**ENGLISH LANGUAGE COMMUNICATION
SKILLS LAB MANUAL(R22)**

I BTECH I& I SEMESTER

DEPARTMENT ELECTRONICS AND COMMUNICATION ENGINEERING

ACADEMIC YEAR 2022-23

DEPARTMENT OF HUMANITIES AND SCIENCES

 Branch: ELETRONICS AND COMMUNICATION   **Class: B.Tech- I Year- I SEM & I SEM**

Subject: ENGLISH LANGUAGE COMMUNICATION SKILLS LAB   **Code: R22HAS1128**

Academic Year: 2022-23   **Regulation: R22**

Core/Elective/H&S: H&S

Credits: 1

No of practical's per week: 03 Hrs

SNO	Prepared By	Regulation	Date
1	G.SHALINI	R22	29-10-2022
2	**Revised By**	R20	1.8.2020
	G.SHALINI		
	N. Sharmilee		

Verified By

Head of the Department

DEPARTMENT OF HUMANITIES AND SCIENCES

ENGLISH LANGUAGE COMMUNICATION SKILLS LAB

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SRI INDU COLLEGE OF ENGINEERING & TECHNOLOGY

(AnAutonomous Institution under UGC, New Delhi)

(PermanentlyAffiliated toJNTUH,ApprovedbyAICTE,NewDelhiand Accredited by NBA, NAAC)

Sheriguda Village, Ibrahimpatnam Mandal, Ranga Reddy Dist. – 501 510

Vision of the Institute

To be a premier institution in engineering & technology and management for competency, values and social consciousness

Mission of the Institute

IM$_1$: **Provide high quality academic programs, training activities and research facilities.**

IM$_2$: **Promote continuous industry – institute interaction aimed at promoting employability, entrepreneurship, leadership and research aptitude among stakeholders**

IM$_3$: Contribute the economic and technological development of the region, state and Nation.

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VISION of the Department

To be a technologically adaptive centre for computing by grooming the students as top notch professionals.

MISSION of the Department

DM1: To offer quality education in computing.

DM2: To provide an environment that enables overall development of all the stakeholders.

DM3: To impart training on emerging technologies

DM4: To encourage participation of stakeholders in Researchand Development.

PROGRAM OUTCOMES (POs):

PO1	**Engineering Knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
PO2	**Problem Analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
PO3	**Design / Development of Solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO4	**Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
PO5	**Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
PO6	**The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
PO7	**Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, anddemonstrate the knowledge of, and need for sustainable development.
PO8	**Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
PO9	**Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10	**Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
PO11	**Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
PO12	**Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

PROGRAM SPECIFIC OUTCOMES (PSOs):

PSO1   **To apply the knowledge of Software Engineering, Data Communication, Web Technology and Operating Systems for building IOT and Cloud Computing applications.**

PSO2   **Design, develop and test software systems for worldwide network of computers to provide solutions to real world Problems.**

PSO3   **Analyze and recommend the appropriate IT infrastructure required for the implementation of a project.**

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO1: Higher Studies: Graduate with an ability to pursue higher studies and get employment in reputed institutions and organizations.

PEO2: Domain Knowledge: Graduate with an ability to design and develop a Product.

PEO3: Professional Career: Graduate with excellence by multidisciplinary approach to achieve successful professional career.

PEO4: Life Long Learning: Graduate with an ability to learn advanced skills to Face professional competence through lifelong learning.

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Sri Indu College of Engineering & Technology :: Sheriguda (V), R.R.Dist

Department of Humanities and Sciences

COURSE OUTCOMES

I YEAR SEMESTER – I (REGULATION – R22)
ACADEMIC YEAR: 2022-2023

Course Code & Name: R22HAS1128 & ELCS LAB
Course outcomes:
After learning the contents of this paper the student must be able to,

Course Name	Course Outcomes
C118.1	Understand the nuances of English language through audio-visual experience and group activities (L2-Understand)
C118.2	Neutralize their accent for intelligibility (L4- Analyze)
C118.3	Speak with clarity and confidence which in turn enhances their employability skills (L3- Applying)

CO's and PO's Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
C118.1	1	-	1	1	-	3	2	2	3	3	-	3	-	2	2
C118.2	-	-	-	-	-	3	1	2	3	3	1	3	-	2	2
C118.3	2	2	1	1	-	3	2	1	3	3	1	3	-	3	1
C118	**1**	**0.6**	**0.3**	**0.6**	**-**	**3**	**1.6**	**1.6**	**3**	**3**	**0.6**	**3**	**-**	**2.3**	**1.6**

Faculty signature

ACADEMIC CALENDER

SRI INDU COLLEGE OF ENGINEERING & TECHNOLOGY
(An Autonomous Institution under UGC, New Delhi)
Recognized under 2(f) and 12(B) of UGC Act 1956
NBA Accredited, Approved by AICTE and Permanently affiliated to JNTUH
Sheriguda (V), Ibrahimpatnam, R.R.Dist, Hyderabad - 501 510

D4

BR-22

Lr.No.SICET/AUTO/DAE/BR-22/Academic Cal./655/2022   Date: 27.10.2022

I B.TECH. ACADEMIC CALENDAR
ACADEMIC YEAR : 2022-2023

Dr.G. SURESH,
Principal,

To,
All the HODs
Sir,

    Sub: SICET (Autonomous) - Academic & Evaluation - Academic Calendar for **I B.Tech - I & II Semester**
    for the academic year **2022-23** – Reg.

                       ****

    The approved Academic Calendar for **I B.Tech – I & II Semester** for the academic year **2022-23** is given below:

I SEMESTER

S.NO.	EVENT	PERIOD	DURATION
1.	Induction & Orientation Programme	**03.11.2022**	
2.	1st Spell of Instructions for covering First Two and a half Units	03.11.2022 – 28.12.2022	8 Weeks
3.	I Mid Examinations	29.12.2022 – 04.01.2023	1 Week
4.	Submission of I Mid Term Examination Marks to the Autonomous Section on or before	10.01.2023	
5.	2nd Spell of Instructions for covering Remaining Two and a half Units	05.01.2023 – 02.03.2023	8 Weeks
6.	II Mid Examinations	03.03.2023 – 09.03.2023	1 Week
7.	Preparation & Practical Examinations and Remidial Mid Test (RMT)	10.03.2023 – 16.03.2023	1 Week
8.	Submission of II Mid Term Examination Marks Marks to the Autonomous Section on or before	16.03.2023	
9.	I Semester End Examinations	17.03.2023 – 01.04.2023	2 Weeks
Commencement of Class-Work for I B.Tech - II Semester 03.04.2023			

II SEMESTER

S.NO.	EVENT	PERIOD	DURATION
1.	Commencement of II Sem Class Work	**03.04.2023**	
2.	1st Spell of Instructions for covering First Two and a half Units (Including Summer Vacation)	03.04.2023 – 10.06.2023	10 Weeks
	Summer Vacation	15.05.2023 – 27.05.2023	2 Weeks
3.	I Mid Examinations	12.06.2023 – 17.06.2023	1 Week
4.	Submission of I Mid Term Examination Marks to the Autonomous Section on or before	23.06.2023	
5.	2nd Spell of Instructions for covering Remaining Two and a half Units	19.06.2023 – 12.08.2023	8 Weeks
6.	II Mid Examinations	14.08.2023 – 19.08.2023	1 Week
7.	Preparation & Practical Examinations and Remidial Mid Test (RMT)	21.08.2023 – 26.08.2023	1 Week
8.	Submission of II Mid Term Examination Marks Marks to the Autonomous Section on or before	26.08.2023	
9.	II Semester End Examinations	28.08.2023 – 09.09.2023	2 Weeks
Commencement of Class Work for II B.Tech – I Semester - 11.09.2023			

ACE   CE   DEAN   PRINCIPAL

Copy to all the Heads of the Depts. and AO.

SRI INDU COLLEGE OF ENGINEERING AND TECHNOLOGY (AUTONOMOUS)

DEPARTMENT OF HUMANITIES AND SCIENCES

DEPARTMENT CALENDAR – 2022-2023 (SEMESTER-1)

SRI INDU COLLEGE OF ENGINEERING AND TECHNOLOGY (AUTONOMOUS)
DEPARTMENT OF HUMANITIES & SCIENCES
DEPARTMENT CALENDAR – 2022-2023 (I B.Tech – I SEMESTER)

DAYS	NOVEMBER-22		DECEMBER-22		JANUARY-23		FEBRUARY-23		MARCH-23		APRIL-23	
SUNDAY					1	NEW YEAR HOLIDAY					1	I SEMESTER END EXAMINATIONS
											2	HOLIDAY
MONDAY					2	MID I EXAM					3	COMMENCEMENT OF II SEMESTER CLASSES- I MID
TUESDAY	1				3	MID I EXAM					4	
WEDNESDAY	2				4	MID I EXAM	1		1		5	
THURSDAY	3	INDUCTION & ORIENTATION PROGRAM I SEMESTER CLASSES- I MID	1		5	I SEMESTER CLASSES- II MID	2		2		6	
FRIDAY	4		2		6		3		3	MID II EXAM	7	
SATURDAY	5		3		7		4		4	MID II EXAM	8	
SUNDAY	6	HOLIDAY	4	HOLIDAY	8	HOLIDAY	5	HOLIDAY	5	HOLIDAY	9	HOLIDAY
MONDAY	7	INDUCTION & ORIENTATION PROGRAM I SEMESTER CLASSES- I MID	5		9		6		6	MID II EXAM	10	
TUESDAY	8		6		10		7		7	MID II EXAM	11	
WEDNESDAY	9		7		11		8		8	HOLI	12	
THURSDAY	10		8		12		9		9	MID II EXAM	13	
FRIDAY	11		9		13	PONGAL / HOLIDAY	10		10	PREPARATION & LAB END EXAMINATIONS	14	
SATURDAY	12		10		14	PONGAL / HOLIDAY	11		11		15	
SUNDAY	13	HOLIDAY	11	HOLIDAY	15	PONGAL / HOLIDAY	12	HOLIDAY	12	HOLIDAY	16	HOLIDAY
MONDAY	14		12		16	PONGAL / HOLIDAY	13		13	PREPARATION & LAB END EXAMINATIONS	17	
TUESDAY	15		13		17		14		14		18	
WEDNESDAY	16		14		18		15		15		19	
THURSDAY	17		15		19		16		16		20	
FRIDAY	18		16		20		17		17	I SEMESTER END EXAMINATIONS	21	
SATURDAY	19		17		21		18	SIVARATRI / HOLIDAY	18		22	
SUNDAY	20	HOLIDAY	18	HOLIDAY	22	HOLIDAY	19	HOLIDAY	19	HOLIDAY	23	HOLIDAY
MONDAY	21		19		23		20		20	I SEMESTER END EXAMINATIONS	24	
TUESDAY	22		20		24		21		21		25	
WEDNESDAY	23		21		25		22		22	UGADI	26	
THURSDAY	24		22		26	REPUBLIC DAY	23		23		27	
FRIDAY	25		23		27		24		24	I SEMESTER END EXAMINATIONS	28	
SATURDAY	26		24		28		25		25		29	
SUNDAY	27	HOLIDAY	25	X-MAS	29	HOLIDAY	26	HOLIDAY	26	HOLIDAY	30	HOLIDAY
MONDAY	28		26	BOXING DAY / HOLIDAY	30		27		27			
TUESDAY	29		27		31		28		28	I SEMESTER END EXAMINATIONS		
WEDNESDAY	30		28						29			
THURSDAY			29						30	SRI RAMA NAVAMI		
FRIDAY			30	MID I EXAM					31	I SEMESTER END EXAMINATIONS		
SATURDAY			31	MID I EXAM								

SYLLABUS COPY

SRI INDU COLLEGE OF ENGINEERING & TECHNOLOGY
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B.Tech. - I Year – I Semester

L	T	P	C
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(R22HAS1128) ENGLISH LANGUAGE AND COMMUNICATION SKILLS LABORATORY

The **English Language and Communication Skills (ELCS) Lab** focuses on the production and practice of sounds of language and familiarizes the students with the use of English in everyday situations both in formal and informal contexts.

Course Objectives:
- ✓ To facilitate computer-assisted multi-media instruction enabling individualized and independent language learning
- ✓ To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm
- ✓ To bring about a consistent accent and intelligibility in students' pronunciation of English by providing an opportunity for practice in speaking
- ✓ To improve the fluency of students in spoken English and neutralize the impact of dialects.
- ✓ To train students to use language appropriately for public speaking, group discussions and interviews

Course Outcomes: Students will be able to:
- ✓ Understand the nuances of English language through audio- visual experience and group activities   sounds
- ✓ Neutralise their accent for intelligibility
- ✓ Speak with clarity and confidence which in turn enhances their employability skills

Syllabus: English Language and Communication Skills Lab (ELCS) shall have two parts:
a. **Computer Assisted Language Learning (CALL) Lab**
b. **Interactive Communication Skills (ICS) Lab**

Listening Skills:
Objectives
1. To enable students develop their listening skills so that they may appreciate the role in the LSRW skills approach to language and improve their pronunciation
2. To equip students with necessary training in listening, so that they can comprehend the speech of people of different backgrounds and regions

Students should be given practice in listening to the sounds of the language, to be able to recognize them and find the distinction between different sounds, to be able to mark stress and recognize and use the right intonation in sentences.

- Listening for general content
- Listening to fill up information
- Intensive listening
- Listening for specific information

Speaking Skills:
Objectives
1. To involve students in speaking activities in various contexts
2. To enable students express themselves fluently and appropriately in social and professional contexts

BR22 – B.TECH. –CSE (INTERNET OF THINGS (IoT))

- Oral practice
- Describing objects/situations/people
- Role play – Individual/Group activities
- Just A Minute (JAM) Sessions

The following course content is prescribed for the **English Language and Communication Skills Lab.**
Exercise – I
CALL Lab:
Understand: Listening Skill- Its importance – Purpose- Process- Types- Barriers- Effective Listening. *Practice*: Introduction to Phonetics – Speech Sounds – Vowels and Consonants – Minimal Pairs-Consonant Clusters- Past Tense Marker and Plural Marker- *Testing Exercises*
ICS Lab:
Understand: Spoken vs. Written language- Formal and Informal English.
Practice: Ice-Breaking Activity and JAM Session- Situational Dialogues – Greetings – Taking Leave – Introducing Oneself and Others.

Exercise –II
CALL Lab:
Understand: Structure of Syllables – Word Stress– Weak Forms and Strong Forms – Stress pattern in sentences – Intonation.
Practice: Basic Rules of Word Accent - Stress Shift - Weak Forms and Strong Forms- Stress pattern in sentences – Intonation - *Testing Exercises*
ICS Lab:
Understand: Features of Good Conversation – Strategies for Effective Communication.
Practice: Situational Dialogues – Role Play- Expressions in Various Situations –Making Requests andSeeking Permissions - Telephone Etiquette.

Exercise - III
CALL Lab:
Understand: Errors in Pronunciation-Neutralising Mother Tongue Interference (MTI).
Practice: Common Indian Variants in Pronunciation – Differences between British and American Pronunciation -*Testing Exercises*
ICS Lab:
Understand: Descriptions- Narrations- Giving Directions and Guidelines – Blog Writing
Practice: Giving Instructions – Seeking Clarifications – Asking for and Giving Directions – Thanking and Responding – Agreeing and Disagreeing – Seeking and Giving Advice – Making Suggestions.

Exercise – IV
CALL Lab:
Understand: Listening for General Details.
Practice: Listening Comprehension Tests - *Testing Exercises*
ICS Lab:
Understand: Public Speaking – Exposure to Structured Talks - Non-verbal Communication- Presentation Skills.
Practice: Making a Short Speech – Extempore- Making a Presentation.

Exercise – V
CALL Lab:

ICS Lab:
  Understand: Group Discussion
  Practice: Group Discussion

Minimum Requirement of infrastructural facilities for ELCS Lab:
  1. **Computer Assisted Language Learning (CALL) Lab:**
  The Computer Assisted Language Learning Lab has to accommodate 40 students with 40 systems, with one Master Console, LAN facility and English language learning software for self-study by students.
  System Requirement (Hardware component):
  Computer network with LAN facility (minimum 40 systems with multimedia) with the followingspecifications:
      i)   Computers with Suitable Configuration
      ii)   High Fidelity Headphones

  2. **Interactive Communication Skills (ICS) Lab :**
  The Interactive Communication Skills Lab: A Spacious room with movable chairs and audio- visual aids with a Public Address System, a T. V. or LCD, a digital stereo –audio & video system and camcorder etc.
  Source of Material (Master Copy):
  • *Exercises in Spoken English. Part 1,2,3.* CIEFL and Oxford University Press

Note: Teachers are requested to make use of the master copy and get it tailor-made to suit the contentsof the syllabus.
Suggested Software:
  • Cambridge Advanced Learners' English Dictionary with CD.
  • Grammar Made Easy by Darling Kindersley.
  • Punctuation Made Easy by Darling Kindersley.
  • Oxford Advanced Learner's Compass, 10th Edition.
  • English in Mind (Series 1-4), Herbert Puchta and Jeff Stranks with Meredith Levy, Cambridge.
  • English Pronunciation in Use (Elementary, Intermediate, Advanced) Cambridge UniversityPress.
  • English Vocabulary in Use (Elementary, Intermediate, Advanced) Cambridge University Press.
  • TOEFL & GRE (KAPLAN, AARCO & BARRONS, USA, Cracking GRE by CLIFFS).
  • Digital All
  • Orell Digital Language Lab (Licensed Version)

REFERENCE BOOKS:
  1. (2022). *English Language Communication Skills – Lab Manual cum Workbook.* CengageLearning India Pvt. Ltd.
  2. Shobha, KN & Rayen, J. Lourdes. (2019). *Communicative English – A workbook.* CambridgeUniversity Press
  3. Kumar, Sanjay & Lata, Pushp. (2019). *Communication Skills: A Workbook.* Oxford UniversityPress
  4. Board of Editors. (2016). *ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities* **Orient Black Swan Pvt. Ltd.**
  5. Mishra, Veerendra et al. (2020). *English Language Skills: A Practical Approach.* CambridgeUniversity Press.

ELCS LAB MASTER TIMETABLE

Time Days	9:40AM-12:10PM		12:40PM-4:00PM
Monday			
Tuesday	------------AIML – B----------------		---------- AIML- A----------------------
Wednesday	---------- IOT-----------------------		
Thursday	------------AI&DS-A----------------		-----------AI&DS-B--------------------
Friday			
Saturday	------------ECE-A & Mech --------		------------ECE-B & Civil --------------

LAB OCCUPANCY		NAME OF THE FACULTY
Physical Lab In-charge		K. Sai kumar
ECE-A & Mech	**Faculty :**	Dr.K.P. Kumaran
	Lab Assistant:	Lavanya
ECE-B & Civil	**Faculty :**	S.R.G.Shalini
	Lab Assistant:	Lavanya
AIML- A	**Faculty :**	Dr. Sanjaiah
	Lab Assistant:	Lavanya
AIML – B	**Faculty:**	Dr. K. Gobala Krishanan
	Lab Assistant:	Lavanya
AI & DS– A	**Faculty :**	K. Sai Kumar
	Lab Assistant:	Lavanya
AI & DS– B	**Faculty :**	J.D. Beulah
	Lab Assistant:	Lavanya
IOT	**Faculty :**	N. Sharmilee
	Lab Assistant:	Lavanya

HOD   **Lab In-charge**

Sub. Code & Title	(R22HAS1128) ENGLISH LANGUAGE & COMMUNICATION SKILLS LAB	
AcademicYear:2022-23	Year/Sem./Section	I-I/A,B
Faculty Name & Designation	S.R.G.Shalini Asst.Professor , Dr. K.P.Kumaran	

ENGLISH LANGUAGE AND COMMUNICATION SKILLS LAB

List of Experiments:

Exp. No	Name Of The Experiment	COs Mapped
1	Introduction to Phonetics–Speech Sounds–Vowels and Consonants	CO1
2	Syllables–Word Stress –Stress pattern in sentences	CO1
3	Differences between British and American Pronunciation	CO2
4	Intonation	CO1
5	Listening Skills	CO1
6	Situational Dialogues-Introducing one self and others-Making Request and Seeking Permission	CO3
7	JAM Session	CO3
8	Ice- Breaking Activity	CO1
9	Role –Play Activity	CO3
10	Formal Presentations	CO2

List of Additional Experiments:

Exp.No	Name Of The Experiment	COs Mapped
1	Non- verbal Communication	CO3
2	Basic Etiquette	CO1

LESSON PLAN

	SRI INDU COLLEGE OF ENGG &TECH LESSON PLAN (Regulation:R22) Department of Electronics and communication Engineering		**(Regulation :R22) Prepared on :27/10/2022**

Sub. Code & Title	**(R22HAS1128) ENGLISH LANGUAGE & COMMUNICATION SKILLS LAB**	
AcademicYear:2022-23	**Year/Sem./Section**	**I-I/A,B**
Faculty Name & Designation	**S.R.G.Shalini Asst.Professor , Dr. K.P.Kumaran**	

Unit / Item No.	Topic (s)	Book Reference	Page (s) From	To	Teaching Methodology	Proposed No. of Periods	Actual Date of Handled	CO/RBT
	MODULES							
						19		
1	*Understand:* Listening Skill- Its importance – Purpose- Process- Types- Barriers- Effective Listening.*Practice*:IntroductiontoPhonetics–SpeechSounds–VowelsandConsonants–MinimalPairs-ConsonantClusters-PastTenseMarker and Plural Marker-*Testing Exercises*	T1	1	10	Black board	3		CO1/LIII, L II
2	*Understand:* Spoken vs. Written language- Formal and Informal English. *Practice:* Ice-BreakingActivityandJAMSession-SituationalDialogues–Greetings–TakingLeave–IntroducingOneselfandOthers.	T1	11	12	Black board	3		CO1/LIII,LII
3	*Understand:* Structure of Syllables–WordStress–	T1	13	17	Black board	3		CO1//LI

	WeakFormsandStrongForms–Stresspatterninsentences–Intonation. *Practice:*Basic Rules of WordAccent-StressShift-					3		
4	Weak Forms and Strong Forms-Stress pattern insentences–Intonation -*Testing Exercises Understand:*	T1	18	21	Power Point Presentation	3		CO2/L VI
5	Features of Good Conversation–Strategies for Effective Communication. *Practice:* Situational Dialogues–Role-play-	T1	22	27	Power Point Presentation			CO3/ L III
6	Expressions Various Situations Making Requests and Seeking Permissions-Telephone Etiquette.	T1	28	34	Power Point Presentation			CO3/ L III
7	*Understand:* Error in Pronunciation-Neutralizing Mother Tongue Interference (MTI).	T1	35	42	Power Point Presentation	3		CO2/ L IV
8	. *Practice:* Common Indian Variants in Pronunciation – *Differences between* British and American pronunciation -*Testing Exercises*	T1	43	48	Black board, Power Point Presentation	3		CO2/ L IV
9	*Understand:*Descriptions-Narrations-GivingDirectionsandGuidelines–BlogWriting	T1	49	54	Black board, Power Point Presentation	3		CO3/ L III
10	*Understand:*Descriptions-Narrations-GivingDirectionsandGuidelines–BlogWriting	T1	55	63	Power Point Presentation	3		CO3/ L VI

11	*Practice:*GivingInstructions–SeekingClarifications–AskingforandGivingDirections–	T1	64	71	Black board, Power Point Presentation	3		CO3/ L VI
12	Thanking and Responding–Agreeing and Disagreeing–Seeking and Giving Advice –Making Suggestions.	T1	72	78	Nptel video lecture	3		CO3/ L VI
13	*Understand:* Listening for General Details ;	T1	79	83	Power Point Presentation	3		CO1/ L VI
14	Listening Comprehension Tests-*Testing Exercises Understand:* Public Speaking–.	T1	84	92	Black board	3		CO1/ L III
15	ExposuretoStructuredTalks-Non-verbalCommunication-PresentationSkills	T1	93	98	Power Point Presentation	3		CO3/ LIII
16	*Practice:* Making a Short Speech – Extempore-Making a Presentation	T1	99	112	Nptel video lecture	3		CO2/ Apply/ LIII
17	*Understand:* Listening for Specific Details. *Practice:* Listening	T1	113	119	Power Point Presentation	3		CO1/ L III
18	Comprehension Tests- *Testing Exercises*	T1	120	127	Power Point Presentation	3		CO3/ L IV
19	*Understand:* Group Discussion *Practice:* Group Discussion	T1	128	140	Nptel video lecture	3		CO3/ L IV

	SRI INDU COLLEGE OF ENGG &TECH **LESSON PLAN** **(Regulation:R22)** **Department of Electronics and communication Engineering**	**(Regulation :R22)** **Prepared on :27/10/2022**
	Sub. Code & Title	(R22HAS1128) ENGLISH LANGUAGE & COMMUNICATION SKILLS LAB	
	AcademicYear:2022-23	**Year/Sem./Section**	**AcademicYear:2022-23**
	Faculty Name & Designation	**S.R.G.Shalini Asst.Professor** **Dr. K.P.Kumaran**	

LIST OF TEXT BOOKS AND REFERENCES

REFERENCEBOOKS

1. (2022).*EnglishLanguageCommunicationSkills–LabManualcumWorkbook.*CengageLearningIndiaPvt.Ltd.

2. Shobha,KN&Rayen,J.Lourdes.(2019).*CommunicativeEnglish–Aworkbook.*CambridgeUniversityPress

3. Kumar,Sanjay&Lata,Pushp.(2019).*CommunicationSkills:AWorkbook.*OxfordUniversityPress

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<table>
<tr><td colspan="2" rowspan="2"><img>Sri Indu College Logo</img></td><td colspan="2">SRI INDU COLLEGE OF ENGG &TECH
<strong style="color:red">LESSON PLAN
(Regulation:R22)
Department of Electronics and communication Engineering</td><td>(Regulation :R22)
Prepared on :27/10/2022</td></tr>
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Sub. Code & Title	(R22HAS1128) ENGLISH LANGUAGE & COMMUNICATION SKILLS LAB
AcademicYear:2022-23	**Year/Sem./Section** **AcademicYear:2022-23**
Faculty Name & Designation	**S.R.G.Shalini Asst.Professor** **Dr. K.P.Kumaran**

CONTENT BEYOND THE SYLLABUS

S.No	Topics	Proposed Actions	Date	Resource Person/ Mode	POs	PSOs
1	**Time Management Skills**	**Presentation Skills**		Dr.Sanjaiah	PO1	PSO1
2	**Decision Making Skills**	**Group Discussion Skills**		Dr.K.P.Kumaran	PO2&PO3	-
3	**Problem Solving Skills**	**Peer Work and Team Building Skills**		Dr.K. Gobala Krishnan	PO3	-

ASSIGNMENT I & II

S.No	Assignment Questions	Course Outcome	Books To be Referred	Date of Announcement	Date Of Submission
1	How Learners can manage Time in proper manner?	CO1	T1 MAKE TIME: How to Focus on what Matters Every Day		
2	How does Decision Making Skill useful for students in their day to day life?	CO3	Thinking, Fast and Slow		
3	If there would be any problem among the students then how a team leader can solve the problem	CO3	The Art and Craft of Problem Solving		

4	How does Creative Thinking Skill can be useful for English learners?	CO2	The Art of Creative Thinking		
5	How Creative Skill can be developed	CO2	Ideas on Demand		
6	What are the ways to develop one's personality?	CO3	Personality Development		

SRI INDU COLLEGE OF ENGG &TECH LESSON PLAN (Regulation:R22) Department of Electronics and communication Engineering		(Regulation :R22) Prepared on :27/10/2022
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SELF STUDY TOPICS			
S.No.	Topics	Books & Journals	Course Outcomes
1	Non-verbal communication	Personality Development	CO1,CO2
2	Basic Etiquette	Ideas on Demand	CO3

Prepared by	Recommended and Approved by
(Signature & Name) G.Shalini	HOD

LAB MANUAL

EXERCISE –I

LISTENING SKILL – ITS IMPORTANCE– PURPOSE- PROCESS-TYPES– BARRIERS OF LISTENING.

Abstract

Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.

It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes In this paper we will discuss various aspects of Listening. These aspects are what is listening, different types of listening, its various modes, importance of listening in life, various barriers which hinder the process of listening and ways to improve Listening skill.

Introduction

Listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender , a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non verbal messages. Listening comprises of some key components, they are:

•discriminating between sounds

•recognizing words and understanding their meaning

•identifying grammatical groupings of words,

•identifying expressions and sets of utterances that act to create meaning,

•connecting linguistic cues to non-linguistic and paralinguistic cues,

•using background knowledge to predict and to confirm meaning and

•recalling important words and ideas. Process of listening

The process of listening occur in five stages. They are hearing, understanding, remembering ,evaluating, and responding.

It is refered to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

UNDERSTANDING-This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

REMEMBERING- Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind"s storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

EVALUATING-Only active listeners participateat this stage in Listening.At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

RESPONDING-This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has

Strategies of Listening

Listening strategies are techniques or activitiesthat contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

•listening for the main idea

•predicting

•drawing inferences

•summarizing

Bottom-up strategies are text based ,the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

•listening for specific details

•recognizing cognates

•recognizing   word-order

patterns Three Basic modes of

Listening

Active or Reflective Listening. It is the single most useful and important listening skill. In active listening, the listener is genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means. The person is active in checking his understanding before he responds with his new message. The listener's restate or paraphrase our understanding of the message and reflect it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective.

Essentials of Active Listening

1. Intensity

2. Empathy

3. Acceptance

4. Recognizing responsibility for completeness

Passive or Attentive Listening

The listener is genuinely interested in hearing and understanding the other person's point of view. He will be attentive and will passively listen. The Listener assume that what he heard and understand is correct but stay passive and do not verify it. happens when the Listener is more interested in promoting his own point of view than in understanding or exploring someone else's view. He either listens for openings to take the floor, or for flaws or weak points.

Types of Listening

Based on objective and manner in which the Listener takes and rspond to the process of

Listening, different types of Listening are:

1 Active listening-Listening in a way that demonstrates interest and encourages continuedspeaking.

2 Appreciative listening - Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise. Alternatively listening to something for pleasure,such as to music.

3Attentive listening-Listening obviously and carefully, showing attention.

4 Biased listening-Listening through the filter of personal bias i.e the person hears only whatthey want to listen.

5 Casual listening-Listening without obviously showing attention. Actual attention may vary a lot.

6.Comprehension listening- Listening to understand. Seeking meaning (but little more).

7 Critical listening- Listening in order to evaluate, criticize or otherwise pass judgment on whatsomeone else says.

8 Deep listening- Seeking to understand the person, their personality and their real and unspokenmeanings and motivators.

9 Discriminative listening-Listening for something specific but nothing else (eg. a baby crying).

10 Empathetic listening -seeking to understand what the other person is feeling. Demonstratingthis empathy.

11 Evaluative listening-Listening in order to evaluate, criticize or otherwise pass judgment onwhat someone else says.

12 Inactive listening-Pretending to listen but actually spending more time thinking.

13 Judgmental listening-Listening in order to evaluate, criticize or otherwise pass judgment onwhat someone else says.

14 Partial listening-Listening most of the time but also spending some time day-dreaming orthinking of a response.

15 Reflective listening-Listening, then reflecting back to the other person what they have said.

16 Relationship listening-Listening in order to support and develop a relationship with the otherperson.

17 Sympathetic listening-Listening with concern for the well-being of the other person.

18 Therapeutic listening-Seeking to understand what the other person is feeling. Demonstratingthis empathy.

19 Total listening-Paying very close attention in active listening to what is said and the deeper meaning found through how it is said. Importance of Listening Skill. Good listening skills make workers more productive. The ability to listen carefully will allow a person to:•understand assignments in better way and find and what is expected from him.

•build rapport with co-workers, bosses, and clients

•show support

•work better in a team-based environment

•resolve problems with customers, co-workers, and bosses

•answer questions

• find underlying meanings in what others say.

Ways to improve Listening skill

Hearing and Listening are two diffrenet activity. Hearing is passive whereas Listening is active. Listening is a psychological process. It can therefore be improved by regular practice. Listening is a very helpful skill. Active listening is really an extension of the Golden Rule. Here are some of the tips which can help the person to improve his Listening skill.

ComponentsofCommunicationProcess

Communication is a process of exchanging verbal and non verbal messages. It is a continuous process. Pre-requisite of communication is a message. This message must be conveyed throughsome medium to the recipient. It is essential that this message must be understood by the recipient insame terms as intended by the sender. He must respond within a time frame. Thus, communicationis a two way process and is incomplete without a feedback from the recipient to the sender on howwell the message is understood by him. CommunicationProcess.
The main componentsofcommunicationprocessare as follows:

1. Context-Communication is affected by the context in which it takes place. This contextmay be physical, social,chronological or cultural. Every communication proceeds withcontext. The sender chooses the message to communicate within a context.

2. Sender/Encoder-Sender / Encoder is a person who sends the message. A sender makesuse of symbols (words or graphic or visual aids) to convey the message and produce therequired response. For instance - a training manager conducting training for new batch ofemployees. Sender may be an individual or a group or an organization. The views, background, approach, skills, competencies, and knowledge of the sender have a greatimpact on the message. The verbal and non verbal symbols chosen are essential inascertaining interpretation of the message by the recipient in the same terms as intended by the sender.

3. Message-Message is a key idea that the sender wants to communicate. It is a sign thatelicits the response of recipient.Communication process begins with deciding about themessage to be conveyed. It must be ensured that the mainobjective of the message is clear.

4. Medium -Medium is a means used to exchange / transmit the message. The sender mustchoose an appropriate medium for transmitting the message else the message might not beconveyed to the desired recipients. The choice ofappropriate medium of communication isessential for making the message effective and correctly interpreted by therecipient. This choice of communication medium varies depending upon the features of communication. Forinstance
- Written medium is chosen when a message has to be conveyed to a small group of people, while an oral medium is chosen when spontaneous feedback is required from therecipient as misunderstandings are

cleared then and there.

5. Recipient / Decoder -

Recipient / Decoder is a person for whom the message is intended / aimed / targeted. The degree to which the decoder understands the message is dependent upon various factors such as knowledge of recipient, their responsiveness to the message, and the reliance of encoder on decoder. 6.

Feedback is the main component of communication process as it permits the sender to analyze the efficacy of the message. It helps the sender in confirming the correct interpretation of message by the decoder. Feedback may be verbal (through words) or non-verbal (in form of smiles, sighs, etc.). It may take written form also in form of memos,

BARRIERS TO LISTENING

This handout talks through a number of different barriers to listening. As you're reading through them – identify if any of the barriers apply to you. Do some apply when you are listening to certain people! Selective listening. We all listen selectively at some time or other. It is a necessary skill in order to survive in often very noisy environments, however our selectivity can sometimes be based on two things.

1) our preconceptions about the other person.

2) our preconceptions about the importance of what's being said

Identifying any preconceptions before the review meeting will help reduce this barrier.

Talking speed vs speed of thought

There is a considerable difference between the speed at which people talk and the speed at which they think. The average person speaks at about 125 words per minute, whereas thinking speed is in the region of 500 words per minute. We all think a lot faster than we realise! The result is that when listening to someone we are continually jumping ahead of what is actually being said. Try to avoid jumping to conclusions in the review meeting. Keep an open mind!

Lack of interest

This could be due to lack of interest in the individual speaking or being distracted by things that are happening to you personally (e.g. poorly child, deadline for research project funding/reporting) Remember, the review meeting is the opportunity for the reviewee to talk about themselves, their thoughts and feelings.

Beliefs and attitudes

We all have opinions on a variety of current issues; we feel strongly about certain subjects; we value certain behaviours. How do you react when someone inadvertently challenges your beliefs and attitudes? Try to avoid getting emotional particularly in the review situation, remember, the review is about the reviewee not you!

Reactions to speaker

Our reactions to the person speaking rather than what they are saying can cause us to listen less effectively. Our preconceptions often mean we don't even give another person a chance to speak. We can prejudge what they have to say. The implication of this behavior is that it implies we don't value what they might have to offer.

The words we hear

Over-repetition of words and phrases is one distraction, the use of unfamiliar (e.g. jargon) words is another. Another important point to remember is that words can mean different things to different people. Good – to one person may mean only just acceptable, to another it might mean 'perfect'.

Physical distractions

This can come in a number of different guises and ranges from the background noises that are going on (i.e. a telephone ringing or a fire engine racing down the road), whether we are physically comfortable (i.e. too warm, too cold, the seat is uncomfortable – too high/too low, thirsty), the lighting in the room, to distracting pictures on the wall. Some distractions are within our control (i.e telephone calls)
and where possible it's important to try and stop them from becoming distractions (e.g. divert all calls)

INTRODUCTION TO PHONETICS

ORGANS OF SPEECH

Phonetics is a branch of linguistics which deals with production, transmission and reception of human speech sounds. We produce sound with the help of Organs of Speech and Air Stream Mechanism.The organs of speech can be divided into three systems namely:
1.The Respiratory System   2.The Phonatory System   3.The Articulatory System

The Respiratory System
This system comprises the lungs, the muscles of the chest and trachea (wind pipe). The lungs are he spongy bodies. They are made up of small sacs called *alveoli*. It is in these sacs that the blood is cleansed of its carbondioxide and provided with fresh oxygen from the outer atmosphere. Air is supplied to the alveoli by small tubes called ***Bronchioles***. The bronchioles come together into two larger tubes called the ***Bronchi,*** which joins trachea or wind pipe. It is through trachea that the air that we breathe in passes through the throat into the lungs. It involves two proceses:
1.Inspiration   2.Expiration
Inspiration refers to taking or breathing in the outer air into the lungs while ***Expiration*** refers to pushing out the air from the lungs into the outer atmosphere. It is the air that we breathe out that forms the basis for the articulation of most speech sounds.

The Phonatory System

This system comprises Larynx which is commonly called Adam's Apple situated at the top of the windpipe. The air from the lungs has to come out through windpipe and the larynx. It is in this larynx that a pair of thin lip like structures called vocal cords are situated which can produce two types of sounds namely **1.voiced sounds 2.voiceless sounds**
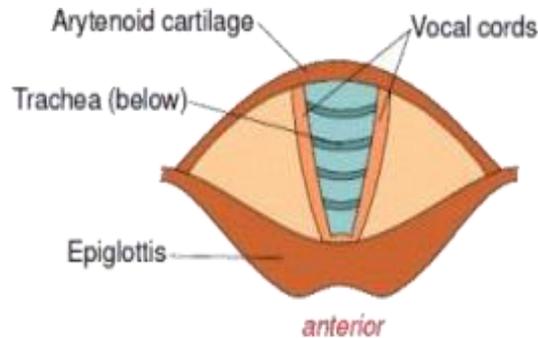
Diagram of vocal cords

Voiced Sounds

When the two vocal cords come closer, vibrate, and immediately keep wide apart voiced sounds are produced. Examples: dry, try, cry

Voiceless Sounds

When the two vocal cords neither come closer nor vibrate voiceless sounds are produced. Examples: keen, teen, seen

The Articulatory System

This system comprises nose, the tongue, the teeth, the roof of the mouth and lips.

The Roof of the Mouth

The convex bony part of the roof of the mouth which lies immediately behind the upper front teeth is called *teeth-ridge*. The bony concave surface is called the *hard palate*. The roof of the mouth then becomes suddenly soft and fleshy which is called *soft palate* or *velum*. The fleshy structure hanging loose at the extreme end of the roof of the mouth is called *uvula*.

nasal cavity

palate

alveolar ridge

oral cavity

velum

uvula

nose

tongue back

lips

pharyngeal cavity

teeth

epiglottis

tongue blade

vocal folds

tongue tip

larynx (voicebox)

glottis
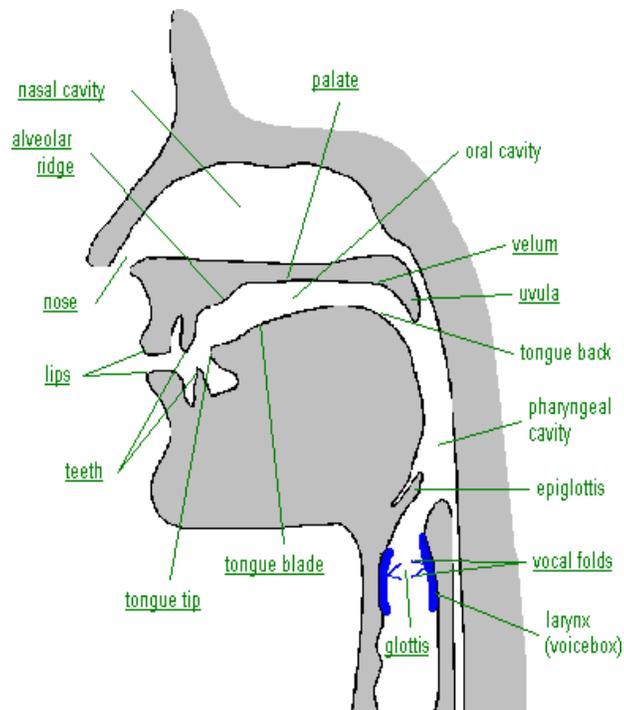
The principal organs of articulation

Nose
Sounds during the production of which the air escapes only through the nose are called nasal sounds.

Mouth
Sounds during the production of which the air escapes only through the mouth are called oral sounds.

Note
The air from the lungs when escapes through both the nose and mouth are called nasalized sounds.

The Lips
Lips also play an important role in the production of vowel and consonant sounds. But they play a more prominent role during the articulation of vowel sounds. Vowels can be divided into two categories – *rounded & unrounded vowels.* Rounded vowels are those during the articulation of which the lips become rounded while Unrounded vowels are those during the articulation of which the lips become spread or neutral.

The Tongue
The tongue comprises the tip of the tongue, the middle/blade of the tongue, the front of the tongue, the back of the tongue and the root of the tongue.

Air Stream Mechanism

The movement of air in the articulatory system is referred to as air stream mechanism which is further of two types. 1.**The Ingressive airstream 2.The Egressive airstream**

The Ingressive Airstream Mechanism is used to draw air into the lungs from the outer atmospherewhile the **Egressive Airstream Mechanism** is used to push out the air from the lung into the outeratmosphere.

Hence, the description of human speech sounds depend on three factors:

1.Airstream Mechanism

2.Voiced and Voiceless sounds

3.Stricture Involved

Stricture Involved

The movement of air in the articulatory system which refers to the manner of articulation and place of articulation is called stricture involved.

Manner of Articulation

It refers to the way air in the articulatory system moves into the outer atmosphere in the production of speech sounds. The soft palate in the articulatory system sometimes rises up and some other times is lowered. When it is raised the air moves into the outer atmosphere through the oral passage. When the soft palate is lowered the air moves into the outer atmosphere through nasal passage. For example when the sound /P/ is uttered the soft palate controls the air for a while and releases it all of a sudden and one hears a big bang called plosive.

Place of Articulation

It refers to the two articulators that are involved in the production of speech sounds namely

The Active Articulator

It refers to the first exact organ or position of the tongue we use in the production of speech sounds.

The Passive Articulator

It refers to the second exact organ which depends on the active articulator for the production of speech sounds.

In the British Received Pronunciation there are totally 44 sounds which are divided into two types namely **Vowel Sounds** and **Consonant Sounds**. All the pronunciations use International Phonetic Alphabet (IPA)

INTRODUCTION TO VOWEL SOUNDS

Classification of Vowel Sounds

There are twenty distinct vowel sounds in British Received Pronunciation. The twenty vowel sounds are inturn divided into two types namely

1.Pure Vowels/Monophthongs/Cardinal vowels   2.Diphthongs/Mixed Vowels/vowel glides

Monophthongs

These are the single vowel sounds which do not change their quality and direction even though they are lengthened. The are of 12 in number. Monophthongs are further divided into three categories.

1.The Front Vowel Sounds

These are the sounds during the articulation of which the front of the tongue is raised in the direction of hard palate. There are four front vowel sounds.

/i:/ /i/ /e/ /æ/.

2.The Back Vowel Sounds

These are the sounds during the articulation of which the back of the tongue is raised in the direction of soft palate. There are five back vowel sounds.

/a:/ /ɒ/ /ɔ:/ /u/ /u:/

3.The Central Vowel Sounds

These are the sounds during the articulation of which the centre of the tongue is raised towards the roof of the mouth in between hard palate and soft palate. There are three central vowel sounds.

/ʌ/ /ə:/ /ə/

Position of Front Vowel Sounds

	Front	Central	Back
Close position	● i:		● u:
Above half-close		● ɪ	● ʊ
Between half-close & Half-open position	● e	● ə ɜ:	ɔ: ●
Below half-open position	● æ	● ʌ	● ɒ / ɑ: ●
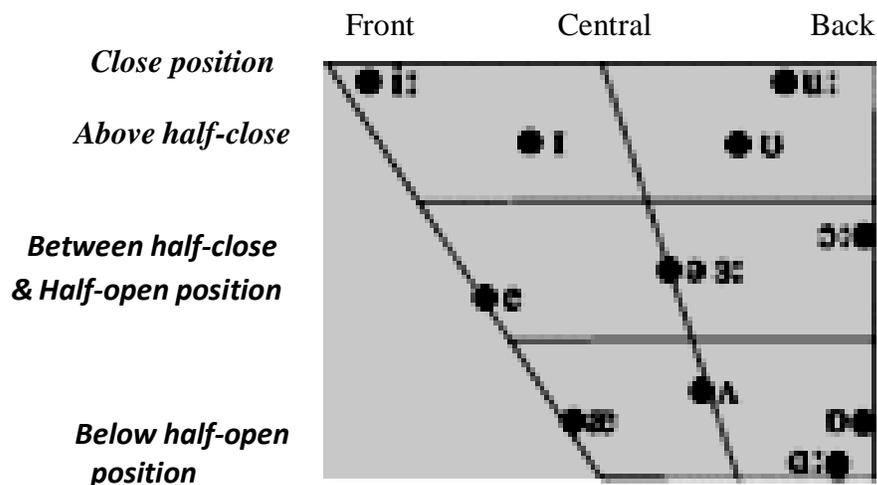
/i:/

When we produce the sound /i:/ the distance between the front of the tongue and the roof of the mouth is less. Lips become unrounded. Hence we call it Front close unrounded vowel.

Examples: keen/ki:n/ been/bi:n/ seen/si:n/

/i/

This is the centralized front unrounded vowel just above the half close position.

Examples: bit /bit/ sit /sit/ pit /pit/

/e/

This can be described as the centralized front unrounded vowel between half close and half open position**.**

Examples: bet /bet/ set /set/ let/let/

/æ/

This can be described as the centralized front unrounded vowel below half open position.

Examples: cat /kæt/ bat /bæt/ sat /sæt/Position of

Back Vowel Sounds

Front   Central   Back

Back close rounded vowel

Back rounded vowel just above half-close

Back rounded vowel in between half-close and half-open

Back rounded vowel just above openBack open unrounded vowel

/a:/
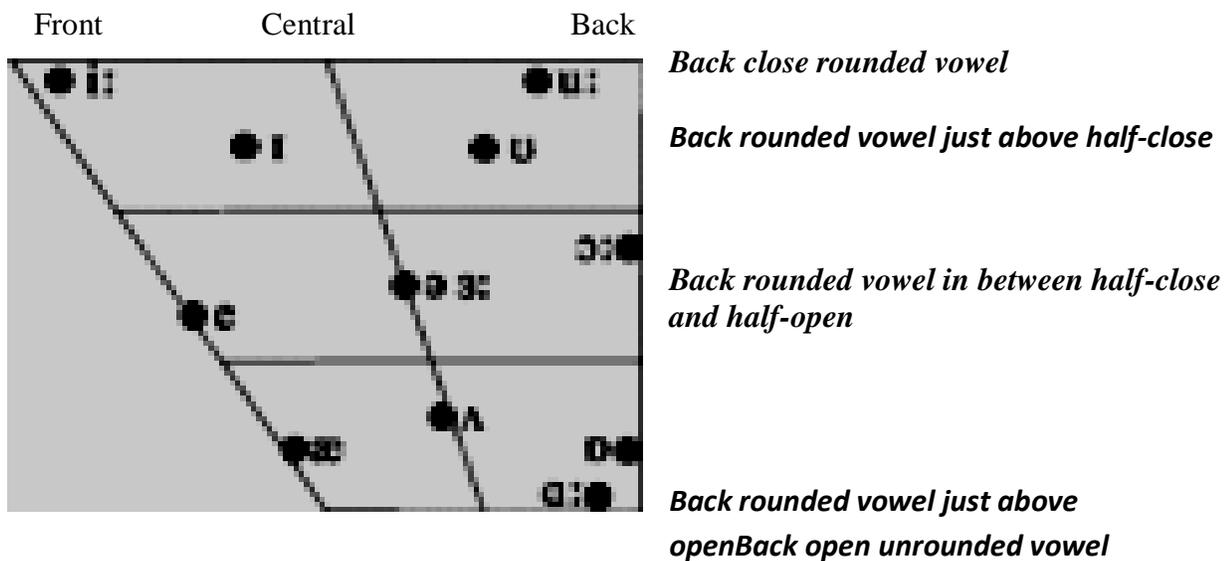
During the articulation of this long vowel the back of the tongue is in the fully open position. Lips become unrounded. Hence we call it Back open unrounded vowel.

Examples: art /a:t/ part /pa:t/ cart /ka:t/

/ɔ/

During the articulation of this vowel the back of the tongue touches just above the open position. The lips become rounded. Hence it can be called back rounded vowel just above the open position.

Examples: cot /kɔt/ lot /lɔt/ dot /dɔt/

/ɔː/

During the articulation of this vowel the back of the tongue is raised in the direction of the soft palate in between half-open and half-close position. The lips become rounded. Hence it can be described as back rounded vowel between half-close and half-open position.

Examples: bought /bɔːt/ caught /kɔːt/ taught /tɔːt/

/u/

During the articulation of this vowel the back of the tongue is raised in the direction of soft palate to a height just above half-close position. The lips become rounded. Hence it can be called back rounded vowel just above half-open position.

Examples: book /buk/ took /tuk/ foot /fut/

/uː/

During the articulation of this long vowel the back of the tongue is raised in the direction of the soft palate to a height very near the close position. The lips become rounded. Hence it can be called back close rounded vowel.

Examples: food /fuːd/ good /guːd/ root /ruːt/

Position of Central Vowel Sounds

Front   Central   Back
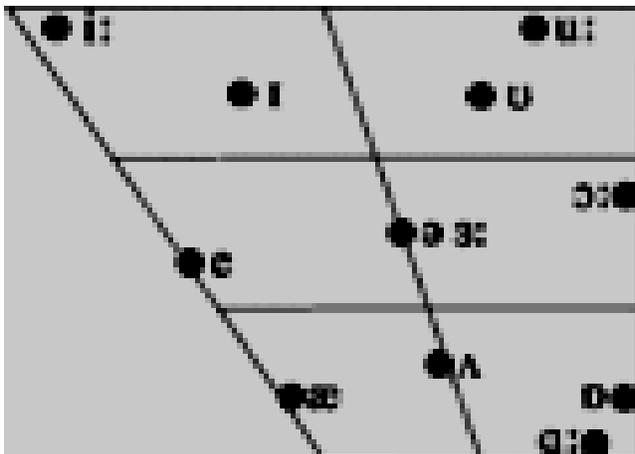
Central unrounded vowel between half-close and half open position /əː/

Central unrounded vowel below half-open/ə/Central unrounded vowel just above the Open position /ʌ/

/ʌ/

During he articulation of this vowel the centre of the tongue is raised in the direction of the roof of the mouth in between hard palate and soft palate to a height just above the open position. The

lips become unrounded. Hence, it can be described as a central unrounded vowel just above the open position.

Examples: cup /kʌp/ up /ʌp/ pup /pʌp/

/ə:/

During the articulation of this long vowel the centre of the tongue is raised towards the roof of the mouth in between half close and half open position. The lips become unrounded. Hence , it can be described as central unrounded vowel between half close and half open position.

Examples: bird /bə:d/ curd /kə:d/ learn /lə:n/

/ə/

During the articulation of this vowel the centre of the tongue touches the roof of the mouth just below half open position. The lips become unrounded. Hence, it can be described as a central unrounded vowel just below half open position.

Examples: an /ən/ for /fə/ submit /səbmit/

Diphthongs
These are the combination of two single vowel sounds pronounced as one syllable. During the articulation of these sounds the tongue starts in the position required for the articulation of a particular vowel and moves in the direction required for the articulation of a different vowel. There are eight diphthongs in the Received Pronunciation.
/ei/ /aɪ/ /ɔɪ/ /aʊ/ /ɪə/ /ʊə/ /əʊ/ /eə/

Position of Diphthongs
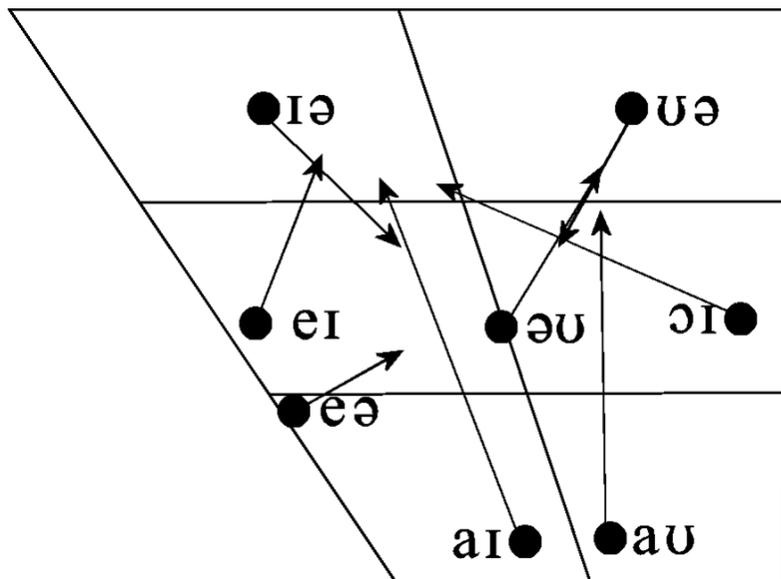
/ei/

During the articulation of this diphthong the front of the tongue starts from a position just below the half-close and moves towards the direction of /i/ i.e., just above the half-close position. Hence

it can be described as a glide from the front unrounded vowel just below half-close position to a centralized front unrounded vowel just above the half-close position.

Examples: play /plei/ say /sei/ pay /pei/Note

When a diphthong is long, it is the first element that is lengthened. The second element is short. Such diphthongs are called falling diphthongs. They are longer when word final and are followed by voiced/voiceless consonants.

/aɪ/

During the articulation of this diphthong the front of the tongue starts from an open unrounded position and moves towards the direction of /i/. Hence it can be described as a glide from a front open unrounded vowel to a centralized front unrounded vowel just above half-close position.

Examples: buy /bai/ bite /bait/ bide /baid/

/ɔɪ/

This diphthong can thus be described as a glide from a back rounded vowel between open and half-open to a centralized front unrounded vowel just above the half-close position.

Examples: boy /bɔɪ/ toy /tɔɪ/ voice /vɔɪs/

/aʊ/

During the articulation of this diphthong the glide begin at a back open unrounded position and moves in the direction of /u/ and the lips become rounded.

Examples : out /aut/ about /əbaut/ stout /staut/

/əʊ/

This diphthong can be described as a glide from a central unrounded vowel between half-close and half-open to a centralized back rounded vowel just above the half-close position.

Examples: goat /gəʊt/ coat /kəʊt/ no/nəʊ/

/iə/

This diphthong can be described as a glide from a centralized front unrounded vowel just above half-close to a central unrounded vowel between half-close and half-open position.

Examples: hear /hiə/ near /niə/ fear /fiə/

/uə/

This diphthong can be described as a glide from a centralized back rounded vowel just above half to a central unrounded vowel between half-close and half-open position.

Examples: pure /puə/ cure /kuə/ lure /luə/

/eə/

This diphthong can be described as a glide from a front half-open unrounded vowel to a central unrounded vowel between half-close and half-open position.

Examples: care /skeə/ scare /skeə/ payer /peə/

<u>*Practise words in Phonetics*</u>

IPA	Word		IPA	Word
/ pʊt /	**Put**		/ staːf **/**	staff
/ fiːt /	**Feet**		/ kənsiːv /	conceive
/ fit /	**Fit**		/ dɔːtər **/**	doctor
/ fæt /	**Feel**		**/** wɔːm /	warm
/ fɑːt /	**Fat**		/ ruːd **/**	rude
/ fɔːt /	**fought**		**/** kɔːn /	can
/ fʊːt/	Foot		/ bɔːrn /	born
/ hiːt /	**heat_**		**/ /** siti **/**	city
/ hɪt /	**Hit**		/ hʌni /	honey
/ hɑːt /	**Hat**		**/**fɔrin /	foreign
/ huːt /	**Hoot**		**/** sistim **/**	system
/ hɜːt /	**Hot**		/ gilti **/**	guilty
/ hʌt /	**_hut_____**		/ beri/	berry
/ heɪt	**_hurt_**		**/** meri **/**	merry
			/ preti **/**	pretty
			/ betə /	Better

IPA	Word		IPA	Word
/ spred **/**	**spread**			
/ bred **/**	**bread**			
/ ges **/**	**geese**		/ gest /	**guest**
/ ketl **/**	**kettle**		/ ded /	**Dead**
/ bild /	**build**		/ kæptin /	captain
/mauntin /	**mountain**		/praivit /	**private**
/fauntin /	**fountain**		/ bʌtn /	button
/ bɔtl /	**bottle**		/ mʌtn /	**mountain**
/fæktəri /	**factory**		/ jeri /	**jerry**
/ feri /	**ferry**		/ mes /	**mess**
/ laif /	**life**		/ taim /	**time**
/ mʌnki /	**monkey**		/meni /	**money**

INTRODUCTION TO CONSONANT SOUNDS

A consonant sound is usually described taking into account whether it is voiceless or voiced, its manner of articulation and its place of articulation. There are 24 distinctive consonant sounds in Received Pronunciation. Based on manner of articulation we divide them into six categories:

1.Plosives
Sounds are produced with a stricture of complete closure and sudden release of the air.
There are six plosives. **/p/ /t/ /k/ /b/ /d/ /g**/

Examples : peel / pi:l / bean / bi:n / geese /gi:s /

Note:

/p/ /t/ /k/ are voiceless consonants but comparatively strong called *fortis* where as /b/ /d/ /g/ are voiced consonants but comparatively weak called *lenis.*

2.Affricates
Sounds are produced with a stricture of complete closure and slow release of the air. There are two affricates. **/ t∫ / / dʒ /**

Examples: chin / t∫in / jam / dʒæm /

3.Nasals
Sounds that are articulated with a stricture of complete oral closure are called nasals. There are three nasal consonants. **/ m / / n / / ŋ /**

Examples: mean / mi:n / neat / ni:t / ring / riŋ /

4.Fricatives
Sounds that are articulated with a stricture of close approximation (that are pronounced with onlya small gap between the tongue and top of the mouth) are called fricatives. There are nine fricatives. **/ f / / v / / θ / / ð / / s / / z / / ∫ / / ʒ / / h /**

Examples: feel / fi:l / thin / θin/ veal /vi:l/ measure /meʒə/ zip /zip/ this /ðis / bush /bu∫/

5.Lateral
Sounds that are articulated with a stricture of complete closure in the centre of the vocal tract but the air escaping along the sides of the tongue without any friction. There is only one lateral consonant. **/l/**

Examples: bottle / bɔtl / leave /li:v /

6.Approximants /semi-vowels
Sounds that are articulated with a stricture of open approximation are called approximants. They are also called *frictionless continuants* as the air escapes without any friction. They are called semi-vowels because they take the positions normally associated with consonants. There are three approximants. **/j/ /w/ /r/**

Examples: union / ju:nien / read /ri:d/ wise /waiz/

Place of Articulation

Based on place of articulation consonant sounds are divided into eleven categories.

1.Bilabial consonants
The two lips become the articulators. /m/ /p/ /b/ are bilabial consonants.
/m/ is voiced bilabial nasal
/p/ is voiceless bilabial plosive
/b/ is voiced bilabial plosive

2.Alveoar consonants
The tip/blade of the tongue is the active articulator and the teeth-ridge is the passive articulator.
/n/ /t/ /d/ /s/ /z/ /l/ are alveolar consonants.
/n/ is voiced alveolar nasal
/t/ is voiceless alveolar plosive
/d/ is voiced alveolar plosive
/s/ is voiceless alveolar fricative
/z/ is voiced alveolar fricative
/l/ is voiced alveolar lateral

3.Velar Consonants
The back of the tongue is the active articulator and the soft palate is the passive articulator.
/k/ /g/ /ŋ/ are the velar consonants.
/k/ is voiceless velar plosive
/g/ is voiced velar plosive
/ŋ/ is voiced velar nasal.

4.Palato-alveolar Consonants
The tip of the tongue and blade of the tongue are active articulators; the teeth-ridge is the passive articulator. Simultaneously, the front of the tongue is raised in the direction of hard palate and the air passes through the narrow passage with audible friction. /tʃ/ /dʒ/ /ʃ/ /ʒ/ are palato-alveolar consonants.
/tʃ/ is voiceless palato-alveolar affricate
/dʒ/ is voiced palato-alveolar affricate
/ʃ/ is voiceless palato-alveolar fricative
/ʒ/ is voiced palato-alveolar fricative

5.Labio-dental Consonants
The lower lip becomes the active articulator and the upper front teeth become the passive articulator. The air comes out with friction between lower lip and upper front teeth.
/f/ /v/ are the labio-dental consonants
/f/ is voiceless labio-dental fricative
/v/ is voiced labio-dental fricative

6.Dental Consonants

The tip of the tongue is the active articulator and the upper front teeth become the passive articulator. / θ / / ð / are the dental consonants.
/ θ / is voiceless dental fricative
/ ð / is voiced dental fricative

7. *Post-alveolar Consonant*
The tip of the tongue is the active articulator and the part of the roof of the mouth that lies immediately behind the teeth-ridge is the passive articulator. / r / is the post-alveolar consonant.
/ r / is voiced post-alveolar approximant.

8. *Retroflex Consonants*
The curled back tip of the tongue is the active articulator and the hinder part of the teeth-ridge or hard palate becomes the passive articulator. /t/ /d/ are sometimes called retroflex consonants.
Examples: tap /tæp/ dot /dɔt/

9. *Palatal Consonant*
The front of the tongue is the active articulator and the hard palate becomes the passive articulator.
/ j / is the palatal consonant.
/ j / is the voiced palatal consonant.

10. *Glottal Consonant*
The sounds are produced at the glottis and the two vocal cords are the articulators. / h / is the glottal consonant.
/ h / is voiced glottal fricative.

11. *Labio-Velar Semi-Vowel*
The back of the tongue is the active articulator and the soft palate is the passive articulator. Simultaneously the lower lip touches the upper front teeth. / w / is the labio-velar semi-vowel.
/ w / is the voiced labio-velar semi-vowel

Articles	weak forms
A	**/ ə /**
An	/ ən /
The	/ ði / before a vowel
	/ ðə / before a consonant

Verbs

Am	/ əm /
Are	/ ə /
Can	/ kən /
Does	/ dəz /
Had	/ həd / /əd / / d /
Has	/ həz / /əz / /z /
Is	/ z / / s /
Shall	/ ʃl /
Was	/ wəz / / əz / / z /
Were	/ wə /
Will	/ wl /
Would	/ əd /

Conjunctions

And	/ ənd /
As	/ əz /
Than	/ ðən /
That	/ ðət /

Prepositions

At	/ ət /
To	/ tə / before a consonant
	/tu / before a vowel
For	/fə /
From	/ frəm /

Important viva questions on phonetics

1. What is Phonetics? --- Phonetics is the science of speech

2. How many sounds are there in English-? ---- 44

3. What are consonants? ---- A consonant is a sound in spoken language that is characterized by a constriction or closure at one or more points along the vocal tract.

4. What are vowels? --- A **vowel** is a sound in spoken language pronounced with an open vocal tractso that there is no build-up of air pressure at any point above the glottis

5. Full form of IPA – International Phonetic Association

6. Full for RP –Received Pronunciation

7. Difference between voiced and voiceless sounds – voiced sounds are produced with vibration whilevoiceless sounds are produced without vibration

8. How many voiceless sounds are there? ------9

9. What are plosives? ----- Plosive, or occlusive is a consonant sound produced by stopping the airflow in the vocal tract or with an explosion

10. What are Fricatives? ----- Fricative sounds are produced when the articulators are brought so closely together that the sounds are accompanied by audible friction

11. What are Nasals?   A **nasal consonant** (also called **nasal stop** or **nasal continuant**) is produced with a lowered velum in the mouth, allowing air to escape freely through the nose

12. What are laterals? ---- **Laterals** are "L"-like consonants pronounced with an occlusion made somewhere along the axis of the tongue, while air from the lungs escapes at one side or both sidesof the tongue.

13. What are articulation or speech organs? ---. **Articulation,** in phonetics is a configuration of the **vocal tract** (the larynx and the pharyngeal, oral, and **nasal cavities**) resulting from the positioning of the mobile organs of the vocal tract (*e.g.,* tongue) relative to other parts of the vocal tract that may be rigid (*e.g.,* **hard palate**). This configuration modifies an airstream to produce the sounds of speech. The main articulators are the tongue, the upper lip, the lower lip, the upper teeth, the upper gum ridge (**alveolar ridge**), the hard palate, the velum (**soft palate**), the uvula (free-hangingend of the soft palate), the pharyngeal

14. What are diphthongs?-

--- A **diphthong** "two sounds" or "two tones"), also known as a **gliding vowel**, refers to two adjacent vowel sounds occurring within the same syllable. Technically, a diphthong is a vowel with two different targets: That is, the tongue moves during the pronunciation of the vowel. In most dialects of English, the words *eye*, *hay*, *boy*, *low*, and *cow* contain diphthongs.

15. What are Monophthongs?   **Monophthong** is a pure vowel sound, one whose articulation at both beginning and end is relatively fixed, and which does not glide up or down towards a new position of articulation.

Minimal Pairs

A pair of words which differs only in one sound is called a minimal pair. For example
In the words **p**it and **b**it the two sounds are same and one sound differs. The word differs in one sound i.e. **/p/, /b/.**

Minimal pairs are pairs of words whose pronunciation differs at only one segment, such as sheep and ship or lice and rice. In phonology, **minimal pairs** are pairs of words or phrases in a particular language, which differ in only one phonological element, such as a phoneme, toneme or chroneme and have distinct meanings. They are used to demonstrate that two phones constitute two separate phonemes in the language.

As an example for English vowels, the pair "l**e**t" + "l**i**t" can be used to demonstrate that the phones [ɛ] (in l**e**t) and [ɪ] (in l**i**t) do in fact represent distinct phonemes /ɛ/ and /ɪ/. An example for English consonants is the minimal pair of "**p**at" + "**b**at".

word 1	word 2	IPA 1	IPA 2	note
pin	bin	/pɪn/	/bɪn/	initial consonant
rot	lot	/rɒt/	/lɒt/	
thigh	thy	/θaj/	/ðaj/	
zeal	seal	/ziːl/	/siːl/	
bin	bean	/bɪn/	/biːn/	vowel
pen	pan	/pɛn/	/pæn/	
hat	had	/hæt/	/hæd/	final consonant

The following table shows other pairs demonstrating the existence of various distinct phonemes in English. All the possible minimal pairs for any language may be set out in the same way.

PAST TENSE MARKERS

When verbs that end with voiceless consonant sounds such as k, p and f are reflectedwith -ed, the past tense marker is pronounced as /t/:

parked /pɑːkt/: He parked his
car.Slapped /slæpt/

Laughed /lɑːft/

When verbs that end with vowels and voiced consonant sounds such as o, a, b, g andv, l are reflected with -ed, the past tense marker is pronounced as /d/:

Followed /ˈfɒləʊd/: He followed
through.Stabbed /stæbd/

Curved /kɜːvd/

Lastly, when verbs end in t and d, the past tense marker is realised as /id/. Note thatthe /i/ is the sound in bit. Examples:

Planted /plɑːntid/: He planted
melon.Landed /lændid/

PLURAL MARKERS

There are three rules for forming regular plurals in English, exemplifiedby: *book/books* ([-s]), *dog/dogs* ([-z]), and *bus/buses* [−əz]). (Note that in General American English [−əz] is probably more common than the [-ɪz] you likely learned in English class. [−ɪz] is more common in British English than in American.) You probably learned these rules fairly early on in your study of English. These are **phonological** rules, because the phonological structure of a word determines whichtype of plural ending is added.

The same rules also apply to adding the /−s/ marker for **possessives**,

e.g. *Mark/Mark's*, *Bob/Bob's* and *Trish/Trish's*, as well as for the **third person singular form of verbs**, as in *take/takes, drag/drags*, and *push/pushes*. While **anticipatory assimilation** is more common in English, as exemplified by the nasalization of vowels that occur before nasal consonants, the rules for English plurals, possessives, and third person singular verb forms offer examples of **perseverative assimilation**, in which a sound(s) is (are) influenced by sounds that occur **before** it. In this case, the factors involved are **voicing** and **sibilant consonants**.

Here is a very succinct summary of the plurals rules by a teacher of English in the Philippines. Apparently Filipino students have the same tendency as Taiwan students do, that of pronouncing all final *s*'s in spelling as [s]. (The rules are copied below in case the source page is removed, as often happens with the Internet.)

Plural of nouns: Pronunciation.

In American English, the sound of "s" depends on which sound comes before it.

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

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

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

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

It is not only **assimilation** that is in operation here. Its opposite, **dissimilation**, is also at work. In assimilation, two sounds become more like each other when they are inproximity. In **dissimilation,** just the opposite happens: some kind of phonological change occurs in order to make two sounds more **distinct**. In the case of words endingin a sibilant, an **epenthetic** ("extra") schwa [ə] is inserted in order to separate sounds that are phonetically close. What sibilants have in common is that they are all producedwith a hissing sound. If similar hissing sounds are pronounced in succession, e.g. bus +s [bʌss], the plural ending cannot be clearly perceived by the listener. By assigning ita separate syllable in which it is preceded by the neutral vowel, we can hear the plural,possessive, or third person singular verb marking clearly. This is an example of **dissimilation** at work.

The pronunciation rules for regular verbs marked for past tense and past participle (we'll just say "past tense" here for simplicity) also involve both perseverative assimilation and dissimilation. Using spelling as a clue, we will assume the underlying plural marker to be /s/. In the case of the regular past tense verb marker, we will assume the underlying form to be /d/. As with the plurals rules, /-d/ is devoiced when preceded by a voiceless sound, and maintains its voicing when preceded by a voiced sound. But to obtain the dissimilation rule, we must examine other features of the past tense marker besides voicing. /d/ has no hissing sound, so the sibilant rule

will not apply here. Sounds classified as sibilants are based on both **manner of articulation** – they are all fricatives or affricates – and **place of articulation** – all are either alveolar or palato-alveolar sounds. If the same pattern applies to the past tense marker, what kinds of sounds can we expect will require a dissimilation rule? You may know the answer already, but try to derive it anew by yourself on the basis of manner and place of articulation.

/d/ is a **stop**, produced at the **alveolar ridge**. What are the alveolar stops in English? /d/ and /t/. And indeed, if a verb ends in /d/ or /t/, we also add an epenthetic [ə] schwa before adding the final /d/ marking. But do we pronounce it [t] as in *picked* or [d] as in *canned*? According to the rule of perseverative assimilation which applies here, the final consonant should have the same voicing value as the preceding sound. That sound in this case is a schwa, which is a vowel, and vowels are *voiced*. So the past tense of regular verbs ending in [d] or [t] is [d], just as the plural marking after sibilant consonants is [z] rather than [s].

The rules for regular English plurals for the <u>past tense</u> form of regular English verbs are explained in these videos:

Phonetic **reduction**. Another important kind of phonetic reduction is the **neutral vowel** or **schwa**. We have thus far, including on this page, referred to schwas as a given, without discussing in detail what a schwa actually is, where the word **schwa** and concept of the schwa originally came from, and the role of the schwa in the rhythm of spoken English. We'll do this in the following *English Island* article.

ICS Lab:

SPOKEN vs. WRITTEN LANGUAGE.

Communication is the process of exchanging information, both verbal and non-verbal, within an organization. Misunderstandings that cause friction between people can be avoided by communicating effectively. For communication to occur it must pass from a sender to a receiver. Communication is the process of transmitting information and common understanding from one person toanother. Communication in the workplace is critical to establishing and maintaining quality working relationships in organisations. This paper discusses the communication process, barriers to communication,and provides guideline for administrators to improve communication effectiveness.

Why is Effective Communication Important?

1. Workplace communication improves productivity.

2. Workplace communication can increase employee job satisfaction.

3.Workplace communication can have a positive effect on absenteeism andTurnover rates.

How to Communicate in the Workplace

Communication in the workplace should occur in a way that responds positively to individual differences. Consider the following

•Value all individuals and treat them with respect, courtesy and sensitivity

•Recognize cultural differences
.
•Communicate in a way to develop and maintain positive relationships, trust andconfidence
.
•Make an effort to use basic strategies to overcome communication barriers.

The way that you communicate impacts your ability to get along with people and get the things that you want/need done. Communication, whether verbal, written or visual can be expressed in positive and negative ways. Individuals need to take feedback from how others interpret or perceive how they are communicating. Sometimes we can be perceived as aggressive even though it is not intended.

FORMAL AND INFORMAL ENGLISH

Formal language is characterized by the use of standard English, more complex sentence structures, infrequent use of personal pronouns, and lack of colloquial orslang terms. Informal language allows the use of nonstandard English forms, colloquial vocabulary and typically shorter sentence structures.

We use formal language in situations that are serious or that involve people we don'tknow well. Informal language is more commonly used in situations that are more relaxed and involve people we know well.

Formal language is more common when we write; informal language is more commonwhen we speak. However, there are times where writing can be very informal, for example, when writing postcards or letters to friends, emails or text messages. There are also examples where spoken English can be very formal, for example, in a speech or a lecture. Most uses of English are neutral; that is, they are neither formal nor informal.

Formal language and informal language are associated with particular choices ofgrammar and vocabulary.

Contractions, relative clauses without a relative pronoun and ellipsis are morecommon in informal language.

Compare

She has decided to accept the job.	*formal*
She's decided to accept the job.	informal: *She's* = contraction

Compare

The girl whom I met in Singapore was interested in working in Australia.	formal

The girl I met in Singapore was interested in working in Australia.	informal: relative clause without the relative pronoun *whom*

Compare

We went to Barcelona for the weekend. We have a lot of things to tell you.	Formal
Went to Barcelona for the weekend. Lots to tell you.	Informal: ellipsis (more likely to be written or texted than spoken)

More formal vocabulary commonly involves longer words or words with origins in Latin and Greek. More informal vocabulary commonly involves shorter words, or words with origins in Anglo-Saxon. Most dictionaries indicate very informal and/or formal words.

formal	informal
commence	start
terminate	end
endeavour	try

We often choose to use certain modal verbs to be more formal and polite:

Can *I suggest you try this new model?* (neutral)

May *I suggest you try this new model?* (more formal)

Might *I suggest you try this new model?* (very formal)

ICE BREAKING ACTIVITY

Icebreakers are structured activities that are designed to relax learners, introduce them to each other, and energize them in what is normally an unduly formal atmosphere or situation. Icebreakers are not normally related to the subject matter, where as "openers" are related to the subject matter that is to be discussed. In addition, they often help to break up the cliques and invite people to form random groupings in a non-threatening and fun way.

The term "icebreaker" comes from "break the ice," which in turn comes from special ships called "icebreakers" that are designed to break up ice in the arctic regions. And just as these ships make it easier for other ships to travel, an icebreaker helps to clear the way for learning to occur by making the learners more comfortable by helping to bring about conversation.

Ice Breaking Activity

Divide the meeting participants into groups of four or five people by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)

1. Tell the newly formed groups that their assignment is to find ten things they have in common, with every other person in the group, that have nothing to do with work. (I tell people no body parts (we all have legs; we all have arms) and no clothing (we all wear shoes, we all wear pants). This helps the group explore shared interests more broadly.
2. Tell the groups that one person must take notes and be ready to read their list to the wholegroup upon completion of the assignment.
3. Ask for a volunteer to read their whole list of things in common first. Then, ask each group to share their whole list with the whole group. Because people are your best source for laughter and fun, the reading of the lists always generates a lot of laughter and discussion.You can also catch the drift of the conversation in the small groups based on the transitionsmade from item to item.

This team building icebreaker takes 10 – 15 minutes, depending on the number of groups. To keep the activity to ten minutes, After seven minutes of brainstorming together, tell the groups that the lists they have created are perfect, no matter how many items they have, and debrief.

An Ice Breaker That Helps People Meet and Greet

At company or department meetings, to help attendees get to know coworkers outside of their immediate work group, this ice breaker, or any variation, works well.

Sweet Greet Meeting Icebreaker

In advance of the meeting, purchase candy bars for each attendee. Buy the number of varieties necessary for dividing attendees across the desired number of groups or tables. As an example, if you want five employees in each small group, purchase five Snickers bars, five Baby Ruths, and so forth. Place all of the candy bars in a bag and ask employees to draw a candy bar as they enter the meeting.

You have also either labeled the tables with the candy bar name or placed an additional candy bar on the table in advance so employees know where to sit. Instruct attendees that they are to sit with the people who drew the same candy bar. (Warn employees not to eat the candy bar on the table or people will not know how to find their group.)

Because this is such a fun approach to helping employees get to know each other, you can simply ask people to introduce themselves at their assigned table. If you want to be more elaborate, you can develop a series of questions for people to answer.

And again, you can simply ask people to introduce themselves at their assigned table. Or, if you want to be more formal, you can develop a series of questions for people to answer such as those listed above. Keep in mind that with this approach to a meeting icebreaker, people will want to eat hot food, so less formal discussion is better until after the meal.

Fun and Funny Ice Breakers

Here are sample ice breaker questions for you to use in meetings. Your feedback about how they worked is always welcome.

   If you were a vegetable, what vegetable would you be?

   If you could live anywhere on this planet, and take everything that you love with you, where would you choose to live? Tell the group about your choice.

   What favorite color are you and how does being that color make you feel? (Example, I am purple.)

   What are your ten favorite foods?

   If you were to change your name, what would you change your name to? Why?

   Are you spring, summer, fall, or winter? Please share why.

   What's your favorite material object that you already own?

   What item, that you don't have already, would you most like to own?

   If you were to create a slogan for your life, what would it be? (Example: Eat, drink, and be merry, for tomorrow, we all die.)

Ice Breakers for Meetings and Work

- What's rocking your work world today?
- What do employees complain about in your organization?
- What are you most worried about at work this month?
- What characteristic do you value the most in your coworkers?
- What is the most important personal attribute that you bring to your job>
- What are you most excited about in relation to your job this year?
- What's one work-related skill that you'd like to develop, especially if you could do it easily?
- What coworker characteristic do you find most irritating?
- What's the one word that you'd like to hear from your boss?
- If your workplace was a tree, what kind of a tree would it be and why?
- What one factor or facet of work do you complain, moan, and groan about the most?
- What's the single most important factor that you would change about your job?
- What is the most significant factor, that your organization has control over, that interfereswith your success?
- What is the single most significant factor, that your organization controls, that is fuelingyour success?
- If you were the king of your workplace, what are the three missing factors that you wouldadd?

Listed below are a few icebreakers to help get you started.

The Magic Wand

You have just found a magic wand that allows you to change three work related activities. You can change anything you want. How would you change yourself, your job, your boss, coworkers, an important project, etc.? Have them discuss why it is important to make the change. Another variation is to have them discuss what they would change if they become the boss for a month. This activity helps them to learn about others' desires and frustrations.

Marooned

You are marooned on a island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

- Tell me something about yourself.
- Tell me about your family.
- Why do you want to pursue further studies?
- What did you do last summer?
- What do you like to do most/what do you do best?

General Questions

- What are your educational/career goals?
- Where do you think you will be doing 5/10/15 years from now?
- Who in your idol/ hero/ has influenced you most?
- How will you contribute to the college community/society, if you are selected?
- Tell me about your achievements/most memorable student experiences?
- Who has helped you most to reach where you are today?
- What subjects seemed most challenging/ interesting to you?

JAM SESSION

JAM refers to **'Just a Minute Session'** which is one of the essential forms of oral Communication expressing spontaneity in thought and expression. This is a test whereby a student is assessed on how well he can speak on a given topic for a minute, without pausing, deviating or repeating himself. The preparation time for JAM is ten minutes and the presentation time is one minute. The skills that are judged in a candidate are:

- Confidence
- Spontaneity in thinking
- General awareness
- Body language
- Language skills
- Sense of humour

Topics for JAM

There are no specific topics for the activity. The topics can be so varied that they can range from very simple ones to more serious ones. Since the topics are unpredictable, preparation should be not on specific topics but on honing one's language skills. Unless there is awareness of the world one will not be able to speak at random on any topic. Given below are list of topics for JAM :

- Self Introduction with your likes and dislikes
- Inspiring figure
- My hobbies
- My best pet/picnic spot/place/book/movie
- My best friend/teacher
- Cherished moment in my life
- Embarrassing moment in my life
- Evening walks
- Nuclear families
- Face book addiction
- Human habitation on Mars
- Breaking News

Guidelines:

- Dress up yourself in a stately manner.
- Drink more water before presenting.
- Be spontaneous in expressing your thoughts and feelings.
- Maintain medium level of tone, pitch, volume and rate of speech.
- Be clear in stating the facts.
- Maintain eye contact with the audience
- Use simple words in expressing your opinion or ideas.
- Do not use more pauses. Try to maintain continuity in your speech.
- Avoid repetitions.

SITUATIONAL DIALOUGES -GREETINGS – TAKING LEAVE –INTRODUCING ONESELF AND OTHERS.

Art Of Small Talk

Conversational English
Most of us are comfortable talking with our friends and family, but find it difficult to converse with a stranger or indulge in a small talk with people we do not know well. As we step out of college and move into the professional world, there will be an increasing need to converse with different people in different situations. One has to understand how and whento switch roles – from being a listener to a speaker.

Initiating a Conversation
One has to be very much aware in taking care of the situations and the kind of people we meet so that the language used may also differ accordingly. There are two ways of involving ourselves in conversation with various people we come across.

1.Formal Conversation
It takes place between officials, superiors and strangers where the intimacy level is very less. One has to be polite, courteous, sophisticated, fluent and expressive in using the language.

2.Informal Conversation

It takes place between friends, neighbours, relatives and family members where the intimacy level is very high and it happens by way of talks and chats without being polite or respectful in using the language. One of the best strategies to start a conversation with known or unknown ones is ISRF:

 Initiate, Respond, Sustain and Follow-up.

Greeting & Introducing

How do you greet people?
What are the different greetings for different occasions?
How do you introduce yourself and others?
There are some useful expressions for greeting and introducing:

I.Greeting People

Informal/friendly	**Formal/business**	**Formal conversation**
		Beginners
Hello!	Good Morning!	How do you do?
Hi!	Good evening!	How are you?

Responses to Conversation beginners	**When meeting someone after a while**	**Phrases to close a conversation**
How do you do?	Good to see you again.	Good night!
Very well.	It's been a long time.	See you later.
Fine, thank you.		

Greeting Before Leaving

Formal	*Informal*
It was nice talking to you	Bye.
It was a pleasure meeting you.	See you later.
Goodbye.	Cheerio
Good night. (Generally used after 8 p.m.)	

Greeting on Different Occasions

Congratulations!

Merry Christmas!

Pleased to meet you!

It's celebration time!

Well done!

Good luck!

Welcome to our team!

Happy New Year!

All the best for your exams!

Introducing Oneself and others

There are some useful phrases in introducing.

Introducing oneself

I would like to introduce myself
I am---
My name is----and I am from---
Hi, I am

Introducing others

This is--------
I would like to introduce---from---
Here's---
May I introduce you to
I would like you to meet—(name)

When meeting for the first
Time/on being introduced

Pleased to meet you
Nice to meet you.
Glad to meet you.
It's pleasure meeting you.

Responding to a Greeting

Pleased to meet you too.
Nice meeting you too.
Glad to meet you too.

Some sample conversations which contain the kind of language we use in everyday life.
I.Two friends greet each other at the college
Kavya   :   Hi, Bhavya.
Bhavya   :   Hi, Kavya. How are you?
Kavya   :   I am okay. Which subject do we have in the first hour today?
Bhavya   :   It's English.

II. Two friends greet each other at Christmas
Rita :   Good morning Jim. Wish you a happy Christmas!
Jim   : Very good morning, Rita. Merry Christmas! I am surprisedYou
are awake this early.

Rita :   *It's my pleasure to wake early for a person like you. Jim :*
        Thanks a lot.

Rita : See you later!

Jim : See you, Bye!

III. Nita introduces her friend Gita to her father

Nita : Dad, may I introduce Gita to you?

Father : How do you do?

Gita   :   I am fine. How do you do sir?
Father :   Where are you from, Gita?

Gita : I am from Kanpur. I have come to Hyderabad recently.

Father : How do you find Hyderabad and its people?

Gita   :   I am greatly fascinated by Hyderabad but I don't think I can comment On the
        people her fir I have been here only for a few weeks.

Father : I appreciate your frankness, Gita.

Nita   :   You keep talking. I will be back with mom in a minute or two.

IV. A professional meeting a well-known individual

Professional   :   I am pleased to meet you.

Individual   :   The pleasure's mine.

Professional   :   I have heard Ravi speak about you often.
Individual   :   Only good things I hope.

V. Conversation between a customer & a salesperson at a busy shopping place.

Customer   :   I am looking for a nice shirt to go with my black jeans.(initiate)

Salesperson :   Please take a look at this blue shirt.(respond)

Customer   :   I have two blue shirts already.(sustain)

Salesperson :   Let me show you a few other colors to choose from.(follow-up)

Apologies & Responses

When we make a mistake, do something wrong or someone is inconvenienced with our actions, it is brought to our notice. We may not be responsible for the situation or we may not have done intentionally but the first thing to do is to apologize.

Some useful phrases for making apologies

- I am sorry..
- Sorry to bother you.
- I am sorry for the inconvenience caused.
- I apologize for the inconvenience caused.
- My sincere apologies.

Some common expressions that help to carry on the conversation smoothly

- Please allow me to offer my apologies (apology)
- Please don't worry.(response)
- I can't tell you how sorry I am about that lapse.

Social and Professional Etiquette

15 business etiquette rules every professional needs to know:

From how to introduce yourself to what to order at restaurants, these are the social rules you need to know when establishing relationships.

Always say your full name.

In a business situation, you should use your full name, but you should also pay attention to how others want to be introduced.

If your name is too long or difficult to pronounce, Pachter says you should consider changing or shortening it. Or you should consider writing down the pronunciation of your name on a business card and giving it to others.

Always stand when you're being introduced to someone.

Standing helps establish your presence. You make it easy for others to ignore you if you don't stand. If you are caught off guard and cannot rise, you should lean forward to indicate that you would stand, if you could."

Only say "thank you" once or twice during a conversation

You need to say it only once or twice within a conversation. Otherwise, you may dilute its impact and possibly make yourself seem somewhat helpless and needy

Send separate thank you notes to everyone involved.

You should send thank you notes within 24 hours and you should send separate notes to everyone you want to thank.

"Before you choose between email and handwritten notes, consider that regular mail may take several days to get to its destination while email arrives almost immediately. This time difference can be important after a job interview, if the hiring decision is being made quickly."

Never pull out someone's chair for them.

It's OK to hold open a door for your guest, but Pachter says you shouldn't pull someone's chair out for them regardless of gender. In a business setting, you should leave those social gender rules behind.

"Both men and women can pull out their own chairs."

Don't cross your legs.

Both men and women do it, but it can be distracting and even too sexy for a professional setting, says Pachter.

"The bottom line, however, is health related: crossing your legs is bad for your circulation because it increases the pressure on your veins."

Keep your fingers together when you point.

"Point with an open palm, and keep your fingers together. If you point with your index finger, it appears aggressive. Both men and women point, but women have a tendency to do it more than men."

Always break bread with your hands.

You should never use your knife to cut your rolls at a business dinner.

"Break your roll in half and tear off one piece at a time, and butter the piece as you are ready to eat it."

Do not push away or stack your dishes.

"You are not the waiter. Let the wait staff do their jobs."

Never ask for a to-go box.

"Doggie bags are okay for family dinners but not during professional occasions."

Keep the food options balanced with your guest.

This means that if your guest orders an appetizer or dessert, you should follow suit.

"You don't want to make your guest feel uncomfortable by eating a course alone," Pachter says.

If the host follows certain dietary restrictions, consider the restaurant they're takingyou before ordering.

"Most people do not impose their dietary choices on others. Nevertheless, you can often judge what to order by the type of restaurant she chooses.

STRUCTURE OF SYLLABLES

A syllable is the smallest sound unit into which a word is divided. In simple terms a syllable in a word is what we utter in one breath. A unit higher than the sound unit i.e., (phoneme) is a syllable. Every syllable has vowel as its nucleus and it may or may not be preceded by one or more consonants. A word is made up of either one syllable, two or three more syllables. The unit syllable is important when we deal with the rules of aspiration and word accent. In each word a syllable is stressed. A syllable is indicated by a full stop (.) For example, the word
Education has four syllables – **e.du.ca.tion.** Hence, it is a polysyllabic word. Given below are some of the monosyllabic words.

Mine	/main/
Mind	/maind/
Smile	/smail/
Mild	/maild/

SYLLABLE CONSONANT

A vowel is the nucleus of a syllable, i.e. usually every syllable has a vowel. But in certain cases there is no vowel, and the consonant acts as a vowel. This consonant is called Syllabic Consonant. The most common syllabic consonants are /l/ and /n/ especially when they occur after /t/ and /d/. Be aware not to insert a vowel between two consonants of that syllable. In the word ***cattle*** /l/ is the syllabic consonant. For example

Little	/litl/
Bottle	/bɔtl/
Brittle	/britl/
Settle	/setl/
Middle	/midl/

Pronunciation Rules

Past Tense Marker (-ed) Rule

If a verb ends in a voiceless sound except /t/ i.e., if it ends in /p/, /k/, /f/, /s/, /tʃ/, /ʃ/, /θ/ then –ed is pronounced /t/.

Picked	*/pikt/*
Coughed	**/kɔft/**
Briefed	*/bri:ft/*
Washed	**/wɔʃt/**

If a verb ends in a voiced sound except /d/ i.e., if it ends in /b/, /g/, /v/, /n/, /m/, /l/, /r/, /z/, /dʒ/, /ʒ/, /ð/ or a vowel, then the past tense –ed is pronounced /d/.

Dined	*/daind/*
Boiled	**/bɔild/**

| *Mobbed* | */mɔbd/* |
| **Bathed** | **/beiðd/** |

If a verb ends in either /t/ or/d/ then -ed is pronounced /id/

| *Funded* | */fʌndid/* |
| **Fitted** | **/fitid/** |

Repeated   */ripi:tid/*
Guarded   **/gɔdid/**

Plural Marker (-s) Rule
There are three ways of pronouncing the plural suffix 's'.
If the word ends in one of the voiceless sounds - /p/, /t/, /k/, /θ/, /f/ then the plural marker 's' attached to it is pronounced /s/.

Books   */buks/*
Tips   **/tips/**

Laughs   */la:fs/*
Caps   **/kæps/**

If the word ends in one of the voiced sounds /b/, /d/, /g/, /ð/**, /v/, /n/,** /m/, /l/, /r/ or any vowel sounds then the plural marker 's' attached to it is pronounced /z/.

Tubs   */tʌbz/*
Rooms   **/ru:mz/**

Bags   */bægz/*
Wells   **/welz/**

If the word ends with a sibilant, voiceless /s/, /ʃ/, /tʃ/ and their voiced counterparts /z/, /ʒ/, /dʒ/ then the plural marker 's' attached to it is pronounced /Iz/.

Badges   */bædʒiz/*
Boxes   **/bɔksiz/**

Wishes   */wiʃiz/*
Faces   **/feisiz/**

The same rules apply to the pronunciation of present tense, third person singular verb-'s' (-es) and the possessive ('s).

Drinks   */drinks/*
Bill's   **/bilz/**

Cat's   */kæts/*
James's   **/dʒeimsiz/**

WEAK FORMS & STRONG FORMS
The structure or function of words have two forms – weak and strong forms

Articles	**strong form**	**weak form**
A	/ei/	/ə/
An	/æn/	/ən/
The	/ðʌ/ or /ði:/	/ ði / before a vowel

/ ðə / before a consonant

Verbs	Strong form	weak form
Am	/æm/	/ əm /
Are	/a:/	/ ə /
Can	/ kæn/	/ kən /
Does	/dʌz/	/ dəz /
Had	/hæd/	/ həd / /əd / / d /
Has	/hæz/	/ həz / /əz / /z /
Is	/iz/	/ z / / s /
Would	/wud/	/ əd /
Conjunctions		
And	/ænd/	/ənd/
As	/æz/	/əz/
Than	/ðæn/	/ðən/
That	/ðæt/	/ðət/
Prepositions		
At	/æt/	/ət/
To	/tu:/	/tə/ before a

STESS PATTERN IN SENTENCES

Word Stress and Rhythm – Weak Forms and Strong Forms in Context.

We have learnt that the sound system of a language consists of vowel and consonant sounds. Now, let us turn our attention to the Syllable, which is a unit higher than a sound in the sound system of a language.

A syllable is a group of one or more sounds with the vowel sound as its essential part. Words are made of one or more syllables. For example, a text is one syllable, but textbooks are made up of two syllables.

Consider the word America. It consists of four syllables: a-me-ri-ca. Usually, the number of vowel sounds in a word is an indication of the number of syllables it has. It is useful to learn the number of syllables a word is made of to know the correct pronunciation of a word.

For instance, the difference in pronunciation between quite and quiet is in the extra syllable that quiet has.

Words with	one syllable	two syllables	three syllables	four syllables
	good	an.swer	con.vic.tion	al.ter.na.tive
	knife	ca.rry	des.ti.ny	a.vai.la.ble
	mode	ex.tent	in.flu.ence	ma.chi.ne.ry
	light	mon.soon	he.mis.phere	pe.ti.tion.er

Stress

Every syllable usually has a vowel sound, but it may or may not have a consonant sound on either side of it. So, a vowel is, in most cases, the nucleus of the syllable. In most of the dictionaries, syllables are separated by placing a hyphen in orthography (spelling) and by placing a dot between them in the phonetic transcription. E.g. ma-ster / m   .st   /

The unit syllable forms the basis for stress. In any word, if the syllables are more than one, only one syllable is prominent or louder than the rest of the syllables. All the syllables are not said with the same loudness or force. Take the example, gi-gan-tic. When it is pronounced in the way it should be, the syllable gan is heard with more force than the other two syllables.

In the dictionary, you can see a vertical line on the prominent syllable gi-'gan-tic. This is called the stressed syllable.

The use of Stress in speech helps us both deliver and understand meaning in longer utterances and it is closely linked with intonation. Although we will inevitably mention intonation, here we will concentrate on which syllables are stressed and why. There are certain rules governing Stress and there are two kinds of Stress. They are:
1. Word Stress
2. Sentence Stress

Rules of Stress or Stress Patterns

Rule 1: In words with weak prefixes, the stress should be on the root.

a 'bove	be 'fore
a 'cross	be 'cause
ac 'claim	be 'neath
a 'part	be 'come

Rule 2: In disyllabic nouns or adjectives, the first syllable is stressed.

'campus	'country
'colour	'factor
'center	'fiction
'duty	'motion

Rule 3: In disyllabic verbs, the second syllable is stressed.

per 'form	con 'test
sus 'pect	con 'trol
re 'fuse	per 'mit
ren 'der	for 'get

Rule 4: If a compound word is a noun, a combination of a noun and another noun (noun+noun) or an adjective and a noun (adj+noun), the stress will be on the first part.

'pinpoint	'palmtop
'backdoor	'counterpart
'classroom	'bedpost
'greenhouse	'railway

Rule 5: If a compound word is an adjective or a combination of an adjective and the past participle of a verb (adj+p.p), the last part is stressed.

clear-'headed	short-'tempered
out-'bound	old-'fashioned
far-'sighted	hard-'hearted
deep-'rooted	close-'fisted

Rule 6: If a compound word is a verb or a combination of a preposition and a verb (prep+verb), the last part is stressed.

over 'power	under'stand
under'rate	draw'back
outper'form	under'play

]Rule 7: In phrasal verbs, the particles are stressed.

turn'off	rule'out
get'over	set'off
look'after	break'down

Rule 8: Words ending with –ic, -ical, -ically, -ious, -ial, and –ially have stress on the syllable preceding the suffix.

pa'thetic	me'chanically
ener'getic	fi'nancial
eco'nomical	con'fidential
e'lectrical	fi'nancially

Rule 9: Words ending with –tion, -cian, and –sion have stress on the penultimate , i.e. last but one, syllable.

drama'tization	in'vasion
moderni'zation	imagi'nation
ma'gician	situ'ation
elec'trician	con'gestion

Rule 10: Words ending with –phy, -gy, -try, -cy, -fy, -al, and –ify have accent on the third syllable from the end.

ste'nography	ge'ometry
pho'tography	com'placency
tech'nology	ac'curacy
chro'nology	e'lectricity

Rule 11:Words ending with –meter will have stress on the last syllable before –meter.

kilo'meter

spee'dometer

Rule 12:Inflectional suffixes –s, -es, -d, -ed, -ing, and derivational suffixes –age –ance, -er, -ess, -ful, -hood, -ice, -ish, ive, -less, -ly, -ment, -ness,, -or, -ship –ter, and –zen do not normally affect the stress pattern.

'term	'terms	'bus	'busses	'coward
de'mand	de'manded	'rise	'rising	'cowardice
'bond	'bondage	ac'cept	ac'ceptance	

Questions:

- Define Syllable
- What are monosyllabic words?
- Difference between monosyllabic and polysyllabic words

Intonation

Intonation is **a feature of pronunciation and common to all languages**. Other features of pronunciation include stress, rhythm, connected speech and accent. As with these other features,intonation is about how we say something rather than what we say.

What is intonation?

Intonation and stress are closely linked. In fact it's impossible to dissociate them. They go hand in hand.

Intonation is about *how* we say things, rather than *what* we say, the way the voice rises and falls when speaking, in other words the music of the language.

Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, boredom, gratitude, etc.). Intonation therefore indicates the mood of the speaker.

There are two basic patterns of intonation in English: falling intonation and rising intonation. In the following examples a downward arrow (↘) indicates a fall in intonation and an upward

arrow (⬈) indicates a rise in intonation.

Again, these are not rules but patterns generally used by native speakers of English.
Just remember that content words are stressed, and intonation adds attitude or emotion.

This explanation on intonation is intended to serve as a general guide to help learners.
It should in no way make them unnecessarily anxious!

It should be remembered that a written explanation can never be a substitute for a 'live' conversation with a native speaker.
Attitudinal intonation is something that is best acquired through talking and listening to English speakers.

Falling Intonation (↘)

(The pitch of the voice falls at the end of the sentence.)
Falling intonation is the most common intonation pattern in English.
It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

- **Statements**
    - Nice to meet ↘ you.
    - I'll be back in a ↘ minute.
    - She doesn't live here ↘ anymore.
    - Dad wants to change his ↘ car.
    - Here is the weather ↘ forecast.
    - Cloudy weather is expected at the end of the ↘ week.
    - We should work together more ↘ often
    - I'm going for a walk in the ↘ park.

- **Commands**
    - Write your name ↘ here.
    - Show me what you've ↘ written.
    - Leave it on the ↘ desk.
    - Take that picture ↘ down.
    - Throw that ↘ out.
    - Put your books on the ↘ table.
    - Take your hands out of your ↘ pockets.

- **Wh- questions** (requesting information.)
    (questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')
    - What country do you come ↘ from?
    - Where do you ↘ work?
    - Which of them do you ↘ prefer?
    - When does the shop ↘ open?
    - How many books have you ↘ bought?
    - Which coat is ↘ yours?
    - Whose bag is ↘ this?

Perfect your pronunciation and improve your speaking confidence.
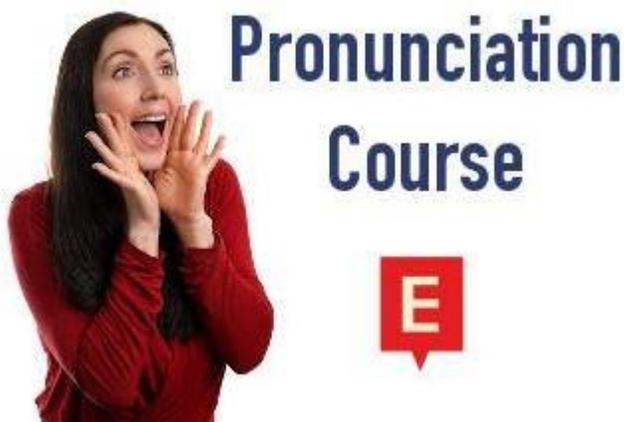
- **Questions Tags that are statements requesting confirmation rather than questions.**
  Not all tag questions are really questions.
  Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.
  - He thinks he's so clever, doesn't ↘ he?
  - She's such a nuisance, isn't ↘ she?
  - He failed the test because he didn't revise, did ↘ he?
  - It doesn't seem to bother him much, does ↘ it?

- **Exclamations**
  - How nice of ↘ you!
  - That's just what I ↘ need!
  - You don't ↘ say!
  - What a beautiful ↘ voice!
  - That's a ↘ surprise!

Rising Intonation (↗)

(The pitch of the voice rises at the end of a sentence.)
Rising intonation invites the speaker to continue talking.
It is normally used with yes/no questions, and question tags that are real questions.

- **Yes/no Questions**
  (Questions that can be answered by 'yes' or 'no'.)
  - Do you like your new ↗ teacher?
  - Have you finished ↗ already?
  - May I borrow your ↗ dictionary?
  - Do you have any ↗ magazines?
  - Do you sell ↗ stamps?

- **Questions tags that show uncertainty and require an answer** (real questions).
  - We've met already, ↗ haven't we?
  - You like fish, ↗ don't you?
  - You're a new student ↗ aren't you?
  - The view is beautiful, ↗ isn't it?

We sometimes use a combination of rising and falling intonation in the same sentence.The combination is called Rise-Fall or Fall-Rise intonation.

Rise-Fall Intonation (↗ ↘)

(The intonation rises and then falls.)
We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

- **Choices** (alternative questions.)
  - Are you having ↗ soup or ↘ salad?
  - Is John leaving on ↗ Thursday or ↘ Friday?
  - Does he speak ↗ German or ↘ French?
  - Is your name ↗ Ava or ↘ Eva?

- **Lists** (rising, rising, rising, falling)
  Intonation falls on the last item to show that the list is finished.
  - We've got ↗ apples, pears, bananas and ↘ oranges
  - The sweater comes in ↗ blue, white pink and ↘ black
  - I like ↗ football, tennis, basketball and ↘ volleyball.
  - I bought ↗ a tee-shirt, a skirt and a ↘ handbag.

- **Unfinished thoughts (partial statements)**
  In the responses to the following questions, the rise-fall intonation indicates reservation. The speaker hesitates to fully express his/her thoughts.
  - Do you like my new handbag? Well the ↗ leather is ↘ nice... (but I don't like it.)
  - What was the meal like? Hmm, the ↗ fish was ↘ good... (but the rest wasn'tgreat).
  - So you both live in Los Angeles? Well ↗ Alex ↘ does ... (but I don't).

- **Conditional sentences**
  (The tone rises in the first clause and falls gradually in the second clause.)
  - If he ↗ calls, ask him to leave a ↘ message.
  - Unless he ↗ insists, I'm not going to ↘ go.
  - If you have any ↗ problems, just ↘ contact us.

Fall-Rise Intonation (↘ ↗)

(The voice falls and rises *usually within one word.*)

The main function of fall-rise intonation is to show that the speaker is not certain of the answer

they are giving to a question, or is reluctant to reply (as opposed to a falling tone used when there is no hesitation). It is also used in polite requests or suggestions.

- **Hesitation/reluctance**:
  - So you'd be willing to confirm that? ...Well ... I ↘sup↗pose so ...
  - You didn't see him on Monday? I don't quite ↘re↗member ...

- **Politeness-Doubt-Uncertainty**: (You are not sure what the answer might be.)
  - Perhaps we could ↘vis↗it the place?
  - Should we ↘cop↗y the list?
  - Do you think it's ↘al↗lowed?

Tips for learners:

A good exercise to improve pronunciation would be to listen to short recordings of everyday dialogues and then 'shadow read' the script, or read it along with the tape using the same stress and intonation as the speaker. Students can repeat this exercise until their voice sounds similar to the voice on the recording.

It is also a good idea to note down or record some examples of everyday conversations (either from real life or from film or television dialogues) and repeat them as often as possible, copying the stress and intonation of the speakers.

Modern English songs are also a useful way of learning English stress, rhythm and intonation. To begin with, try singing (or saying loudly) the lyrics of songs that you find easy to understand.

You will be surprised how quickly your pronunciation will improve with the help of audio materials.
It will be a reward for all your hard work!

FEATURES OF A GOOD COMMUNICATION-STRATERGIESFOR EFFECTIVE COMMUNICATION

Characteristics of a Common Ground Conversation

- Be Fully Present in the **Conversation**. Finding common ground requires listening and you need to be fully present in the moment.
- Realize and Vocalize the Things You Agree On.
- Seek Understanding More than Being Right.
- Honor the Other Person.
- Commit to Communicate with Kindness.

How To Be a Great Conversationalist: 10 Essential Rules

Given that conversational skills is a must-have in today's world, I thought it'll be great to write about how to be a great conversationalist, since I have not written about communication before.

While there is much for me to learn in communication, I've been told by friends, acquaintances, and associates that they enjoy speaking to me, and they find themselves sharing personal things that they don't share with others. I also have drawn-out conversations that can go on forever if not for other appointments.

1. **Be genuinely interested in the person**. Who is this person? What's on his/her mind? What does he/she enjoy doing? What motivates him/her in life? These are the questions I have for every single person I meet. Since people are part of my life purpose (to help others achieve their highest potential), my genuine interest in people, from who they are to what they do, comes naturally.

2. **Focus on the positive**. Go for the positive topics. This means rather than talk about past grievances, discuss future goals. Rather than talk about the coffee that spilled on your table this morning, talk about the movie you look forward to watching later this evening. It's okay to talk about "negative" topics (topics that trigger negative emotions) once in a while, but only when you feel it is okay with the other party and when it has a specific purpose

3. **Converse, not debate (or argue)**. In the article opening, I mentioned I once had a conversation with a highly argumentative guy. Rather than treat the conversation as a fun, enjoyable exchange, he kept picking on my comments and turned them into elaborate me vs. you arguments, when I didn't care either way. Needless to say, the conversation quickly dwindled into nothing. His combative and demeaning attitude was so draining that I didn't even want to speak to him after 15 minutes.

4. **Respect. Don't impose, criticize, or judge.** Respect each other's point of view. It's fine to express your opinion, but don't force it on them. Respect each other's space — don't encroach on the person's privacy unless you guys already know each other way. Respect each other's personal choices — don't criticize or judge. To do the opposite in each instance would be to impose yourself on others when it isn't your place to do so. Remember, everyone has the right to be him/herself, just as you have the right to be yourself.

5. **Put the person in his/her best light.** Always look for ways to make the person look good. Give credit where credit is due. Recognize talent where you see it. Praise where appropriate. Allow the person to shine in his/her own light. A lot of people don't recognize their personal ability and it's up to you to help them do that. Be their guide; be their conduit to love.

6. **Embrace differences while building on commonalities**. Everyone is different. At the same time, there are always commonalities between people. Embrace the differences. They make each of us unique. Agree to disagree if there are clashes in ideas. As you talk to the other person, look for commonalities between you and him/her. Once you find a common link, build on that. Use that as a way to learn more about him/her, which will help you find new commonalities that you can further build on.

7. **Be true to yourself**. Your best asset is your true self. Embrace it and let it shine.

Don't cover it up. It'd be pretty boring if all you do is mime the other person's words during a conversation; there wouldn't be anything to discuss at all! Be ready

to share your real thoughts and opinions (not in a combative manner though. Be proud of what you stand for and be ready to let others know the real you.

8. **Ask purposeful questions**. Questions elicit answers. The kind of questions you ask will steer the direction of the conversation. To have a meaningful conversation with the other person, ask meaningful questions. Choose questions like, "What drives you in life?", "What are your goals for this year?" and "What inspired you to make this change?", over "What did you do yesterday?" and "What are you going to do later?" Try the questions in this list for a change:

9. **Give and take**. Sometimes people say pretty weird stuff during conversations. For example, a critical comment here and there, a distasteful remark, a bad joke. Don't judge them for those comments. Give them the benefit of doubt (unless clearly proven otherwise). I myself make random oddball comments sometimes which leave me wondering why I even did that. Usually I just laugh or shrug it off; it makes for funny conversation banter.

Non-verbal Communication.

When we interact with others, we continuously give and receive wordless signals. All of our nonverbal behaviors—the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make—send strong messages. These messages don't stop when you stop speaking either. Even when you're silent, you're still communicating nonverbally.

In many instances, what comes out of your mouth and what you communicate through your body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe your verbal or nonverbal message. Invariably, they're going to choose the nonverbal because it's a natural, unconscious language that broadcasts your true feelings and intentions.

The way you listen, look, move, and react tells the other person whether or not you care, if you're being truthful, and how well you're listening. When your nonverbal signals match up with the words you're saying, they increase trust, clarity, and rapport. When they don't, they can generate tension, mistrust, and confusion.

If you want to become a better communicator, it's important to become more sensitive not only to the body language and nonverbal cues of others, but also to your own.

Different types of nonverbal communication include:

Facial expressions

The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial

expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

Body movements and posture

Consider how your perceptions of people are affected by the way they sit, walk, stand, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and subtle movements.

Gestures

Gestures are woven into the fabric of our daily lives. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly—expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Eye contact

Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's interest and response.

Touch

We communicate a great deal through touch. Think about the messages given by the following: a weak handshake, a timid tap on the shoulder, a warm bear hug, a reassuring slap on the back, a patronizing pat on the head, or a controlling grip on the arm.

Space

Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

Voice

It's not just what you say, it's *how* you say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." Think about how someone's tone of voice, for example, can indicate sarcasm, anger, affection, or confidence

Role Play

Role play exercises give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances.

Benefits of Role Playing

Role playing can be effectively used in the classroom to:

- Motivate and engage students
- Enhance current teaching strategies
- Provide real-world scenarios to help students learn
- Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation,persuasion)
- Provide opportunities for critical observation of peers

Guidelines in Developing Role Playing Exercises

- If you plan to use role playing as a graded exercise, introduce small, non-graded role plays earlyin and during the semester to help students prepare for a larger role play which will be assessed.

- Determine how the role play will be assessed: will observers be given an assessment rubric? Willobservers' remarks and scores be shared with the role players? Will the observers' scores be included with the instructor's scores? Will the role players be given the opportunity to revise and present the role play again? Will observers be taught how to properly assess the performance (include meaningful feedback that is not purely judgmental but rather justify all remarks that are practical and unbiased)?

- Instruct students that the purpose of the role play is to communicate a message about the topicand not focus as much on the actual person acting the role.

- Tie role plays to learning objectives so students see their relevance to course content.

- Allow time for students to practice the role play, even if it is spontaneous, so they will be ableto think deeply about the role and present it in a meaningful way.

- Reduce large chunks of content into smaller sections which can be more effectively presentedas a role play.

Examples of Role Play Exercises

Students can gain additional (and alternative) meaning from the context of role playing than from non-context specific book learning and lectures. By means of guidance from clearly developed objectives and instructions, role plays can help students gain knowledge and skills from a variety

of learning situations:

1. Interview practice —In preparation for career interviews, students can assume the role of the interviewer and/or the interviewee.

2. Marketing—In preparation for a class presentation, students can assume the position of a sales representative and sell a product.

3. Retailing—To help prepare students for a guest speaker in merchandising course, students can play the role of sales manager and sales representative to gain better insight on the responsibilities of these positions.

4. Counseling—In preparing for clinical practice, students can role play a family therapist whose client has revealed she has committed a criminal act.

5. Teaching—In preparation for a job fair, students can role play the Teacher and the student, or the administrator and the student, or the teacher and a parent.

6. Debates—As a spontaneous exercise, the instructor has students briefly prepare arguments for and arguments against positions on a topic such as Logging in the Northwest and the Spotted Owl, Arab-Israeli Conflict or Airline Flight Departure Delays.

Summary

Role plays provide students with the opportunity to take part in activities which mirror career-related scenarios. To help students understand the use of role playing sessions, roleplays should be content-focused, match learning objectives, and be relevant to real-world situations.

Role playing exercises encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. When properly employed, role plays can motivate students in a fun and engaging way.

TELEPHONE ETIQUETTE

The phone could become one of the most

powerful,
efficient
cost effective

Tools you have at your disposal.

Whether you use the phone:
For job applications
As part of your job when you're employed
Telephone manners are crucial components of a professional image

Your voice is your personality over the telephone. It makes an *immediate* impression that can portray you as:

friendly or distant
confident or timid
spontaneous or mechanical
relaxed or nervous

Dos

Smile when you're on the phone, the other person will hear it, as it completely changes the sound of your voice!

➢ Know what you want to say before making the call.
➢ Practice the words out loud until they feel comfortable.
➢ Listen and respond to the person on the other end of the line.
➢ When you focus on them the phone call becomes much more conversational

Donts

➢ Do things like doodle or read while on the phone, the person you're talking to will knowyou're distracted!
➢ Answer the phone with food in your mouth, the other person will hear it!
➢ Answering The Phone
➢ Greet the caller
➢ State the company (or department)
➢ Introduce yourself
➢ Offer your help

"Good afternoon, Accounts,

Andrew Bat speaking.

How may I help you?"

Taking Messages

1. The date and time of the call
2. Who the message is for
3. The name of the caller
4. The company/dept of the caller
5. The telephone number of the caller
6. A <u>brief</u> message
7. Name of person who took the message

Closing The Call

➢ Thank the caller
➢ Assure that promises will be fulfilled
➢ Leave the caller with a positive feeling
   "Thank you for calling.
   I'm glad we were able to help.
   Feel free to call us anytime"

Practice

1. Book a room at a restaurant over phone.
2. Invite your friend for this summer over phone.
3. Book movie tickets over phone.
4. Call up a travel agency manager and make arrangements for your trip to Europe.

Questions

1. Why are telephone greetings so important?
2. What is important about your voice?
3. When putting a caller on hold, what do you need to say or ask?
4. Who should end the phone call first?
5. When you leave a message in someone's voicemail, what is most important?

EXERCISE III

Errors in Pronunciation – The influence of Mother Tongue(MTI).

We all have a mother tongue which functions as a filter for what sounds we are able to distinguish. When you learn a foreign language, you have to understand that it uses a different set of sounds and different orthographic rules than your mother tongue (i.e. the same letter written in a different language may be pronounced differently). What learners often do is that they try to approximate the sounds by the ones they are already familiar with and read words as if they were written in their native language. Here are the most common errors of this type:

➢ **au** in English is pronounced as /ɔː/ (as "aw" in "law"), not as /au/, as in many other languages; for example "auto-" is pronounced /ɔːtə/, as in "autobiography" /ˌɔːtəbaɪˈɒgrəfi/(au-tə-by-**ogg**-rə-fee) and "autopsy" /ˈɔːtɒpsi/ (**aw**-top-see).

➢ **ps** at the beginning of a word is pronounced just as /s/, such as in "psychology" /saɪˈkɒlədʒi/ (saai-**koll**-ə-dzhee) or "pseudonym" /ˈsjuːdənɪm/ (**syoo**-də-nim) (UK), /ˈsuːdənɪm/ (**soo**- də-nim) (US).

➢ **eu** unlike perhaps all other languages, "eu" in English is pronounced as /jʊ/ (mostly UK) or /ʊ/ (mostly US),and sometimes also long. Examples include "Euclid" /jʊˈklɪd/ (yu-**klid**), "pneumatic" /njuːˈmætɪk/ (nyoo-**mæ**-tik), or "neuron" /ˈnjʊərɒn/ (**nyu**-ə-ron) (UK, US correspondingly).

➢ **pn** at the beginning of a word is pronounced as /n/, e.g. "pneumatic" (see above), "pneumonia" /njuːˈməʊniə/ (nyoo-**moh**-nee-ə) (UK), /nuːˈməʊniə/ (noo-**moh**-nee-ə) (US).

➢ **kn** at the beginning of a word is pronounced as /n/, e.g. "know" /nəʊ/ (noh), knee /niː/ (nee), knife /naɪf/ (naayf).

➢ **x** at the beginning of a word is pronounced as /z/, not as /ks/, for example "xenophobia" /ˌzɛnəˈfoʊbiə/ (zen-ə-**foh**-bee-ə) or "Xena" /ˈziːnə/ (**zee**-nə) a fictional character).

➢ **w** is never pronounced as v – many languages don't have the "w" sound (such as in the word "wow"), and the speakers stubbornly pronounce English w as v (as in "very"). However, the distinction is sometimes crucial to be understood, such as in the words "vest" (a piece of garment) and "west" (one of the cardinal directions). Just remember that to say "w", you have to make a narrow "slit" with your mouth with lips not touching the teeth.

➢ **v** is never pronounced as w — those who do realize that English has a sound as in "wow" often use this sound for all English words containing w or v. However, v is **never** pronounced as in "wow", but always as in "very", by making the lower lip touching upper teeth.

➢ **"ch"** is often not pronounced as "ch" – in most languages, the pronunciation rules for the digraph "ch" differ from the English ones. In French it is usually /ʃ/ (which can still be

heard in the English word "chef" /ʃef/; see also my article that lists all common English words in which <u>"ch" is pronounced as "sh"</u>), in German it can be /x/, as in Scottish Loch Ness /ˌlɒx ˈnes/. In Standard English, however, it is virtually always either /tʃ/ (chat, chalk, chapter) or /k/ (character, chrome, orchestra), but there's no reliable rule to decide which

one is the correct one, so it has to be remembered. Note: In some British dialects, the pronunciation is sometimes somewhere between /tʃ/ and /ʃ/.

> **"e"** is often not pronounced as /ɛ/ (as in get) – "e" in non-stressed syllables is often pronounced as /ɪ/ (as "i" in "pit"), especially in words beginning with "de-", such as "detective" /dɪˈtɛktɪv/ (di-**tek**-tiv), "delay" /dɪˈleɪ/ (di-**lei**), or "delete" /dɪˈliːt/ (di-**leet**). However, when "de-" is stressed, it is usually pronounced as /dɛ/, e.g. "decorate" /ˈdɛkəˌreɪt/ (**dek**-ə-reyt).

> **th** in English is pronounced either as /θ/ or /ð/. The former is pronounced similarly as /t/ and the latter similarly as /d/, but the tongue touches the back side of upper teeth, not just the upper palate (the fleshy part behind the teeth, pronounced /ˈpælət/). The distinction canbe crucial—there was a funny German commercial for a language school, in which a young worker at the German Coast Guard receives a distress call: "Mayday, mayday … Can youhear us … We are sinking!", to which he replies, with a strong German accent: "Hallo … What are you sinking about?"

"O" pronounced as in "come"

Another common problem is the pronunciation of the letter "o". It is usually pronounced as /əʊ/ (UK) or /oʊ/ (US) in open stressed syllables (e.g. go, vote, hope) or /ɒ/ (UK) or /ɑ/ (US) in closed stressed syllables (e.g. hot, god, pot) (/ɒ/ sounds like "o" in most European languages with a slightly noticeable shade of "a" (as in "father"), /ɑ/ sounds as something between "o" and "a").

There is, however, also another, less common pronunciation of "o", namely /ʌ/. For example the word "come" is pronounced /kʌm/; the /ʌ/ is the same sound as in "but" /bʌt/. Below are the most common ones; I believe that if you are not a native speaker, some of them will surprise you. The bold ones are very commonly pronounced wrong.

among /əˈmʌŋ/;

another /əˈnʌðə/ (UK), /əˈnʌðər/ (US);
brother /ˈbrʌðə/ (UK), /ˈbrʌðər/ (US);
colour /ˈkʌlə/ (UK), color /ˈkʌlər/ (US);
come /kʌm/;
comfortable /ˈkʌmfətəbl/;

company /ˈkʌmpəni/;

cover /ˈkʌvə/ (UK), /ˈkʌvər/ (US);
done /dʌn/;

dove (a bird) /dʌv/;
dozen /ˈdʌzən/;

front /frʌnt/;
glove /glʌv/;

govern /ˈɡʌvən/;

honey /ˈhʌni/;

London /lʌndən/;

love /lʌv/;

Monday /ˈmʌndeɪ/;

money /ˈmʌni/;

monk /mʌŋk/;

monkey /ˈmʌŋki/;

month /mʌnθ/;

mother /ˈmʌðə/ (UK), //ˈmʌðər/ (US);

none /nʌn/;

nothing /ˈnʌθɪŋ/;

onion /ˈʌnjən/;

other /ˈʌðə/ (UK), /ˈʌðər/;

oven /ˈʌvən/;

shove (to push forcefully) /ʃʌv/;

some /sʌm/;

son /sʌn/;

stomach

/ˈstʌmək/;ton

/tʌn/;

tongue /tʌŋ/;

won /wʌn/;

wonder /ˈwʌndə/ (UK), /ˈwʌndər/ (US)

Quote:

Words have incredible power
They can make people's heart soar
Or they can make people's heart sore.

Dr Mordy Grothe

Questions

1. What is intonation?
2. What is rhythm?
3. What is the difference between rising and falling tone?

ICS LAB

Descriptions –Narrations -Giving Directions and Guidelines

When you're in a country you don't know, you can easily get lost at some point during the trip, even if you have a map. So it's really useful to know how to ask for and understand directions in English so you can reach your destination. It's also great to be able to give directions yourself to tourists or foreign colleagues.

So what words and phrases can help you give and ask for directions? Read on to find out!

First of all, you need to know some basic vocabulary. The most important words and phrases are:

Between	in the middle of two things
Next to	to the side of something
Behind	at the back of something
In front of	opposite
Near	in a close position
Far	in a distant position
On the corner	the angle where two roads meet
Left	on the west side or direction
Right	on the east side or direction
Straight (on/ahead)	stay on this road (don't turn)

Bank	Where you can get money.
Post office	The place to send letters and buy stamps.
Bus stop	Where you wait for and get on a bus.
Park	A big public garden.
Museum	A place which exhibits old or interesting objects.
City center / downtown	The middle of a town.
Subway station	Where you take the subway (an underground train)
Mall	A shopping center with many shops in it.

Here are some examples:

- *Go along the street until you reach the traffic lights.*
- You'll see a bank on the left.
- It's about two blocks from here.
- I prefer going to the airport on the highway because it's faster.

Some prepositions and adverbs can also help when you're giving directions:

Traffic lights	Red, yellow and green lights to control the movement of traffic.
Crossroads	Where two roads meet.
Roundabout	Where two or more roads meet and traffic moves around a central island.
Street	A road in a city with buildings on each side.
Avenue	A wide road often with trees along it.
Highway	A fast road connecting cities with two or three lanes.
Block	An area of buildings in a city between four roads.
Tunnel	A covered road or path.

- *My office building is in front of the mall.*
- Go straight on for about one kilometre.
- The cinema is next to the bank.

Asking for directions

When you ask for directions, remember above all to be polite. So start bysaying one of the following phrases:

- *Hello. Can you help me, please?*
- Good morning. May I ask for some help?
- Excuse me, could you help?

Once you have someone's attention, you can ask for help to reach yourdestination. You can do that by using one of these phrases:

- *Could you tell me how to get to the bank?*
- Do you know where the museum is?
- We can't find the subway station. Is it near here?
- Where can we find a park near here?

If you're not sure you're going in the right direction, you can make sureby asking:

- *Are we on the right road to the city center?*
- Is this the right way to the mall?
- What's the best way to get to the airport?

Giving directions in finding a location and responding appropriately is one of the effective means of communication. The following factors have to be considered in giving directions:
- Mention the landmarks, stoplights, statues and buildings
- Give actual distance between the landmarks and the location in kms.
- Mention the crossroads or the significant things one can trace if he goes too far
- Give your mobile number and address to contact if one goes wrong in finding the location.
- Use appropriate phrases in giving directions.

Useful Phrases and expressions

Asking Directions	**Giving Directions**
How do I get to…?	Go straight on (until you come to)
What's the best way to…?	Turn back/go back
Is there a…near here?	Turn left/right (into….street)
Can you help me find….?	Go along….
How far is….?	Around the corner
How do I find…?	At the crossroads/junction
Where is…?	It's on the left/right
	Take the first/second road on the
	leftAt the end/ on the corner

In the same way that you need to ask directions when you travel abroad, foreigners visiting your city might ask you directions, and what better way to practice English than to help them?

Here are some common phrases you can use:

- Go past the cinema. (Pass the cinema.)
- Go along this road.
- Go straight on/ahead. (Stay on this road – don't turn.)
- *Go through the tunnel.*
- At the roundabout, take the first exit.
- Turn left at the crossroads.
- Take the second right.
- It's on your left.
- You'll see it in front of you.
- It's on the other side of the road.
- You're going the wrong way.

If you travel abroad for work or pleasure, knowing how to ask and understand directions is really important.

Blog Writing

A blog post doesn't need huge blocks of text to communicate depth. Let the value of your content speak for itself. By keeping your sentences (2-12 words) and paragraphs (2-4 sentences) short, you gift the reader with more whitespace. Additional whitespace has been shown to increase reading speed and comprehension.

Great formatting will help your content get read more often and more completely. It can also help it achieve higher search rankings as well as garner more social media shares.

How to format a blog post in 5 steps

Below you'll find a collection of blog formatting tips arranged in five simple steps.

Each one is a time-tested best practice, and you'll see that we use several of them directly within this article.

1 *Organize your content logically*

An *organized* blog post will mean different things to different publishers depending on the type, length, and style of your content.

However, there are a few standard practices that will boost reader engagement for any article.

Create a beginning, middle, and end

Although the way people read has changed dramatically over the last few decades, many of their expectations remain the same.

Readers crave *order*.

Tell them what you are going to tell them, tell them, then tell them what you told them.

The above quote is most often used in reference to crafting a great speech, but every piece of writing is like a speech delivered inside one's head. It must connect the dots.

Use section headers to arrange ideas

Few readers have the patience or desire to read long blocks of text. That's why headers are an essential formatting tool.

They allow writers to organize their content around central themes, making the content easier to read and digest.

In Ghost, publishers have access to H1 and H2 tags, allowing them to create multiple layers of organization in their posts (e.g., like the one you're reading).

Table of contents to guide readers

Once your content is organized, offering readers an easy way to navigate it will go a long way towards them appreciating what you've made.

A table of contents in a blog post links to the section headers available within an article.

There are several Ghost themes that do this automatically, saving you time and effort.

2 *Make your blog post scannable*

Scanning an article is not cheating. There is no morally right way to read a post.

The best publishers understand and optimize for this.

Making your content scannable doesn't mean draining it of its complexity. Instead, it means using the available tools to make your article as **visually attractive** as it is useful or entertaining.

Format your text to emphasize what's important

There are so many ways you can modify text:

- **Bold** specific words or sentences to draw readers towards the main idea

- *Italicize* titles, foreign words, or proper names

- Use header tags to divide sections and organize your reader's journey

- Add block quotes from interesting figures to support your writing

You can also use markdown to highlight, ~~strikethrough~~, `insert code`, and more.

It's best practice to use these sparingly. Bolding everything defeats the purpose.

"Most sentences can be cut in half." — Josh Spector

A blog post doesn't need huge blocks of text to communicate depth.

Let the value of your content speak for itself.

By keeping your sentences (2-12 words) and paragraphs (2-4 sentences) short, you gift the reader with more whitespace.

Additional whitespace has been shown to increase reading speed and comprehension.

Help readers get more from your writing by giving them less.

3 Incorporate media intentionally

Some things are best explained visually.

That's not a knock on blogs or newsletters. It's an invitation to learn how to combine different media types to give your readers the best experience possible.

Use images and gifs to explain complicated topics

If a picture is worth a thousand words, then using images, diagrams, and graphs can significantly cut down your word counts.

On the Ghost blog, gifs are frequently used to visually explain how to use the tool.

Embed videos and podcasts to support readers

Readers have high expectations when it comes to blogs.

They want valuable content as well as a guide to what to do or consume next.

Offering readers an embedded video to watch or podcast to listen to can immediately satisfy this desire and keep visitors engaged for longer than a simple text article could.

The Ghost editor allows users to embed videos (YouTube, Vimeo) and audio (Spotify, SoundCloud) directly within your blog posts

4 *Match the reader's intent*

If you want to improve your content dramatically, ask this question every time you publish: *whatis a reader expecting to see when they click on this blog post?*

Every piece of formatting you include should help you answer that question while fulfilling your reader's intent.

Feature templates, formulas, and graphs when needed

Every reader that clicks on a blog post is expecting to leave with something, whether it be an answer, a resource, or a next step.

Your goal as a publisher should be to give them **what they're looking for** in the most direct way possible.

Downloadable templates, formulas (or embedded calculators), and graphs (interactive or static) are some of the best tools to accomplish this while exceeding a reader's expectations.

Keep your blog post the appropriate length

Not every question requires a long-form article to answer.

Some of the best blog posts accomplish their purpose in only a few hundred words.

Everything comes back to the reader.

What do *they* need? And what is the most efficient way to give them what they're looking for?

5 *Experiment to get noticed*

Some rules are made to be broken. Which ones those are is up to you.

Great content is as much an art as it is a science.

If you ever feel pigeon-holed by a formatting convention, take a step back, ask yourself what purpose that rule serves, then see if there's another route to accomplishing it.

Many of the best practices blogs now follow were once experiments themselves that caught on because they worked. The future of blogging will be shaped through the same process.

Blog formatting is the practice of making the best ideas the most obvious.

This can be done by creating sections with distinct headers, modifying text elements, splicing in pictures and media, all in an effort to draw the reader's attention towards what's most important.

But formatting is merely a collection of tactics. Obviousness is the strategy.

If you can be obvious in a way that no one has before, go for it.

ICS Lab

<u>How to make Formal Presentations</u>

<u>Presentation Skills</u>

Presentations are brief discussions of a focused topic delivered to a group of listeners in order to impart knowledge or to stimulate discussion. They are similar to short papers with an introduction, main body and conclusion. The ability to give brief presentations is a learned skill and one that is called on frequently in the workplace, schools and colleges. Presentations have become a part of our lives and a powerful form of communication.

Purpose of Presentation
Presentations are mainly made for three reasons:
- Sharing Information with Others
- Persuading others to do something
- As part of learning and assessment

Preparing your oral presentation
There are three stages involved in a presentation – planning, preparation and delivery

First of all, think and plan

- *Think about what you want to achieve*:

do you want to inform your audience, inspire them to think about your topic, or convince them of a particular point of view?

- *Think about your audience*:
  what background knowledge do they have about your topic?
- Do they have any particular interests?
- How are you going to involve them in your presentation?
- Are they interested in the topic?
- What are their expectations from my presentation?

Then

- Brainstorm your topic and write a rough outline.
- Research your topic. Don't get carried away—remember you have a limited time for yourpresentation.
- Organize your material and write a draft—think about the length of time you have to talk.
- Summarize your draft into points to write on overheads and/or cards.
- Plan and prepare your visual aids.
- Rehearse your presentation and get its length right. Ask a friend to listen and time you.

Organising the content - Introduction (may be written last)

- *Capture your listeners' attention*: Begin with a question, a funny story, a startling comment, or anything that will make them think.
- *State your purpose*; for example:'I'm going to talk about...'
  'This morning I want to explain…'
- *Present an outline of your talk*; for example:
  'I will concentrate on the following points: First of all…Then…
  This will lead to… And finally…'

The Body

- Present your main points one by one in logical order.
- Pause at the end of each point (give people time to take notes, or time to think about whatyou are saying).
- Make it absolutely clear when you move to another point. For example:'The next point is that ...'
  'OK, now I am going to talk about ...

The Conclusion

- It is very important to leave your audience with a clear summary of everything you havecovered.
- It is also important not to let the talk just fizzle out.
- Make it obvious that you have reached the end of the presentation.
- Summarize the main points again, using phrases like:'To sum up...'
  'So, in conclusion...'

'OK, to recap the main points…

'

Delivering your presentation

Talk to your audience, don't read to them!

A presentation is not the same as an essay.

If you read out your presentation as if it were an essay, your audience will probably understand very little and will lose concentration quickly.

So use notes, cue cards or overheads as prompts, and **speak to** the audience. Include everyone by looking at them and maintaining eye-contact (but don't stare or glare at people).

Watch your language!

- Keep it simple. The aim is to communicate, not to show off your vocabulary.
- Emphasize the key points—and make sure people realize which are the key points.Repeat them using different phrasing.
- Check the pronunciation of difficult, unusual, or foreign words beforehand.

Use your voice to communicate clearly

- Speak loudly enough for everyone in the room to hear you.
  This may feel uncomfortably loud at first, but if people can't hear you, they won't listen.
- Speak slowly and clearly.
  Don't rush! Speaking fast doesn't make you seem smarter, it will only make it harder for other people to understand you.

Use your body to communicate, too!

- Stand straight and comfortably. Do not slouch or shuffle about.
- Hold your head up. Look around and make eye-contact with people in the audience.
  Do not just address the lecturer! Do not stare at a point on the carpet or the wall. If you don'tinclude the audience, they won't listen to you.

Interact with the audience

- Be aware of how your audience is reacting.
  Are they interested or bored? If they look confused, ask them why.
  Stop if necessary and explain a point again.
- Check if the audience is still with you.
  'Does that make sense?'
  'Is that clear?'

Using visual aids

It is very helpful to use visual aids in your presentation, as it helps people to understand. People learn visually as well as orally. Particularly if your accent is different from your audience's accent, it can be very helpful to let them see your keywords.

Overheads

Overheads are the easiest and most reliable form of visual aids. You can use them as a prompt for your talk, so that you may not need cards. [But don't read word-for-word from your overheads!]

PowerPoint

- You can use PowerPoint software to produce very professional overheads, or to make acomputer-based presentation. If you would like to learn more about it, you can ask the Computer Centre Service Desk for more information.
- Remember that PowerPoint may look great, but if the technology goes wrong you may bevery embarrassed. It's a good idea to print out a handout, or have some overheads as a backup just in case.
- Sometimes students are tempted to spend more time on producing PowerPoint graphics than on the actual talk. Remember—if your talk is poor, no amount of fancy graphics willsave it!

Handouts

Handouts are a great idea. Think about whether you want to distribute them before or after your presentation. It is a good idea to include your references on a handout, so that people can follow up on them later. You could also include some follow-up questions for discussion.

Using the whiteboard (or blackboard)

If possible, put your information on the whiteboard/blackboard *before* the talk begins, otherwise you will have to turn your back on the audience and break your eye contact with them, which is never a good idea. Writing on a board is also time-consuming. Use alternative visual aids wherever possible.

Checking out the facilities

Whenever possible, check the facilities of the room where you are going to deliver your talk. Does the overhead processor work? How does it turn on and off? Where is the plug for the computer? Is there a whiteboard, or is it a blackboard? If a blackboard, is chalk provided?

Dealing with nervousness

The first few times you make a presentation, you will be nervous. That's quite a good thing—a bit of adrenalin often helps you to perform well.

However, to make sure that your nervousness does not become a problem, here are some things to consider:

- Smile! Your audience will react warmly to you if you smile and at least look relaxed.
- Treat your audience like friends.
- Confess that you are nervous! Your audience will be very sympathetic—they know how you are feeling.
- Breathe deeply. It will calm you down and help to control the slight shaking that you mightget in your hands and your voice.
- Be well-prepared. Practice giving your talk (you can ask one of the <u>Academic Skills Centre</u> lecturers to listen to your presentation)
- Be organized. If you are well organized, your task will be easier. If your overheads are out of order, or your notes are disorganized, you may get flustered.
- Slow down! When people are nervous, they tend to get confused easily. So your mind maystart to race, and you may feel panicky. Make use of pauses: force yourself to stop at the end of a sentence, take a breath, and think before you continue.
- Remember: ***The way you perform is the way your audience will feel***. Giving an oral presentation is a performance—you have to be like an actor. If you act the part of someone enjoying themselves and feeling confident, you will not only communicate these positive feelings to the audience, you will feel much better, too.
- Accomplished public speakers feel nervous before and even during a talk. The skill comes in not communicating your nervousness, and in not letting it take over from the presentation. Over time, you will feel less nervous, and well able to control your nervousness.

LISTENING FOR GENERAL DETAILS

Listening Comprehension

Listening comprehension is more than just hearing what is said; rather, it is a child's ability to understand the meaning of the words he hears and to relate to them in some way. When children hear a story, for instance, good listening comprehension enables them to understand it, remember it, discuss it, and even retell it in their own words. This is an important skill to develop even at an early age, because good listeners grow up to become good communicators.

Speaking out loud is the most common form of communicating, and learning to fully understand what is being said is paramount if children are to thrive. Tone of voice, pauses between words, where the emphasis is placed in a sentence, and the rhythm and pattern of speech all have an impact on the meaning of the words being spoken and the message they are meant to convey. Learning to listen carefully and comprehend those subtleties is not only an important prerequisite to reading comprehension, but also provides a rich resource to draw upon when they want to convey their own thoughts and feelings.

Listen to the Comprehension given and answer the following questions:

Bodie - Ghost town in California -
Bodie was named after Waterman S. Body (also known as William S. Bodey), who discovered gold here in 1859. The town of Bodie became famous with the decline of mining along the western slope of the Sierra Nevada. Prospectors[1] crossing the eastern slope in 1859 to search for gold, discovered what was to be the Comstock Lode at Virginia City and started a wild rush to the surrounding high desert country.

By 1879, Bodie boasted[2] a population of about 10,000 and was second to none for wickedness, badmen, and "the worst climate out of doors." One little girl, whose family was taking her to the remote and infamous town, wrote in her diary: "Goodbye God, I'm going to Bodie." This phrase came to be known throughout the west.

You can see the Standard Mine and Mill on the west slope of Bodie Bluff. Because the old mill buildings and surrounding area are extremely unsafe, they are closed to the public.

Making a short speech - Extempore

Extempore Speaking: What is it?

Extempore speaking is the term used for a non-formally prepared speech. Explaining to your parents why you arrived home later than your curfew is a form of extempore speaking. When you watch a beauty pageant on television and the contestants have to draw a question and answer it for the judges, they are extempore speaking. Every time you speak you are preparing for extempore speaking. You probably prepare without even knowing it. You have to read to learn new things for this type of speaking. When doing extempore speaking, you need to use the knowledge that you have and use a strong delivery.

There comes a time in every one's life when he or she will have to give an impromptu speech. It may be for anything - a radio interview, a teacher trying to get you to speak up in class, or even in a casual debate. It happens more often than most people would think. The words we speak are chosen at the point of delivery and they flow back and forth, with communication being two-way, three-way or four-way. It is all done without any preparation.

The key to extempore speaking is that the words spoken are chosen as we speak them, and what is delivered is a stream of consciousness that is fluent, erudite and articulate, while being unscripted. Effective extempore speaking always has the purpose of the presentation and the impact on the audience at its heart. In an extempore/impromptu speaking, it is important to speak to the purpose and to consider carefully what effect you want to have on your audience, then the notion that it is possible to simply choose the right words at the point of delivery, without any kind of preparation, is at best naive and at worst disastrous. Even the few who are capable of it will admit to significant preparation when the stakes are high.

Not only that, you have to consider how long to speak for. Effective speakers, in their preparation, also consider the audience at all times. They ensure that they speak to the audience they have in front of them, rather than the audience they would like to have in front of them.

Extempore Speaking in admission procedure:

These days, Group Discussion after written test has become very obvious and had made it difficult for the admission panel to select the candidate with the right kind of attitude and knowledge. To break off with the regular planned process, the Extempore Speaking has been introduced in the admission process of many top MBA colleges like International Institute of Management (IMI), Faculty of Management Studies (FMS), etc. Few colleges are making it tough by including the extempore speaking together with the GD and PI.

FMS - Know the basics of extempore and ways to prepare:

FMS conducts GD, PI and extempore for selecting the students. Extempore - in the context of FMS - you have to speak without preparation. The FMS extempore takes place in between the GD and PI. After completing your GD, when you go for the PI, you will be given a topic to speak for a minute. There is no basis on which the topic can be given to you. It can be anything and everything.

Generally, the extempore topics are not very tough. The topics range from something very personal like hobbies, academic background, a particular or recent incident, a common saying or proverb or an issue of current affair. So be prepared to speak on anything and everything.

Last year, some of the extempore topics were Dressed to kill, Your Dream Girl, My Impression of the Panel, The color of my shirt, Properties of Sun, to name a few.

Here's some advice on how to give a good impromptu speech:

Know your direction. You've got to know how you want to deliver your speech before you actually speak. Should you go the serious, awe-inspiring route, or the hysterical, laugh-a-minute path? The best way you can make a decision is to get a quick feel for your audience. What type of people are they? What direction would they most accept? Your speech will be praised significantly more if you speak in a language that works with those listening.

Prepare some backup. It isn't uncommon to forget what you were going to say. What separates a good speech from a disaster is how well you can catch yourself. It's good to have a backup plan for the times when your mind suddenly blanks. That way, if you're caught without something to say, you can maneuver yourself out of that situation gracefully instead of gibbering and shaking in a nervous sweat. In serious situations, you can bail yourself out with a polite way of excusing yourself. If you're going for laughs, it's okay to be candid about your mental block.

Plot a course. Before you speak, try to make a quick mental outline of what you want to say. Some of the worst speeches came out of people who didn't take a moment to organize their thoughts before opening their mouths. Your outline doesn't even have to be in-depth; all you really need is a guide to help keep your thoughts on track.

Keep it short and sweet. Impromptu speeches aren't expected to be long, epic narratives. In fact, the more concise you get the better. A lot of people tend to hide their nerves and their being unprepared by using a lot of words. The problem is - they tend to miss the point when they do this. Speaking clearly and with as few words as possible shows confidence in your own opinions and that makes you a much better public speaker than those who just seem to rely on their wide vocabularies.

Watch your words. Lastly, you've got to listen to yourself. You do not want to say something you'll eventually regret. Some things might be private matters to others in the audience, or certain words can be offensive to others. Even the tone in which you speak affects the reception of your speech. Listen to the words that are coming out of your mouth to make sure you're saying what you want your audience to hear.

Flow of an Impromptu or Extempore Speech:

- Grab a pen and a piece of paper
- Hijack the topic & make it your own
- Jot down interesting or significant points
- Feel free to acknowledge that you have not prepared for a speech
- Begin with your introductory sentence, elaborate it, then start working your way to yourending sentence
- As you deliver your speech, concentrate on diction and tone

Public Speaking

Public speaking is the art of putting across one's views and ideas to a group of listeners in a convincing manner. Ideas could be to inform, entertain or influence the listeners. An essential thing to note is that public speaking is an art which can be learnt. Every good orator has to do some preparation before the speech. This preparation involves getting factual and reliable information on the topic and then using such information appropriately. Good speakers match the information they have with their audience and then use certain strategies to optimize the information. These strategies are:

10. *Plan your speech*

It's not just enough to collect information about the topic but it is equally important to use it well. Organize this information in a logical manner moving from the most important to the least important. It will be a good idea to have an outline speech written down on a sheet of paper to carry it with you at the time of speaking.

11. *Use an Engaging Introduction*

Your introductory lines will determine to a large extent how well your speech goes. Successful speakers very often use a strategy by which they say something, related to the topic, that is controversial, or novel or downright shocking!

12. *Establish a Rapport with your Audience*

You can do this by looking at your audience, by interacting with them before your actual speech and then using the information that you have gathered during your 'informal chat' prior to the speech. You can ask them questions that they will be forced to answer – though you must be careful to ensure that only non-controversial answers are generated. The best way, however, to establish a rapport is to sincerely smile at your audience.

13. *Sum up and Conclude with a Clincher*

Your speech will be remembered only if it is good and has made a personal impact on the members of audience. Good speakers always end their speech with a clincher i.e. a statement or a fact that makes the audience sit up and pay attention. This could be through a shocking statement or a rhetorical question or by posing a challenge.

Guidelines to Become an Effective Public Speaker

➢ Look at yourself in the mirror and identify your posture and your way of speaking.
➢ Ask a friend to help you identify some problems when you speak for more than threeminutes at a stretch.
➢ Check out the speeches of good speakers on the internet.
➢ Seek advice of good speakers and ask them to suggest ways by which you could improveyour speech habits.
➢ Look around yourself – at college, at home, within your friends' circle and identify two good speakers. Then make a list of what you find good about the way they speak.
➢ Organize a speech day every month and ask one of the teachers to be the judge.
➢ Use humor sparingly and see to it that it is appropriate. Avoid making fun of others.
➢ Use examples and personal experiences which help the audience to connect emotionally.

EXERCISE - V

LISTENING FOR SPECIFIC DETAILS

Be clear about what information you are listening for. Look for that specific kind of information.¬ Disregard irrelevant details.¬ Narrow down important details to get the specific¬ information.

1) Skim through the questions quickly. 2) Underline the key words. 3) Decide the details tobe identified in the text.

Listening for Specific Information 4 Types of Specific Information

Here, the purpose is to train students to grasp specific information, details that are relevant, important or necessary. The goal is to help students obtain the detailed information they may need like hours, dates, names, etc

Listening Exercise: Biographies tend to have lots of great details. Choose an interesting one – ManyThings.org has several in their People page, as well as cool Places to learn about. Prepare a short list of questions they must read before listening, of the *what*, *when*, *where*, *how* type. Students listen for these details, then report their answers after the listening.

1. Listening for main idea

The purpose of this type of listening is to train students to grasp the main points or general information presented in the audio. Students often get stuck on a detail, a word or phrase they don't understand and fail to see the bigger picture. So, this is a great exercise for this type of student.

Listening Exercise: Choose a short audio track that presents information that may be easily summarized, like a news report. Breaking News English offers some excellent audio tracks for different levels, like this one for example on <u>bilingualism</u>. Have students summarize the main points in one or two sentences. It is important to clarify that students aren't expected to deliver details, like numbers, names or statistics but rather express the main point in a concise manner.

Listening for detail:

Here, the purpose is to train students to grasp specific information, details that are relevant, important or necessary. The goal is to help students obtain the detailed information they may need like hours, dates, names, etc…

Listening Exercise: Biographies tend to have lots of great details. Choose an interesting one – ManyThings.org has several in their **People** page, as well as cool **Places** to learn about. Prepare a short list of questions they must read before listening, of the *what*, *when*, *where*, *how* type. Students listen for these details, then report their answers after the listening.

3. Listening for sequence:

Quite often, students receive instructions in English, information they will need to act on or orders they will need to follow. It is vital that they get the order right, that they understand the sequence correctly and what each step entails.

Listening Exercise: VideoJug has great how to videos, like How to Clean Your Microwave with a Lemon or this interesting one on How to Stop Being Lazy. Have students listen as they write the series of steps, or give them the steps and have them put them in the right order.

Listening Exercise: Choose an audio track or song that lists words that may be included in a category, like Ylvis' The Fox (great song for young learners and teens!) You can ask students to listen and write down all of the animals they hear mentioned, as well as the sounds they make. Or create a matching exercise.

<u>Listening for cultural interests</u>

With a carefully selected listening activity, you also have the opportunity to teach students about a special holiday or tradition that is popular with another culture. The purpose is to expose the class to this cultural aspect through a listening activity.

Listening Exercise: Choose an audio track that speaks about a popular American holiday like Thanksgiving. Have students listen and answer some comprehension questions. Then ask: Is this holiday celebrated in their country of origin? If not, is there a festivity that is similar in their country?

Listening for Attitude and opinions

Sometimes students have to listen for what someone is really saying, not what they're literally saying, but what they actually mean. Attitudes, opinions and feelings can all be conveyed in varying degrees from strong disagreement to mild criticism. Advanced students should be able to discern different attitudes and positions, as well as identify how the speaker feels.

Listening Exercise: Listen to this conversation regarding a man's personal problem. Apart from the actual loss of hair, what else concerns him? (Enduring ridicule, not being accepted as he his, being made fun of, etc…) How does his friend react to this problem? (She's not concerned, doesn't think it's a big deal, etc…)

Listening for Functional Language

Very often, we teach functional language in the ESL classroom, expressions students can use to accept/decline invitations, give suggestions, give advice, etc… The purpose is to show students how these expressions are used in a conversation.

Listening Exercise: Listen to this conversation between a man whose father has passed

away and a friend. What words/expressions does the woman use to express her

condolences? (*I'm really sorry to hear about your dad...*) What else does she say? (*My heart really goes out to her.*) After the listening, students can practice these expressionsin similar conversations.

ICS LAB

Group Discussions

Dynamics of group discussion, intervention, summarizing, modulation of voice, body language, relevance, fluency and coherence.

Objectives

- To understand the characteristics of successful group discussions

- To identify areas of evaluation in GDs conducted by organizations as part of the selectionprocedure

- To Chalk out strategies to exchange opinions and suggestions in group discussion.

Introduction

'Group Discussion' refers to a communicative situation that allows its participants to express views and opinions about a particular topic. It is a systematic oral exchange of information, views, and opinions about a topic, issue, problem, or situation among members of a group who share certain common objectives.

Group discussion differs from debate in nature, approach and procedure. Debates are intended to advocate a particular point of view while GDs raise a particular issue for a positive exchange of

views. Unlike debate, which is competitive in nature, GD is basically a cooperative group process. A debate follows a limited approach because the speaker must argue either in favour of or against

a given point of view. On the other hand, in a GD the approach is not limited to a single view point. Group Discussion is a group process, that is, it involves both person-to-person as well as person-to –group interaction. Every group has to develop goal-oriented or group – oriented interaction. GD is hence a systematic, purposeful and goal –oriented activity.

This unit will be conducted in three sessions. First session deals with theoretical inputs on the nature of GD, what is assessed in a GD and Dos and Don'ts. One group discussion on general topics will be conducted in the class. Second session will deal with fact based GDs. Third session will deal with case based and abstract GD topics.

The term "group dynamics" refers to the interactions between people who are talking together in a group setting. Group dynamics can be studied in business settings, in volunteer settings, in classroom settings, and in social settings. Group roles are largely determined by a combination of a person's personality and his or her experience with group settings. A person who is shy is more likely to sit back in a group. A person who is impatient is more likely to push the discussion ahead. A person who is very confident will offer more opinions. If such roles are more or less pre-determined, how can the group dynamics be improved? The way a group interacts can be improved in several ways. There are training programs to attend and there are tests one can take to learn about one's communication style. Perhaps the simplest way to improve a group's dynamics is for one or more group members to learn to *manage* the discussion, and thus help a group accomplish its goals, much as a conduct or the opportunity to improve the effectiveness of the members' interactions. The entire group is responsible for its own effectiveness and all members share equally in that responsibility.

Body language and Voice modulation in GDs

One of the most important elements of communication is body language. Our gestures, hand movements, facial expressions etc come under body language.To understand the importance of body language in group discussions candidates must understand that it is not just the mouth that speaks but the entire body acts as an instrument of speech. So, one must first understand how our body speaks and then learn to manage and control the non-verbal messages that we send across to audience.

Demonstrating a positive body language is important, pay attention to the slightest details of postures and gestures during the GDs. Experts advise that we must know how to use your body to effectively enhance our verbal message. Leaning forward slightly towards the group during the Group Discussion would go on to show that we are interested. Giving listening cues such as nodding whenever a fellow aspirant makes an important point shows your engagement in the process.

In a group discussion, positive body gestures are a sign of confidence and security. They are a sign of active participation and leave a good impression. When we communicate, it is very essential for us to have the correct body language to avoid offence to anyone.

Positive gestures include

- Walking upright, Shaking hands confidently etc.
- Often body language conveys a lot of messages that words may not.

- A positive body language increases an impact on others.

- Body language helps to build a rapport with others.

- Body language helps to understand what others may try to convey.

- Body language helps to control aggression and conflicts.

- Body language can show you are energetic in a group discussion.

When communicating, it is important for us to have positive body gestures. Direct and steady eye contact is the most important of them. Group discussion are based on some norms and aspirants need to develop the art of following those norms. Body language of the participants in a Group Discussion is observed by the moderators very keenly.

Voice modulation means fine tuning of pitch and tone of voice that helps the audience clearly

hear the words spoken by any person.. It is a very important skill in public speaking. If you want

to become an efficient speaker, you must master the art of voice modulation. It makes your talk

more interesting, understandable and memorable to the audience. Avoid talking in a monotone as

it leads to monotone. Pronounce words clearly and properly. Speak loud enough to be heard by

everyone.

The Process of Conducting a GD

- The batch of 24 students is divided into groups of 8 students each.

- Once the topic is announced the participants are given 5 minutes for preparation.

- Total time given for the discussion is 25 minutes.

- Last 5 minutes are allocated for summarizing and concluding the GD.

    Group Roles:

    - **Initiator** or Contributor: Initiates the discussion

    - **Informer**: Adds new information in discussion

    - **Team Leader:** Contributes to the flow of discussion on track

    - **Creativity Contributor:** Gives new perspectives to the discussion

    - **Motivator:** Contributes to inspire the morale of the group

    - **Opinion Seeker:** Encourages others to speak

    - **Opinion Giver:** Voluntarily gives opinions

    - **Elaborator:** Elaborates the points

- **Orientor:** Facilitates the betterment of points given by others

- **Energizer:** Motivates the members

- **Recorder:** Records the minutes

- **Summarizer:** Summarizes the discussion

A BUZZER will be given 5 minutes before the discussion concludes.Intervention and

Summarizing

As the group discussion is in progress , whenever there is a deviation from the topic or if an argument persists any one of the participants can intervene politely to express his concern and direct the participants towards the right track. It can also happen when a participant refuses to budge or is adamant about his argument or does not allow others to speak .

Generally towards the end of the discussion, when the buzzer is given , one of the participants is expected to give a comprehensive over view of the discussion by summarizing. This helps the participants in recapitulating all the ideas put forth by all the participant. This also helps in arriving at a conclusion.

The importance of GDs has increased in recent times due to its increasing role as an effective tool in

a)   problem – solving

b)   decision – making

c)   personality assessment

In most organizations, GDs aid in problem-solving and decision-making. Whenever there is a need to take a decision in a particular case, the matter is discussed, analysed and evaluated.

GD is also used as a technique for personality assessment of candidates for job selection or admission to professional courses. Groups of six to eight members are formed, and given a topic to discuss within a limited time (generally 30-40 minutes). The members of the selection committee closely evaluate the different skills of the candidate. Those who emerge as natural group leaders are normally short-listed for a personal interview. There are four major areas of evaluation in a GD:

a)   Subject Knowledge

b)   Communication Skills

c)   Leadership Skills

d)   Team Management

Characteristics of successful GDs

Agreement on group goals

Goal oriented interaction

Agreement on Procedures

Cooperative and Friendly Atmosphere

Use of effective communication Techniques

Equitable distribution of participation

Areas of evaluation

1. **Subject knowledge** The
    participant should

*   possess **knowledge** of a wide range of subjects – national and international affairs, burning social and economic issues, scientific and environmental issues, key newsmakers,controversial topics, etc.

*   have **general awareness** of the above topics and be able to connect them to recent issueshe / she has come across in newspapers, magazines, etc.

*   be able to **analyse** facts or information in a systematic manner and put them across in acreative way.

2. **Communication skills**
    Appropriateness of
    Language Clarity of
    Expression Listening skills

    Positive speech
    attitudesClear
    Articulation

Effective non-verbal communication

3. **Leadership skills** Initiative

    Analysis

    Assertiveness

    Self confidence

    Objectivity

    Patience and composure

    Persuasiveness

Motivation

4. Team skills

Adaptability

Positive Attitude

Cooperation

Coordination

Types of Topics

Factual Topics: - Social/ Economic/ Political current Affairs

Controversial Topics: - Factual Topics which are argumentative in nature

Abstract Topics: - They make a candidate think laterally and link the abstract with concrete.

Case study: - Simulates a real-life situation

I SESSION :

Syllabus:

Theoretical inputs on the process of GD and conducting GD on general topics

Theory

- Inputs on the nature of GD, what is assessed in a GD and Dos and Don'ts of GD are highlighted.

Dos & Don'ts

Discuss the topic thread bare

Look at the topic from the point of view of all affected parties; from all angles and perspectives

Anticipate views

Break in and make your point, without being called to do so, ensuring politeness and relevance to the context

Be audible

- ✓ Make brief remarks rather than long speeches

- ✓ Be open-minded and conciliatory rather than dogmatic

Avoid personal attacks

Back your arguments with evidence and authority

- ✓ Use appropriate gestures

Maintain eye - contact

- ✓ Be group-centered rather than self - centered

- ✓ LISTEN keenly and understand the points made by others

Don't withdraw; contribute steadily and vigorously throughout the discussion

Smile – look cheerful

- ✓ Disagree agreeably

- ✓ Relate your remarks to others

- ✓ Be assertive

Don't be abrasive, dominating or aggressive

Conclude by giving a quick recap and by emphasizing points on which there were differences and convergences

- Different situations when a GD is conducted are explained – for eg. In PersonalityAssessment, decision making, problem solving, opinion sharing etc.

- The difference between GD and debate is highlighted.

- PPT on what is assessed in a GD is shown

Group discussion strategies

Getting the GD started

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Contributing Systematically

↓

Creating a Cordial, Cooperative Atmosphere

Moving the Discussion Along

Promoting optimal Participation

↓

Handling Conflict

↓

Effecting Closure

exchanging opinions, suggestions, proposals	Asking for opinions
	Giving opinions
	Supporting your opinions
	Balancing points of view
	Agreeing disagreeing
	Requesting suggestions
	Making suggestion
	Accepting and Rejecting Proposals

PREP FORMULA

(For a structured GD)

Position

Reason

Example

Position

Practice

The students are divided into three groups. With these inputs in mind, students are asked to participate in a GD on a general topic, for example: Is Euthanasia justified?, Is the current budget common man friendly? Media and Sensationalism, Should Women work?, Impact of Westernization on India,etc.

Parameters for Assessment

- Intellectual Competence

- Leadership Skills

- Teamwork

- Interpersonal Skills

- Attitude

- Communication Skills

Students watch GDs on NDTV 24X7, CNN-IBN, Times Now, etc analyze it

based on theparameters

of content, expression, logical reasoning and body language and submit a report.