

COMMUNICATIVE ENGLISH (20A52101P)

LAB MANUAL

I-B.TECH

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(Established by Govt. of A.P., Act No.30 of 2008)

ANANTHAPURAMU – 515002 (A.P) INDIA

Humanities and Sciences

Course Code	COMMUNICATIVE ENGLISH	L	T	P	C
20A52101TP		0	0	2	1.5
Pre-requisite	English - I	Semester			I
Course Objectives:					
• Remember and understand the different aspects of English Language Proficiency with emphasis on LSRW skills..					
• Apply communication skills through various language learning activities					
• Analyze English speech sounds, stress, rhythm, intonation and syllable division for better listening and speaking comprehension					
• Evaluation and exhibit acceptable etiquette essential in social and professional settings					
• Create awareness on mother tongue influence and neutralize it in order to improve fluency in spoken English.					
Course Outcomes (CO): After completion of the course, the student can able to					
CO-1: Listening and repeating the sounds of English Language					
CO-2: Understand the different aspects of the English language.					
CO-3: proficiency with emphasis on LSRW skills.					
CO-4: Apply communication skills through various language learning activities					
CO-5: Analyze the English speech sounds, stress, rhythm, intonation and syllable					
CO-6: Division for better listening and speaking comprehension.					
CO-7: Evaluate and exhibit acceptable etiquette essential in social and professional settings.					
CO-8: Create awareness on mother tongue influence and neutralize it in order to.					
CO-9: Improve fluency in spoken English..					
Unit – I:					
1) Phonetics 2) Reading Comprehension 3) Describing Objects/Places/Persons					
Unit – II:					
4) Role Play or Conversational practice 5) JAM 6) Etiquettes of Telephonic Communication					
Unit – III:					
7) Information Transfer 8) Note making and Note Taking 9) E- Mail writing					
Unit – IV:					
10) Group Discussion-1 11) Resume Writing 12) Debates					
Unit – V:					
13) Oral Presentations 14) Poster Presentation 15) Interview skills 16) Grammar					
Reference Software:					
Orell Digital Language Lab.					
Reference Books:					

UNIT I

1. PHONETICS

Introduction:

- Phonetics is the study of speech sounds and their production.
- Phonetics includes the description and classification of actual sounds that speakers produce
- Phonology concerns itself with those sounds that can convey different meanings as well as how sounds continue with other sounds.
- The sounds that distinguish meaning are called phonemes.

Phonetic Alphabet:

- A set of symbols or codes used to show what a speech sound or letter sounds like.
- The world of sounds, especially of speech sounds is an exciting world. It is a new experience to realize the sound qualities of words and tunes in sentences.

The sounds of English:

- English language consists of 26 letters. Among them, 5 are Vowel letters (a, e, i, o, u), 19 are consonant and 2 are semi-vowel letters.
- We have 44 sounds from 26 letters.
- There are 20 vowel sounds and 24 consonant sounds. Generally one letter will have to be pronounced in different ways, but certainly there cannot be any one-to-one correspondence between them.
- Speaking is an organized sound which should be taken in by ear. How can a book, which is nothing but marks on a paper, help any one to make their English sound better?

Pronunciation

The act or result of producing the sounds of speech, including articulation, stress, and intonation with reference to some standard of correctness or acceptability.

Importance of Pronunciation:

- Good pronunciation undoubtedly is an ornament to speech and a passport to sophisticated society.
- It avoids bad impression, misunderstanding and ineffective communication.

ORGANS OF SPEECH

The Vocal Cords:

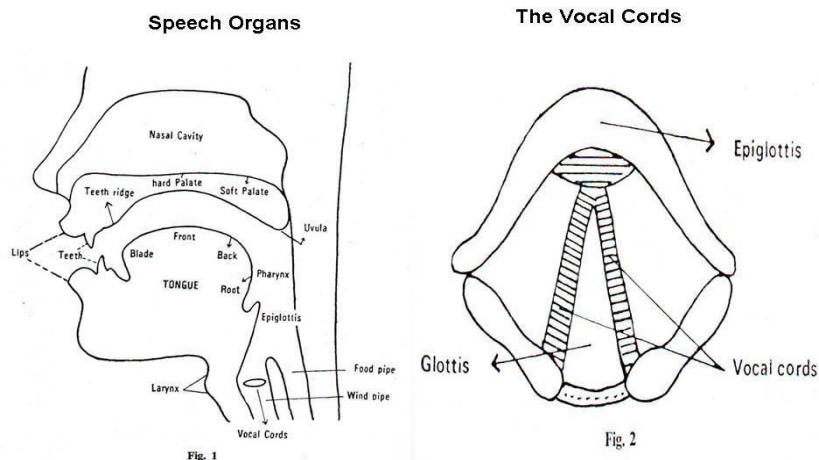
It is one of the two small bands of muscle within the larynx that vibrates to produce voice. Air released by lungs will come first through Larynx or Adams apple. This Larynx contains two small bands of elastic tissues lying opposite to each other across the air passage. The inner edges of the vocal cords can be moved each other and it can get near. When they open there will be a gap between them; that is called Glottis.

- ★ The vocal cords that get together tightly with no air passage into the lungs is called “compression”.
- ★ The vocal cords are opened suddenly and the air will come out from lungs (out burst) with a sort of coughing noise. This is also called Glottal Stop.
- ★ This type of mechanism will take place 800 times per second.
- ★ This closing and opening of the vocal cords are called “Voice”.
- ★ Any language will have some “voiceless and voiced sounds”. Put a finger on larynx, we can feel vibrations. Then close the lips and breathe with nose, we find no vibration. This is called “Voiceless Sounds”.

Eg: /p/, /t/, /k/, /f/, /ʃ/, /s/, /tʃ/, /θ/, /h/

When the vocal cords are loosely held together and the pressure of air from the lungs makes them open and close rapidly, it is called vibration of vocal cords. This is called “Voiced Sounds”.

Eg: All other consonants and all vowel sounds.



AIR-STREAM MECHANISM:

It is said that we need an air-stream for the production of speech sounds.

Eg: Ah! Palm will feel warm when air is getting out from our mouth.

Air-Stream mechanism is of three types:-

- A. Pulmonic Air-stream Mechanism**
- B. Glottalic Air-stream Mechanism**
- C. Velaric Air-stream Mechanism**

A) Pulmonic Air-stream Mechanism:

It is being used in a large percentage of speech sounds in any language. The air stream involving lungs air is called “Pulmonic Air-stream”.

It consists of lungs and respiratory muscles. Lung walls acts as the initiator. They are moved by respiratory muscles, so that the air is drawn into lungs and push them out. Pushing the air inside is called “Ingressive”, outside is called “Egressive”. Ingressive is used for yawning and snoring purposes.

B) Glottalic Air-stream Mechanism:

The closed Glottalic acts as the initiator and the air in larynx (Adams apple) is used.

Eg: Sindhi Language.

C) Velaric Air-stream Mechanism:

The back of the tongue acts as the initiator and the air in mouth set in motion during this air stream.

Velaric ingressive mechanism exists in several African Languages.

Respiratory System:

Organs of speech are divided into-

1. Respiratory System.
2. Phonatory System.
3. Articulatory System.

1. The Respiratory System

Lungs, Muscles of the chest and Trachea come under Respiratory System.

2. The Phonatory System:

The larynx or Adams apple is situated at the top of the wind pipe. A pair of vocal cords is present in them. Vocal cords are lip like structures placed horizontally from back to front attached in front and separated at the back. The opening between the words is called Glottis. When Glottis is wide open, sounds produced are called as “Voiceless” or “Breathed sounds”.

Eg: chin, fine, hen, thin, etc.....,

In the production of some sounds the vocal cords are loosely held together and the pressure of the air from the lungs makes them open and close rapidly. This is called the vibration of the vocal cords and the sounds produced when the vocal cords vibrate are called “voiced sounds”.

Eg: dead, well, then, measure, etc.....,

3. The Articulatory System:

➤ The Palate:

The palate means teeth ridge, hard palate, soft palate and the uvula.

➤ The Tongue:

It contains the tip, blade, front and back root.

➤ The Lips:

The lip plays an important role in the Articulation of some consonants and some vowels.

SOUNDS

- There are 44 sounds in English.
- These sounds are divided into two parts namely.

1. Vowel Sounds

2. Consonant Sounds

The consonant sounds are 24 and vowel sounds are 20. These vowel sounds can be further divided into 2 parts namely,

1. MONOPHTHONGS

2. DIPHTHONGS

Vowel sounds

Definition:

If the mouth passage is left so open, as not to cause audible friction and voiced breathe is sent through it, we have a vowel. Out of 44 sounds, 20 sounds are considered as vowel sounds. First 12 sounds are called as “pure vowels” or “Monophthongs” and the rest 8 are called as “diphthongs” or “glides”.

Articulation of Vowels:

Vowels are made with an approximation of articulation. The tongue takes up different positions in mouth to produce different vowel sounds. The upper surface of tongue is usually convex because some part of tongue is raised towards root of palate.

To summarize we describe a vowel taking into account of the following criteria.

- The part of the tongue is raised during its articulation (front, central, back).
- The height to which it is raised (close, half-close, half-open, open).
- The position of the lips (rounded and un-rounded).

According to tongue raising we can categorize vowels as follows:

1. Front Vowels
2. Back Vowels
3. Central Vowels

Front Vowels:

Front of the tongue is raised towards hard palate.

Ex: /I/, /i:/, /e/, /æ/.

Back Vowels:

Back of the tongue is raised towards soft palate.

Eg: /ʊ/, /u:/, /ʊ/, /ɔ:/, /ɑ:/

Central Vowels:

The central part of the tongue is raised towards the hard and soft palate joining.

Eg: /ɜ:/, /ə/, /ʌ/

Monophthongs are 12 and Diphthongs are 8 in number.

Pure Vowels		Phonetic script	Diphthongs		Phonetic script
/ɪ/	HIT	/hɪt/	/eɪ/	day	/deɪ/
/i:/	SEE	/si:/	/aɪ/	either	/aɪðə(r)/
/æ/	CAT	/kæt/	/ɔɪ/	oil	/ɔɪl/
/ʊ/	book	/bʊk/	/aʊ/	owl	/aʊl/
/u:/	food	/fu:d/	/əʊ/	old	/bəʊld/
/e/	MET	/met/	/eə/	air	/eə(r)/
/ɒ/	cot	/kɒt/	/ɪə/	year	/jɪə(r)/
/ɔ:/	tall	/tɔ:l/	/ʊə/	poor	/pʊə(r)/
/ə/	about	/əbaʊt/			
/ɜ:/	earth	/ɜ:θ/			
/ʌ/	under	/ʌndə(r)/			
/ɑ:/	ARM	/ɑ:m/			

Consonants sounds:

In British English we have 26 alphabets. These 26 alphabets are pronounced as 44 sounds. 24 sounds are considered as “Consonants” and remaining 20 are considered as “Vowel sounds”. These 24 consonants are divided into 6 categories.

They are:

1. Plosives
2. Affricatives
3. Fricatives
4. Nasals
5. Laterals
6. Continuants or Approximants

1. Plosives:

Plosives are the sounds produced when there is a complete closure and a sudden release of air stream.

Eg: /p/, /b/, /t/, /d/, /k/, /g/.

2. Affricatives:

Affricatives are the sounds that occurred when there is a friction of air stream. They begin as “Plosives” and released as “Affricatives”.

Eg: /tʃ/, /dʒ/.

3. Fricatives:

Fricatives are produced when there is an air partial obstruction and release of air with friction.

Eg: /f/, /θ/, /ð/, /v/, /s/, /z/, /ʃ/, /ʒ/, /h/.

4. Nasals:

Nasals are produced when one soft palate is lowered and the air-stream passes through the “Nasal Cavity”.

Eg: /m/, /n/, /ŋ/.

5. Laterals:

Lateral is the sound produced when all the passage is closed at the centre but opened at the sides.

Eg: /l/.

6. Continuants or Approximants:

These sounds are produced when there is no audible friction and can be prolonged for a long time.

Eg: /w/, /r/, /j/.

There are twenty four consonant sounds in English.

Consonants		Phonetic script	Consonants		Phonetic script
/p/	<u>P</u> en	/pen/	/f/	<u>F</u> all	/f ɔ: l/
/b/	b <u>a</u> by	/beɪbi/	/v/	<u>V</u> an	/væn/
/t/	<u>T</u> ea	/ti:/	/ θ /	<u>Th</u> in	/ θɪn/
/d/	<u>D</u> ay	/deɪ/	/ ð /	<u>Th</u> is	/ ðɪs/
/k/	<u>C</u> at	/kæt/	/s/	<u>S</u> ister	sɪstə(r)/
/g/	<u>G</u> ot	/gɒt/	/z/	<u>Z</u> oo	/ zu:/
/m/	<u>M</u> an	/mæn/	/ʃ/	<u>Sh</u> oe	/ʃu:/
/ n/	<u>N</u> ice	/naɪs/	/ʒ/	Ple <u>a</u> sure	/Pleʒə(r)/
/ ŋ/	S <u>ing</u>	/sɪŋ/	/h/	<u>H</u> at	/hæt/
/l/	<u>L</u> eg	/leg/	/r/	<u>R</u> ed	/red/
/tʃ/	<u>Ch</u> ain	/ tʃeɪn/	/j/	<u>Y</u> es	/jes/
/dʒ/	<u>J</u> am	/ dʒæm/	/w/	<u>W</u> et	/wet/

PURE VOWELS

Activity: 1

DIPHTHONGS

Activity: 2

CONSONENTS

Activity: 3

Write the following transcriptions in ordinary spelling. You may refer to a Dictionary.

1	/ˈæmpjuːtɪt/	21	/tʃɑːns/	41	/liːdʒɪp/
2	/ˈvestɪdʒ/	22	/trəˈdɪʃn/	42	/dɪfɪkəlti/
3	/əˈfəːdəbl/	23	/driːm/	43	/hæpɪnəs/
4	/iːsˈθetɪk	24	/brat/	44	/fiːlɪŋ/
5	/,ɪnəˈveɪʃn/	25	/ʃædəʊ/	45	/ˈnɒlɪdʒ/
6	/,edʒuˈkeɪʃn/	26	/dɑːk/	46	/səˈsaɪəti/
7	/ləˈdʒɪstɪks/	27	/ˈvænəti/	47	/ʃəltə(r)/
8	/kærəktə(r)/	28	/dɑːˈnæmɪk/	48	/mɒdn/
9	/ˈɔːdə(r)/	29	/ɪˈmɪʃn/	49	/məʊbaɪl/
10	/mædʒɪstreɪt/	30	/ˈhɑːməni/	50	/dɪdʒɪtl/
11	/əˈbrɔːd/	31	/mæŋɡld/	51	/əˈɡriːmənt/
12	/sɪtɪzn/	32	/kɒŋkə(r)/	52	/æksɪdənt/
13	/kənˈsent	33	/deɪndʒərəs/	53	/ɪnˈrɪtʃ/
14	/pɜːpəs/	34	/hiˈstɒrɪkl/	54	/neɪbə(r)/
15	/məˈkænɪk/	35	/pɒpjuˈleɪʃn/	55	/tʃaɪld/
16	/,kɒnsnˈtreɪʃn/	36	/fɪə(r)/	56	/ɪnfəmeɪʃn/
17	/eləkwənt/	37	/hjuːmən/	57	/kʌstəmə(r)/
18	/əkleɪm/	38	/blʌd/	58	/fɑːðə(r)/
19	/kənˈsɪv/	39	/stjuːdənt/	59	/ˈmedsn/
20	/sɪvəl/	40	/ɪmˈpəʊtnt/		

VI. Tick the correct answer.

I A		B		II A		B	
1	/kʌn dʒ/	a	mother	1	/ ' ɔ: də (r)/	a	people
2	/ t ɔ:k /	b	leader	2	/'mædʒ.ɪ.streɪt/	b	purpose
3	/hæpi/	c	courage	3	/'pɜ:.pəs/	c	order
4	/mʌðə(r)/	d	Talk	4	/ti: tʃə (r)/	d	magistrate
5	/li:də(r)/	e	happy	5	/'pi:pɪ/	e	teacher
III A		B		IV A		B	
1	/sku:l/	a	tragedy	1	/tek'nɒlədʒi/	a	skill
2	/əd'ventʃə(r)/	b	faith	2	/skɪl/	b	affordable
3	/trædʒədi/	c	enjoy	3	/ə'fɔ:dəbl/	c	success
4	/ feɪθ/	d	school	4	/hju:xmən/	d	human
5	/ m'dʒʌr /	e	adventure	5	/sæk'ses/	e	technology
V A		B		VI A		B	
1	/s a k l ɪ s t /	a	resilience	1	/'nɒvəlti/	a	university
2	/rɪ'zɪli aʊns/	b	dream	2	/frend	b	ethnic
3	/hɒspɪtəl/	c	hospital	3	/ju:nɪ'vɜ:səti/	c	friend
4	/dri:m/	d	mountain	4	/'eθnɪk/	d	nation
5	/maʊntən/	e	cyclist	5	/nɛɪʃn/	e	novelty

Tick the correct answer

- | | | | |
|----------|-------------|-----------------|--------------------|
| 1 | a. think | (i) /θɪŋk/ | (ii) /ðɪŋk/ |
| | b. this | (i) / θɪs/ | (ii) /ðɪs/ |
| 2 | a. anger | (i) /æŋgə(r)/ | (ii) /æŋjə(r)/ |
| | b. bring | (i) /brɪjə/ | (ii) /brɪŋ/ |
| 3 | a. laughter | (i) /lɑːftə(r)/ | (ii) /lɑːghtə (r)/ |
| | b. daughter | (i) /dɑːtə(r)/ | (ii) /dɔːtə(r)/ |
| 4 | a. budge | (i) /bʌdʒ/ | (ii) /bʌjə/ |
| | b. rouge | (i) /ruːj/ | (ii) /ruːʒ/ |
| 5 | a. chance | (i) /tʃɑːns/ | (ii) /kɑːnz/ |
| | b. chaos | (i) /tʃeɪɒs/ | (ii) /keɪɒs/ |

I. Match the following:

- | | |
|---------------|--------------|
| 1. /steɪfɪn/ | 6. Polite |
| 2. /lɔɪtə(r)/ | 7. Medicine. |
| 3. /medɪsn/ | 8. Station. |
| 4. /pələɪt/ | 9. Spelling. |
| 5. /spelɪŋ/ | 10. Loiter |

II. Fill in the blanks with the missing vowels.

1.	loom	/l _ m/	6. bath	/b _ θ /
2.	miracle	/m _ rəkl/	7. application	/ _ plikeɪfn/
3.	pardon	/p _ dn/	8. hospital	/h _ spɪtl/
4.	glutton	/gl _ tn/	9. muddle	/m _ dl/
5.	fifteen	/fɪft _ n/	10. purple	/p _ pl/

II. Fill in the blanks with the missing consonant.

season	/si: __n/	lengthy	/leg _ i/
tablet	/ _ æblet/	bring	/brt _ /
double	/bn_ /	rivalry	/rat _ Iri/
billion	/bil_ en/	themselves	/ _ omselvz/
ethical	/eoi__l/	wish	/wt__/

IV. Pronounce the following words and transcribe them in the column 'my transcription'. Later check the dictionary and make the necessary corrections.

Word	Transcription	Word	Transcription
clever	/ˈklevə(r)/	apple	/ˈæpl/
Teacher		Driver	
Part		bit	
camel		cat	
method		nose	
leisure		little	
church		june	

Word	Transcription	Word	Transcription
ship		sheep	
mother		threat	
simple		sample	

Phonetic Transcription	Ordinary spelling	Phonetic Transcription	Ordinary spelling
/ti:tʃə(r)/	teacher	/,sigə'ret/	
/ə'baʊt/		/prɪnsəpl/	
/pensl/		/,sell'breɪʃn/	
/bju:tlfl/		/ɪnstɪ'tju:ʃn/	
/sep'tembə(r)/		/,eksɪ'bɪʃn/	
/dʒu:n/		/pə:sə'nallt/	
/kən,taml'neɪʃ(ə)n/		/vɒktəpəs/	
/ɪn'fə:mə(r)/		/dɪkʃ(ə)n(ə)rɪ/	

4. Phonetic Transcription of Sentences

Activity 1:





dis'kʌʃən ɪz ən ɪks'tʃeɪndʒ dv
θɔ:ts ænd 'nɒlɪdʒ . prə'məʊt ɪt.
'ɑ:gjʊmənt ɪz ən ɪks'tʃeɪndʒ dv
'egəʊ ænd 'ɪgnərəns.səʊ ə'vɔɪd
ɪt



ðə 'gɹeɪtɪst əd'vɑ:ntɪdʒ dv
'spi:kɪŋ tru:θ ɪz ðæt ju:
dəʊnt hæv tu: rɪ'membə
wɒt ju: sɛd



PHONETICS LOVERS

'nʌθɪŋ
brɪŋz 'pi:p(ə)l
tə'geðə(r)
lɑ:k ɡʊd fu:d



Word-Syllable

Definition:

One or more letters representing a unit of spoken language consisting of a single uninterrupted sound.

Adjective: *syllabic*.

A syllable is made up of either a single vowel sound (as in the pronunciation of *oh*) or a combination of vowel and consonant (s) (as in *no* and *not*).

A syllable that stands alone is called a monosyllable. A word containing two syllables is called *disyllabic* word. A word containing three syllables is called *trisyllabic* word, and if it consists more than three syllables is called a *polysyllable*.

Syllabication Rules:

Rule # 1

Every syllable has one vowel sound.

Rule # 2

The number of vowel sounds in a word equals the number of syllables.

Home – subject = 2 pub. lish. ing = 3

Rule # 3

A one syllable word is never divided.

Stop feet bell

Rule # 4

Consonant blends and digraphs are never separated.

Rest.ing bush . el reach . ing

Rule # 5

Be.came de.fend ex.hale re.rnain

Rule # 14

A word that has a suffix is divided between the root word and the suffix.

Kind.ness thank.ful stuff.ing

Rule # 15

When a word ends in le, preceded by a consonant, the word is divided before that consonant.

Pur.ple fum.ble mid.dle

Rule # 16

When -ed comes at the end of a word, it forms a syllable only when preceded by d or t.

Start.ed fund.ed

Rule # 17

When a word or syllable ends in -al or -el, these letters usually form the last syllable.

Lev.el us.u.al

Rule # 18

When -ture and -tion are at the end of a word, they make their own syllable.

Lo.tion Pos.ture

Rule # 19

A word should be divided between syllables at the end of a line the hyphen (-) stays with the line.

III. Transcribe the following words and mention the number of syllables. The first one is done for you.

/æpl/	apple	2 syllable		Avidly	
	bickering			relentless	
	Forgo			googly	
	Stupendous			stumping	
	peer			catch	
	perpetrate			scoff	
	measly			insolently	
	scrutiny			disconcerted	
	fuming			incompetent	
	vigilant			perceptive	

IV. Mention the number of syllables each of the following words have.

- | | | |
|----------------|----------------|----------------|
| 1. important | 2. eyeballs | 3. freeze |
| 4. ridiculous | 5. spurious | 6. caterpillar |
| 7. ancestral | 8. mould | 9. pleasures |
| 10. delightful | 11. staunch | 12. swagger |
| 13. jostling | 14. antiquity | 15. avert |
| 16. benevolent | 17. clink | 18. Listlessly |
| 19. foiled | 20. congregate | |

V. Tick the correct answer.

- | | |
|-----------------|----------------------------|
| 1. bankruptcy | (2 syllables/ 3 syllables) |
| 2. abyss | (1 syllable / 2 syllables) |
| 3. idle | (1 syllable / 2 syllables) |
| 4. tranquilizer | (3 syllables/ 4 syllables) |
| 5. utter | (1 syllable / 2 syllables) |
| 6. intimate | (3 syllables/ 4 syllables) |
| 7. sleuthing | (2 syllables/ 3 syllables) |
| 8. retribution | (3 syllables/ 4 syllables) |
| 9. meek | (1 syllable / 2 syllables) |
| 10. haphazard | (2 syllables/ 3 syllables) |

VI. Match the following:

- | | |
|-----------------|---------------------|
| 1. twelfth | a. two syllables. |
| 2. maximum | b. four syllables. |
| 3. rhythm | c. one syllable. |
| 4. particular | d. five syllables. |
| 5. renunciation | e. three syllables. |

STRESS PATTERNS

In English, Stress play an important role in the meaning of a word. Stress on a wrong syllable can lead to confusion over the meaning of a word. Before we discuss 'stress', it is better if we have a clear idea about 'syllables'.

A syllable is the smallest unit of uninterrupted sound and is usually a vowel with a consonant before and/or after it. It is a beat of sound energy. A word can be one or more syllables. For example, 'no' has only one syllable, whereas 'dimension' has three syllables - di-men-sion.

There are two kinds of syllables in a word, stressed and unstressed. Words with only one syllable could be stressed or unstressed depending upon the usage, Stressed syllables are higher in pitch, longer, and louder in tone. There are words where a change in stress can completely change the meaning of the word. The symbol (') before a syllable in a word indicates that, that particular syllable is to be stressed.

There are some specific rules regarding the stress pattern of a word but there are always some exceptions. We will discuss each of these rules separately.

Let us begin with disyllabic words. A disyllabic word consists of only two syllables. It is easy to find out the stressed syllable of a disyllabic word. There are three rules regarding stress on disyllabic words.

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

Examples: a'bove a'cross a c'claim a'part be'fore be'cause be'neath
be'come

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

Examples: 'cammpus 'colour 'center 'duty ' country 'factor
'fiction 'motion 'power 'P.P.

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

Examples: Per'form cover re'fuse render contest con'trol
Per'mit for'get es'cape

As discussed above, stress on a syllable depends upon whether a word is a **noun**, adjective or a **verb**. In many disyllabic words, the stress pattern changes according to the usage of that word as a noun or a verb.

Examples:

Noun	Verb	Noun	Verb
'advert	advert	'affix	Affix
'combine	combine	'contact	con'tact
'convert	con'vert	'conflict	con'flict
'contest	con'test	'digest	di'gest
'decrease	de'craze	'escort	es'cort
'export	ex'port	'exploit	'ex'ploit

As for disyllabic words, three rules are there for compound words also. A compound word could be a verb, noun or adjective or a combination of these.

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.

Examples: 'pinpoint 'backdoor 'classroom 'greenhouse 'palmtop 'counterpart

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.

Examples: clear - 'headed out-'bound far-'sighted deep-'rooted short,tempered
old-fashioned

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

Examples: over' power under'rate outper'form interre'late under'stand draw'back

Phrasal verbs have also a rule regarding stress.

Rule 7: In Phrasal Verbs, the prepositions are stressed.

Examples: turn 'off get 'over look 'after pass 'by rule 'out set 'off
break 'down fall 'through come 'across count 'on

In English/ we use a lot of suffixes to words to create a grammatically applicable forms of the word. There are certain rules regarding the stress pattern of words with these suffixes.

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

Exarnples: pa'thetic ener'getic eco'nomical e'lectrical me'chanically
Am'bitious, fi'nancial con'fidential fi'nancially con'fidentially

Rule 9: words ending with -tion, -cian, -sion and -ion have stress on the penultimate (last but one)

Examples: dramati'zation moderni'zation imagi'nation situ'ation ma'gician
Elec'trician in'vation

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

Examples: ste'nography photography tech'nology chro'nology ge'ometry
co'placency ac'curacy e'lectrify a'cidity ac'cidental
fun'damental responsi'bility disa'bility

There are some compound words which are a combination of two different words. When we pronounce them individually, we lay stress on both the words but when they are put together as a single word, the meaning changes and so does the stress pattern.

'green 'fly	a fly green in colour
'greenfly	aphid
'black 'bird	a bird black in colour
'blackbird	a singing bird
'black 'board	a board which is black in colour
'blackboard	a black coloured board used for writing with chalk
'broad 'way	a wide road
'broadway	a thoroughfare of New York
'gray 'hound	a hound gray in colour
'grayhound	a species of dog
'broad 'cloth	a cloth which is broad
'broadcloth	a kind of densely textures woolen cloth
'ground 'nuts	nuts chopped fine 'grounnuts Peanut
'copper 'plate	a plate made of copper
'copperplate	a kind of printing wane <i>ripper</i> plat,.

EXERCISE:

1. Attend		31. Industrially	
2. Request		32. Courageous	
3. Statistician		33. Menstrual	
4. Superiority		34. Dental	
5. Poetical		35. Contrary	
6. Qualify		36. Furniture	
7. Ceremonial		37. Positive	
8. Jealous		38. Society	
9. Continuous		39. Deliquescent	

10. Sentimental		40. Biometry	
11. Bureau		41. Engineer	
12. Nursery		42. Millionaire	
13. Begin		43. Souvenir	
14. Humiliation		44. Buffoon	
15. Politician		45. Unique	
16. Characteristic		56. Portuguese	
17. Classical		47. Museum	
18. Justify		48. Aristocrat	
19. Essentially		49. Sociology	
20. Spacious		50. Photography	
21. Perceptual		51. Astronomy	
22. Accidental		52. Astronomer	
23. Plateau		53. Misogyny	
24. Exposure		54. Microscopy	
25. Surround		55. Object	
26. Possession		56. Record	
27. Peculiarity		57. Capsize	
28. Statistics		58. Operate	
29. Historically		59. Utilize	
30. Residential		60. Possessive	

INTONATION

Intonation is the fall and rise of pitch of the voice during the utterance of a sentence. In our day-to-day conversation, we use intonation. When we utter a sentence, we intended to convey a particular meaning out of it and we use a pitch appropriate for that. When we change the pitch to convey a different meaning out of the same sentence.

In written English, we have various punctuation marks to make the reader understand whether sentence is a question, statement, command or request but in spoken English, it is our tone a. pitch which matters. A sentence could be of a falling Pitch, a rising pitch or even a falling-rising one. When A say "she is ve, pretty", in a falling pitch we mean exactly that but when we say in a falling-rising pitch, we really do not mean that she is pretty rather we mean something undesirable about her.

We will study intonation under three heads:

1. Tone groups.
2. Location of nucleus or tone syllable in a tone group,
3. Choice of a pitch.

1. Tone Groups:

A sentence can have one or more tone groups. These tone groups depend on our breathing and the meaning we want to convey through the tone group. Each tone group is divided with a mark (/). Punctuation marks often make it easy to identify a tone group.

Examples:

- a. I saw a deer. (one tone group)
- b. When I was going to Pune,/ I saw a deer. (two tone groups)
- c. When I was going to Pune,/ I saw a deer / and stopped my car. (three tone groups)

In the first sentence we had only one thing to be conveyed, that is, "I had seen a deer". In the second sentence we had two things, "I was going to Pune" and on the way, "I saw a deer". In the third sentence, another piece of information is added, "I stopped my car". Each of these tone groups is tone dealt with separately and if we merge them together, it will give a different meaning.

Let us see some more examples.

- a. All my friends are engineers / but I am not.
- b. He did not work hard / still he got good marks.
- c. I have a lot of things to do today / but I have to do it/ after all it is my duty.
- d. Don't feel guilty for what you did, / It wasn't your fault.
- e. Many people try / but only those succeed, / who try hard.

2. Nucleus or Tonic syllable:

In every tone group, we have one or two words which carry the meaning, and which we emphasize. A small change in the emphasis on the right word can change the whole meaning of the sentence. In fact, one sentence spoken in different ways can have different meanings. We put stress on the nucleus word or tonic syllable to convey the right meaning.

Let us take an example where we will see how a change in stress can change the meaning of a sentence.

- a. 'I never gave him the book. (someone else did)
- b. I 'never gave him the book. (certainly never)
- c. I never 'gave him the book. (he might have stolen it)
- d. I never gave 'him the book. (I gave it to someone else)
- e. I never gave him the 'book. (gave him something else)

Here we see that, a slight change in stress can change the meaning of the whole sentence. While speaking, we must make sure that we stress the word, which is important.

3. Choke of a Pitch:

The native English speakers use different kinds of tones in different kinds of situations but there are three important tones, which we will discuss, they are:

1. The falling tone.
2. The rising tone.
3. The falling-rising tone.

➤ **The Falling Tone:** This tone is used in four kinds of situations.

I. Declarative or ordinary statements made without any implications.

Examples:

1. 'Glad to see you.
2. He 'never drives fast.
3. It 'happens every day.
4. The 'weather today is good.
5. I am 'always ready to help you.

II. Questions beginning with a questioning word.

Examples:

1. 'Who are they?
2. 'When did you do it?
3. 'How are you today?
4. 'What were you doing there?
5. 'Where is your office?
6. 'Why don't you try this?

III. Commands.

Examples:

1. 'Do it.
2. 'Shut up.
3. 'Shut the door.
4. 'Never come here.
5. 'Throw that.

IV. Exclamations.

Examples:

1. What a car!
2. How boring!
3. How 'beautiful it is!
4. How horrible!

The Rising Tone: This tone is used in five kinds of situations.

I. In incomplete utterances, often the first clause of a sentence.

Examples:

1. 'Luckily, / he escaped.
2. 'Despite being careful, / she fell down.
3. 'Nevertheless, / we did it.

II. Questions that ask for yes/no answer.

Examples:

1. Can you 'do it?
2. Is it 'possible?
3. Did you 'go there?
4. Do you cook?
5. Isn't it 'hot?

Polite requests. Examples:

1. May I 'help you?
2. Could you please 'switch it 'off?
3. Please 'take your seat.
4. Would you mind 'going with 'me?
5. Could you please 'repeat your 'name?

IV. Statements beginning with I think.

Examples:

1. I think it will 'rain 'today.
2. I think he has 'come.
3. I think it is 'right.

V. Statements expressing doubt and uncertainty.

Examples:

1. Is that 'true?
2. Is it 'easy?
3. Is that 'new?

The Falling-Rising Tone:

When there are more than one tone groups, it is always possible that they have different tones.

For Example:

He asked me to do this/ but is it possible?

Here the first tone group is a declarative one, hence it has a falling tone, but the second group expresses uncertainty, hence it has a rising tone.

All fall-rise tone gives a different meaning to a sentence, sometimes the opposite.

For example:

She 'dances really well on the stage.
She dances 'really well on the stage.

The first sentence in falling tone means that she truly dances well but in the second sentence, the inferred meaning is exactly the opposite as spoken in a falling-rising tone.

Though various fall-rise combinations could be made to cater different needs, in the case of question tags, we need two consecutive falling tones. When we tag a question on to a statement, both the statement and the tag should be in a falling tone.

Examples:

1. She 'cooks well, 'doesn't she?
2. We can 'do it today, 'can't we?
3. Your 'office is in the U.S, 'isn't it?
4. You 'don't smoke, 'do you?
5. It is 'not easy'. Is it?

Categorize the following sentences into Rising Tone and Falling Tone in the Table given below:-

1. When will your aunt arrive?	
2. I'm sorry.	
3. Is he playing?	
4. Cheer up.	
5. Bengaluru is a beautiful city.	
6. He isn't coining?	
7. Excellent!	
8. Are you a student?	
9. Pass me the bowl, please.	
10. You are joking, aren't you?	
11. Where were you born?	
12. What a lovely dress!	
13. Why are you crying, my child?	
14. Try again.	
15. Go and post it immediately.	
16. Where does he work?	
17. Don't bother.	
18. How wonderful!	
19. Did they meet my father?	
20. How clever of you!	
21. Where's your mother, my child?	

Categorize the following sentences into Rising Tone and Falling Tone in the Table given below:-

22. I'm fond of sweets.	
23. When my aunt was sleeping, there was a loud noise.	
24. Don't lose heart.	
25. You don't want to see her?	
26. Get out.	
27. I met Dhoni yesterday.	
28. Can you drive a car?	
29. Shut the window, please.	
30. Has the Principal come?	
31. She is a nice lady, isn't she?	
32. What a catch!	
33. Do as I say.	
34. I'm really sorry.	
35. The house was empty?	
36. Will you do it?	
37. I want to tell an idea.	
38. What a nice painting!	
39. If you don't start early, you will miss the train.	
40. Pass me the file, please.	
41. Don't come late.	
42. You need not come tomorrow.	
43. I need not come tomorrow?	
44. Have you seen my brother?	
45. Don't disturb me at odd hours.	
47. When I went to Paris, it was summer there.	
48. Amazing!	
49. The water is very warm.	
50. The water is very cold?	

2. READING COMPREHENSION

Introduction:

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

It is said "Reading maketh a full man." In fact it is an important communicative process and the most important language skills required for academic and professional purposes. Depending on the purpose of reading, the reader will require different reading strategies and skills in order to understand the subject content and language patterns of a message.

'Comprehension is the capacity of understanding fully.' It makes us to take the sense of information by scanning, skimming in order to understand the meaning of the given passage.

Reading comprehensive requires the following skills:

1. Finding ideas and supporting details
2. Making the ideas and supporting conclusions
3. Pursuing conceptual relationships
4. Testing knowledge and understanding through application

How to understand the Message:

1. The reader must be a good reader and make careful meaning in a normal and rapid style in order to learn at material, solve problems, get the main idea and comprehend the basic thought.
2. The other two aspects are, we need to do skimming and scanning in order to get an overview on the matter and find a specific reference to answer the specific question.

Vocabulary skills: These include recognizing and understanding the meaning of words and, identifying the context clues and signal words, guessing the meaning of unknown words from word structure and context. The reader has to look for examples, illustrations and linguistic clues that indirectly help define an unknown word or phrase. Let us understand this statement with the example given below:

Mathew feels arduous to play the piano but it becomes easier with good practice.

The word 'but' contrasts with the words 'arduous' and 'becomes easier'. Hence the reader can guess that 'arduous' means something that requires strenuous effort and it is difficult and tiring.

Rapid reading Skills:

This refers to a set of reading practices which help in understanding the meaning of a given text. These skills include scanning and skimming.

Scanning:

Scanning refers to the ability to locate specific information or facts as quickly as possible. It may serve several purposes, which include looking for

- a specific point or fact in text
- relevant graphic detail

- a formulae in text
- a word in a dictionary etc.

The following suggestions will help increase proficiency at scanning.

- know what you want to find
- do not read everything
- use guides and aids
- know the organization of the material to be read
- concentrate while scanning

Skimming:

Skimming is a more sophisticated skill than scanning. It refers to the process of reading a text or passage in order to get a rough idea of what it is all about. As its main objective is to understand the central idea and the main points of a text, the reader needs to use a reading strategy that involves fast reading and quick analysis.

Skimming involves three main skills i) Identifying the central idea ii) Recognizing main ideas iii) Identifying the writing patterns of the passage/text.

Intensive reading skills:

Intensive reading is detailed reading that demands better concentration and motivation. The rapid reading techniques of scanning and skimming give the readers correct beginning and prepare them for intensive reading. Intensive reading skills include:

A. Critical reading

- Distinguishing between relevant and irrelevant information
- Explicit and implicit information

B. Inferring meaning

- To understand facts and opinions
- Drawing inferences and conclusions

Inferring meaning and Critical reading:

Inferring is using content in a text, together with existing knowledge, to come to a personal conclusion and about something that is not stated explicitly in the text. When the author provides clues but not all the information, we read “between the lines” to make predictions, revise these, understand underlying themes, hypothesize, make critical judgments, and draw conclusions. Inferring involves synthesizing information, sometimes quite simply and sometimes at complex levels.

Critical reading is an analytic activity:

The reader rereads a text to identify patterns of elements -- information, values, assumptions, and language usage-- throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole.

Types of Reading Comprehension:

1. Comprehension Question Type
2. Detailed Question Type
3. Directions Question Type
4. Main Idea Question Type
5. Inherence Question Type
6. Sequence Question Type

EXERCISE: 1

Read the following passage and answer the questions given below:

Until he was ten, young Alexander Fleming attended the nearby Loudon Moor School. He was then transferred to Dagvel School, which he attended with his brothers. Alexander learned a good deal about nature during that four-mile downhill hike to school and the four-mile uphill return trip. He was a quick student and at twelve, the age limit prescribed for Dagvel School, he was sent to Kilmarnock Academy. After two years he joined his brothers, John and Robert, at the home of his elder brother Thomas, who was to become a successful oculist in London. However, the economic success of the family was yet to be and Alexander was forced to leave school for economic reasons. When he was sixteen, he obtained a job in a shipping company. Good fortune, however, was on his side and on the side of humanity. In 1901, he received a share in a legacy which made it possible for him to return to school where he decided to study medicine.

Questions:

1. How did Alexander Fleming learn about nature?

2. Why did Alexander leave school?

3. What is meant by the sentence “Good fortune, however, was on his side and on the side of humanity”.

4. What do you mean by ‘Oculist’? What part of speech is it?

5. How could Alexander study medicine?

EXERCISE: 2

Read the following passage and answer the questions given below:

India is a secular, democratic nation. This implies that every religion is treated equally and at par with every other religion. No religion is accorded any preferential treatment of any kind. All citizens are also free to practice, preach or profess any religion of their choosing. The state does not have a unified or homogeneous religious following.

This unique characteristic of India ensures its unity in diversity. India has been the birthplace of several religions and is the land where all these religions - such as Hinduism, Christianity, Buddhism, Sikhism, Zoroastrianism, Jainism and so on exist simultaneously, peacefully and harmoniously

Questions:

1. What is meant by the term "Secular"?

2. What is special about India's association with religion?

3. What part of speech is 'harmoniously'?

4. Why does India not have a unified religious following?

5. What is the adjective of 'peacefully'?

EXERCISE:3

Read the poem given below and answer the following questions:

CRICKET

Cricket is game
From which players get fame
Some people watching are tense,
When they see the opposition hit the ball to the fence.
Some viewers buy tickets
To watch the bowlers take wickets.

There is a batsman who works hard to concentrate
But the bowler tries hard him to frustrate.
There is an umpire, who always makes the right decision,
To help the players who are out to accomplish a mission.
But these days there is a lot of chaos in cricket,
As the players play badly deliberately on the wicket.
I hope cricket is played sincerely
To make everyone enjoy it happily.

1. The word 'concentrate' can be replaced by which of the following words:
 - a. Assemble
 - b. Gather
 - c. Focus
 - d. Attentive
2. 'The bowler tries hard him to frustrate'. The poet means to say that:
 - a. The bowler is a mean person
 - b. The bowler is a frustrated person
 - c. The bowler tries to bowl well making it difficult to score runs.
 - d. The bats man does not like the bowler.
3. The poet feels that there is a chaos in cricket because
 - a. The wickets are of poor quality
 - b. The players intentionally play a bad game
 - c. The players are trouble d by the spectators
 - d. The players run into the pitch and break the wickets
4. Which word given below does not rhyme with others?
 - a. Tense
 - b. Wickets
 - c. Fielders
 - d. Mission
5. The poem ends with
 - a. A request to restore fame to the game by playing with loyalty
 - b. Anger at the stupidity of the game
 - c. Happiness at the change in people towards cricket.
 - d. A feeling of indifference to the game.

EXERXISE:4

Read the passage given below and answer the following questions:

Beth decided to try to cook dinner for her family one day. Her mother was very busy and did not always have time to cook. “You don’t know how to cook!” her brother said. Beth looked through cook books until she found some recipes she liked. She drove to the grocery store and got the ingredients she needed. Then she came home and gathered her pots and pans. The first recipe was too complicated. Beth tried to follow the instructions but the food burned. The second recipe was also too hard. She had to throw out the bad food. Beth was disappointed, but she decided to try the last recipe. The last recipe turned out well and when her mother returned home that night, there was a nice hot dinner waiting. “I guess you can cook after all!” her brother said

Questions:

1. What was Beth trying to do?

2.

3. What did she do before she started cooking?

4. What was the consequence of Beth’s first and second recipes?

5. What is the antonym of ‘complicated’?

6. What part of speech is ‘ingredients’?

EXERCISE:5

Read the following passage and choose the best option:

I was 17 years old, but I already knew the kind of man I would marry. Take note: “He would not be too **garrulous**. I tell you, Rosa, it’s important for a man to make interesting conversation, but he must also take time to listen to what you have to say. “And never **impertinent**. I’ll never forget when I was 16; a boy from my church named Joe Turner came and knocked on our door. He didn’t look my momma in the eye, and didn’t say, ‘Hello.’ He just leaned against the door jamb and said, ‘Rosa here?’ “My momma raised her brow and said, ‘She is, but not for boys such as yourself.’ “But I digress. I’m supposed to be telling you about the day I met your daddy, right? “Okay, so I was riding the Amtrak train between Providence and Philadelphia during my freshman year at Brown, and the door at the end of my car rattled open. “He was tall and swarthy. He wore a thick, ivory, cable knit sweater with a gray wool scarf wrapped firmly around his neck. I couldn’t tell what his heritage was and that intrigued me. What was he -- Indian, Portuguese, and Peruvian?” Mom would pause here and I would shout, “Cape Verdean!”

1. Which is the best definition for ‘garrulous’?

A. conceited B. talkative C. narrow-minded D. fawning E. patronizing

2 Which situation best describes someone who has been impertinent?

- A. A man crashes into the car in front of him.
- B. A student gestures rudely to his teacher
- C. A child rushes out the door, forgetting to say good-bye to his mom.
- D. A woman refuses to let her son play video games before school.
- E. A dog chases all the cats in the neighborhood.

1. Which is the best antonym for digress?

- A. stop
- B. stray
- C. shorten
- D. remember
- E. stay on course

4. Which situation best describes someone who has been impertinent, as used in the beginning of the story?

- B. A man crashes into the car in front of him
- C. A student gestures rudely to his teacher
- D. A child rushes out the door, forgetting to say good-bye to his mom.
- E. A woman refuses to let her son play video games before school.
- F. A dog chases all the cats in the neighborhood

5. Why might the author have chosen Rosa as the narrator even though it is her mother who is telling the main story?

- A. to make the story harder to follow
- B. to make the story seem more straightforward
- C. to make it clear that Rosa’s mother has passed away
- D. to make it clear that the story happened a long time ago
- E. to allow the reader to hear the story from Rosa's perspective

3. DESCRIBING OBJECTS/PLACES/PERSONS:

When you describe something face to face or through video conference you can effectively make use of verbal as well as non verbal communication, like body movement, eye contact, posture, and facial expression. But when you are doing the same over telephonic conversation or writing, you have to rely only on verbal communication.

When you describe something you need to

- 1) Study & understand it thoroughly
- 2) Collect necessary material or information
- 3) Arrange and check them thoroughly
- 4) Organize ideas in thematic or chronological order

FEATURES:

The three important features of description in terms of language are

- a) **Brevity**:- Avoid lengthy verbose, unnecessary and roundabout description use simple language and direct sentences.
- b) **Clarity**:- Complete knowledge of all the details give clarity of thought. Proper linkage between the previous stages and the stages that follow is necessary.
- c) **Factual corrections**:- You should have personal experience of the results of each stage, so that you are giving factual information at every step, your precision enable the audience to understand the topic better

DESCRIBING A PROCESS:

A process is a series of action, operations done to make or achieve the end results. It requires following factors:

- 1) Organization of factual data in systematically logical way.
- 2) Skill of narration
- 3) Technical language
- 4) Proper connectivity
- 5) Caution list
- 6) Nonverbal clues like eye contacts, facial expression, body movement etc should be taken care of.
- 7) Adequate attention should be paid to voice qualities audibility, correct pronunciation, enunciation, and optimum pace of speech and maintenance of pitch. This will give a good hold on the listeners.

DESCRIBING A SITUATION:

- 1) Study and analyze the situation
- 2) Do a comprehensive survey of the facts and arrange them in an order
- 3) Gather information regarding the result or the outcome of the situation
- 4) Know the date & time of the situation
- 5) Arrange all those facts in an order
- 6) Present the situation using the same techniques used to describe a process.

DESCRIBING A PERSON:

- 1) Gather information regarding the person's cloth and outfit general appearance, height and built, stature, hair, face and complexion, personality traits, positive adjectives, negative adjectives, nativity, identity, achievements, ideological association and personality.
- 2) Make use of useful language like:
 - This picture shows
 - There is/there are
 - I can see
 - Describe as much as you can
 - In the fore ground/in the background

- On the right/ on the left
 - I think / may be, perhaps
 - Modal verbs of deduction she must, can't, should, might be, ought to
 - Other usages like she/he looks like ...
 - You can use also personal stories from your life to speak more
 - It is best to think about a person or picture with respect to **who, what, how where when and why**
 - Think about the subject, environment, and time of day, weather, location, culture and other necessary things. All these will give you ideas to keep talking
 - Try to use your imaginations to make assumptions
- 3) When you describe a person you have seen in a mall, you can depend on his physical appearance alone. Some kind of diagrammatical representation would also help.
 - 4) Otherwise, use your word power to describe a person
 - 5) Following an order, being clear, brief, direct, would help the audience identify the target person quickly and effectively.

DESCRIBING AN OBJECT:

- 1) Identify the object, its physical appearance, its unique features etc.,
- 2) Gather information regarding its history and contemporary plans.
- 3) Demonstrate the object to your audience and clearly describe each part separately & unambiguously.
- 4) Logically connect one aspect with another.
- 5) Improving on verbal & non verbal cues for description would give picture to the listeners and grab the attention.

EXERCISE: 1

DESCRIBING PERSONS:

1.



2.



EXERCISE: 2

DESCRIBING OBJECTS:



1.



2.



3.

EXERCISE: 3

DESCRIBING PLACES:

1.



2.



UNIT II

4. ROLE PLAY OR CONVERSATIONAL PRACTICE

Introduction:

Role play is a speaking activity performed when you either put yourself into somebody else's shoes or when you stay in your own shoes but put yourself into an imaginary situation. It is a way of bringing situations from real life into classroom. It may also include plays, socio-dramas, dramas, and simulation.

Role-play is where an individual plays at or pretends to occupy the role of anyone for a short time. In simple words, students imagine a role, a context, or both and improvise a conversation. The concept is determined, but students develop the dialogue as they proceed. It is full of fun and joy. This concept is useful for understanding the socialization of children and in particular that stage during which they play at being mothers, fathers, doctors, nurses, or other professionals. It is during this playing that they master the ability to engage in reflexive role-taking and thus to develop their own sense of self.

It is well known that learning takes place when activities are interesting, engaging and memorable. Hence role plays give chance for quieter students to express themselves in a more forthright way. There is a scope of including outside world and thus offering a much wider range of language opportunities. It encourages students and builds their self-confidence. *It* gives students the opportunity to demonstrate how to use *English* in real situations. Regardless of what *type* of *role-play* you intend to do, it is imperative that students feel comfortable with necessary structure and vocabulary.

In general role plays can be classified into the following three kinds depending on the levels:

- Formal Role Plays
- Informal Role Plays
- Semi-Role Plays

1. FORMAL ROLE PLAYS: These take place between or among persons who are not well acquainted and not closely related to each other or one another. The characters are of different ranks-One higher than the other. Eg: Between a boss and his sub-ordinate, a teacher and a student, a manager and a customer.

2. INFORMAL ROLE PLAYS: These take place between or among the persons who are closely related to each other. The characters are well-known to each other. It can be between relatives or friends. Eg: Role play between a mother and her son, two friends.

3. SEMI-FORMAL ROLE PLAYS: These take place between or among persons who know each other but are not closely related but they may be of equal or unequal ranks. Eg: Role plays between two neighbors.

Based on the situation, role plays are divided into the following four types:

- Conflict Role Play
- Co-Operative Role Play
- Information gap Role Play
- Task-based Role Play

1. CONFLICT ROLE PLAY: This type of role play puts the participants on collision and makes them deal with as best as they can. It tests the language skills of students who converse under pressure. It is much useful to those who are matured and have confidence in their abilities. Eg: Change the airline booking at the peak time, haggling over issues in departments, getting blamed with no fault of yours and arguing with your neighbor for creating a noisy atmosphere using stereos.

2. CO-OPERATIVE ROLE PLAY: This type of role play requires participants to work together for a common good cause. It is good for gently easing the shy students into conversations and for building relationships within a student group. Eg: Planning for a

trip with your colleagues, brainstorming different ways to attract tourists to local attractions.

3. INFORMATION GAP ROLE PLAY: This type of role play is used to fill in holes in the participant's knowledge. It is an excellent way to practice question and answer patterns and prepare students for real-life encounters. Eg: Asking questions from customs officers, interrogating a murder suspect and making a library card.

4. TASK BASED ROLE PLAY: This type of role play requires participants to complete a set of activity. It is useful for helping students to practise realistic survival English skills and it is an excellent way to build students' confidence in their ability to function in real situations. Eg: Checking into a hotel, ordering a meal and giving directions to reach destination.

Dialogues are used to provide speaking and listening practice for pronunciation and intonation and other phonological features. It introduces and practices a function, structure or vocabulary and illustrates degrees of politeness, levels of formality, values and attitudes. These are more advantageous and easy for students to converse. Dialogues can be combined with writing by having students making comics with pictures and bubble dialogue boxes to fill in.

DIFFERENT WAYS OF PRESENTING DIALOGUES:

- Looking at a picture and asking students to think about it.
- Listening to some dialogue delivered and asking students to report the same.
- Practising dialogues in pairs.
- Giving an imaginary situation.
- Providing one half of the dialogue and asking students to deliver the other half.

The following are the **Role Play Topics** for students practice:

A: Invite B to go somewhere this weekend.

B: Politely refuse A's invitation.

A: Call and tell your boss (B) you can't come to work because of illness.

B: You think A is bluffing (not really sick).

A: Ask B to teach you to play tennis.

B: You hate coaching for free.

A: Try to get B to divulge a secret about someone else.

B: Don't be persuaded to do it.

A: Ask B to give you a ride home.

B: A's house is out of the way, and your time is limited.

A: Call and tell B you can't come to the party on Friday.

B: Try to get A to come to the party. (It's a surprise party for him/her.)

A: Try to get B to smoke marijuana.

B: You don't want to use any illegal drug.

A: Call to order a pizza.

B: Wrong number. You sell pitas, not pizzas.

A: You ran over B's favorite pet with your truck. Apologize to him/her.

B: You are very upset with the news. The pet is irreplaceable.

A: You lost your wedding ring. Tell your spouse (B).

B: Get angry with A for losing the ring.

Exercise: 1

Exercise 2:

GREETING & INTRODUCING

Exercise 1

List out the different greetings appropriate for the following occasions:

1. When someone wins a prize

2. On the birth of a child.

3. Someone leaving the country.

4. When someone falls sick and gets hospitalized.

Exercise 2

How would you introduce yourself in the following situations? Work in pairs and use appropriate expressions:

1. You are meeting an eminent scientist in a conference. Introduce yourself.

2. You are attending a walk-in interview for a job in a multinational company. Your uncle works in the same company and he is introducing you to the HR executive in the company.

5. JUST A MINUTE [JAM]

Introduction:

JAM – Just A Minute session is a session where participants have to speak continuously, without repetition, without grammatical errors, without slurring, without stammering, without pausing, without digressing, without beating around the bush, and clearly all the same for a minute. It is an impromptu speech and an all-round fun-event. It is all about the control of the mind over the mouth.

JAM includes the following factors:

- General Knowledge.
- Self-confidence.
- Communication Skills.
- Spoken English & Fluency.
- Flow of Thoughts & Speech.
- Spontaneity.
- Time management.
- Sense Of Humor

JAM in Interview Process: JAM is conducted in interviews to check the candidate's communication and his command over language. The candidate's performance will decide whether he is eligible for next round or not. It is because the interviewer tests him on grounds like communication, behaviour, smartness, presentation skills, confidence skills, etc.

Procedure :

- Divide the group into two teams, A and B.
- Give a topic to someone from team A and ask him to speak for one minute.
- At the end of a minute, one from Team B can stop him. The Speaker should cover all the points related to topic. Leaving the topic incomplete before a minute or after a minute is invalid.
- ❖ There are only **three grounds** for a successful challenge. They are:
- ❖ **Hesitation**
- ❖ **Deviation**
- ❖ **Repetition**

Points To Remember:

- The longer you speak, more the points you get. You interrupt anyone for making mistakes, you get points.
- A discussion should be short enough to arouse interest and long enough to cover the pertinent points.
- Jamming is indeed fun which makes nostalgic.
- Look and find more topics which are interesting. They don't have to be Engineering related. It can be any topic.
- There should be variations in conducting each round in that order of preference.
- Start with a practice/demonstration round.
- Try to start each round with someone who has not participated.
- Use only single word topics such as water, books, disaster and so on.
- Do not make an early start or a late start.

- Do not speak too fast or too slow.
- Never involve in grammatical errors.
- Intersperse your talk with ‘uhh’, ‘aah’, ‘wow’ so on and so forth.
- Undue stress on words and undue emphasis in the sentences.

JAM is a test of wit. Hence there should be unexpected topics. Rhetorical questions and imaginative scenarios make the session interesting and funny.

Topics for practise:

1. How do you go to College Daily?
2. The First Day at your College.
3. The Most Memorable Day of your Life.
4. Uses of Gadgets.
5. Importance of Sports in Life.
6. What if Human beings had Tails.
7. What is the One Secret that you don't want to Share.
8. The Celebrity you will like to get married to.
9. Do you Think Hard work leads to Success?
10. Describe the Best and Worst Part of your School Days.

EXERCISE:1

EXERCISE:2

EXERCISE: 3

6. Etiquettes of Telephonic Communication

It is inevitable that we will be required to speak on the phone sometimes. Some people are very confident speaking on the phone while others become a big ball of nerves at the thought. Whichever type of phone user you are, it is important to learn proper phone etiquette so you can give others a good impression of you or the business you represent, and also make it a pleasant experience for the other person on the line.

What is phone etiquette?

Phone etiquette is the way you use manners to represent yourself and your business to customers via telephone communication. This includes the way you greet a customer, your body language, tone of voice, word choice, listening skills and how you close a call.

10 Telephone Etiquette tips

1. **Answer Quickly:** Customers want to know you care about them, and leaving the phone ringing conveys a lack of urgency. It may even cause prospects to believe that customer service isn't a priority at your organization. Picking up the phone after ring number three is a good rule of thumb – you don't want to pick up after one and startle your caller. And you don't want to be flustered and start the call on the back foot, either.

2. **Introduce Yourself** In this era of social media, it can be easy to assume that business contacts have checked you out on LinkedIn and already have some idea of who you are. But the rules are different over the phone.

Unless you've spoken to a prospect before, take the time to explain who you are, what your role is within the organization, and how exactly you can help them and vice versa.

If this is a relationship you want to build, you can always follow up the call with an email including your digital contact details.

3. **Set out the purpose of the call:**

Every single call should have a goal, and in order to meet that goal, both parties need to be on the same page from the start.

There's no awkwardness in stating the point of the call early on – as long as it's done right. Be clear and concise, but friendly. Professionals are more time-poor now than ever before. They'll thank you for providing this direction.

4 **Speak Clearly:**

This might sound obvious, but we're not as used to speaking on the phone as we used to be.

When your voice is your only mode of communication – without facial expressions or body language – it's vital that you speak clearly and at an appropriate volume. While this can take a little bit of effort, mumbling will betray a lack of knowledge or confidence.

Remember, no one can lip read on a voice call. Make an effort to practice speaking on the phone to ensure you come across the way you intend to.

5 **Master brand tone of voice:**

You know that tone-of-voice branding your marketing team has been pushing on you? When the phone rings, it's time to use it. The most successful brands these days have a cohesive tone of voice across all platforms – including on external calls.

If someone calls up a brand that presents itself as friendly and caring only to be met with a cold response, it will be jarring. Similarly, if the caller expects a professional, corporate tone, and discovers an overly casual voice on the other end of the phone, the brand will feel less authentic.

Look at your organization's tone-of-voice document and work out – with the help of the marketing team – what you can do during phone calls to ensure you're upholding it. This could be the language you use, the content of the call, or simply how formal or informal you are. Most likely, it will be a mix of all three.

7. **Give your full attention:**

Just because you're hidden behind a phone doesn't mean you can slack off. They might not be able to see you, but the person you're speaking to will know if your attention isn't fully on them.

Asking questions and taking notes – and letting them know you're writing down what they say – will help to make them aware that they're receiving the level of attention they deserve. Repeat some of the details of what they say back to them to prove you're listening – this sales trick is as old as time, but it works.

7. Ask Before Putting Someone on Hold or Transferring:

This is a simple courtesy that's all too often overlooked. Asking the person on the other end of the phone before you transfer them or put them on hold will go a long way to easing their user journey with you.

Simply pressing the button with no warning will come across as rude, and – with no timeline in mind – the caller may simply hang up. Think about how you like to be treated on a phone call, and extend the same courtesy to your callers.

8. Stay Positive:

Perhaps the trickiest one on the list, staying positive is vital for those representing their company over the phone, even when dealing with complaints.

If you feel you can't handle a complaint or difficult customer, stay positive and tell the caller you'll get back to them as soon as possible. This buys you time to collaborate with colleagues on how best to move forward.

9. Remain Polite:

As the old saying goes: "Manners cost nothing."

Regardless of your brand tone of voice or the situation on the phone, there's absolutely no excuse for deviating from being polite. Staying respectful and professional, even in trying situations, will go a long way toward gaining the mutual respect required to achieve the goals of your call.

10. Don't Be Afraid to Switch Mediums:

Look, the reality is that it's 2021 and many people hate speaking on the phone.

In some Work place situations, speaking on the phone is completely unavoidable. But when trying to build a strong relationship with a new contact, consider asking them for their medium of choice.

Being the one salesperson or account manager who is willing to communicate with them via Skype or text, for example, will help you win major points with the phone-phobic among us.

Do's and Don'ts of Telephonic Communication

DO – Smile when you talk to people. Although they might not be able to see you, a smile can be heard in your voice and the caller will be much more relaxed in their conversation with you. People love talking to happy people.

DON'T – Be distracted. Although the caller may not be able to see what you're doing, if they don't have your full attention it will be heard in your tone and responses. Distractions can be anything from responding to an email, replying to a text, scrolling through online shopping, reading a news article, or nibbling on that doughnut that has been sitting next to you calling your name. If you wouldn't do these things with the person in front of you, don't do it when you're on the phone.

DO – When you answer the phone, greet the caller warmly and advise who they are talking to. Always answer the phone with your name at the end of your greeting. You will have an upward inflection on your name which will stay in the mind of the caller. Personal calls received should also be formalised. Some ways you can answer the phone are “Hello this is (say name)” and business calls can be answered with “Good Morning/Afternoon, (say business name), this is (say name)”.

DON'T – Shout or whisper. Being overly loud or overly quiet can make a phone conversation very awkward and might mean you don't get all of the information to the person on the other end. Try and speak in a calm tone that will be easy to hear and understand.

DO – Speak clearly. You have something to say and the person at the other end wants to hear it. No one wants to repeat themselves many times during a conversation. Speak as clearly as possible to avoid this.

DON'T – Leave the caller on hold for too long. No one likes sitting on hold. If you leave your caller on hold for too long they may think they have been forgotten and may hang up. If this is a business call this could result in a lost sale or an unhappy customer.

DO – Make the caller feel welcome. Although it is a phone call, if your answers are short or you don't sound interested, the caller may leave the call feeling unwelcome and that their query hasn't been answered or problem resolved.

Telephone Etiquette

1. What phrase do you use to ask for your lecturer on phone?

- a) Hello, could I speak to Dr. Reddy?
- b) May I speak to Mrs. Bhavana, please?
- c) Could you put me through to Dr. Chandana, please?

2. What phrase do you use to ask for your friend on phone?

- a) Hi! Is Sheela there?
- b) Can I speak to Rachana?

3. What phrase do you use to express that the person the caller is asking for is unavailable?

- a) I'm sorry. He's in a meeting at the moment.
- b) I'm sorry. He's not available at present.

4. What phrase do you use to express that the person the caller is asking for is unavailable?

- a) Can I take a message?
- b) Would you like to leave a message?
- c) Shall I take down a message?

5. What phrase do you use to ask a person to call you back after one hour?

- a) Could you please ask him to return my call, please'?
- b) Could you please ask her to give me a ring? My landline number is 08571-220123
- c) Would you ask her to call me back after one hour? My mobile number is

5. What phrase do you use to ask the person to repeat the telephone number?

- a) Could you repeat the number, please?
- b) Could I have your number again, please?
- c) Would you mind repeating that'?

6. What phrase do you use to say that you have dialled a wrong number?

- a) Oh, isn't this BIE? I'm sorry; I must have dialed the wrong number.
- b) Sorry, I must have taken down the wrong number. I'll check the directory.
- c) I must have got the area code wrong. Sorry to have bothered you.

7. What phrase do you use to convey that you have received a wrong number?

- a) I think you must have dialled the wrong number.
- b) I'm afraid there's nobody here with that name.
- c) Sorry, they moved last December, their new number is

8. What phrase do you use to end the conversation on phone?

- | | |
|---------------------------------|--------------------------------------|
| a) Have a nice day! | b) Good day! |
| c) Nice talking to you. Goodbye | d) It's time for me to go to college |
| e) O.K. See you soon, then | e) Right then, thank you. |
| g) Thanks for calling. | h) Yes. See you on Sunday, Bye. |

Practical No: 3

Appointments, Complaints, Agreements and Disagreements

1. What phrase do you use to make an appointment with your lecturer?

Ans: I wonder whether I can have an appointment with your today, Sir.

2. What phrase do you use to make an appointment with your friend?

Ans: (a) Shall we meet today? (b) Can we postpone our appointment?

3. What phrase do you use to enquire about the time of the meeting?

Ans: What time is the meeting?

4. What phrase do you use to enquire about the agenda of meeting?

Ans: Can I have the agenda, please?

5. What phrase do you use to enquire about the duration of the meeting?

Ans: Can I know how long the meeting will last?

6. What phrase do you use to enquire about the time of reaching the function hall?

Ans: Is it all right to reach the function hall by six (or) at six?

7. What phrase do you use to express that the meeting is scheduled a particular date?

Ans: The meeting is slated for 2nd February.

8. What phrase do you use to give the information about the agenda of the meeting?

Ans: The main agenda is to finalize the syllabus.

9. What phrase do you use to fix an appointment on a particular date?

Ans: a) Would it suit you if we have it on the 27th?

b) How about meeting on Monday?

c) Will it be convenient for you if we have the meeting this Friday?

10. What phrase do you use asking a person to send the E-mail and confirming it?

Ans: Could you send me the E-mail and confirm it?

11. What phrase do you use to convey that you will send a fax confirming all the details?

Ans: I'll make it now. I'll send a Fax confirming all the details.

12. What phrase do you use to express that you are not able to attend a meeting? Give a reason?

Ans: (a) I called to say that I don't think I'll be able to attend the meeting.

(b) I am sorry; I can't manage that day as I'm tied up with two meetings

(c) I'm afraid I won't be able to make it on Tuesday.

13. What phrase do you use for asking your boss to have the meeting as usual?

Ans: You can go ahead with the meeting, Sir. Send my suggestions by E-mail.

14. What phrase do you use to change an appointment with boss? Ans: Can we have another appointment? Are you free on the 3rd?

15. What phrase do you use to express your regret for not attending a meeting?

Ans: Sorry for the inconvenience, but this was something unforeseen.

Complaints

16. What phrase do you use for making a mild complaint against your friend's brother to your friend?

Ans: a) I am afraid to say that your brother has cultivated the habit of smoking.

b) I'm sorry to bring it to your notice.

17. What phrase do you use to make strong complaints?

Ans: a) I really must object.

h) I take strong objection

c) This is a very serious matter.

d) I'm afraid that this is not an excuse.

Apologies (Mild)

18. What phrase do you use to make a mild apology?

Ans: a) Allow me to tender my apologies. b) I'm really sorry. It's my fault.

c) I really feel bad about it.

d) Please allow me to offer my apology.

e) Please forgive me.

f) I'm sorry for being late.

g) Sorry to interrupt you.

h) I'm sorry. I shouldn't have said that.

Apologies (Strong)

19. What phrase do you use to make strong apology?

Ans: a) I can't find words to express my feelings

b) I can't tell you how sorry I am.

c) I'm indeed sorry to hear the sad news

d) I'm sorry. I assure you it won't happen again

e) I'm really sorry for starting the meeting an hour late.

Agreements (Mild)

20. What phrase do you use to express your mild agreement?

Ans: a) I agree

b) I agree to an extent....

c) I think you're right

d) You're quite right

e) That sounds good.

f) That's a nice idea

21. What phrase do you use to express four mild disagreements?

Ans: a) I'm afraid I agree

b) Well, I don't know...

c) Well, I wouldn't say that...

d) I'm afraid I'm not convinced

e) I'm not too sure about that

Agreements (Strong)

22. What phrase do you use to express your strong agreements?

- Ans:
- | | |
|--------------------------------|---------------------------|
| a) I do agree | b) I entirely agree |
| c) You're absolutely right. | d) That's great! |
| e) That's perfectly all right. | f) What a wonderful idea! |
| g) What a splendid idea! | h) Yes, certainly |

23. What phrase do you use to express your strong disagreement?

- Ans:
- | | |
|---|-----------------------------|
| a) I'm afraid I don't agree at all | b) I'm not at all convinced |
| c) To be quite frank. I don't think so. | |

UNIT-III

7. INFORMATION TRANSFER

INTRODUCTION:

Information Transfer is the process of presenting the bulky data, information or messages in the diagrammatic form and vice-versa. It is data transmission and it is more practical and technical.

Information Transfer can be presented in different ways depending on the situation or demand. It helps us further develop the ideas, compare the facts.

For example: Information displayed on a notice board.

Graphs and Charts in books and magazines.

PRESENTATION:

The information is presented in the form of tables, graphs and charts but out of these visual aids is the best presentation.

ADVANTAGES:

1. The data is presented vividly.
2. Main points can be highlighted.
3. Avoid repetition.
4. Precise / clear / simple
5. Easy to remember.

TYPES OF INFORMATION TRANSFER:

We can transfer the information using graphic to verbal and verbal to graphic with the help of tables, graphs [line], charts [bar chart, pie-chart, pictorial graph, tree chart and flow chart]

TABLE:

It's an ordered arrangement of rows and columns with simple description.

S.NO	STUDENT NAME	MARKS
1	NISHITHA	62
2	RISHITHA	72
3	MADHUMITHA	66

GRAPH:

It is a drawing which consists of a line/lines sometimes curved, showing how two or more sets of numbers relate to each other.

Constant Increasing & Decreasing graph

Y

0

YOUR FACULTY WILL HELP YOU IN DRAWING THE FOLLOWING CHARTS

1.BAR CHART:

It is a diagram with narrow stripes which equal but varies in height to represent qualities.

2.PIE CHART:

It consists of a circle divided into parts and each part represents a specific proportion of the whole.

3.FLOW CHART:

It indicates different stages/process of something. It is a sequence of operations in a computer program. There are conventions for the use of the shapes of squares, rectangles and diamonds to signify each step of the program.

4.TREE DIAGRAM:

Tree diagrams are of two types:

Organization chart – It is used to show the structure and lines of responsibility within a company or an institution.

Genealogical tree/family – It is used to represent the structure of a major group such as mineral rocks or the structure of sentences in books on grammar or relationships within a large family.

8. NOTE- MAKING AND NOTE TAKING

Introduction:

Generally we make notes when we read a text, or a reference book, or prepare for an exam or plan to write a paper. Making notes involves collecting information and to collect information we have to understand and remember things we listen to or things we read. When we take down notes from a lecture or a talk, it is known as Note –Taking. On the other hand, when we make notes by reading a text, book or from any other source, it is Note-Making.

The main difference between Note-Taking and Note-Making is that the former involves listening skills whereas the latter involves reading skills i.e; reading from a book, novel, magazine, etc.

It is a well-known fact that any book, article or magazine presents processed information. This processed information can be presented in various forms for quick and easy reference. This condensed form is called notes. It presents big chunks of information in a neat succinct form consisting of main headings, sub-headings with points.

The first essential component of note making is skill in reading ability. What we read from a text, notes, passage, article and magazine is of more importance to make a note. Hence, mere understanding of the matter read is not sufficient. Interpretation of what we have read is also important. We must read attentively, actively with concentration so as to interpret it. This process includes grasping the points, relating the points, reorganizing them into groups, to distinguish the main points from the supporting points and to make the implicit points explicit in understanding them.

The second essential component of note making is that we must familiarize with the passage by reading it thoroughly in order decide which points should be selected like key words, phrases, and other sentences, thereby identifying the main points and sub-points, etc.

Importance of note - making:

Note –making helps us in the following manner:

- Remember important details.
- Organize our thoughts better.
- Refresh our memory about what we have read in the past.
- Save our time to prepare well for the examination.
- Compose a good essay, article etc.
- Give a good talk with pre-planned details.
- Participate efficiently in discussion with needed points.

The most important points of a note making can be remembered by the 5 Rs. They are as follows

1. Record
2. Reduce
3. Recite
4. Reflect
5. Review

1. **Record:** In this step, we have to write all the meaningful information legibly as we read any matter from the book or even the lecture is going on.
2. **Reduce:** Here we have to reduce the matter and consider only the most important points and write a summary of ideas and facts using key words as cue words.
3. **Recite:** In this step, without looking at the books or article from where we recorded the information, we must recite the entire matter in our own words.
4. **Reflect:** once we have recited information of our own, we must think about our own opinions, ideas and views and then raise questions to record original information.

5. **Review:** Reviewing the older notes is mandatory. It should be done by skimming over the main ideas and details even before reading new material.

Types of Note -Making:

Note-Making types can be studied under the following categories:

1. Outline Method
2. Mapping Method
3. Cornell Method
4. Charting Method
5. Sentence Method

1. **Outline Method:** In this method, we can naturally organize the information in a highly structured and logical manner making use of the text book chapter that serves as an excellent guide. The notes are made in the form of an outline by using bullet points to represent various topics and their sub-topics. It is a time saving method. It is very useful for easy reviewing and editing. It is the most popular method for college students. However, this method requires more accurate thought and comprehensible ability.

How to make a note using Outline Method:

- No sentences
- First write big topics and then add supporting points to it.
- - Indentation - Main points farthest and each lesser points indented
- Each lesser points indented
- Abbreviation – use short phrases
- Mark levels – letter or roman numerals –bullets, dashes and asterisk.

Sample: Outline Method

Let us make a note of the following passage using Outline Method:

Power Point is a computer software created by Microsoft which allows the user to create slides with recordings, narrations, transitions and other features in order to present information..

Many presenters often forget that their presentation is more important to the audience rather than their Power Point Presentation.

You can use one of the following types of media to show your presentations:

- **Computer monitor:** Your computer monitor, either a CRT monitors or an LCD, is a suitable way to display your presentation when you're showing it to just one or two other people.
- **Computer projector:** A computer projector projects an image of your computer monitor onto a screen so large that audience can view it.
- **Overhead transparencies:** Overhead transparencies can be used to show your presentation using an overhead projector.
- **Printed pages:** Printed pages allow you to distribute a printed copy of your entire presentation to each member of your audience.
- **35-mm slides:** For a free, you can have your presentation printed onto 35-mm slides either by a local company or over the Internet.

POWER POINT PRESENTATION

A. Power Point Presentation:

1. Computer software created by Microsoft.
2. Allows the user to create slides
 - a. Recordings
 - b. Narrations
 - c. Transition
3. Presents information

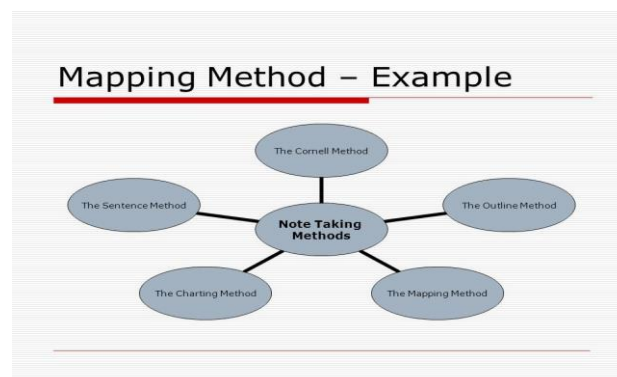
B. Types of Media:

1. Computer Monitor
 - a. Presented to one or two people.
 - b. Use of CRT monitors or LCD.
2. Computer Projector
 - a. Projects images
 - b. Large for audience view
3. Overhead Transparencies
 - a. Presentation is very clear.
 - b. With overhead projectors.
4. Printed Pages
 - a. Distributes printed copy.
 - b. Members present.
5. 35mm Slides
 - a. Print the entire presentation
 - b. Local company or internet

2. Mapping Method: It is a graphic representation method used for that kind of information which requires comprehensive or concentration skills in which it relates each factor or idea to the others. It works well when the key content is intense and well-organized. It includes visual diagrams with lines and pictures that represent ideas and the relationships between ideas. It maximizes active participation, affords immediate knowledge as to its understanding and emphasizes critical thinking. If required it is easy to edit the information by adding numbers, marks and color coding.

Let us read the passage given below and make a note of it using Mapping Method:

It is said that just like note-making, note - taking is also the best written skills used to gather important points on a particular bulky topic in a sequence so as to remember and recall it whenever we require. This can be done with the help of the five types of methods namely; the Outline Method, the Cornell Method, the Sentence Method, the Mapping Method and the Charting Method.



4. **Cornell Method:** This method was devised by Prof, Walter Pauk of Cornell University in 1950s. It is a widely method used for noting material from a lecture or reading. It helps in taking, organizing and reviewing notes. It involves us in the creation of knowledge, improves our study skills and leads to academic success. It allows students to quickly and identify key words and key concepts from a lecture. The notes can easily be used as a study guide for exam preparation.

Sample: Read the passage given below and a make note using Cornell method:

Students do a lot of hard work during examinations but fail in getting through a few subjects. This is common with all the students in schools as well as colleges. The reason is they do not make a qualitative thorough preparation. Some students forget the content of their study made some others do not know how to remember the points by good practice, while some others do not know how to present whatever they have prepared. Note- taking is the best method to minimize the rate of forgetting. If we take notes, we can remember 60% of what we have learned during our study. Otherwise, we will forget 60% in 14days. Hence we have to organize notes and do something with them. The more , the better.

Key words	Notes
Common problem	Failure Subjects Students in schools and colleges. No qualitative preparation.
Reasons	Content Forget the study made. No good practice to remember points Lack of presentation skills.
Minimize the problem	Note-Taking Do not take notes = Forget 60% in 14days. Take some notes=Remember 60%. Organize notes and do something with them=Remember 90-100%. The more, the better.

4. **Charting Method:** This is the method which uses columns to organize information. It is useful for lessons that cover a lot of facts or relationships between topics. In this method the facts are organized in such a way as it becomes easy for the learner to review. It highlights the key pieces of information for each topic. It follows the format of dividing the pages into columns labeled by category and the details of each category are filled out in the rows below.

Sample: Read the following passage and make a note using Charting Method:

Effective Communication is defined as the ability to convey information to another effectively and efficiently. Business managers with good verbal, nonverbal and written communication skills help facilitate the sharing of information between people within a company for its commercial benefit.

Advantages of Effective Communication:

- Construct and Foster Sustainable and Productive Relationship
- Give space to Innovations
- Help Build an Effective Team
- Effective Management
- Contributes to the Overall Growth of the Organization

At the professional level, it is essential to know how to deal adequately with peers, make good decisions even in stressful situations. This is one of the reasons why effective communication skills are increasingly valued.

Effective communication in the organization enables the employees to deepen their connection with others and improve teamwork, decision-making, and problem-solving capacity.

Characteristics of Effective Communication

The characteristics or principles of effective communication are pivotal for ensuring a productive communication. The major characteristics are as follows –

- Completeness of the Message
- Clearness and Integrity of the Message.
- Conciseness of the Message
- Consideration of Physical Setting and the Recipient
- Clarity of the Message
- Courtesy to be Maintained

Types of Communication

The different types of communication are as follows:

- Verbal and Non-Verbal Communication
- Formal and Informal Communication
- Downward and Upward Communication

EFFECTIVE COMMUNICATION

DEFINITION	ADVANTAGES	CHARACTERISTICS	TYPES
The ability to convey information to another effectively and efficiently.	Construct and foster sustainable and productive relationships, gives space to innovations, helps build an effective team and effective management and contributes to the overall growth of organization.	Completeness, clearness, integrity, conciseness, clarity and correctness of message, consideration of physical setting and recipient and courtesy to be maintained.	Verbal and non-verbal, formal and informal , downward and upward

5. Sentence Method: It is a method in which we write each topic as a jot note sentence. It is useful in those lessons where a lot of information is covered. This is the most advantageous method in the sense that we can understand whether information is important or not and if it so which is the most important one.

Sample: Read the following and make a note of it using Sentence Method:

Notes can be helpful study tools. It can contain information that is not found elsewhere. Sometimes things are covered in classes that are not in the text. Sometimes we present information to ourselves in a way that is most helpful and memorable to us. Note taking helps us to identify key points. Note taking forces us to analyze and organize information in a different way than it has been presented to us.

Some people benefit from copying and recopying notes. We can use our notes to quiz ourselves or have someone else quiz us. Notes taking can be a helpful step in prewriting. Note taking can be a wonderful brainstorming tool. We can use our notes to review relevant information. Our notes can help us plan out our writing.

NOTE -MAKING

1. Note -Making is a wonderful brainstorming helpful tool to identify key points.
2. Note-Making benefits from copying and recopying notes.
3. Note-Making helps in analyzing and organizing information in a different way.
4. Note-Making reviews relevant information.
5. Note-Making is a step in pre-writing.

Exercise: 1

Read the passage and make a note of it using any one of the methods of note-making:

I, who am blind can give one hint to those who see – one admonition to those who would make full use of the gift of sight: Use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object you want to touch as if tomorrow your tactile sense would fail. Smell the perfume of flowers, taste with relish each morsel, as if tomorrow you could never smell and taste again. Make the most of every sense: glory in all facets of pleasure and beauty which the world reveals to you through the several means of contact which Nature provides. But of all the senses, I am sure that sight must be the most delightful.

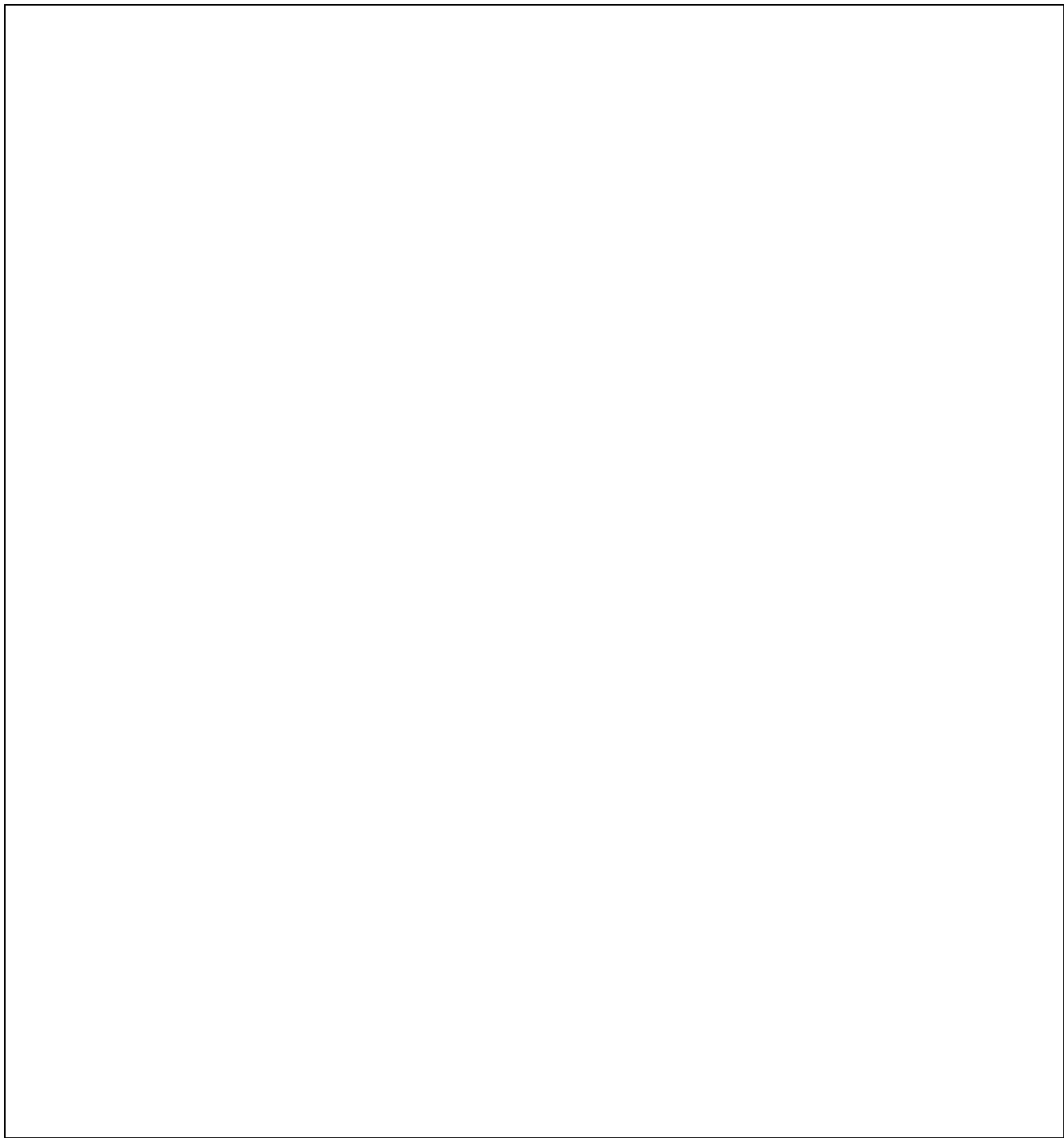
Exercise: 2

Read the passage and make a note of it using any one of the methods of note-making:

Animals that prey on others usually have forward facing eyes, giving them three dimensional vision and the ability to accurately judge distance. This is called binocular vision. It is binocular vision that permits the tiger, for example to judge whether it is close enough to rush out at the prey or it is just a little too far away.

Animals that are preyed upon need as wide a field of vision as possible, since danger can come from any side. Especially their eyes are set at the sides of the head, often bulging out. This enables them to see all rounds but their forward vision is not as good as that of predators and they cannot judge distances as well.

A hare being chased by a dog, for example, can see the dog most of the time even though the dog is behind it. Fleeing hares have been known to run off cliffs. Because they were so busy watching their backs that they failed to spot the danger in front.



9. E-MAIL WRITING

Emails:

Emails are widely used not only for personal but also for academic and business communication because of their speed and convenience. Most business organizations encourage customers to write to them by providing a 'Contact us' button on their website. Many research departments and universities also now use email to send assignments to students and receive their responses. The inbuilt format of an email letter includes the following lines that the sender must fill in before sending it off.

To: This is for the email address of the recipient; more than one address can be written, separated by commas.

Cc (carbon copy, or copy to): This is for a list of addresses to which you want to send copies of your message.

Bcc (blind carbon copy): Recipients' addresses typed here will not be seen by other recipients. Use this if you do not want the person/people to whom you are writing to know who you are keeping informed. It also protects the privacy of people who may not want to reveal their email address.

Subject: This tells the recipient what the email is about. Do not leave it blank. Your subject line must be clear and specific so that the recipient gets an idea of its content even before reading your letter. The subject line also helps recipients find particular messages.

Attachments: These are files which go with your message that the recipient will download to read or see.

Note that the email address of the sender and the date (and time) appear automatically when an email sent, but in many formal emails, they are also included in the letter.

Here are some important points to remember when writing email messages.

- The tone you use should be appropriate to the relation you have with the recipient of your message. When you write to close friends, using informal or even casual language is acceptable. But when you are writing a formal email letter on a work-related matter, use language that is appropriate for its subject.
- Make the message easy to read. If there are many points in your email letter, say so at the beginning of your message. Otherwise, the reader may see something that interests him/ her halfway down the message and hit the reply button to write back to you.
- Avoid writing lung messages. Many people get large numbers of email messages and will try to rush through them. They may pass on to the next message if yours is too long.
- Be careful when sending attachments. Send them only if necessary. Attachments can take a long time to download, especially those that have graphics or photographs in them. They can carry viruses or be incompatible with the software of the recipient's computer.
- Do not use email messages to attack someone or to vent your anger. Typing the whole message in capital letters is considered to be a rude act, known as 'flaming', which will offend the recipient.
- Do not write anything in your message that is illegal or unethical. Though email affords privacy to users, remember that anything that you send can be retrieved by hackers, your employers, government investigating agencies and even criminals.

Look at the sample email below.

From: Salman Habeeb (computer generated) Sent: *Wed* 26/10/13 10.45 (computer generated)

To: george.jacob@suryaelectricals.com

Cc: Suresh Rao

Subject: Enquiry about air conditioners

PD/269/SE

26, October 2013

Mr George Jacob Assistant Manager Surya Electricals New Delhi

Dear Mr Jacob,

This relates to our discussion on the telephone yesterday. We would like to place an order for 7 split air conditioners of 1.5 ton capacity for our office in NOIDA. Could you send us a catalogue for the product details and prices of the different brands you recommended, please.

With regards,

Sincerely, Salman Habeeb

Copy to: Mr Suresh Rao, Manager

EXERCISE-1:

You are Anne Jacob, a graduate in chemical engineering from the NIT Warangal. You have three year experience as an assistant project engineer with a fertilizer company. Write an email application letter in response to an advertisement for the post of project engineer in a well-known petrochemical company. Refer only briefly to your educational qualifications and work experience in the body of the letter and say that you are attaching your CV and testimonials for the company's *reference*.



EXERCISE-2:

You are Prerna Pai living at 24, Marigold Apartments, Indira Nagar, *Bengaluru*, and you have just received a letter of appointment as Assistant Executive in the accounts department of Samtron Industries, 124, Shubham Complex, M.G.Road, Bengaluru. The letter is *dated* 10 August 2013, and the sender is Mr Manu Bhat, General Manager. Write a three-paragraph email letter accepting the offer formally. You must do the following: *acknowledge* receipt of the letter and thank the sender (paragraph 1), confirm that the terms *and* conditions stated are acceptable to you and that you will be able to report for work on the date referred to in the appointment letter, say that you are enclosing the signed copy of the appointment letter (paragraph 2), and make an appropriate closing remark (paragraph).

UNIT-IV

10. GROUP DISCUSSION - I

A group discussion (GD) is a type of interactive, oral communication which takes place when a group of people get together to discuss something. A group discussion can be informal or formal. It is actually a discussion made to find a solution for a problem. The problem is the topic given to the candidates and the solution is the conclusion that is given by the candidates after making a good understanding with the team. Group discussions are used as a tool to identify and study candidates' behaviour, emotion, attitude and psychological factor.

Why are GDs conducted?

Employees are required to work together as a team. Team work calls for a variety of skills such as leadership, Communication skills, conflict management and interpersonal skills. Employers need to determine if a candidate who has applied for a position has the skills and traits desirable for the job. So candidates are often asked to participate in a group discussion, mainly to determine the candidate's group-worthiness.

How are GDs Conducted?

The following methodology is commonly used for various recruitment.

- In a GD, usually about ten candidates are made to sit in a circle/semicircle or in a rectangular formation to discuss a topic given by the evaluator(s). It is a 15 minute duration with ten candidates.
- It is conducted in three modes namely:
- Free Led/Student Led GD
- Moderate Led GD
- Detail Observatory Led GD

Types of Topics:

There are three types of GDs. They are:

- 1) Factual Topics
- 2) Controversial /Argumentative Topics
- 3) Abstract Topics
- 4) Case Studies Topics

Factual Topics

These are socio-economic topics. Here, sufficient background knowledge is required for effective participation.

E.g. 'Environmental Degradation', 'Traffic Chaos', 'Yoga and Meditation'. Disaster Management, COVID 19, Reservations to Women and Fee Reimbursement

Controversial Topics

These are argumentative in nature, and are meant to generate a lot of heat. The idea behind asking candidates to discuss a controversial topic is to see if they can display cool logic and equable temper and remain unruffled even when provoked.

E.g. 'Should we Ban Reservations?'

'Is it necessary to Abolish Censorship?'

‘Should Brain Drain be stopped?’

Money or Knowledge is more Important.

Abstract Topics

These are abstract concepts. They are given for discussions mainly to evaluate the candidates’ creativity and imaginative faculty.

E.g. ‘Money is sweeter than honey’

‘Beauty Lies in the Eyes of the Beholder’

There is no Right Way to do a Wrong Thing

Good Things come from Good Thinking

Good Politics is Bad Economics

What do Evaluators look for?

The evaluators look for the following qualities in a participant.

- **Communication skills**
- **Knowledge of the topic**
- **Body Language**
- **Leadership**
- **Reasoning/analytical ability**
- **Ability to influence**
- **Flexibility**
- **Assertiveness**
- **Creativity**

Components of GD

There are ten components through which a candidate’s ability can be judged to get placed in an organization according to the requirements. They are as follows:

1. **Initiator:** One who initiates the discussion
2. **Co-Coordinator:** One who makes the silent members talk.
3. **Conflict Manager:** One who takes care of smooth functioning of the GD.
4. **Shaper:** One who gives direction to the team.
5. **Leader:** One who leads the discussion and shows leadership skills like making all participants speak.
6. **Innovator:** One who comes out with new ideas
7. **Finisher:** One who keeps a time check and makes the team to finish the task on time.
8. **Talking terror:** One who keeps on speaking at length without giving any chance to others.
9. **Silent Spectator:** One who hardly speaks but listen to others.

In the above, the last two are negative qualities, whereas, the others are positive qualities. A participant is supposed to have more than one quality. Candidates who speak too much unnecessarily or who hardly speak will be rejected.

Conclusion

A GD might or might not have a clear conclusion. But it is very likely that someone or the other in the group will summarize what the group has discussed. Hence, the one who concludes should keep the following points in mind while summarizing a discussion.

- Summary should contain all the major points that were discussed.
- Be brief and concise.
- Don’t add any new points.

Dos for a Good GD:

- Understand, clearly and correctly, the topic given for discussion.
- Be cheerful, willing to listen and discuss various points of view.
- Look at the individual who is talking.
- Be helpful, accommodating and encourage all the group members.
- Use hands and facial expressions to make your point more emphatic.

Don'ts for a Good GD

- × Don't speak too loudly.
- × Don't shout at others.
- × Don't adopt a negative attitude that results in counter-arguments.
- × Do not feel that you are superior to others.
- × Don't be emotional and shout or thump on the table.
- × Never fidget at others.

Sample on GD

Topic: Is Money Something or Everything?

Candidate 1:

Good Morning, dear friend! I am Sonam. The topic under discussion is

Is Money Something or Everything? Let me initiate the topic by defining the term Money? It is something generally accepted as a medium of exchange, a measure of value, or a means of payment: such as officially coined or stamped metal currency used to buy things. It is meant for transactions made on different goods and commodities for our survival. It is available and should be available with each one of us. Otherwise our survival is impossible. It is earned through our hardship as we work or toil for an organization controlled by a person and who in turns pay us for the work done by us. The payment differs from person to person depending on the cadre. In my opinion money is the most important thing in our life because we cannot survive, enjoy luxuries of life, respect in the society. People with more money can influence the society. Lack of money or man without money will not be cared by anyone in the society. Hence money is everything.

Candidate 2:

I am very sorry Sonam. I do not agree with you. No doubt money is important but it is not everything to me. Most of us run after money and we trample underfoot all the values. He who hankers after money gets nothing in the end except distress. We should always remember that we cannot take our money with us when we leave this world. We need it till the last breath of our lives but at last we require only 6 feet of ground for our grave.

Candidate: 3

You are absolutely right, Rajiv. I do agree with you. We require money to meet with our basic needs. It sounds good to have money but it will not give surety for health and happiness. We cannot buy these two things with money though one may be well off. So according to me money is something but not everything to me.

My friend Rahul, please share your ideas with us. I wish to hear your opinion too.

Candidate: 4

Thanks for giving me chance to speak. In fact I have been listening to you all and waiting for my turn. I do agree with Sonam who said money is everything. It has been ruling the world instead of leaders and political parties. Today, there is abject poverty in India. How can we remove this from our society without money? Apart from meeting our basic needs, money brings in happiness, luxuries, respect, remedies to overcome health issues and what not. We cannot buy anything without it.

Candidate: 5

My dear friends, each one has given his own point of view. I agree to your views to a certain extend but at the same time I also disagree with a few. Earning money is very important but not at the cost of life or risking our lives. We should have lack of money but if you have enough to meet your demands, it is sufficient. We should not chase it and keep on running after it because it can give contentment only for certain things. We can buy books with money but we cannot buy intelligence. Medicines can be bought but not health. Likewise, we can buy bed to sleep but not sleep and food but not appetite. So we need talent, intelligence, hardship, patience and interest to progress in life. Money alone will not lead to every kind of success and destination to all of us. We should remember that a lot of greediness for money spoils us.

11. RESUME WRITING

Career is not a job. It is a settlement made through various concepts of life styles. It gives us a positive self-image and sense of accomplishment.

A resume is a document which includes education, experience, skills, and accomplishments that is used to apply for jobs. It provides a window into a candidate's professional history and is one of the most important documents in his/her job search.

Preparing Resumes:

While looking for employment, we need to send out messages such as resumes, applications letters, job inquiries and follow-up letters. This will give us a chance to showcase our communication skills –skills valued highly by the majority of employers. So we must write the messages carefully by following the three-step writing process. They are Planning, Writing and Completing.

Resume Formats: A resume has the following sections:

1. Heading
2. Career Goals or Objectives
3. Education
4. Work Experience
5. Summary of the Job Skills/Key Qualifications
6. Activities, Honors and other Achievements.
7. Special Interests
8. References

SAMPLES:

1. Draft a resume for the post of General Manager in a fertilizer company.

Vikram Chavan

Bandra, Mumbai

Tel.: 022-244445545

E-mail : vikramchavan@gmail.com

CAREER OBJECTIVE:

To play a major role in the prosperity of the organization and growth of oneself and strive to do my best to evaluate success and become an asset in order to live up to the standards set by management.

QUALIFICATION:

PROFESSIONAL QUALIFICATION

- MBA (Finance), Lovely Professional University, Jharkhand.

EDUCATIONAL QUALIFICATION

- B.Com. from Mumbai University, Mumbai in 2009 with 90%.
- Higher Secondary (12th) from Kendriya Vidyalaya, Mumbai in 2006 with 92%
- High School (10th) Kendriya Vidyalaya in 2004 with 96%

SKILLS

- Excellent interpersonal skills; organized, professional, diplomatic, cooperative, and trustworthy team player.
- Course work, internship and relevant training in marketing.
- Computer Literate: Ms Office and Working Knowledge of Internet.

PROJECT

- Comparative Analysis of Insurance and Mutual Funds- a study conducted at Reliance Securities Pvt. Ltd., Mumbai.

EXTRA CURRICULAR ACTIVITIES:

- Participated in the National chess competition organized at LPU and secured the second position

INTERESTS AND HOBBIES:

- Traveling
- Playing guitar
- Listening to music of all genres

PERSONAL DETAILS:

Date of Birth: XX / XX / 1986

Marital status: Single

Expected employment status: Full time

Ready to Relocate: Y / N

DECLARATION

I solemnly assure you that the particulars mentioned above are true to the best of my knowledge and belief.

Date:

Place:

Signature

2. Draft a resume for the post of Assistant Manager in a departmental store.

Amrit Singh
201, Alpine Retreat,
Sard Mahal, Andheri West
Mumbai.
Phone No: 09867540300

OBJECTIVE

To serve the organization by making optimum utilization of managerial skills and knowledge in the field of administration and grow with the organization...

RELEVANT SKILLS

- **Personal Retailing**
 - . Led housewares department in employee sales .
 - . Created end-cap and shell displays for special housewares promotion
 - . Sold the most benefit tickets during college fund-raising drive for community center
- **Public Interaction**
 - . Commended by housewares manager for resolving customer complaints amicably.
 - . Performed in summer theater productions
- **Managing**
 - . Trained part-time housewares employees in cash register and customer service
 - . Worked for hardware employee schedules as Assistant Manager

- **EDUCATION**

- . Associate in Arts, Retailing Mid-Management, Loyala College, Mumbai, June 2001
 - . In addition to required retailing, buying, marketing and merchandising courses completed electives in Visual Merchandising, business information systems.

- **WORK EXPERIENCE**

- . Assistant Manager, housewares at Sohan's Department Store during off- campus work experience program, 1999-2001.
 - . Sales clerk, housewares at Sohan's Department Store during off-campus work experience program, 198-1999.

- **PERSONAL DATA**

- . Willing to relocate
 - . Travelled extensively.

- **REFERENCES**

- . Available on request

12. DEBATES

Introduction:

Debate is a structured argumentative conversation that involves formal discussion on a particular topic. It is an excellent tool to improve speaking skills because it involves active participation of students. It usually goes on between two or more than two candidates.

A challenging or a burning topic is given in advance where thorough knowledge and preparation on the given topic is to be presented by each individual. It is evaluated on the basis of Argumentation for 50 marks, Presentation for 30marks and Structure for 20 marks.

Importance of Debate:

- Develops skills and knowledge to students
- Boosts their confidence and makes them bold enough to speak in any situation without hesitation and deviation.
- Develops a sense of ownership of the world and a sense of empowerment.
- Makes the students extrovert.
- Teaches how to accept different points of views of theirs and others in the same topic.
- Guides the techniques of agreement and disagreement.
- Shows a way to solve an issue.
- Teaches how to compromise with others.
- Develops critical thinking and analytical skills.

The Basic Debating Skills:

Style: Style is the manner in which you communicate your arguments. This is the most basic part of debating because it masters the worth of the content of delivery. We must argue in a confident and persuasive way.

Speed: It does not mean to speak fast but to speak at a pace to sound intelligent allow the speaker to speak what he wants but fluently.

Tone: Modulation of tone is necessary in debate. The heated topics should be argued with high pitch blunt voice but not in an offensive way. The volume should be maintained as per the range of the room. Shouting does not win debates.

Clarity: There should an ability to speak concisely and clearly to express complex issues. It is also important to keep it simple.

Types of Debate Topics:

1. Persuasive Debate Topics
2. Argumentative Debate Topics
3. Factual Debate Topics.

Topics for Practise:

1. Homework is an essential part of our studies that teaches us to work independently.
2. Does Technology Harm our Future?
3. Are Movies Good Tools for Education?
4. Should People get Paid for not Cutting down Trees?
5. Importance of Extracurricular activities and Clubs in Colleges.

Sample 1: Is Technology Rising Unemployment Rates?

Debater: 1

We know that technology is the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science. In other words it is the practical application of knowledge in particular areas like engineering, medicine, education and other fields. The world is full of competition and hence success is achieved by the first come first served part. Manual or what we call human labor cannot do all kinds of task. If any kind of business is done with human labor, it tends to fail as it cannot cope up with the competition from the technologically advanced competitors.

Several kinds of jobs, work and tasks are getting replaced by technology. Today we do not have manual laborers like typists, weavers, workers at constructions and other departments. Low-skilled workers have no room in the society today. They are worst hit. Hence I do agree that technology has increased the unemployment rates.

Debater: 2

- I strongly disagree with you. Technology has not caused unemployment problem. Rather it has shifted human labour to different kinds of jobs. It has created more job opportunities though removed manual jobs. Machines caused opening of many industries and more employment opportunities. The technological advancements are not fully tapped yet. Once technology is utilized to the full extent, more employment opportunities will be created.

Conclusion:-

Technology made our lives easier and it is creating newer kinds of jobs. Hence, we should adapt to change and upgrade our skills to mould ourselves into newer types of jobs.

UNIT – V

13. ORAL PRESENTATION

Introduction

Presentation is one of the skills in communication to share our ideas and interact with listeners and ask for their opinion. It can be done in two ways namely Oral and Written. It can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team. It is a 10-15 minutes presentation with proper planning in an effective way.

The skill of speaking can be done either in a prepared form or in an unprepared form. The one which is unprepared is called Extempore.

It is purposeful and goal oriented, and communicates a message to an audience in a way that brings about desired change in their understanding or opinion. The presenter must be ready with some basic questions before he speaks on any topic. He must ask the following questions about the audience:

1. Who will I be speaking to?
2. What do they know about my topic?
3. What will they want to know about my topic?
4. What do I want them to know by the end of my talk

How to make a presentation on a given topic:

1. Address the audience and also the jury by greeting and introducing yourself and then announcing the topic.
2. Right from the beginning of presentation have eye contact with all equally.
3. Always give deep explanation by making the slides display and at every time face the audience.
4. Speak at normal speed and pause at right places.
5. Begin your tone in an interesting way using quotations or posing questions.
6. Never mind if you were weak in English but be confident and raise your voice and clearly speak out the words.
7. Lastly, close your presentation by a brief conclusion.
8. At the end of the presentation wait for questions from the audience and answer them all.

The Key Elements of a Presentation

The following are the key components of a presentation:

1. Context
2. Presenter
3. Audience
4. Message
5. Reaction
6. Method
7. Impediment

The four main aspects of making a technical presentation:

- **Purposeful** – The presentation will be made with a definite purpose.
- **Interactive** – It involves both the speaker as well as the listeners.
- **Formal** – It is a formal Situation
- **Audience oriented** – The topic will have to be dealt with from the listener's perspective.

SAMPLE:**MY TREKKING TRIP**

Hi, Good Morning Madam and my dear friends! I am _____ and I'm studying _____. I'm here today to present my thrilling experience that I had in my trekking trip. I'm sure it's everyone's favorite discussion topic. But, I promise over the next 30 minutes you will learn a lot and might even have a little fun. Before I begin, _____ I would like to highlight exactly what you are going to learn from this presentation.

A visit to any place is thrilling and interesting because it becomes ever memorable and remarkable. Likewise, my visit to Pindari Glacier is an unforgettable experience to me. It happened when I was a student of 10+2 in KV.

The journey started during summer vacations. I boarded the train and reached New Delhi. I was given accommodation in a good restaurant in Delhi. I took rest for a while, had breakfast and got ready for trekking. I boarded a bus from Delhi and reached Raniketh, a hill station in UP. I made some shopping in this hill station, enjoyed myself a lot in the hilly areas covered with snow, pastures and many trees yielding ripened fruits. There were apple trees in and around the area. I stayed a night in a bungalow provided to me. The whole night, I enjoyed the breeze. The next day, I started my trekking towards Dhakur. I walked for 17 kms and reached Dhakur in the evening. By the time I reached, the cook kept hot snacks and dinner ready for all the trekkers. Again I slept for a night in the same place. The next day morning I woke up and got ready to trek another place called Lahut. Likewise I trekked to many places, crossing many hilly mountains enjoying myself the green pastures, running water, streams

Finally, I had to trek on glaciers on one fine day. Here I had bitter experience which is still in my memory. At one spot, I had a steep area where I skid and was about to fall into the deep valley into which the icebergs were melting and falling into it. Exactly, at this moment my friend pulled me back as she was accompanying me. We both fell one upon the other and somersaulted for about five to ten minutes. We came back to our senses after a few minutes. To our surprise we found ourselves safely on the other side of the glacier with a strong grip over the implement provided to us for trekking purpose.

Thus, this trekking experience is photographed in my inward eye.

14. POSTER PRESENTATION

A poster is a bill or placard attached to a wall or vertical surface in a public place. It is a large notice or picture that we stick on a wall or board, often in order to advertise something. In fact it is a way to communicate our research or our understanding of a topic in a short and concise format.

They are used by traders, government organizations, social activists and even for educational purposes. They are used to capture the attention of customers, create awareness about social and health issues.

Tips to prepare posters:

1. It should be appealing to the eye and attention grabbing and interesting with short title.
2. It should give brief and neat information so as to convey message.
3. It must be readable from about 10 feet away.
4. We can include charts or pictures for more explanation.
5. It should be strong on design, illustrations, textual and graphic elements.

Advantages of Posters Presentation:

1. Poster Presentations can be used for promotions.
2. It is much cheaper form for advertising any product when compared to radio and printing.
3. We can target specific locations with posters to increase brand visibility in that area.
4. It encourages active response.
5. We have chance to target the audience want to.

..Disadvantages of Poster Presentation:

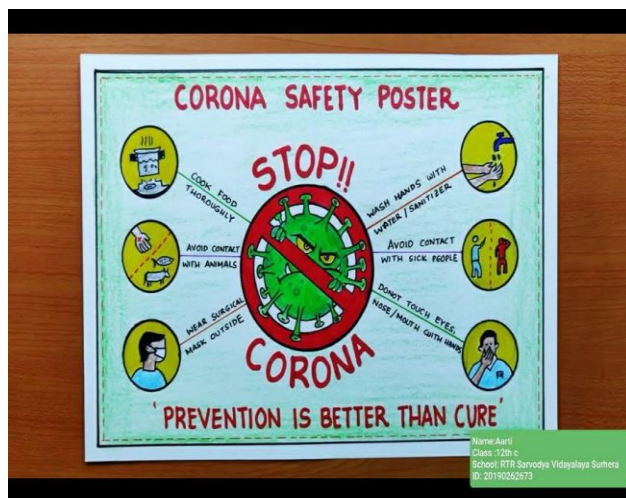
1. Poster presentations are not very valuable.
2. There are less chances of getting feedback.
3. It is always used for special event or occasion.
4. It does not count a lot on our CV.
5. Right framing of posters requires many accessories.

Samples on Poster Presentation:

1. SWACHH BHARATH.



2. CORONA SAFETY POSTER BY A STUDENT.



15. INTERVIEW SKILLS

INTRODUCTION:

Interview is defined as a well arranged and planned conversation used for evaluating the suitability of a candidate for a particular position. It is a job seeking process in which questioning and answering goes on between the interviewer and interviewees.

Interview provides the best opportunity to examine the relevance of an applicant's knowledge and experience and it is an effective technique used for evaluating the suitability of a candidate for a particular position through a question-answer oral session. It could be either a face-to-face meeting or a formal conversation through telephone, or videoconferencing between a candidate and the members of the selection committee or representatives of the concerned employers.

PR-INTERVIEWS PREPARATION TECHNIQUES

When a candidate has applied for a job and is getting ready for that important moment in his/her life, the job interview, he needs to prepare well.

Thus, preparing for the job interview involves

- Analyzing yourself;
- Identifying your skills;
- Researching the organization;
- Analyzing the job position;
- Revising your subject knowledge and brushing up your general awareness; and
- Developing the interview file.

ANSWERING STRATEGIES

Keys to Answering Questions

How a question is answered is sometimes more important than the answer itself. The way a question is answered reflects a person's communicative ability. The following suggestions will help in improving the quality of answers.

Attentiveness

Accuracy

Brevity

Focus

Positive Attitude

Logical Thinking

Look Your Best

Dress formally

Relax

Good Manners and Positive Behavior also lead to successful discussion. So,

- Be Polite
- Be Flexible
- Be Tactful
- Do not Argue
- Be Interested
- Control Nervousness

SAMPLE:

Prepare for an interview between an HR and a candidate for the post of Associate Software Engineer in CTS.

HR: A Candidate: B

A: How would you describe yourself?

B: I am a careful, hardworking and persistent person.

A: What do you know about our company?

B: Sir, Your Company is one of the leaders in mobile apps and website security which offers opportunities to candidates with past experience. Moreover, yours is a fast-growing organization in all aspects.

A: How did you come to know about the vacancy available in our company?

B: I came to know while looking for jobs online, Sir.

A: Why do you want to leave the current company?

B: I feel in order to take the next step in my career, it'd be helpful to join a larger organization and use what I've learned in the past to lead more projects.

A: Did you face any challenging issue at the company you have been working? If so, how did you handle it?

B: Well! It is the task of the team leader to face some issue or the other when there is pressure for completion of projects at a fixed time. I too had such an experience. I took the lead on the project, delegated tasks to the four other team members in a way that I thought would utilize everyone's strengths best. I re-organized my personal tasks and dedicated the entire day for the success of the project.

A: Why should we hire you?

B: Sir, I read on the job description that you're looking for someone with experience in mobile apps and website development. I've done that for 3 years and can immediately help you accomplish the same.

A: Where do you see yourself in five years?

B: In five years I see myself taking on more responsibilities, either through management or higher-level individual contributions, Sir.

A: Do you have any questions for us?

B: No thank you. But one thing, if I am selected how the company will let me know.

A: A mail will be sent to you.

B: Thank you, Sir.

16. GRAMMAR

SPOTTING ERRORS

An error is an action which is inaccurate or incorrect. In some usages, an error is synonymous with a mistake though in technical contexts the two are often distinguished. For instance, a cook who misses a step from a recipe might describe it as either an error or a mistake. Error-spotting is not an art that one can master. It is just a matter of swearing by some guidelines and practice. Errors in sentences which is referred to as grammatically incorrect happens with or without our knowledge. Sentences may become grammatically incorrect not because of wrong usage of semantics but wrong framing of sentences in relation with various topics like parts of speech, articles, tenses, types of sentences, active and passive forms of voice, direct and indirect forms of speech, so on and so forth. Therefore, awareness of basic rules of grammar is required.

Common errors make the learner use the language effectively both for speaking and writing. It also helps them in attempting various competitive examinations.

Exercise: 1: Correct the common errors on daily conversations:

1. This room is filled with furnitures.
2. He has not given me the informations.
3. I have a good news for you.
4. She broke the table's leg.
5. This is the boy book.

Exercise: 2: Correct the common errors on Parts of speech:

1. The teacher asked a number of questions to the students.
2. The mother took a roll of thread to tie the packet.
3. I, you and Sheela can do any kind difficult task
4. The children enjoyed the picnic.
5. The student entered into the class room without the permission of the teacher.

Exercise: 3: Correct the common errors on tenses:

1. It is raining for two hours.
2. I had posted the letter yesterday
3. Serve you well.
4. The boy escaped even before the teacher caught.
5. He asked me if I can lend him money.

Exercise: 4: Correct the common errors on subject- verb agreement:

1. Bread and butter are a good food.
2. Here come their daddy

3. Everyone has to do their work.
4. The painter and the dancer has died.
5. One of the student have won the prize

Exercise: 5: Correct the common errors on Articles.

1. He is a M.A
2. I saw an one- eyed man.
3. She is very humble girl
4. I have sent him a word.
5. Do not make noise.

Exercise: 6: Correct the common errors on voice:

1. Nurses must be trust and accept patients.
2. The amplified light wave divide into two parts by the coupler.
3. The mail dropped by the officer.
4. Promises should kept.
5. The contract signed by them.

Exercise: 7: Correct the common errors on Direct and Indirect form of speech:

1. She said that her mother prepares delicious dishes.
2. I told my friend that the teacher has already taught the lesson.
3. She told me she will see me later.
4. She said that she likes the weather.
5. He asked me shall he open the window.

Exercise: 8: Correct the common errors on numbers and genders:

1. He gave me many abuses.
2. The road is under repair.
3. I brought five dozens bananas and six scores mangoes.
4. The lady is a wizard and so no one mingles with her.
5. She grew into a ferocious tiger.

Exercise: 9: Correct the common errors on the use of vocabulary:

1. She died in a road incident.
2. He admits his fault openly.
3. He has altered school many times.
4. Women were highly respected in old India.
5. I have got no answer for my letter.

Exercise: 10: Correct the following sentences: Miscellaneous

1. We had great time on the top of mountain.
2. You should discuss about the problem with your mother.
3. The last year I didn't know much English.
4. I don't have no money.
5. The small child does whatever his father was done.

Exercise-11: Change the gender of the underlined words in the following sentences and rewrite the sentence. Make the necessary changes in the sentence:

1. The landlord was a very kind man.
2. The lioness was ready to spring at her prey.
3. The Duke of Cambridge was the guest of honour and he was dot on time.
4. The stag was hunted down by the king.
5. The bull elephant went on a rampage in the town.
6. The hostess of the party was a cheerful and a kind lady.
7. The Queen owned a magnificent black horse.
8. The bridegroom was welcomed with a lot of gusto and noise.
9. The nun lit a candle, fell to her knees and asked God to forgive her for her sin.
10. Mr. Singh's son in law is a doctor. He practises at the Breach Candy hospital.

Exercise-12: Fill in the blanks in each sentence pair using suitable homonyms.

1. (a) I have two _____ of crayons.
(b) The sun _____ in the west.
2. (a) What _____ of creatures are arachnids?
(b) Be _____ to animals.
3. (a) Will a matchbox _____ in water?
(b) Keep the plates foe washing in the _____.
4. (a) The little girl carries her teddy _____ wherever she goes.
(b) This table cannot _____ the weight of that box.
5. (a) We _____ the playground at 7 o'clock last evening.
(b) Look _____ and right before crossing the road.

Exercise-13: Rewrite the following sentences by making use of the appropriate idiomatic expressions from the above list. Make the appropriate changes.

1. The horror movie was so scary that _____
2. The young mother was busy shopping, but she always _____ on her young child.
3. We get quite bored of listening to Hari, he is always _____
4. Joys and sorrows are a _____ of life and we must learn to accept both with equanimity.
5. The two friends decided to _____ and started a new business together.

Exercise-14: Fill in the blanks with the correct words from the brackets.

1. We wrote to you about a week back but we are still awaiting a _____ to our letter. (reply/answer)
2. You can make this payment in cash or by _____ (check/cheque)

3. The police suspected that the evidence had been _____ with.(tampered/tempered)
4. The ulcers in your mouth are the _____ of the antibiotics that you are taking. (affect/effect)
5. The painting shows an _____ standing near the window. (angel/angle)

Exercise-15: Complete the following paragraph with the appropriate pronouns.

Ravi's father wanted _____ to become an engineer. _____ sent Ravi to a good college and Ravi passed with flying colours. _____ then decided to join the Merchant Navy. Two of his friends were planning to join the army. _____ said to Ravi," _____ think _____ should also join the army with _____ so that _____ can be together." But Ravi had made up his mind.