief introduction to the Present Tense

Grammar Explanation

Verb conjugation with the simple present is a bit less complex than the auxiliary system. The only form that changes is third person singular.

Uses of the present tense:

	Singular	Plural
First person	I swim	we swim
Second person	you swim	you swim
Third person	he swims she swims it swims	they swim

a. For repeated or regular actions in the present time period.

- I **take** the train to the office.
- The train to Berlin **leaves** every hour.

b. For facts.

- A dog **has** four legs.
- We **come** from Switzerland.

c. For habits.

- Carol **brushes** her teeth twice a day.
- They **travel** to their country house every weekend.

d. For things that are always / generally true.

- It **rains** a lot in winter.
- They **speak** English at work.

	Singular	Plural
First person	I do	we do
Second person	you do	you do
Third person	he does she does it does	they do

Affirmative		
I	am	going for classes.
I/You/They	are	watching TV.
He/She/	is	playing Tennis

Affirmative		
I	go to university	at 8 o'clock
You/We/They	get up at	
He/She/It	goes to university/gets up	

Negative		
I/You/We/They	do not/don't	go to university at 8 o'clock
He/She/It	does not/doesn't	

3.5. Grammar check

<p>Capitals Capital Letters are used at the beginning of each sentence and for proper nouns.</p>	<p>A period [.] is used at the end of a sentence that makes a statement. It is also called the full stop.</p> <p>Quotation marks [“ ”] are used to set off material that represents quoted or spoken language.</p> <p>Ex: He said 'I'm hungry'.</p>	<p>A question mark [?] is used at the end of a question.</p> <p>Ex: How are you?</p>
<p>A comma is used to separate the elements in a series (three or more things).</p> <p>Ex: I had bread, butter, fish, and rice for lunch.</p>	<p>Present simple</p> <p>We use the present tense to talk about things that are happening now, to talk about facts that are permanent, to talk about regular and habitual actions.</p> <p>Ex: She lives in Galle and she travels to Colombo by bus everyday.</p>	<p>Rules about the present simple:</p> <p>After he/she/it add 's' to the verb</p> <p>Ex: She drives a car.</p> <p>He goes to bed.</p>
<p>Present continuous - We use the present continuous to talk about actions happening at the moment of speaking. Ex: I'm having lunch.</p>		

4. Writing:

4.1. Rewrite the following sentences. Use capitals and punctuations appropriately.

1. a / fix / mechanic / cars
2. at / the / cry / night / baby
3. west / the / rise / not/ the / in / do/ sun
4. eat / she / breakfast / for / carrots
5. her / children / worry / always / about / she
6. brush / dinner / his / he / after / teeth
7. speak / students / the / the / classroom / English / in
8. the / carry / MP3 / she / all / player / a / time
9. people / lawyer / a / in / defend / trouble
10. listening / enjoy/ do / my sisters / pop / not/ to / music
11. electrical / change / chemical / batteries / energy / into / energy.
12. people / they / sixty / when / retire/are

4.2. Fill in the blanks with the correct form of the verb. Write capitals where necessary.

1. mihidu is an artist who.....(live) in kandy.
2. he(get up) at 7.00 a.m. every morning and(drive) to work.
3. he(work) in a big office because he(need) a lot of space.
4. at work, he(wear) old clothes and big gloves.
5. At the moment, he (have) dinner.

4.3. Write out the sentences adding capital letters, commas, full stops and question marks:

1. My sister is called susan she was born in may
2. Friday is my favourite day of the week
3. When is priyanga going to play cricket
4. We went to new york to do some shopping
5. I live in john street in norwich England

4.4. Fill in the blanks using the correct article.

1. Can you please go to grocery store on Fifth Street and buy 2 cartons of milk?
2. President of the United States will be visiting Australia next week.
3. Can you please help me pick out birthday present for my father?
4. How much will it cost to go on holiday to Hikkaduwa?
5. I couldn't believe my eyes when I saw elephant crossing the road in front of my car yesterday.

Adapted from: <http://www.english-test.net/esl/learn/english/grammar/ei098/esl-test.php>

4.5. Fill in the brackets with appropriate punctuation marks. Capitalize words where necessary.

if you're a writer on contemporary events and aspire to immortality, you had better have something special in your pen. george orwell () whose centenary was celebrated last week () had honesty and clarity of expression () combined, they enabled a man who was almost always sick to produce a body of work — essays, reviews, novels like *animal farm* and *1984* — that will illumine the next generation's understanding of the world as much as it did those of the past two ()

orwell, who died in 1950, never shrank from the big stuff. () The three great subjects of the twentieth century were imperialism, fascism and Stalinism, () writes christopher hitchens in his wonderful book *why orwell matters*. those were orwell's topics () and he was right on all of them: able to pierce the hypocrisy of imperial adventures, to warn of the deathly appeal of fascism, and — when many were in thrall to the supposed achievements of the soviet union — to state baldly that Stalin was a "disgusting murderer."

(From: <http://www.time.com/time/world/article/0,8599,462275,00.html>)

At the end of this lesson, participants will be able to:

- describe different jobs effectively
- comprehend an authentic article on interviews and predict meanings
- review basic sentence structures and identify the subject and verb
- create sentences expanding them with adjectives and adverbs

1. Speaking:

1.1. Discuss the following

- What was your first job?
- Do you like your job? Why or why not?
- Discuss what a typical day at your current job is like.
- Describe some of the people you work with.
- Do you think it's more important to make a lot of money or to enjoy work?

1.2. Read the following two conversations

- A. What do you do for a living?/ What is your occupation?
B. I'm a ___mechanic_____.
A. A ___mechanic_____? That must be a lot of work.
B. It is. Every day I ___fix cars_____.
A. How interesting. How ___many cars___ do you ___fix___?
B. I ___(fix)___ about ___(8)___ ___(cars)___ every day.

Now try and carry out a similar conversation with a partner.

1.3. These are the top ten skills most valued by employers according to a survey.

Rank them from 1 to 10 (1=Most Important and 10=Least Important) based on how important you think each one is.

- Communication Skills _____
- Honesty/Integrity _____
- Teamwork Skills _____
- Interpersonal Skills _____
- Strong Work Ethic _____
- Motivation/Initiative _____
- Flexibility/Adaptability _____
- Analytical Skills _____
- Computer Skills _____
- Organizational Skills _____

In groups discuss the following

- Which one do you think is the most important?
- Which one do you think is the least important?

1.4. A consultant has come from abroad for a training programme at your university. He is staying in a hotel in Bambalapitiya.

You need information to fill the registration form. In pairs imagine that one of you is the consultant and one of you is the receptionist. Ask questions and fill the form below.

Personal Information

Find out about the consultant by asking these questions.

- A: What's your first name? B
- A: What's your surname? B
- A: What's your nationality? B
- A: Where are you from? B
- A: What do you do? B
- A: Are you married? B

1.5 Questionnaire

Fill the first line about yourself. Go round the class and talk to five different people. Ask them questions from the questionnaire and fill in their answers.

- The first question you ask is “what’s your first name”?
- If you don’t hear an answer say, “can you say that again please”?
- Or you can ask them to spell a difficult word “and spell that please?”

	First name	Surname	Designation	Likes and dislikes	Job description
You					

2. Reading:

2.1. Read the dialogue between Ramya and a journalist and answer the questions below.

J: What's your job title?

R: I'm a hair stylist and makeup artist.

J: How long have you been working in this job?

R: For about eight years.

J: What experience did you have before that helps you in this job?

R: Nothing much really. Probably just experience with people. I like people and I've always done people's makeup and stuff, so...

J: What training or education did you have that helps in this job?

R: Well, I was someone's assistant, and then learned on the job until I was confident to go out on my own.

But initially I must say I went to beauty school.

J: What classes or training would you suggest for someone interested in this job?

R: Well, they'd have to go to beauty school, and then, it's always encouraged to continue education, to keep going to classes and learning different things.

J: What kind of person would be good for this job?

R: Someone who can handle people – all different personalities, a people pleaser basically, yeah

J: What is the most fun part of your work?

R: I can dress however I want but what is most amusing is that I get to talk all day about whatever I want. Instant gratification. Someone comes in looking bad, and they leave looking good. And they have a big smile on their face, and I have lots of freedom, and, yeah, it's and you make people look pretty. It's great.

J: What is the most challenging or difficult part of your work?

R: Clients can be very challenging. Really picky people that are never happy. So there's lots of those, but generally, it's not a big challenge – finding the right place to work, you know, the right amount of business, you know. Paper work is always fun. Doing your taxes – that's challenging.

J: What is your busy period at work, is it part of the year, part of the month?

R: Busiest is probably during Christmas New Year and the month when there are many weddings.

J: What is special or unique about your job?

R: Just that every single person is different, even though it's all hair, you know. It's never monotonous. That's the best part.

- a. What is the job spoken about?
- b. Did Ramya have any experience at this job before?
- c. Did she have any education in her field of profession?
- d. What was the most interesting part of her job?
- e. What is the most difficult part of her job?

2.2. Read the following article from a newspaper and answer the questions below

Section 1

The Sri Lanka Bureau of Foreign Employment (SLBFE) will focus on receiving over 50,000 new skilled and unskilled employment opportunities for Sri Lankans in the United Arab Emirates (UAE) before the end of this year.

Foreign Employment and Welfare Minister disclosed this following his recent four-day visit to Abu Dhabi, Dubai and other employment generating countries in the United Arab Emirates. During the visit, the Minister conducted a 'Job Promotion Forum' in collaboration with Chairman, Abu Dhabi Chamber of Commerce, Mohamed Thani Murshid Al Romaiti. Twenty five foreign employment agents from Sri Lanka and a number of foreign employment agents in Dubai also attended the forum. According to the SLBFE, over 200,000 Sri Lankans are currently employed in the UAE.

The Minister told the Sunday Observer that the UAE is the second most prominent job supplier for Sri Lankans after Saudi Arabia, followed by Kuwait. He said attractive salaries is not the only reason for Sri Lankans to seek employment in these countries. The Bureau has also initiated a number of welfare measures including medical facilities, bank loans and insurance schemes for workers, while scholarships are granted to the children of migrant workers.

Section 2

"The Bureau has also introduced compensation schemes for workers in the event of their death or physical disability during their employment abroad," he said. The Minister said free vocational training courses are also conducted by the Bureau for workers prior to their departure. The Bureau currently conducts skills development programs in collaboration with the Vocational Training Authority and these programs will be expanded for the benefit of unskilled Sri Lankans securing overseas employment in future. "The objective of expanding the training programs, which are conducted free by the Bureau is to send a large labour force to the foreign job market within the next few months," he said.

These programs are conducted at the Bureau-owned Sahana Piyasa and two other centres close to the Bandaranaike International Airport, Katunayaka.

Adapted for the Sunday Observer – 29.05.11

1. Can you give a title to this article?
2. Can you find words with similar meaning?
 - made known –(Section 1)
 - at present –(Section 1)
 - reward – (Section 2)
 - teamwork – (Section 2)
3. List the countries in order from the highest to the lowest job suppliers to Sri Lanka.

3. Grammar:

A **sentence** is commonly defined as "a complete unit of thought."

Normally, a sentence

- expresses a relationship
- conveys a command
- voices a question or
- describes someone or something.

It begins with a capital letter and ends with a full stop, question mark, or exclamation mark.

The **basic parts of a sentence** are the *subject* and the *verb*. The subject is usually a noun -a word that names a person, place, or thing. The predicate (or *verb*) usually follows the subject and identifies an action or a state of being.

See if you can identify the subject and the predicate in each of the following short sentences:

- The hawk soars.
- The widows weep.
- My daughter is a wrestler.
- The children are tired.

In each of these sentences, the subject is a noun: *hawk*, *widows*, *daughter*, and *children*. The verbs in the first two sentences--*soars*, *weep*--show action and answer the question, "What does the subject do?" The verbs in the last two sentences--*is*, *are*--are called *linking verbs* because they link the subject with a word that renames it (*wrestler*) or describes it (*tired*).

Pronouns are words that take the place of nouns in a sentence. In the second sentence below, the pronoun *she* stands for *Sabrina*

- Sabrina danced on the balcony of the house during the thunderstorm.
- **She** was waving a Sri Lankan flag.

As the second sentence shows, a pronoun (like a noun) may serve as the subject of a sentence. The common subject pronouns are *I*, *you*, *he*, *she*, *it*, *we*, and *they*.

Objects

In addition to serving as subjects, nouns may also function as objects in sentences. Instead of *performing* the action, as subjects usually do, objects *receive* the action and usually follow the verb. See if you can identify the objects in the short sentences below:

- The girls hurled stones.
- The professor taught history.
- Gamini dropped the aquarium.

The objects--*stones*, *history*, *aquarium*--all answer the question *what*. What was hurled? What was taught? What was dropped?

As the following sentences demonstrate, pronouns may also serve as objects:

- Before eating the fish, Namal sniffed **it**.
- When I finally found my brother, I kissed **him**.

The common object pronouns are *me*, *you*, *him*, *her*, *it*, *us*, and *them*.

3.2. Complete the following.

1.	I	my		5.	it	
2.	you			6.		our
3.		his		7.	they	
4.	she					

3.3. The Basic Sentence Unit

You should now be able to identify the main parts of the basic sentence unit: SUBJECT plus VERB, or SUBJECT plus VERB plus OBJECT. Remember that the subject names what the sentence is about, the verb tells what the subject does or is, and the object receives the action of the verb. Although many other structures can be added to this basic unit, the pattern of SUBJECT plus VERB (or SUBJECT plus VERB plus OBJECT) can be found in even the longest and most complicated structures.

Practice in Identifying Subjects, Verbs, and Objects

For each of the following sentences, identify the word in **bold** as a subject (S), a verb (V), or an object (O).

1. Mr. Bernard **donated** a wishbone to the Museum of Natural History. ~ _____
2. After the final song, the **drummer** hurled his sticks at the crowd. ~ _____
3. Ruwan smashed the electric **guitar** with a sledge hammer. ~ _____
4. Ajit stunned the **giraffe** with a radar gun. ~ _____
5. Very slowly, **Sivashankar** opened the box. ~ _____
6. Very slowly, Sivashankar **opened** the box. ~ _____
7. Very slowly, Sivashankar opened the **box**. ~ _____
8. Fowzie **gave** his shawl to Fareed. ~ _____
9. Even though it rarely rains here, Professor Mendis **carries** his umbrella wherever he goes. _____

3.4. The Basic Sentence Unit

A common way of expanding a simple sentence is with modifiers--words that add to the meanings of other words. The simplest modifiers are adjectives and adverbs. Adjectives modify nouns, while adverbs modify verbs, adjectives, and other adverbs. For instance, in the sentence below, the adjective *sad* modifies the noun *smile* (the subject of the sentence).

The clown's **sad** smile touched us **deeply**.

In this same sentence, the adverb *deeply* modifies the verb *touched*. Used carefully, adjectives and adverbs can make our writing clearer and more precise.

Arranging Adjectives

Adjectives most often appear just in front of the nouns that they modify:

The **old, cranky** caretaker refused to answer our questions.

Notice that when two (or more) adjectives precede a noun, they are usually separated by commas. But occasionally adjectives follow the nouns they modify:

The caretaker, **old** and **cranky**, refused to answer our questions.

Adjectives sometimes appear in a third position in a sentence: after a linking verb such as *am*, *are*, *is*, *was*, or *were*. As their name implies, these verbs link adjectives with the subjects they modify. See if you can identify the adjectives in the sentences below:

His voice was rough.

Your children are cruel.

This seat is wet.

In each of these sentences, the adjective (*rough*, *cruel*, *wet*) modifies the subject but follows the linking verb (*was*, *are*, *is*).

Arranging Adverbs

Adverbs usually follow the verbs they modify:

I dance **occasionally**.

However, an adverb may also appear directly in front of the verb or at the very beginning of a sentence:

I **occasionally** dance.

Occasionally I dance.

Practice in Adding Adjectives

Many adjectives are formed from nouns and verbs. The adjective *thirsty*, for example, comes from *thirst*, which may be either a noun or a verb.

Complete each sentence below with the adjective form of the italicized noun or verb.

1. In 2005, Hurricane Katrina brought great *destruction* to the Gulf coast. It was one of the most _____ hurricanes in recent decades.
2. All of our pets enjoy good *health*. Our dog is exceptionally _____, despite its advanced age.
3. Your suggestion makes a great deal of *sense*. You have a very _____ idea.
4. Google made record *profits* last year. It is one of the most _____ companies in the world.
5. Dr. Kraft's job requires *patience* and skill. He is a _____ negotiator.
6. All through high school, Giles *rebelled* against his parents and teachers. Now he has three _____ children of his own.
7. Telling jokes that will not *offend* others can be difficult. Some comedians are deliberately _____.

(From: <http://grammar.about.com/od/basicssentencegrammar/a/sentenceunit.htm>)

3.5. Linking Verbs

Some verbs can only be used with adjectives; others might change their meaning when used with an adverb

verb	used with an adjective	used with an adverb
Look	look good (= appearance)	look well (= healthy)
Feel	feel good (= state of health/mind)	feel well (= have a good sense of touch)
smell	smell good (= odour)	smell well (= have a good sense of smell)
taste	taste good (= preference)	taste well (= have a good sense of taste)

The following verbs can only be used with adjectives

be	keep	sound
become	remain	stay
get	seem	turn
grow		

3.6. Practice in Adding Adverbs

Many adverbs are formed by adding *-ly* to an adjective. The adverb *softly*, for instance, comes from the adjective *soft*. Note, however, that not all adverbs end in *-ly*. *Very*, *quite*, *always*, *almost*, and *often* are some of the common adverbs that are not formed from adjectives. Complete each sentence below with the adverb form of the italicized adjective. When you're done, compare your answers with those on

1. The exam was *easy*. I passed _____.
2. Subil's *careless* act set the warehouse on fire. He _____ tossed a cigarette into a tank of gasoline.
3. Sivashanthi is a *brave* little girl. She fought _____ against the raggers.
4. Ravi is a *graceful* dancer. He moves _____.
5. Shenuka's apology sounded quite *sincere*. He said that he was _____ sorry for misusing the tax funds.
6. Shameera made a *generous* contribution to the Independent Order of Odd Fellows. She gives _____ every year.
7. The lecture was *brief*. Dr. Yogarajah spoke _____ about the importance of flossing after every meal.

3.7. Adjective or Adverb

Write down the correct form of the word in brackets (adjective or adverb).

1. Tom is (slow) He works.
2. Sue is a (careful) girl. She climbed up the ladder
3. The dog is (angry) It barks
4. He acted (excellent) He's an actor.
5. They learn English (easy) They think English is a language.
6. Max is a (good) singer. He sings
7. It's (awful) cold today. The cold wind is
8. Dogs rely on their noses as they can smell (extreme / good) If that is true, why does dog food smell so (terrible)
9. The little boy looked (sad) I went over to comfort him and he looked at me
10. I tasted the soup (careful) but it tasted (wonderful)

(From: <http://www.ego4u.com/en/cram-up/grammar/adjectives-adverbs/exercises>)

4. Writing:

4.1. Write sentences about the department you work in.

Eg: Mr is the SAR.
Ms is the AR/Academic and Establishments. She travels from Kelaniya daily.

Write a few sentences about the other members in your group. Use the information you found out about them in the group discussion.

4.2. Writing a paragraph.

It is important to know how to write a paragraph. There are certain rules you should follow in order to write a paragraph. Your first sentence should be a topic sentence and should contain the topic and an opinion on the topic. It should strictly not contain any supporting ideas which MUST feature in the next sentence. You should write at least three sentences supporting your ideas, with facts, reasons, examples, statistics, comparison, or an anecdote. Last, you should have a concluding sentence which reasserts your opinion, but does not have the same wording. Going by these helpful rules will lead to good paragraph writing.

4.3. Given below is a paragraph that is not well organized. Try to reorder it with a topic, detail and concluding sentences.

In fact, I run the development department and I efficiently manage a team looking at the possibilities of different areas. One of my main responsibilities is to make sure that new products are on the shelves as soon as they are launched. I am also in charge of financial reporting. I work on the development of new products and services at supermarkets. I deal with a lot of different organizations in my work. I work for a large supermarket. 20 very energetic people work under me.

4.4. Now write a similar paragraph about your job. Use as many adjectives and adverbs as possible

At the end of this lesson, participants will be able to,

- identify the differences between personal and business letters
- read and comprehend a business letter
- construct sentences with correct subject verb agreement
- write a simple business letter

1. *Speaking:*

1.1. Discuss the following.

- What is the difference between personal and business letters?
- Have you written business letters?
- What are the different types of business letters?
- Discuss the difference between different types of letters

1.2. Group work.

- How many different kinds of business correspondence can you think of? Make a list.
Eg: letter

Which of the different kinds of business correspondence from the last activity would you choose for the following? The first one has been done for you

1. Applying for a job	<i>letter / e-mail attachment</i>
2. Booking a conference room at a hotel	
3. Telling colleagues to attend a meeting	
4. Ordering stationery	
5. Telling colleagues about a new member of staff	
6. Complaining about a delivery service	
7. Thanking a customer	
8. Sending out a meeting agenda	
9. Resigning	
10. Apologising to an important business contact	

(From:

<http://www.learnenglish.org.uk/profsLessons/module%202/business%20writing%20skills%20less0n%201%20feedback.html>)

1.3. Are the following appropriate for business letters? Discuss in groups.

2. Always address letters as “Dear Sir:” or “Dear Sirs:”
3. Enclose a photo.
4. Type your name without signature.
5. Check spelling after doing MS word spell-check
6. Handwrite letters.
7. Using the word “I” too much
8. Use different type sizes and fonts
9. Abbreviating Cir., Ave., Dec., and all other words.
10. Justifying right margins.
11. Writing paragraphs with 300 words.

1.4 . What are the different business letter formats?

In groups discuss the advantages and disadvantages of the different formats.

How you set out your letter is important. This is a layout of a letter but the different parts of the letter have been replaced with boxes. You have to decide what should go in each box. Choose from the list below. One has been done for you as an example.

1.opening sentence (reason for writing), 2. greeting / salutation, 3.(Dear...), 4.date, 5.signature
6.receiver's name and address, 7.sender's name, 8.company logo, 9. I look forward.. ,
10.main body of text, 11.sender's title, 12. indication of an attachment, 13. subject heading,
14.Yours ... , 15.closing sentence (request for action)

<i>Dear...</i>	

2. Reading:

2.1. Read the following letter and answer the questions.

PRINCES MARKETING
Nesson House - Newell Street - Birmingham. B3 3EL

14 January 2012

Mr P.R. Fernando
Sales Manager
Wild Office Equipment
18 Station Lane
Colombo 4

Dear Mr Fernando

I am (complaining, writing, referring) regarding the consignment of 14 Olivetti PCs, Order no.3982/JKS which was delivered on 12 January.

It was clearly stated on the order form that these machines should be pre-loaded with the latest version of DOS. Unfortunately, they have all been loaded with DOS version 3.1, and we are therefore unable to run a number of programs. In addition, you agreed to supply all the necessary cables, but three of these are missing.

Could you please send one of your representatives to load the machines with the correct version of DOS as soon as possible. In addition, please send the three cables (part number CN-H97/K) as soon as possible.

Yours sincerely
RShanmugam
R.Shanmugam
Operations Manager

1. Does the letter begin with a clear reference to the particular consignment?
2. What is Mr Shanmugam's complaint?
3. What does he want the supplier to do?
4. Do you think the letter is polite enough?

2.2. Underline the most suitable phrase for a formal letter.

Dear Mr Peiris

I **thought I'd write/ I am writing** to complain about the **state of the yard/condition of the playground**. Over the last two weeks, I **have noticed loads of rubbish/a great deal of litter**. I **reckon/It is my opinion** that this litter is a health hazard. For example, yesterday a year 4 boy fell over and cut his hand on a broken bottle. **The boy I'm talking about/The boy in question** needed four stitches. **Furthermore/On top of this**, the litter is an eyesore. Our school has beautiful views of the river and these are **wrecked/spoiled** by the litter.

I **believe/I reckon** that there are **a load of things/a number of things** that you could do to **fix/rectify** this problem. Firstly, **it may be possible for you/you could** purchase additional litterbins. This would help **stop/prevent** people discarding their litter **recklessly/willy-nilly**. **What's more/In addition**, I think that our school needs **better/more adequate** security to prevent vandals littering.

To finish/In conclusion, I hope you will take my concerns seriously and I look forward to **your reply/you writing back to me**.

Yours Sincerely/Yours Faithfully
R.Ramalingam

2.3. - Intelligence pills

Some scientists have predicted that healthy adults and children may one day take drugs to improve their intelligence and intellectual performance. A research group has suggested that such drugs might become as common as coffee or tea within the next couple of decades.

To counter this, students taking exams might have to take drugs tests like athletes. There are already drugs that are known to improve mental performance, like Ritalin, which is given to children with problems concentrating. A drug given to people with trouble sleeping also helps people remember numbers.

These drugs raise serious legal and moral questions, but people already take vitamins to help them remember things better, so it will not be a simple problem to solve. It will probably be very difficult to decide at what point a food supplement becomes an unfair drug in an examination.

1. Only children take pills to improve their intellectual performance True/False/Doesn't say
2. Intelligence pills are already as common as coffee or tea True/False/Doesn't say
3. Coffee is as common as tea True/False/Doesn't say
4. Students have to take intelligence drugs test True/False/Doesn't say
5. A sleeping pill helps people remember numbers True/False/Doesn't say
6. Vitamins to help people study are illegal True/False/Doesn't say
7. Food supplements are unfair True/False/Doesn't say

(From: <http://www.usingenglish.com/comprehension/21.html>)

3. Grammar:

3.1. Subject – verb agreement

1: Add an *-s* to the verb if the subject is a singular noun: a word that names one person, place, or thing.

*Mr. Ehiliagedera **drives** a hybrid car.*
*Talent **develops** in quiet places.*

2: Add an *-s* to the verb if the subject is any one of the third-person singular pronouns: *he, she, it, this, that*.

*He **drives** a minivan.*
*She **follows** a different drummer.*
*It **looks** like rain.*
*This **confuses** me.*
*That **takes** the cake.*

3: Do not add an *-s* to the verb if the subject is the pronoun *I, you, we, or they*.

*I **make** my own rules.*
*You **drive** a hard bargain.*
*We **take** pride in our work.*
*They **sing** out of key.*

4: Do not add an *-s* to the verb if two subjects are joined by *and*.

*Jack and Sawyer often **argue** with each other.*
*Charlie and Hurley **enjoy** music.*

Special Cases

CASE 1: Making Subject and Verb Agree When Words Come Between Them

In determining subject-verb agreement, don't let yourself be confused by words that come between the subject and the verb. Let's compare these two sentences:

*This box **belongs** in the attic.*
*This box of ornaments **belongs** in the attic.*

CASE 2: Reaching Agreement When the Subject Is an Indefinite Pronoun

Remember to add an *-s* to the end of the verb in the present tense if the subject is one of the indefinite pronouns listed below:

- one (anyone, everyone, no one, someone)
- anybody (everybody, somebody, nobody)
- anything (everything, something, nothing)
- each, either, neither

As a general rule, treat these words as third-person singular pronouns (*he, she, it*).

In the following sentences, each subject is an indefinite pronoun and each verb ends in *-s*:

*Nobody **claims** to be perfect.*

*Everybody **plays** the fool sometimes.*

*Each of the divers **has** an oxygen tank.*

In that last sentence, note that *has* agrees with the subject *each*, not with *divers* (the object of the preposition).

CASE 3: Making *Have, Do, and Be* Agree with Their Subjects

Many agreement errors result from the misuse of the common verbs *have, do, and be*.

We need to remember that the verb *have* appears as *has* if the subject is a singular noun or a third-person singular pronoun (*he, she, it*):

If the subject is a plural noun or the pronoun *I, you, we, or they*, use *have*:

Similarly, the verb *do* appears as *does* if the subject is a singular noun or, once again, a third-person singular pronoun (*he, she, it*):

If the subject is a plural noun or the pronoun *I, you, we, or they*, use *do*:

The verb *be* has three forms in the present tense: *is, am, are*. Use *is* if the subject is a singular noun or a third-person singular pronoun (*he, she, it*):

*Dr. Venkman **is** unhappy.*

Use *am* if the subject is the first-person singular pronoun (*I*):

*I **am** not the person you think I **am**.*

Finally, if the subject is a plural noun or the pronoun *you, we, or they*, use *are*:

*The fans **are** in the stands, and we **are** ready to play.*

Now, let's take one more look at these three verbs--but from a different angle.

Sometimes a subject may follow (rather than precede) a form of the verb *have, do, and be*. As shown in the sentences below, this reversal of the usual order occurs in questions that require a helping verb:

*Where **has** Egon parked the car?*

*What **do** you do in your free time?*

***Are** we having a test today?*

In all of these sentences, the present forms of *have, do, and be* serve as "helping verbs" and appear in front of their subjects. Another case in which a form of the verb *be* comes before the subject is in sentences beginning with the words *there* or *here*:

*There **is** a unicorn in the garden.*

*Here **are** the photocopies.*

Just keep in mind that no matter where a verb appears in a sentence, it must still agree with its subject.

3.1.1. For each pair of sentences below, write out the correct form of the verb in parentheses. (Keep to the present tense.

1. Both candidates oppose increased defense spending. Neither of the two candidates (oppose) the war in Iraq.
2. Not one of these cell phones belongs to me. One of the phones (belong) to Merdine.
3. Most students take all of their classes in the morning. Nobody (take) classes after 2:00.
4. One of my hobbies is collecting shopping bags. My hobbies (be) unusual.
5. Gus and Merdine want a trial separation. Neither one (want) to move out of the apartment.
6. Neither of the players admits that he made an error. Both players (admit) that somebody made a mistake.
7. Both the manager and her assistant have been fired. Neither the manager nor her assistant (have) been notified.
8. Where is your little brother? Several pages from my journal (be) missing.
9. Professor Legree often goes for long walks in the rain. The lights in his house (go) on at midnight.
10. The students at the back of the room play poker during breaks. The student who sits next to the refreshments (play) solitaire.

3.1.2. The following paragraph contains six errors in subject-verb agreement. Find and correct each of the six verb errors. Remember to stay in the present tense.

Santa

According to legend, Santa Claus is a fat old man who visits every house on our planet in about eight hours on one of the coldest nights of the year. Santa, as everybody knows, stop for a glass of milk and a cookie at each house along the route. He prefer to work unnoticed, so he wears luminous red suit and travels with a pack of bell-jangling reindeer. For reasons that most people does not understand, this jolly old man enters each house not by the front door but through the chimney (whether you has a chimney or not). He customarily gives generously to children in wealthy families, and he usually remind poorer children that it's the thought that counts. Santa Claus is one of the earliest beliefs that parents try to instill in their children. After this absurdity, it's a wonder that any child ever believe in anything again.

(From: <http://grammar.about.com/od/correctingerrors/a/SpecSVA.htm>)

3.2. Simple Past

Form

	Positive	Negative	Question
no differences	I spoke.	I did not speak.	Did I speak?

For irregular verbs, use the past form (see [list of irregular verbs](#), 2nd column). For regular verbs, just add “ed”.

Exceptions in Spelling when Adding 'ed'

Exceptions in spelling when adding <i>ed</i>	Example
after a final <i>e</i> only add <i>d</i>	love – loved
final consonant after a short, stressed vowel or <i>l</i> as final consonant after a vowel is doubled	admit – admitted travel – travelled
final <i>y</i> after a consonant becomes <i>i</i>	hurry – hurried

Use of Simple Past

- action in the past taking place once, never or several times
Example: He *visited* his parents every weekend.
- actions in the past taking place one after the other
Example: He *came* in, *took* off his coat and *sat* down.
- action in the past taking place in the middle of another action
Example: When I was having breakfast, the phone suddenly *rang*.
- if sentences type II (If I talked, ...)
Example: If I *had* a lot of money, I would share it with you.

Signal Words of Simple Past

- yesterday, 2 minutes ago, in 1990, the other day, last Friday If-,,, Type II (If I talked, ...)

3.2.1. Rewrite the sentences in the negative.

1. They collected postcards. →
2. You jumped high. →
3. Albert played squash. →
4. The teacher tested our English. →
5. Fiona visited her grandma. →
6. He washed the car. →
7. You were thirsty. →
8. He had a computer. →
9. I bought bread. →
10. You saw the house. →

3.2.2. Write questions in the simple past. Use Capitals where necessary.

1. anna / the window / open ~ Did Anna open the window?
2. she / home / walk ~ _____
3. you / in the garden / work ~ _____
4. you / a song / sing ~ _____
5. she / on a chair / sit ~ _____
6. you / the castle / visit ~ _____

- 7. Jenny / the door / lock ~ _____
- 8. she / happy / be ~ _____
- 9. greg / the ball / kick ~ _____
- 10. the car / at the corner / stop ~ _____

3.2.3. Put the verbs into the correct form (simple past).

- 1. Last year I (spend) my holiday in Ireland.
- 2. It (be) great.
- 3. I (travel) around by car with two friends and we (visit) lots of interesting places.
- 4. In the evenings we usually (go) to a pub.
- 5. One night we even (learn) some Irish dances.
- 6. We (be) very lucky with the weather.
- 7. It (not / rain) a lot.
- 8. But we (see) some beautiful rainbows.
- 9. Where (spend / you) your last holiday?

(From: <http://www.ego4u.com/en/cramup/grammar>)



4. Writing:

Writing Business Letters.

Opening lines

Why do we need an opening line in a letter or email?

- to make reference to previous correspondence
- to say how you found the recipient's name/ address
- to say why you are writing to the recipient.

10 Good Opening Lines

With reference to your letter of 8 March, ...

I am writing to inquire about ...

After having received your address from ..., I would like ...

I received your address from ... and would like ...

We/ I recently wrote to you about ...

Thank you for your letter of 8 March..

Thank you for your letter regarding ...

Thank you for your letter/ e-mail about ...

In reply to your letter of 8 May , ...

Closing lines

Why do we need a closing line?

- to make a reference to a future event
- to repeat an apology
- to offer help

10 Good Closing Lines

If you require further information, feel free to contact me.

I look forward to your reply.

I look forward to hearing from you.

I look forward to seeing you.

Please advise as necessary.

We look forward to a successful working relationship in the future.

Should you need further information, please do not hesitate to contact me.

Once again, I apologize for any inconvenience caused.

We hope that we may continue to rely on your valued custom.

I would appreciate your immediate attention to this matter.

4.1. Parts of a Business Letter Worksheet.

Use the list of word choices to answer the following questions.

salutation	date	signature	inside address
return address	complimentary closing	writers typed name	body

1. _____ is the place for the writer to handwrite their name.
2. The recipient's name, company name, and address are called the _____.
3. The purpose of the letter is included in the _____.
4. Yours truly, is an example of a _____.
5. The last line in a business letter is the _____.
6. The _____ is when the letter is written.
7. The _____ is the address of the letter writer.
8. Dear Mr. Johnson is a _____.

4.2. Change the questions below to suit the content of a letter.

Example: Are you interested in this offer?

Please let us know *whether* you are interested in this offer.

1. How would you like us to pay?

Could you please let us know _____

2. How many items would you like to order?

Please let us know _____

3. Do you have the items in stock?

Could you please tell us _____

4. Are these items acceptable to you?

Please let us know _____

5. Do you anticipate any delays with delivery?

Please let us know _____

6. When would you be able to ship the order?

Kindly inform us _____

7. Where would you like us to send the order?

Please let us know _____

8. Would you be prepared to offer us a quantity discount?

Could you please tell us _____

9. When would you like to receive payment?

Please let us know _____

10. Would you like us to arrange a maintenance contract?

Kindly inform us _____

4.3 Complete this letter according to the prompt given in brackets.

RAINBOW TRAINING INSTITUTE

The Personnel Manager

DJ Bank.

54 Smart Ave.

Colombo 3

20th February 2012

Re: International Sales Workshop 5 May

Dear Ms Fisher

_____ (explaining the reason for writing) about the above mentioned workshop. Unfortunately we have had to cancel it. However, we can include your staff in the July 8 workshop instead if this is convenient.

_____ (apologising) we were unable to inform you of this change earlier, and I hope you will be able to attend at this date.

_____ (requesting) you let me know as soon as possible the names of your staff who will be attending.

_____ (ending) your staff will find the workshop both useful and informative.

Yours _____ (closing)

T. Reading

T Reading

Training Manager

4.4. Group work.

Group 1 – Write a letter to **Telnew** a mobile phone company inquiring about special packages for individuals and groups for your university

Group 2 - You are the marketing Manager at **Telnew** a mobile phone company. You have received a letter inquiring about special packages for individuals and groups. Write a reply.

You may refer to the opening/closing lines given in this unit.

At the end of this lesson, participants will be able to:

- ask for and give instructions and directions
- read and comprehend a recipe, an article and a map
- use imperatives, prepositions, sequence markers appropriately
- write sentences in the active and passive form

1. *Speaking:*

1.1. Look at the following ‘Notices’. What do they mean? Where have you seen them? Discuss with your partner.

Do not disturb!	Loitering is prohibited!	Jaywalkers will be fined!
Trespassers will be prosecuted!	Dumping of garbage is prohibited!	Do not walk on the grass!
Wet floor!	Land for sale!	Stick no bills!
No trespassing!	No one under 18 years admitted!	No smoking area!

More instructions! Where have you seen them? Can you add to the list?

- Insert the coin into the slot!
- Do not smoke!

Write some notices to be put up at the university. Your notices should address the following problems and instructions should be given to minimize them.

1. Dumping litter everywhere, when there are ample dustbins.
2. Making a lot of noise at lectures.
3. Walking on the grass.
4. Using mobile phones inside the auditorium.

1.2. Look at the following dialogues. Can you identify the instructions? What words helped you to recognize the instructions?

- A:** How do I send a FAX?
B: First, put the paper into the feeder. Then, enter the phone number it is being sent to. Finally, hit send.
- A:** How do you switch on this computer?
B: First, turn it on then push the start button.

1.3. Observe the following sentences. Can you underline the verb in utterances? Can you add to the list?

Take this passageway
Go up/down the steps!
Turn to your right!
Take the elevator. It's on the third floor!
Follow this path Turn right/left at the corridor!
Cross the street It's on your right/left!
It's in the middle of the block It's on the corner!
It's next to/ across from/between/in front of...!

- Observe the use of the 'imperative form' when giving instructions and directions. Can you underline the verbs in the above instructions and directions?
- When giving directions you are actually giving two sets of instructions.
- In the first set- "Go To" – you are telling the listener what street to go to or how far to go.
- In the second set- "Then"- you are telling the listener what to do when they get there. (turn right/left, go straight, on the left, etc.)

2. Reading:

2.1 Dining Etiquette.

Table manners play an important part in making a favorable impression. They are visible signals of the state of our manners and therefore are essential to professional success. As soon as you are seated, remove the napkin from your place setting, unfold it, and put it in your lap. Do not shake it open. At some very formal restaurants, the waiter may do this for the diners, but it is not inappropriate to place your own napkin in your lap, even when this is the case.

The napkin rests on the lap till the end of the meal. Don't clean the cutlery or wipe your face with the napkin. NEVER use it to wipe your nose! If you excuse yourself from the table, loosely fold the napkin and place it to the left or right of your plate. Do not refold your napkin or wad it up on the table either. Never place your napkin on your chair. At the end of the meal, leave the napkin semi-folded at the left side of the place setting. It should not be crumpled or twisted; nor should it be folded. The napkin must also not be left on the chair.

Wait until all are served at your table before beginning to eat. Eat to your left, drink to your right. Any food dish to the left is yours, and any glass to the right is yours. Starting with the knife, fork, or spoon that is farthest from your plate, work your way in, using one utensil for each course. The salad fork is on your outermost left, followed by your dinner fork. Your soup spoon is on your outermost right, followed by your beverage spoon, salad knife and dinner knife. Your dessert spoon and fork are above your plate or brought out with dessert.

Do **NOT** talk with food in your mouth! Wait until you have swallowed the food in your mouth. Always taste your food before seasoning it. Don't blow on your food to cool it off. If it is too hot to eat, take the hint and wait until it cools. Loud eating noises such as slurping and burping are very impolite. The number one sin of dinner table etiquette!

Do not blow your nose at the dinner table. Excuse yourself to visit the restroom. Wash your hands before returning to the dining room. If you cough, cover your mouth with your napkin to stop the spread of germs and muffle the noise. If your cough becomes unmanageable, excuse yourself to visit the restroom. Wash your hands before returning to the dining room. Turn off your cell phone or switch it to silent or vibrate mode before sitting down to eat, and leave it in your pocket or purse. It is impolite to answer a phone during dinner. If you must make or take a call, excuse yourself from the table and step outside of the restaurant.

Do not use a toothpick or apply makeup at the table. Say "Excuse me," or "I'll be right back," before leaving the table.

(Adapted from: <http://whatscookingamerica.net/Menu/DiningEtiquetteGuide.htm>)

Answer the following questions

1. List out the instructions given in the passage.
2. What should you do and not do at the dinner table?
3. Write synonyms for the following from the passage.
 - a. Manners
 - b. Necessary
 - c. Instrument
 - d. Outermost
 - e. Crime
 - f. Stifle
 - g. Rude
4. What are the rules you follow at the dinner table? Discuss with your partner.
5. Identify the main ideas in the passage and provide titles to the paragraphs.

2.2. Look at the following notices. Can you identify the occasions?

The Committee of Secretaries of
the Swift Club
will hold the
Annual Fair 2012
in Colombo, on the evening of March 7,
2012 at 10.00 a.m.
for the benefit of the Neighborhood
Hospital

NOTICE
The Annual General Meeting
Of the Oriental Music Association
will be held on the
30th of April 2012 @ 2 p.m.
at the Main Auditorium
All members are requested to be present

2.3. We use sequence markers when giving instructions or explaining things. These words guide the listener or reader through the instructions. Write a set of instructions to an activity using any of the following sequence markers.

First	second	third	forth	after that
next	before that	then	you begin by	the last step is
now	finally			

A few examples:

- a. How do you operate (...this can opener)? First, put the can under that sharp wheel and then push that lever down.
- b. Can you show me how to (...use this copier)?After putting the paper under the cover, enter the number of copies needed and then press start.
- c. Do you know how to (... use this rice cooker)?Sure, put 3 cups of dried rice in, add 2 cups of water, and finally hit the start button.
- d. How do I go about (... ,making jelly)?Buy a box of jelly and then follow the instructions on the back.

2.4. Read the following and answer the questions- How to behave at an interview.

1. Show Confidence

Be sure of your abilities without appearing arrogant or selfish. You want to let your interviewer know that you are equipped to perform well at your job, without alienating other workers. You should point out your accomplishments in your field while remaining somewhat humble.

2. Keep a Positive Attitude

You should always try to smile and keep a positive outlook during your interview. If what you are hearing is something that doesn't sound good to you, don't frown and look irritated, just keep a slight smile on your face until it is time for you to say something.

3. Maintain Eye Contact

Keeping eye contact with your interviewer is very important, especially when one of you is speaking to the other. If you are looking around the room or at the items on the interviewer's desk, you will appear uninterested. Just imagine what you would be thinking if you were speaking to him and he was looking all over the room. You would probably think that you already lost the interview.

4. Body Language

- Avoid fidgeting while speaking to your interviewer. It shows a lack of self confidence.
- Do not sit with your arms crossed because it makes you appear distant
- Do not shrug your shoulders when asked a question that you are unsure of. Take a second to think of your response. Shrugging your shoulders gives the impression that you don't know the answer.
- Don't answer with nods and head shakes. Use your words to answer questions.

(Adapted from: <http://www.interview-advice.co.uk/how-to-act.html>)

Answer the following questions based on the instructions given above.

- What are the four things you must focus on at an interview?
- What should you not do at an interview?
- Write a short passage using sequence markers on interview techniques using information given in the passage.

2.5. Look at the following. Can you identify the prepositions?

- I was born at 2 p.m. on the 25th of December 1980
- I live in Sri Lanka

An urgent meeting will be held on Monday, the 13 th of November at the conference room.	The conference is at 2.00 p.m.	Please be present on time.
--	--------------------------------	----------------------------

Can you identify the prepositions in the following sentences?

- He lives in the house by the river.
- They are walking along the beach.
- Our house is close to the market.
- Our house is opposite the market.
- I like going to Australia.
- I have never been to America.
- The train is due at 12.00 p.m.
- My brother is coming on Monday.
- He started working in 1980.
- She lives in Nugegoda.

in	At	on	No preposition
bed	Class	the floor	Downstairs
School	Home	the plane	Inside
the car	the Library	the train	outside

Can you make sentences using the prepositions given in the grid?

Fun activity:

Consider the professor's desk and all the prepositional phrases we can use while talking about it.

You can sit before the desk (or in front of the desk). The professor can sit on the desk (when he's being informal) or behind the desk, and then his feet are under the desk or beneath the desk. He can stand beside the desk (meaning next to the desk), before the desk, between the desk and you, or even on the desk (if he's really strange). If he's clumsy, he can bump into the desk or try to walk through the desk (and stuff would fall off the desk). Passing his hands over the desk or resting his elbows on the desk, he often looks across the desk and speaks of the desk or concerning the desk as if there were nothing else like the desk. Because he thinks of nothing except the desk, sometimes you wonder about the desk, what's in the desk, what he paid for the desk, and if he could live without the desk. You can walk toward the desk, to the desk, around the desk, by the desk, and even past the desk while he sits at the desk or leans against the desk.

All of this happens, of course, in time: during the class, before the class, until the class, throughout the class, after the class, etc.

(From: <http://grammar.ccc.commnet.edu/grammar/prepositions.htm>)

3. Grammar:

	Imperatives	Prepositions for instructions and directions
Definition:	An imperative sentence expresses a command or a request. Although the subject "you" is not stated, it always refers to the second person-representing an interaction between persons: the speaker and the listener. Imperatives are verbs used to give orders, commands, warning or instructions, and (if you use "please") to make a request.	Prepositions are a class of words that indicate relationships between nouns, pronouns and other words in a sentence. Most often they come before a noun.
Examples	Stop at the right turn Turn at the junction	Melt the butter in Pour the mixture into
Uses	To give a direct order To give instructions	To give directions – prepositions of place
Useful phrases	First, then after that, next, When you get to	first, second, begin by, now, after that, next, before that, finally
Tense used	Present tense E.g. Go straight on and turn at the left	Present tense E.g. Pour into ungreased baking pan
Point to note	Note that an imperative sentence does not require a subject; the pronoun "you" is implied	There are prepositions of time too

3.1. A brief introduction to Active and Passive Voice.

Active Form

In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object.

Subject (doing action)	Verb	Object (receiving action)
The lecturer	teaches	the undergraduates.
The students	write	tutorials.

Passive Form

In passive sentences,

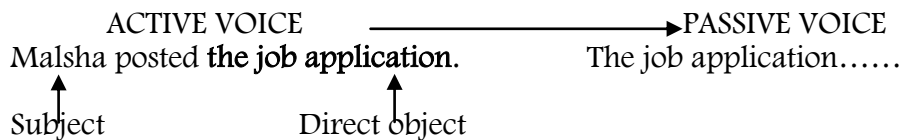
- the thing receiving the action is the subject of the sentence
- the thing doing the action is optionally included near the end of the sentence.
- it is not necessary to mention who is doing the action.

[Thing receiving action] + [be] + [past participle of verb] + [by] + [thing doing action]

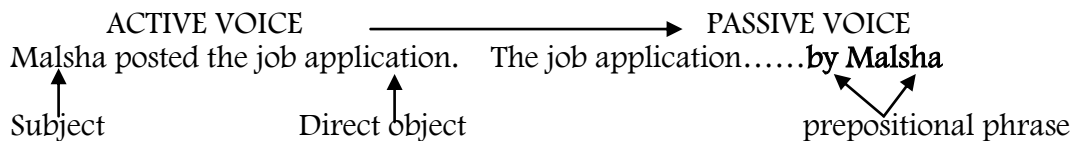
Passive voice sentences necessarily add words and change the normal doer-action-receiver of action direction

To change a sentence from active to passive voice, do the following:

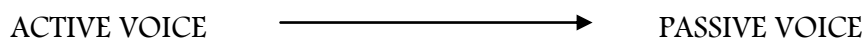
1. Move the active sentence's direct object into the sentence's subject slot



2. Place the active sentence's subject into a phrase beginning with the preposition **by**

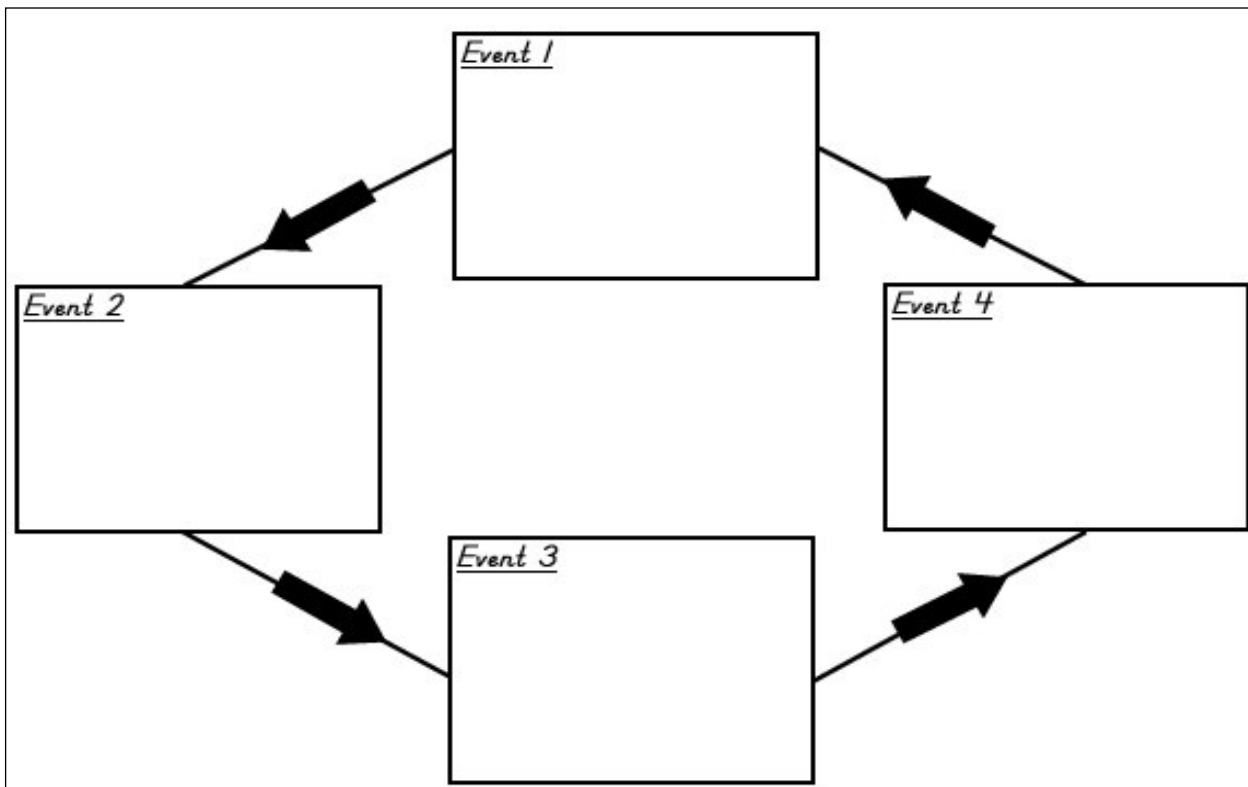


3. Add a form of the auxiliary verb be to the main verb and change the main verb's form



4. Writing:

4.1. Choose any event or cycle and write it down in the boxes below, using sequence markers.



4.2. Fill in the blanks by using the correct preposition.

1. She arrived _____ Kandy for the celebrations.
2. I'm going to stay _____ home this weekend.
3. Joanna walked _____ the pavement.
4. Why don't we go _____ the movies tonight?
5. I'm going to see Hannah _____ France this Christmas.
6. I arrived _____ work early this morning.
7. She will be home _____ 3pm.
8. We stayed _____ the hotel _____ our friends.
9. I will see you ___ Monday
10. Turn right ___ the traffic lights.

At the end of this lesson, participants will be able to,

- conduct telephone conversations confidently
- read and understand an article on emails and formal letters
- write short messages and emails
- use modal verbs and abbreviations appropriately

1. Speaking:

1.1 Look at the following dialogues. Can you identify the situation? Enact the conversations with your partner.

Dialogue 1

- A: VIP Lounge. How can I help you?
B: Yes, this is Mrs. Fernando in room 2110. I'd like to arrange an elephant ride for my daughter.
A: Certainly ma'am. When would you like to go?
B: How about 10:00 AM?
A: Would you also like me to arrange transportation to and from the ride?
B: That would be great, if it's not too much trouble.
A: No trouble at all ma'am. If you could meet me in the VIP Lounge at 10:00 I'll escort you to the taxi.
B: Sounds great. I'll see you then.
A: See you at 10:00 Goodbye.

Dialogue 2

- A: Room Service, how can I help you?
B: Yes, could you send up a bag of chips, and a cup of tea.
A: Of course sir, could I have your room number?
B: It's 1515.
A: OK, your order will be there in about 15 minutes.
B: Thank you, goodbye.



Dialogue 3

- C: May I speak to Mr. Cooray please?
D: He is not in at the moment. Can I take a message?
C: Yes, could you tell him that Mr Ratnayake called.
D: Could I have your number please?
C: Yes, it's 555- 6709.
D: I'll give him the message.
C: Thanks, bye.

1.2. The following are expressions used when telephoning someone. Can you identify the politeness markers in the utterances? Why is it important to use politeness markers in telephone conversations? Can you complete the utterances?

- Hello _____
- Goodbye _____
- Is Mr. _____ there ?
- May I speak to Ms. _____?
- I would like to speak to Mr. _____.
- Hold on please. I'll transfer you _____
- I'll put you through _____
- May I help _____?
- I'll call back _____
- I got your _____

1.3. Can you write appropriate answers to the following queries?

- Could you tell me the closing date for applications please? ~~~~~
- What courses are offered by your university? ~~~~~
- Can you post me an application form please? ~~~~~
- What is the fee for the external course? ~~~~~

1.4. Leaving Messages: Can you write appropriate responses to the following requests?

- May I leave a message? ~~~~~
- Could you give her a message please? ~~~~~
- Do you mind taking a message? ~~~~~

1.5. Can you identify the situations?

- a. He's not in at the moment. ~~~~~
- b. Do you know when he might return? ~~~~~
- c. May I ask who's calling? ~~~~~
- d. Could I have you name and number (or room number)? ~~~~~
- e. How do you spell your name please? ~~~~~

1.6. The following are messages taken down by the receivers of telephone calls. Can you write the requests?

- a. Please ask Damayanthi to call. Knows number. Piyal.
- b. Deepal to ring Ms Sunila. Knows number. Regarding meeting on Monday about the plan. Mr Silva
- c. Rajan to ring Mr Perera as soon as possible. Urgent. Regarding new project. Malith.

1.7. Look at the following conversation. Enact it in class with your partner.

Operator: Good morning. New Lanka Corporation. How can I help you?
Caller: Good morning, Could I please talk to your manager?
Operator: May I know who is calling please?
Caller: Yes , certainly, my name is Mr Sunil de Silva. I am the Manager of the Swift Bank.
Operator: Please be on line. I'll transfer the call.
Caller: Thank you.
Operator: I m sorry Mr de Silva, the line is busy. Can you hold on.
Caller: Yes, I will hold on, thank you
Operator: You are welcome!

2. *Reading*- The Digital Divide:

2.1. Read the passage below and state whether the statements below are true or false.

A recent survey has shown that the number of people in the United Kingdom who do not intend to get internet access has risen. These people, who are known as 'net refuseniks', make up 44% of UK households, or 11.2 million people in total.

The research also showed that more than 70 percent of these people said that they were not interested in getting connected to the internet. This number has risen from just over 50% in 2005, with most giving lack of computer skills as a reason for not getting internet access, though some also said it was because of the cost.

More and more people are getting broadband and high speed net is available almost everywhere in the UK, but there are still a significant number of people who refuse to take the first step.

The cost of getting online is going down and internet speeds are increasing, so many see the main challenge to be explaining the relevance of the internet to this group. This would encourage them to get connected before they are left too far behind. The gap between those who have access to and use the internet is the digital divide, and if the gap continues to widen, those without access will get left behind and miss out on many opportunities, especially in their careers.

(Adapted from: <http://www.usingenglish.com/comprehension/13.html>)

1. More people in the UK do not intend to get internet access than before. (True/ False)
2. The majority of people in the UK are 'net refuseniks'. (True/ False)
3. Most of those without internet access want to get it. (True/ False)
4. The main reason for not getting internet access is the cost. (True/ False)
5. High speed internet is not available everywhere in the UK. (True/ False)
6. Both costs and speeds are increasing. (True/ False)
7. Many people think that getting the costs down is the key to this problem. (True/ False)
8. The digital divide is widening in the UK. (True/ False)

Complete the following sentences using information from the passage

1. 'Net refuseniks' are _____.
2. Lack of computer skills and costs _____.

2.2. Taking a Message

Read the telephone conversation below and answer the questions in complete sentences or by underlining the correct answer.

Receptionist : SunTea Tea Exporters. Good Morning. How can I help you?
Caller : Can I speak to Mr. Madugalla, please?
Receptionist : Who's calling please?
Caller : This is Anna Beare.
Receptionist : Sorry, I didn't catch your name.
Caller : Anna Beare. That's B E A R E
Receptionist : Thank you. And where are you calling from?
Caller : I'm calling from York Tea Importers, New York.
Receptionist : OK Ms Beare. I'll try and put you through. ... I'm sorry but the line's busy.
Would you like to hold?
Caller : Could I leave a message, please?
Receptionist : Certainly.
Caller : Could you tell Mr. Madugalla that our shipment placed on 12th December needs to be cancelled and that the 200 cases we ordered on 24th of November should arrive here in New York next Monday, that's on the 20th of December.
Receptionist : 12th December Shipment cancelled .. 24th November shipment should arrive next Monday.
Caller : Yes, I hope you got the dates right.
Receptionist : Yes, I wrote them down. Is there anything else Ms Beare?
Caller : Yes please, could you please ask him to call me back when the shipment leaves?
Receptionist : Certainly. Could you give me your number please?
Caller : Yes, it's 503-589-9087
Receptionist : That's 503-589-9087
Caller : Yes, that's right. Thanks for your help. Goodbye
Receptionist : Goodbye.

1. Who does the caller wants to speak to?
2. Which company does the caller represent?
3. Tick the correct answer from the following.
 - i. Is the caller able to complete her task?
 - a) Yes, she speaks with Mr. Madugalla.
 - b) No, she hangs up.
 - c) No, but she leaves a message.
 - ii. Which information does the caller wish to leave?
 - a) That they haven't received the shipment yet.
 - b) That the shipment has arrived on time.
 - c) That the tea is of poor quality.
 - iii. What other information does the receptionist ask for?
 - a) The time of day
 - b) The caller's telephone number
 - c) The type of tea ordered
4. Can you list the modal verbs used in the dialogue?
5. Pair work: Can you write a similar dialogue. Work with your partner

2.3. E-mail vs. Snail Mail

Communication is the process wherein an individual or society exchanges messages and information. It could either be **verbal** or written. A message could either be **public** which can be viewed by the society or private which is for a certain **individual** only. It is very essential in the society because people can express their feelings, thoughts and opinions through communication. There are many such methods of communication. Two of the most popular is snail mail and e-mail . Through mails people can send their written messages. Snail Mail is another term for the postal service, it is called ‘snail mail’ because it takes days before a person receives a letter, therefore comparing the arrival of the mail to the speed of a snail. It is the traditional way of sending and receiving letters. E-mail on the other hand is a faster way of sending and receiving messages e-mail is the shortened name for electronic mail. This is a more modern way of sending letters, and has become a necessity to every individual nowadays.

Thus, snail mail and e-mail are both ways of sending mails, e-mail is the modern and faster way while snail mail is the traditional and slower way of sending mail. Snail mail and e-mail both need addresses, for snail mail it could either be a home or business address while in the e-mail it would be an e-mail address. In snail mail the sender must specify a receiver to whom the letter will be sent, in e-mail the e-mail address is enough to specify to whom it would be sent. For certain individuals, snail mail is more personal than the e-mail. Snail mail needs a pen and a paper to write a letter, while an e-mail needs a computer with internet connection and an e-mail account to send a letter. But sometimes written letters are not as neat as typewritten letters. E-mail has more requirements than the snail mail, but e-mail is cheaper because there are websites that offer e-mail services for free, while snail mail has to be paid for every time. In some cases, letters sent through snail mail are lost, but in e-mail a person can have the assurance that it will never be lost. Therefore e-mail is considered more efficient than snail mail.

In the present snail mail and e-mail are both very important written methods in communicating with others. Both methods have its own advantages and disadvantages, deciding which method you want to use depends on what kind of letter you want to send. Factors to be considered in such a situation are whether the letter is formal or personal, and how soon it needs to be delivered.

(From: <http://www.mightystudents.com/essay/Compare.Contrast.essay.28516>)

1. Write the words opposite in meaning to the following from the passage
 - a. Verbal
 - b. Public
 - c. Individual
 - d. Unnecessary
2. What is the difference between snail mail and email?
3. What is the meaning of ‘E-mails’ according to the passage?
4. What is the common feature of snail mail and email?

According to the passage, list the advantages and disadvantages of letters and e-mails.

<i>Advantages</i>	<i>Disadvantages</i>

2.4. Read the following email. Do you know the acronyms used by the writer? Discuss with your partner.

Hello,

JIC I don't meet u 2mrw, wil email u the letter as an attachment. Pl let me know ur Tp asap.

BFN

Dilan

3. Grammar check- a brief introduction to Modal Verbs:

Modal verbs are special verbs which behave very differently from normal verbs. Here are some important differences:

1. Modal verbs do not take "-s" in the third person.

Examples:

- He can speak Chinese.
- She should be here by 9:00.

2. You use "not" to make modal verbs negative, even in Simple Present and Simple Past.

Examples:

- He should not be late.
- They might not come to the party.

3. Many modal verbs cannot be used in the past tenses or the future tenses. Examples:

- He will can go with us. *Not Correct*
- She musted study very hard. *Not Correct*

Common Modal Verbs

Can	Ought	to
Could	Shall	
May	Should	
Might	Will	
Must	Would	

(Source: <http://www.englishpage.com/modals/modalintro.html>)

a. A brief introduction to Abbreviations

An abbreviation is a shortened version of a written word or phrase used to replace the original.

- Acronym**

ASAP	B4	BTW	Tx
FYI	CUL	JIC	LOL

An acronym is an abbreviation spoken like a word; e.g. BUPA, NAAFI. Through common usage, a number of acronyms have become words in their own rights. Good examples are sonar, radar, laser and scuba. (Nowadays, these are rarely capitalised.) Some acronyms have not yet made a full transition to 'recognised word' and can be written with all capital letters or just an initial capital letter; e.g., NATO or Nato.

- Contraction**

A contraction is an abbreviated version of a word or words. There are two main kinds:

- ▶ Shortening a word or merging two words into one and replacing the missing letter(s) with an apostrophe, e.g., don't, can't, shouldn't.
- ▶ Compressing a word, e.g., Mr, Revd, Prof.

Source: <http://www.grammar-monster.com/lessons/abbreviations.htm>

Common acronyms

SCUBA	UNESCO	UNICEF
IELTS	FUTA	UNDP

b. Here are some abbreviations and acronyms we use in emails and text messages. Can you guess their meaning?



What do the following abbreviations or acronyms in letters and emails mean?

- Ltd
- GMT
- Inc
- i.e.
- no
- p.m.
- re
- RSVP
- VAT
- a.m
- NB
- e.g

Smileys in emails

Emotions are indicated using smileys or emoticons in emails and text messages. They are simple strings of characters that are interspersed in the e-mail text to convey the writer's emotions (cues). The most common example is :-). Turn your head to the left and you should see a happy face (the colon is the eyes, the dash is the nose and the parentheses is the mouth). Here are some examples.

- :-) smiley face (humour)
- :-)) laugh
- (-: left handed smiley
- ;-) wink (light sarcasm)
- :-| indifference
- :-> devilish grin (heavy sarcasm)
- 8-) big-eyed smiley
- :-D shock or surprise
- :-/ perplexed
- :-(sad
- :-C really unhappy
- ;-(crying
- :-* kiss
- :-e disappointment
- :-@ scream
- :-O yell
- :-& Tongue tied

4. Writing:

4.1. Write a short article on the use of emails in the office to be published in the newspaper.

4.2. Fill in the blanks with a suitable modal verb.

1. _____ I borrow your dictionary?
2. _____ you say it again more slowly?
3. We _____ try to fix it ourselves.
4. I think we _____ have another Gulf War.
5. He gave up his old job so he _____ work for us.
6. _____ you mind if I brought a colleague with me?
7. _____ you pass the salt please?
8. _____ you mind waiting a moment?
9. We'd better phone tomorrow, they _____ be eating their dinner now.
10. They _____ give us a 10% discount.

4.2. Fill in the blanks using the correct abbreviation.

1. She said that she _____ be able to help me. (will not)
2. _____ Perera's new TV is always covered with a piece of cloth. (Mister)
3. The children _____ in the house when the thief was caught. (were not)
4. Druvinka had spoken to _____ about her medication. (Doctor Nimal)
5. I _____ handle all this stress. _____ really not worth it. (can not / it is)

4.3. Fill in the blanks by writing the correct word on the line that will complete the sentence.

message	beep	lines	hold	you	massage
wait	how	I'm	time	take	Friday
may	calling	sorry	Spa	thank	will
wrong	good	want	would	please	appointment

1. _____ afternoon. _____ may I help you?
2. Yes, I _____ to speak to Mr. Peterson _____.
3. _____ the line please, I'll connect _____.
4. I'm _____. You must have the _____ number.
5. _____ sorry sir, but he is out of the office at the moment. Can I _____ a _____?
6. Yes, I _____ like to schedule an _____ for _____.
7. _____ I ask who is _____?
8. Yes, I'm calling to find out what _____ the _____ opens.
9. You have reached 777-7777. At the _____ please a _____.
10. _____ you for calling the Hilton. You are very important to us. However, all our _____ are busy at the moment. Please _____ for the next available operator. We _____ be with you momentarily.

(Adapted from <http://www.hotel-tefl.com/telephone/telephone-3>)

4.4. Look at the following email. Write a formal response to be sent via email to the relevant officials.

Dear Roshan Fernando

We write to inform you that your proposal for a scholarship has been accepted by the board of directors. Please forward your complete CV with a personal statement by the 10th of December. Please send both hard and soft copies of the proposal with relevant documents.

Thank you

Senior Registrar – Academic Establishments

University of CAO

At the end of this lesson, participants will be able to:

- ask for and give opinions on given topics
- use appropriate terminology when agreeing and disagreeing
- read and comprehend a descriptive passage
- use direct and indirect speech appropriately
- write sentences using comparatives and superlative forms

1. *Speaking:*

1.1. What do you think about the following? Look at the responses given by 3 people. Do you agree with them? Why or why not? Discuss with your partner

- Smoking in public places
- Borrowing from banks
- Rise of fuel prices

Kamani: I feel that smoking in public places should be banned

Nayana: In my opinion, borrowing from banks is fine as long as you are able to pay it back in time.

Piyal: The rise of fuel prices is totally unacceptable. This is my personal view. It is simply impossible to balance the family budget when the prices rise regularly.

1.2. Look at the following dialogues. Enact them with your partner.

A: Which sarong looks **better**- the blue one or the red one?

B: I think the blue one suits you better.

A: Which hotel is **the best** place to stay in Colombo?

B: I think the Hilton is better. It's a little **more expensive**, but it's **closer** to shopping centers and the facilities and accommodations are **much nicer**.

A: Which do you think is the **most convenient** form of transportation in Colombo- Tuk Tuk's or taxis?

B: Well Tuk Tuk's are **much easier** to find and are **a lot cheaper**, but taxis are air-conditioned.

A: Where's **the best** place to go to listen to live music in Colombo?

B: Well that depends on your taste in music. If you like Jazz and the Blues then the Restaurant is the place to go. If you prefer piano music, then the Carlton may be better.

A: Which mall is **the best** place to buy clothes- Super Cross Mall or Liberty Mall?

B: In my opinion, Liberty Mall has **more variety** and **better** quality clothes than Super Cross.

1.3. Phrases.

Given below are some phrases that you can use to express opinions.

- **Asking for Opinions**

- What do you think?
- What's your opinion?
- What are your ideas?
- Do you have any thoughts on that?
- How do you feel about that?

Giving Opinions

- _____
- In my opinion / view / experience....
- _____
- I believe that.....

1.4. Personal Point of View

We use these words and phrases to express a personal point of view. Can you complete the following sentences.

- In my opinion/view/experience...
- As far as I'm concerned...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd suggest that...
- I'd like to point out that...
- I believe that...
- What I mean is...

1.5. General opinions

To express opinions generally, you can use the following phrases:

- It is thought that...
- Some people say that...
- It is considered...
- It is generally accepted that...

Can you think of more?

1.6. Agreeing with an opinion

Phrases you can use to agree are:

- Of course.
- You're absolutely right.
- Yes, I _____
- I think so too.
- That's a _____ point.
- Exactly.
- I don't think so either.
- So do I.
- I'd go along with that.
- That's true.
- Neither do I.
- I agree with you entirely.
- That's just what I _____.
- I couldn't agree more

1.7. Disagreeing with an opinion

We use these words and phrases to disagree with someone else's point of view:

- That's different.
- I don't agree with you.
- However...
- That's not entirely true.
- On the contrary...
- I'm sorry to disagree with you, but...
- Yes, but don't you think...
- That's not the same thing at all.
- I'm afraid I have to disagree.
- I'm not so sure about that.
- It's unjustifiable to say that..

1.8. Here are some topics on which you could express your opinion. Make simple sentences and share them with your partner

- | | |
|--|----------------------|
| a. A staff meeting on Sunday | ~ I think..... |
| b. Postponing the elections | ~ In my opinion... |
| c. Working on Poya days | ~ My view is that... |
| d. Scrapping the travelling allowances | ~ I feel... |

2. Reading:

2.1. Read the following passage and answer the questions.

Obesity 'worse than drinking or smoking'

By Celia Hall, Medical Editor 12:01AM GMT 13 Dec 2006

Obesity is more damaging to health than smoking, heavy drinking or poverty, a Government agency said yesterday as it launched guidance on how an increasingly fat nation can get back into shape.

The National Institute for Health and Clinical Excellence (Nice) said the prevalence of overweight-ness and obesity in England had trebled in 25 years with a third of women and nearly half of men overweight.

In total, 24 million adults are overweight or obese. Among children, 16 per cent are obese compared with 11 per cent in 1995. A fifth of all children is expected to be obese within four years.

Nice added that the obesity epidemic costs the nation between £3.3 billion and £3.7 billion a year in health and economic costs.

"Obesity is the most serious threat to the future health of our nation," said Prof Peter Littlejohns, the director of clinical and public health at Nice.

"The risks of obesity are as serious as smoking and urgent action is needed to tackle it. For the first time, we have brought together all the people who can help solve the obesity problem, not just health professionals but local councils, employers and schools to produce a piece of work that sets out the steps we must take," he said.

The guidance recommends a combination of diet and exercise for the overweight, with professional help to find a programme which is enjoyable and easy to follow. Dr Ken Snider, the director of public health for County Durham, said the epidemic led to decreased quality of life, bullying at school, shortened life span and significant economic cost. "It is more harmful than smoking, heavy drinking or poverty," he said.

American public health research has shown that for every 100 obese men and women, compared with people of normal weight, there would be 50 extra chronic diseases compared with about 20 among those who had ever smoked, nearly 60 among people living in poverty and a similar number for drinkers.

The wide-ranging guidance sets out best practice for nursery schools, schools and employers. It has advice for doctors, local authorities, planners, parents and members of the public. It encourages the use of slimming drugs, Xenical (orlistat) or Reductil (sibutramine) when diets fail, including prescribing drugs to children. Surgery to restrict the amount of food the stomach can contain may be considered when other weight loss methods have failed.

Employers, schools and local authorities will be encouraged to look at meals and canteen policies and ways of encouraging children and adults to be more active by making it easier and safer to cycle or walk to work. Parents are encouraged to take part in physical activities with their children and to eat with them. People who are on diets should aim to cut calories by 600 a day and are advised to join slimming clubs. Very low-calorie diets are only recommended for periods of 12 weeks. Dr Vivienne Nathanson, the head of science and ethics at the British Medical Association said: "We are in the midst of an obesity epidemic and while these guidelines are welcome, they must be properly resourced if they are to have any impact." Obesity has so many different causes that it cannot be tackled by guidelines alone. The Government must work with food manufacturers and advertisers to help people improve their diets. People need to be given more opportunities to take regular exercise. What we should aim for is a society where all of us can make healthy choices."

(Adapted from: <http://www.telegraph.co.uk/news/uknews/1536750/Obesity-worse-than-drinking-or-smoking.html>)

1. What is this article about?
2. State whether the following statements true (T) or false (F).
 - a. The National Institute for Health and Clinical Excellence said the prevalence of overweight-ness and obesity in America had trebled in 25 years with a third of women and nearly half of men overweight. ()
 - b. The guidance recommends a combination of diet and exercise for the overweight ()
 - c. Parents are encouraged to take part in spiritual activities with their children and to eat with them. ()
3. Write five adjectives from the article.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

4. What can be considered if other weight loss methods fail?
5. What can the government do to help people improve their diets?

3. Grammar check:

<p>Comparatives – compare two things or two people</p> <p>Comparatives are formed by either adding <i>-er</i> or <i>-ier</i> to the end of a word. Add <i>-ier</i> if the word ends in a <i>y</i> (change the <i>y</i> to <i>i</i> and add <i>-er</i>) or by adding <i>more</i> or <i>less</i> before the word.</p> <p>This computer is better than that one.</p>	<p>Superlatives- compare, show the difference between more than two things</p> <p>Superlatives are formed by adding <i>-est</i> to the end of the word or by using <i>most</i> or <i>least</i> before the word.</p> <p>He is the tallest boy in the class.</p>
<p>When comparing with as .. as, the adjective does not change</p> <p>I'm almost as good in maths as in science</p>	<p>add <i>-est</i> to the adjective (plus <i>the</i>)</p> <p>Yesterday was the coldest day of the year so far</p>
<p>use <i>more</i> with the unchanged adjective:</p> <p>Is there anything more boring than reading about grammar?</p> <p>Russian grammar is more difficult than English grammar</p>	<p>change the <i>-y</i> to <i>-iest</i> (plus <i>the</i>)</p> <p><i>The richest people are not always the happiest.</i></p>
<p>When comparing with <i>than</i>, however, some changes are necessary, depending on the number of syllables the adjective has:</p> <p>It's colder today than it was yesterday.</p>	<p>use the most with the unchanged adjective</p> <p><i>Albert Einstein was the most intelligent person in history</i></p>

Rules: Comparatives and Superlatives

Tips to remember	Comparatives	Superlatives
Add 'er' for the comparative Add 'est' for the superlative	<input type="checkbox"/> smart = smarter <input type="checkbox"/> young = younger <input type="checkbox"/> fast = faster	<input type="checkbox"/> smart = the smartest <input type="checkbox"/> young = the youngest <input type="checkbox"/> fast = the fastest
Double the consonant + er for comparatives Double the consonant + est for superlatives	<input type="checkbox"/> wet = wetter <input type="checkbox"/> big = bigger <input type="checkbox"/> sad = sadder	<input type="checkbox"/> wet = the wettest <input type="checkbox"/> big = the biggest <input type="checkbox"/> sad = the saddest
Use 'more' with comparatives Use 'the most' with superlatives	<input type="checkbox"/> famous = more famous <input type="checkbox"/> interesting = more interesting <input type="checkbox"/> carefully = more carefully	<input type="checkbox"/> famous = the most famous <input type="checkbox"/> interesting = the most interesting <input type="checkbox"/> carefully = the most carefully
With irregular words: no patterns to remember	<input type="checkbox"/> good = better <input type="checkbox"/> bad = worse <input type="checkbox"/> far = farther (further) <input type="checkbox"/> well = better <input type="checkbox"/> badly = worse <input type="checkbox"/> little = less	<input type="checkbox"/> good = the best <input type="checkbox"/> bad = the worst <input type="checkbox"/> far = the farthest (the furthest) <input type="checkbox"/> well = the best <input type="checkbox"/> badly = the worst <input type="checkbox"/> little = the least

3.1. Complete the following sentences using the appropriate comparative or the superlative forms.

- The weather in England is _____ (cold) than the weather in Sri Lanka
- This lesson is much _____ (easy) than the last one
- She is _____ (good) in English than in Accounts
- The River Nile is _____ (long) and more _____ (famous) than the Thames
- This is one of the most _____ (exciting) lessons that I have ever done
- He is the most _____ (intelligent) student in the class
- The male fish is more _____ (beautiful) than the female.
- It is the least _____ (attractive) offer, but we are obliged to take it.

3.2. Superlatives and Comparatives – Adverbs

1. Sunimal writes more diplomatically than Nimal.
2. This engine operates less efficiently than the previous.
3. The Vice Chancellor spoke most convincingly at the meeting.
4. He tries harder than most but he has no public relations skills.

***Important-** Never use a double comparative or a double superlative in a sentence

This biscuit is more creamier – incorrect

This biscuit is creamier – correct

He was the most fastest – incorrect

He was the fastest – correct

4. Writing:

4.1. Write your opinion about the higher education system in Sri Lanka today. You should begin with a short introduction to the topic.

4.2. Write the correct word from those given below and complete the sentences.

shade	you	opinion	nice	boring	best	connoisseur
service	painting	think	color	what	impression	disagree
humble	better	particularly	opera			

1. What do you _____ of the _____ at the Taj?
2. I really like that _____ in the main lobby, don't _____.
3. Not really, I don't _____ like abstract and the _____ are very dark.
5. In my _____, spending the night at the _____ is one of the finest things in life.
6. I couldn't _____ more. It sounds incredibly _____.
7. _____ is your _____ of Karon beach?
8. The sand is _____, but I like Patong beach better because the trees that line the beach provide _____.

9. In my _____ opinion the 1983 Chateau Lafite Rothschild wine was the _____ ever produced.
10. Obviously you are no _____. The 1982 Chateau Leoville Las Cases is a _____ wine than that.

4.3. Match the appropriate responses with the questions by putting the correct number of the question on the line.

- | | | |
|--|-----|---|
| 1. What do you think of the Hilton Hotel? | ___ | Obviously you have no sense of style. |
| 2. How do you like this dress? | ___ | Yep, Elvis, without a doubt. |
| 3. Do you think Patong beach is the best beach on Phuket? | ___ | I think it's great, but a little over priced. |
| 4. I think all politicians are mainly concerned about getting re-elected and not working for the people. | ___ | Generally yes, but it depends on the pace of the individual. |
| 5. I disagree. I think polka dot shirts are great. | ___ | To be honest, I think it makes you look a little chubby. |
| 6. Which medicine do you think is better for headaches- the western or the eastern | ___ | No comment. |
| 7. Do you agree that swimming is a better workout than walking? | ___ | Both have their strong points. |
| 8. I completely agree. There is only one King. | ___ | Not really, I think Surin Beach is better. |
| 9. In your opinion, is the Hilton or the Marriott a better hotel. | ___ | I disagree. I think there are a couple who actually try to fairly represent their constituents. |
| 10. Who do you think makes better English teachers- Americans or the British? | ___ | Well, I prefer the eastern. |

(From <http://www.hotel-tefl.com/opinions/opinions-4/>)

4.4 Fill in the blanks of the sentences using the words below.

desserts warmer stylish white closer is lime
more bottle cheaper better polite detailed leather
tippers carved realistic difference lenses sweeter

1. Could you tell the _____ between a red and a _____ wine?
2. Which one of these _____ is _____ – the pie or the chocolate mousse?
3. Which city _____ to Colombo- Galle or Kandy?
4. What is _____, the _____ or the lemonade drink?
5. Rs 50 for a _____ of water! I can get it _____ at the Super market.
6. Which ones do you prefer, the light blue or dark blue _____ on these sunglasses?
7. I can't decide which hat to buy. The red one is more _____, but it is also _____ expensive.
8. I like the _____ coat much better, don't you? It looks much _____.
9. Why don't you buy the _____ elephant instead? It looks much more _____ than the monkey or lion and the craftsmanship is much more _____.
10. I prefer American guests. Although the British are more _____, the Americans are better _____.

(Adapted from: <http://www.hotefl.com/comparisons/comparisons-3>)

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