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LENDI INSTITUTE OF ENGINEERING AND TECHNOLOGY

(Approved by A.I.C.T.E & Affiliated to JNTU, Kakinada)

(Accredited by NAAC with 'A' Grade)

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INSTITUTE

VISION

Producing globally competent and quality technocrats with human values for the holistic needs of industry and society.

MISSION

- Creating an outstanding infrastructure and platform for enhancement of skills, knowledge and behavior of students towards employment and higher studies.
- Providing a healthy environment for research, development and entrepreneurship, to meet the expectations of industry and society.
- Transforming the graduates to contribute to the socio-economic development and welfare of the society through value based education.



DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

VISION

To be a frontier in computing technologies to produce globally competent computer science engineering graduates with moral values to build a vibrant society and nation.

MISSION

- Providing a strong theoretical and practical background in computer science engineering with an emphasis on software development.
- Inculcating professional behavior, strong ethical values, innovative research capabilities, and leadership abilities.
- Imparting the technical skills necessary for continued learning towards their professional growth and contribution to society and rural communities.

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO1: Graduates will have strong knowledge and skills to comprehend latest tools and techniques of Computer Engineering so that they can analyze, design and create computing products and solutions for real life problems.

PEO2: Graduates shall have multidisciplinary approach, professional attitude and ethics, communication and teamwork skills, and an ability to relate and solve social issues through their employment Higher Studies and Research.

PEO3: Graduates will engage in life-long learning and professional development to adapt to rapidly changing technology.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: Ability to grasp advanced programming techniques to solve contemporary issues.

PSO2: Have knowledge and expertise to analyze data and networks using latest tools and technologies.

PSO3: Qualify in national and international competitive examinations for successful higher studies and employment.

Department of Electronics and Communication Engineering

VISION

Emerge as a Center of Eminence in Electronics and Communication Engineering to impart quality education towards highly skilled and competent engineers.

MISSION

- Offering an inspiring and conducive learning environment to prepare skilled and competent engineers.
- Providing practical skills and project based education for meeting the growing challenges of industry.
- Arranging an unique environment towards entrepreneurship by fostering innovation, creativity, freedom and empowerment.
- Imparting professional behavior, strong ethical values, innovative research capabilities and leadership abilities.

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO1: Graduates will have strong knowledge, skills and attitudes towards employment, higher studies and research.

PEO2: Graduates shall comprehend latest tools and techniques to analyze, design and develop novel systems and products to solve real life problems.

PEO3: Graduates shall have multidisciplinary approach, professional attitude, ethical values, good communication, and teamwork and engage in lifelong learning to adapt the rapidly changing technologies.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: Capable of design, develop, test, verify and implement analog and digital electronics and communication engineering systems and products.

PSO2: Qualify in national and international competitive examinations for successful higher studies and employment.

Department of Mechanical Engineering

VISION

Envisions mechanical engineers of highly competent and skilled professionals to meet the needs of the modern society.

MISSION

- Providing a conducive and inspiring learning environment to become competent engineers.
- Providing additional skills and training to meet the current and future needs of the Industry.
- Providing an unique environment towards entrepreneurship by fostering innovation, creativity, freedom and empowerment.

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO1: Graduates will have strong knowledge, skills and attitudes towards employment, higher studies and research.

PEO2: Graduates shall comprehend latest tools and techniques to analyze, design and develop novel systems and products for real life problems.

PEO3: Graduates shall have multidisciplinary approach, professional attitude, ethics, good communication, teamwork and engage in life-long learning to adapt the rapidly changing technologies.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: Capable of design, develop and implement sustainable mechanical and environmental systems.

PSO2: Qualify in national and international competitive examinations for successful higher studies and employment.

DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING

VISION

To be a hub for imparting knowledge, skills, and behavior for exemplary contributions in the field of Electrical and Electronics Engineering.

MISSION

- To impart Technical Education through the state-of-the-art infrastructure facilities, laboratories and instruction.
- To inculcate industry oriented learning through industrial visits, internships, projects at Industries, MOUs, to make students' technically skills oriented.
- Creating conducive environment for higher education, employment and entrepreneurship through quality education, professional skills and research.
- To promote societal commitment among students by inculcating moral and ethical values.

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO1: Graduates shall have strong foundation in core and allied Electrical and Electronics Engineering, in sciences and mathematics, to become globally competent in designing, modelling and critical problem solving.

PEO2: Graduates shall involve in research activities in the field of electrical and electronics engineering through lifelong learning and provide solutions to engineering problems for sustainable development of society.

PEO3: Graduates shall have good communication skills and socio-ethical values for getting employment or higher studies by excelling in competitive examinations and be able to work in supportive and leadership roles.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO1: Capable of design, develop, test, verify and implement electrical and electronics engineering systems and products.

PSO2: Succeed in national and international competitive examinations for successful higher studies and employment.

PROGRAM OUTCOMES (POs)

PO1: Engineering Knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

PO2: Problem Analysis: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

PO3: Design/development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

PO4: Conduct Investigations of Complex Problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5: Modern Tool Usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

PO6: The Engineer and Society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7: Environment and Sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

PO9: Individual and Team Work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

PO10: Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11: Project Management and Finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12: Life-Long Learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.



COURSE OBJECTIVES

1. To train the students to learn and practice communication with a holistic emphasis on Listening, Speaking, Reading and Writing skills
2. To enable the students to express themselves fluently and accurately, give a standard oral presentation to inform, negotiate or persuade the target audience, converse with clarity using appropriate pronunciation, stress and intonation.
3. To make the language learning activity student-centric and facilitate self-learning communication activities with minimal/need-based teacher intervention.

COURSE OUTCOMES

1. Enable students to use Computer assisted Language Laboratory (CALL) to enhance their pronunciation through stress, intonation and rhythm for routine and spontaneous interaction
2. Attain communicative competence for the fulfilment of academic, professional and social purposes.
3. Attain of language Proficiency through Contextualized, Task Based Activities to realize employment potential at the end of the course.
4. Acquire listening, speaking, reading and writing skills necessary for the survival in the post modern society through task-based and skill-based communication practices with judicious integration of modern tools.
5. Develop the fluency and accuracy for effective and professional communication in real-time situations by using appropriate verbiage and contextual knowledge.
6. Realise the technical communicative competence and attainment of group dynamism and problem solving skills through standard oral and written language models.

Cos-Pos & PSOs MAPPING (ECE,MECH,EEE)

SNO	DESCRIPTION	PO(1..12) MAPPING	PSO(1..3) MAPPING
C107.1	Enable students to use Computer assisted Language Laboratory (CALL) to enhance their pronunciation through stress, intonation and rhythm for routine and spontaneous interaction	PO2, PO5, PO9, PO10	PSO2
C107.2	Attain communicative competence for the fulfilment of academic, professional and social purposes.	PO1, PO6, PO8, PO9, PO10	PSO2
C107.3	Attain of language Proficiency through Contextualized, Task Based Activities to realize employment potential at the end of the course.	PO1, PO7, PO8, PO9, PO10, PO12	PSO2
C107.4	Acquire listening, speaking, reading and writing skills necessary for the survival in the post modern society through task-based and skill-based communication practices with judicious integration of modern tools.	PO1, PO5, PO10	PSO2
C107.5	Develop the fluency and accuracy for effective and professional communication in real-time situations by using appropriate verbiage and contextual knowledge.	PO1, PO6, PO10	PSO2
C107.6	Realise the technical communicative competence and attainment of group dynamism and problem solving skills through standard oral and written language models.	PO2, PO9, PO10	PSO2
COURSE OVERALL PO/PSO MAPPING: PO1, PO2, PO5, PO6, PO7, PO8, PO9, PO10, PO12, PSO2			

COs-POs & PSOs LEVEL OF MAPPING AND JUSTIFICATION

(DETAILED; HIGH:3; MEDIUM:2; LOW:1):

SNO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2
C107.1		2			2				2	3				3
C107.2	2					2		2	2	3				3
C107.3	2						2	2	2	3		2		3
C107.4	2				2					3				3
C107.5	2					2				3				3
C107.6		2							2	3				3
C107*	2	2			2	2	2	2	2	3		2		3

* For Entire Course, PO & PSO Mapping

COs VS POs MAPPING JUSTIFICATION:

S.NO	PO/PSO MAPPED	LEVEL OF MAPPING	JUSTIFICATION
C107.1	PO2	2	Students are exposed to Listening, Speaking, Reading and Writing through Task and Skill based practices using Computer Assisted Language Learning (CALL) facility and also with the prescribed text book.
	PO5	2	Students were exposed to Listening, Speaking, Reading and Writing skills through Task-based and Skill-based with effective use of Web 2.0 tools.
	PO9	2	Roles plays, discussion and oral pair works were made lively by the teacher to encouraging poor students and stretch abler students to participate collaboratively
	PO10	3	Roles plays, discussion and oral pair works were conducted in a learner centred environment.
	PSO2	3	The course designed for the students offered an in depth exposure towards the challenges of modern life and emphasised the importance of Continuous Professional Development (CPD).
C107.2	PO1	2	Students will be able to develop their Oral skill set which will help them to expose to Professional & Social Challenges encountered in daily life.
	PO6	2	Students attained contextual knowledge through the study of prescribed text and developed awareness required to contribute to the society through individual excellence
	PO8	2	The interaction part that dealt in a way of case study to show case the in depth problem of society through language highlighted and emphasis was given on the sounds they produced while delivering.
	PO9	2	Roles plays, discussion and oral pair works were made lively by the teacher to encouraging poor students and stretch abler students to participate collaboratively.
	PO10	3	Students were exposed to the necessary skills in English language through various academic practices.
	PSO2	3	The course designed for the students offered an in depth exposure towards the challenges of modern life and emphasised the importance of Continuous Professional Development (CPD).
C107.3	PO1	2	Students are able to prepare themselves to meet the challenges like public speaking and facing the job interviews confidently.
	PO7	2	The exposition of each topic from the prescribed text motivated the learner to imbibe meticulous observation and made him mindful of the environmental hazards.
	PO8	2	The interaction part that dealt in a way of case study to show case the in depth problem of society through

			language highlighted and emphasis was given on the sounds they produced while delivering.
	PO9	2	Roles plays, discussion and oral pair works were made lively by the teacher to encouraging poor students and stretch abler students to participate collaboratively.
	PO10	3	Language focused exercises were done to help the students communicate better in day to day life with less complex grammar and verbiage.
	PO12	2	Inspiring themes from the prescribed text made the learners to embrace lifelong reading habit to grow individually.
	PSO2	3	The course designed for the students offered an in depth exposure towards the challenges of modern life and emphasised the importance of Continuous Professional Development (CPD).
C107.4	PO1	2	Students will gain acquaintance with Listening, Speaking, Reading & Writing (LSRW) skills besides grammar and vocabulary.
	PO5	2	Students were exposed to Listening, Speaking, Reading and Writing skills through Task-based and Skill-based with effective use of Web 2.0 tools
	PO10	3	Students were exposed to the necessary skills in English language through various academic practices.
	PSO2	3	The course designed for the students offered an in depth exposure towards the challenges of modern life and emphasised the importance of Continuous Professional Development (CPD).
C107.5	PO1	2	Students are able to prepare themselves to meet the challenges like public speaking and facing the job interviews confidently.
	PO6	2	Students attained contextual knowledge through the study of prescribed text and developed awareness required to contribute to the society through individual excellence
	PO10	3	Students were exposed to the necessary skills in English language through various academic practices.
	PSO2	3	The course designed for the students offered an in depth exposure towards the challenges of modern life and emphasised the importance of Continuous Professional Development (CPD).
C107.6	PO2	2	The academic course material designed were meant to improve the engineering knowledge of the learner through formal and informal styles of presentation using a range of language particularly relevant to Engineering & Technology
	PO9	2	Roles plays, discussion and oral pair works were made lively by the teacher to encouraging poor students and stretch abler students to participate collaboratively.

	PO10	3	Roles plays, discussion and oral pair works were conducted in a learner centred environment.
	PSO2	3	The course designed for the students offered an in depth exposure towards the challenges of modern life and emphasised the importance of Continuous Professional Development (CPD).
C107*	PO1	2	Learners in order to master the Engineering Knowledge should possess English language proficiency honing LSRW skills.
	PO2	2	Learners acquire the ability to identify, understand, and analyze the complex dynamics of engineering subjects by oral and written practices Vis-a-Vis Computer Assisted Language Laboratory (CALL) supplemented with group dynamism & problem solving skills.
	PO5	2	Learners are evaluated on the task based and skills based communication practices and performances with judicious integration of modern tools.
	PO6	2	Learners attain contextual knowledge through the study of prescribed text and develop awareness required to contribute to the societal exigency.
	PO7	2	The exposition of each topic from the prescribed text motivates the learner to imbibe meticulous observation and strive for environmental sustainability.
	PO8	2	The interaction part that dealt in a way of case study to show case the in depth problem of society through language highlighted and emphasis was given on the sounds they produced while delivering.
	PO9	2	Students get exposed to the real time situation through collaborative learning methodology and get accustomed to work individually as well as in teams.
	PO10	3	Students through role plays, presentations, interactive sessions, vocabulary building etc activities enhance the competitive communicative ability which in turn nurtures the individual for progressive employability skills.
	PO12	2	Inculcation of self learning through “brainstorming” activities enable students the attributes of lifelong learning in any sought after situations.
	PSO2	3	The course designed for the students offered an in depth exposure towards the challenges of modern life and emphasised the importance of Continuous Professional Development (CPD).

Cos-Pos & PSOs MAPPING (CSE)

SNO	DESCRIPTION	PO(1..12) MAPPING	PSO(1..3) MAPPING
C107.1	Enable students to use Computer assisted Language Laboratory (CALL) to enhance their pronunciation through stress, intonation and rhythm for routine and spontaneous interaction	PO2, PO5, PO9, PO10	PSO3
C107.2	Attain communicative competence for the fulfilment of academic, professional and social purposes.	PO1, PO6, PO8, PO9, PO10	PSO3
C107.3	Attain of language Proficiency through Contextualized, Task Based Activities to realize employment potential at the end of the course.	PO1, PO7, PO8,PO9, PO10, PO12	PSO3
C107.4	Acquire listening, speaking, reading and writing skills necessary for the survival in the post modern society through task-based and skill-based communication practices with judicious integration of modern tools.	PO1,PO5, PO10	PSO3
C107.5	Develop the fluency and accuracy for effective and professional communication in real-time situations by using appropriate verbiage and contextual knowledge.	PO1,PO6, PO10	PSO3
C107.6	Realise the technical communicative competence and attainment of group dynamism and problem solving skills through standard oral and written language models.	PO2, PO9, PO10	PSO3
COURSE OVERALL PO/PSO MAPPING: PO1,PO2,PO5,PO6,PO7,PO8,PO9,PO10,PO12, PSO3			

Cos-POs & PSOs LEVEL OF MAPPING AND JUSTIFICATION

(DETAILED; HIGH:3; MEDIUM:2; LOW:1):

SNO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
C107.1		2			2				2	3					3
C107.2	2					2		2	2	3					3
C107.3	2						2	2	2	3		2			3
C107.4	2				2					3					3
C107.5	2					2				3					3
C107.6		2							2	3					3
C107*	2	2			2	2	2	2	2	3		2			3

* For Entire Course, PO & PSO Mapping

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	PO12	2	Inspiring themes from the prescribed text made the learners to embrace lifelong reading habit to grow individually.
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	PSO3	3	The course designed for the students offered an in depth exposure towards the challenges of modern life and emphasised the importance of Continuous Professional Development (CPD).
C107.6	PO2	2	The academic course material designed were meant to improve the engineering knowledge of the learner through formal and informal styles of presentation using a range of language particularly relevant to Engineering & Technology
	PO9	2	Roles plays, discussion and oral pair works were made lively by the teacher to encouraging poor students and stretch abler students to participate collaboratively.

	PO10	3	Roles plays, discussion and oral pair works were conducted in a learner centred environment.
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C107*	PO1	2	Learners in order to master the Engineering Knowledge should possess English language proficiency honing LSRW skills.
	PO2	2	Learners acquire the ability to identify, understand, and analyze the complex dynamics of engineering subjects by oral and written practices Vis-a-Vis Computer Assisted Language Laboratory (CALL) supplemented with group dynamism & problem solving skills.
	PO5	2	Learners are evaluated on the task based and skills based communication practices and performances with judicious integration of modern tools.
	PO6	2	Learners attain contextual knowledge through the study of prescribed text and develop awareness required to contribute to the societal exigency.
	PO7	2	The exposition of each topic from the prescribed text motivates the learner to imbibe meticulous observation and strive for environmental sustainability.
	PO8	2	The interaction part that dealt in a way of case study to show case the in depth problem of society through language highlighted and emphasis was given on the sounds they produced while delivering.
	PO9	2	Students get exposed to the real time situation through collaborative learning methodology and get accustomed to work individually as well as in teams.
	PO10	3	Students through role plays, presentations, interactive sessions, vocabulary building etc activities enhance the competitive communicative ability which in turn nurtures the individual for progressive employability skills.
	PO12	2	Inculcation of self learning through “brainstorming” activities enable students the attributes of lifelong learning in any sought after situations.
	PSO3	3	The course designed for the students offered an in depth exposure towards the challenges of modern life and emphasised the importance of Continuous Professional Development (CPD).



JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY KAKINADA

I B.Tech. ECE, CSE, EEE & MECH –I & II Semester

ENGLISH COMMUNICATION SKILLS LAB

L	T	P	C
0	0	3	2

(As Per R-16 Regulation of JNTUK, KAKINADA)

PRESCRIBED LAB MANUAL FOR SEMESTER I&II:

'INTERACT: English Lab Manual for Undergraduate Students' Published by **Orient Blackswan Pvt. Ltd.**

OBJECTIVES:

To enable the students to learn through practice the communication skills of listening, speaking, reading and writing.

OUTCOME:

A study of the communicative items in the laboratory will help the students become successful in the competitive world.

The course content along with the study material is divided into six units.

UNIT 1:

1. WHY study Spoken English?
2. Making Inquiries on the phone, thanking and responding to Thanks Practice work.

UNIT 2:

1. Responding to Requests and asking for Directions
2. Practice work.

UNIT 3:

1. Asking for Clarifications, Inviting, Expressing Sympathy, Congratulating Apologizing, Advising, Suggesting, Agreeing and Disagreeing Practice work.

UNIT 4:

1. Letters and Sounds
Practice work.

UNIT 5:

1. The Sounds of English
Practice work.

UNIT 6:

1. Pronunciation
Stress and Intonation
Practice work.

SEMESTER - II

UNIT 1:

1. Debating
Practice work

UNIT 2:

2. Group Discussion
Practice work

UNIT 3:

3. Presentation Skills
Practice work

UNIT 4:

4. Interview Skills
Practice work

UNIT 5:

5. E-mail
Curricula Vitae

UNIT 6:

6. Idiomatic Expressions
Common Errors in English

SEMESTER-I

Unit I

Why Study Spoken English

Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. So, people who often speak can master the art of talking.

Speaking can develop one's communication skills. Students are expected to learn language and apply in real life situations. Language have both written and spoken form. Most of the learners are acquainted using written language as they are exposed much to text books, magazines, newspapers and journals. But have less acquaintance with spoken form of language as they don't have adequate opportunities to speak language that they are learning.

Hence, spoken language is different from written language and learners should be equally comfortable with using both forms of language.

Interactions

Making Enquiries on the phone, Thanking and Responding to Thanks

Talking to someone face to face is different from talking over phone. When we communicate with someone in person, we can see each other's gestures, lip movement and body language in addition to listening to each other. But when we are on the phone, we hear only sounds and tone. Therefore, people follow several strategies to make themselves clear to the hearer while speaking on the phone. Here are a few of them.

1. Make sure that the person at the other end can hear you clearly. So speak slightly louder than normal face to face conversation, but do not shout as shouting is not polite.
2. Make sure that you speak should be meaningful.
3. Try not to mispronounce words especially the names of the callers.

Here are a few other things to remember.

- Be sure that you are talking to the right person/ company or mentioning the number.
- If you have a wrong number, say you are sorry, don't just disconnect.
- If you get a wrong call, politely say that they have probably got the wrong person.
- Don't shout into the phone/ mobile especially when you are in a public place.
- When you are at a meeting make sure to put your mobile in silent mode.
- When you are conversing with someone and your mobile rings, excuse yourself if you have to take the call.
- Always end your conversation with a *Thank You*.

- Speak clearly. A picture paints a thousand words but the caller on the other end of the phone can only hear you. They cannot see your face or body language. Therefore, taking the time to speak clearly, slowly and in a cheerful, professional voice is very important.
- Use your normal tone of voice when answering a call. If you have a tendency to speak loud or shout, avoid doing so on the telephone.
- Do not eat or drink while you are on telephone duty. Only eat or drink during your coffee break or lunch break.
- Do not use slang words or Poor Language. Respond clearly with “yes” or “no” when speaking. Never use swears words.
- Address the Caller Properly by his or her title. (i.e. Good morning Mr. Brown, Good afternoon Ms. Sanders). Never address an unfamiliar caller by his or her first name.
- Listen to the Caller and what they have to say. The ability to listen is a problem in general but it is very important to listen to what the caller has to say. It is always a good habit to repeat the information back to the client when you are taking a message. Verify that you have heard and transcribed the message accurately.
- Be patient and helpful. If a caller is irate or upset, listen to what they have to say and then refer them to the appropriate resource. Never snap back or act rude to the caller.
- Always ask if you can put the caller on hold. If you are responsible for answering multiple calls at once, always ask the caller politely if you may put them on hold. Remember that the caller could have already waited several minutes before getting connected to you and may not take lightly to being put on hold. Never leave the person on hold for more than a few seconds or they may become upset and hang up.
- Always focus on the call. Try not to get distracted by people around you. If someone tries to interrupt you while you are on a call, politely remind them that you are on a customer call and that you will be with them as soon as you are finished.

Pre-Lab Activity:

Importance of Telephoning Skills to meet the challenges in Professional life. Come up with a list of useful words and phrases in everyday language.

Telephone conversations should always be positive, not just in tone of voice but in your overall personality. By knowing the importance of learning the proper business telephone etiquette, you should keep in mind that telephone calls should not be taken carelessly but always with great care and attention.

Telephoning in English includes learning a number of special phrases, as well as focusing on listening skills. Some of the most important phrases include how to answer the phone:

Some useful words and phrases

Hold on

Hang on

Call up

Hello, is this

Am I speaking to?

May I know who is speaking?

Introducing yourself

This is Ken.

Ken speaking

Asking who is on the telephone

Excuse me, who is this?

Can I ask who is calling, please?

Asking for Someone

Can I have extension 321? (Extensions are internal numbers at a company)

Could I speak to...? (Can I - more informal / May I - more formal)

Is Jack in? (Informal idiom meaning: Is Jack in the office?)

Connecting Someone

I'll put you through (put through - phrasal verb meaning 'connect')

Can you hold the line? Can you hold on a moment?

How to reply when someone is not available

I'm afraid ... is not available at the moment

The line is busy... (When the extension requested is being used)

Mr Jackson isn't in... Mr Jackson is out at the moment...

Taking a Message

Could (Can, May) I take a message?

Could (Can, May) I tell him who is calling?

Would you like to leave a message?

In-Lab Activity:**Thanking a Friend:**

Kate suffers with flue and cannot write his examination. Mark takes permission from his teacher to allow Kate to write his exams later. Kate thanks Mark for the favour. Develop a conversation between Kate and Mark.

Mark: Hey, Kate. How are you now?

Kate: I'm feeling better, Mark. Thanks for asking.

Mark: I called your place and your mom told me you got the flu.

Kate: Yeah, I did.

Mark: I told Ms. Lucy about it and she said she'll let you take the tests later on.

Kate: Thanks a lot Mark.

Mark: Don't mention it. And here is the list of topics which were covered last week.

Kate: Thank you so much. You're a great friend.

Telephone Conversation:

Janet calls ABC Company to speak with Alex. But he is in a meeting and Janet leaves a message to Alex. Develop a conversation between Janet and the Receptionist.

Receptionist: "Hello, ABC Company."

Janet: "Hi, this is Janet from Consult R Us. May I speak with Alex please?"

Receptionist: "He's in a meeting right now. Would you like to leave a message?"

Janet: "Yes. Can you have Alex call me back when he is available? My name again is Janet, and he can reach me at 555-987-6543."

Receptionist: "It's Janet at 555-987-6543. Can I tell him what this is regarding?"

Janet: "He sent over a fax, and the last page didn't print out. I will need for him to resend the fax to me."

Receptionist: "I'll let him know."

Janet: "Thank you."

Receptionist: "Thank you for calling ABC."

Janet: "Good bye."

Receptionist: "Bye."

Post-Lab Activity:

You are going to Delhi. Your friend, Raju, lived in Delhi for a few years and knows quite a bit about Delhi. You request Raju to help you to find a good hotel to stay there for three days. Develop a conversation between you and your friend Raju.

Shyam: "Hi Raju, How are you?" Are you still living in Delhi?

Raju: I am good Shyam. I am in Visakhapatnam and not in Delhi .Do you need any help?

Shyam: I am leaving to Delhi tomorrow and will stay there for three days. Can you please help me to find a good hotel in Delhi?

Raju: It's my pleasure. I'll inform one of my friends who is in Delhi to find the hotel.

Shyam: Thank you Raju for helping me to find a good hotel to stay in Delhi.

Raju: You're most welcome. Bye Shyam.

Shyam: Good Bye Raju.

Interactions

Unit II

Requests, Permissions and Directions.

Asking for permission to do something takes many different forms. Perhaps you need to get permission to do something at work, or perhaps you need to ask a friend for permission to use one of her possessions, or maybe you need to ask the teacher if you can leave the room for a moment or two. Remember to use polite forms when asking for permission to do something or use an object as you are asking a favour of that person.

There are many ways of requesting, permission in English. However, knowing when to use the right request formula or structure is a bit tricky. This can be determined by asking yourself these questions:

Does the other person have higher status than you? (e.g. more authority or older)?

Is the other person a stranger, an acquaintance, a colleague, a friend or a relative? (You don't need polite formulas with people you know well – it sounds sarcastic.)

Is your request going to cause the other person trouble or extra work?

Is the other person in a good mood or a bad mood?

...Could I use your phone?

...Might I possibly use your phone?

...Sorry to trouble you, but do you mind if I use your phone?

...Would you mind if I used your phone?

...May I use your phone?

...Can I use your phone?

...I wonder if I could use your phone.

Pre-Lab Activity:

Interactive Communication is the crux of sustenance in modern life – Discuss. Come up with a list of useful words and phrases in everyday language.

It is often found in real time situations that we come across circumstances where we need to interact with people according to the need. Sometimes we may have to request someone to render us a help or at other times we may have to give or take permissions. Also in situations formal and informal a need arises where we have to congratulate, apologize or complain to someone. Moreover, asking for and giving directions is a part and parcel of daily life.

Here are some useful words and phrases which are used in everyday language:

Asking for and giving permission:

When you ask for permission to use something that belongs to someone else you have to do your best to be polite. It is desirable to use the word "**please**."

Asking for Permission:

Can I go out, please?

May I open the window, please?

Please, **can** I have a look at your photo album?

Please, **may** I taste that hot spicy couscous dish?

Do you mind if I smoke?

Would you mind if I asked you something?

Is it okay if I sit here?

Would it be all right if I borrowed your mobile Phone?

Giving Permission:

Yes, please do.

Sure, go ahead.

Sure.

No problem.

Please feel free.

Refusing to give permission:

No, please don't.

I'm sorry, but that's not possible.

I'm afraid, but you can't.

DIRECTIONS:

Asking for directions is the first thing we do when we arrive to a different country, or even when we are just trying to find a place. Knowing how to ask for them can make our life so much easier!

If you're in a new town or city and you want to know where a place or building is, these are useful phrases to ask for (and get) directions.

How you can ask

Say "Excuse me" before you ask a person. To make it sound like a question, make your voice go up on "me".

"Excuse me. How do I get to (the railway station) please?"

"Excuse me. Where's the nearest (post office) please?"

"Excuse me. I'm looking for the Number 6 bus stop."

Giving Directions:

The person who helps you often says how near or far the place is:

"It's about five minutes from here."

"It's about a ten-minute walk."

"It's easier if I can show you on the map..."

Specific Instructions:

Here are some useful words and phrases for giving street instructions.

"Turn left / right."

"Go straight on at the lights / when you come to the crossroads." (Lights = traffic lights; crossroads = where two roads cross)

"Go across the roundabout." (Roundabout = where all the cars go round a circle in the middle of the road)

"Take the first turning / road / street on your left / right." (Turning = road that goes left or right)

"You'll see / you'll come to a (bank). Then ..."

"Don't take the first road."

"Go on for about (2 minutes / 100 metres)."

Some useful words and phrases

Modal auxiliary verbs are generally used before the basic-form in order to do things politely. For example we can use Could you? Or Would you.....?, and Please at the end of the sentence.

Could you close the door (please)?

Would you turn off the TV (please)?

We can use an imperative sentence with an auxiliary verb as a tag.

Print this out, could you?
Send me the flowers, would you?

Some of the commonly used expressions for making request are:

- Would you....? (formal)
- Could you.....? (formal)
- Would you mind..? (formal)
- Will you...? (informal)
- Can you....? (informal)
-

We may agree to or refuse a request. When we agree we use the following expressions

- Certainly (formal)
- Yes, of course (formal)
- All right (neutral)
- Sure (informal)
- Ok (informal)

If we want to refuse a request, we may use the following expression. However, remember we generally give a reason for refusing a request.

- I'm afraid I can't...
- I'm sorry, but...
- Sorry.

In-Lab Activity:

Imagine the following situations and write a dialogue for each situation. Then practise the dialogue with a friend of yours.

You are watching the TV but you can't hear because the volume is very low. Your friend has the remote control.

Amit: Hey Raj could you increase the volume please? I'm unable to hear the voice

Raj: Why? I believe it is audible.

Amit: Stop arguing with me and Please increase the volume. It is my favourite song.

Raj: Wait .I will. I 'm just kidding

Amit: Thank you my dear.

You can't see the timetable at a train station because a stranger is standing in front of it.

Passenger-1: Excuse me please!

Passenger-2: Yes.

Passenger-1: Would you stand little bit aside so I can clearly look at the time - table.

Passenger-2: Sure. Why not. I trouble you. I'm sorry.

Passenger-1: Thank you so much.

Passenger-2: Pleasure is mine

Post-Lab Activity:

Imagine the following situations and write a dialogue for each situation. Then practise the dialogue with a friend of yours.

- 1. You are in a new city. You need to go to a friend's hostel. Approach a stranger and ask for directions.**

A: Alas! I lost the way to my friend's hostel. I am new to this city. Yes, I ask that man who is standing at the bus stop. Excuse me sir.

B: Yes. Tell me.

A: Sir I do not belong to this place can you just tell me the way to Nirupama hostel please.

B: Sure. You go straight there you can find a Municipal Park. Behind that park you can find that hostel. It is just 5 minutes on foot.

A: Thank you so much

- 2. You are in a large hotel, looking for a washroom. Seek the help of a member of the hotel staff.**

(Kumar is a person waiting in the lobby of a star hotel looking for a washroom)

Hotel Crew: How may i assist you sir?

Kumar: oh thank you so much. May I know the way to washroom. Please.

Hotel Crew: Certainly sir. Turn right. You can find our Multi-Cuisine restaurant Prince. Opposite to it you can find a washroom sir

Kumar: Oh. Thank you so much

Hotel Crew: My pleasure sir.

Interactions

Unit III

Clarifying, Inviting, Complaining, Congratulating and

Expressing Sympathy

Apologising, Advising, Suggesting, Agreeing and Disagreeing.

Sooner or later you will get the urge to agree or disagree with something that is being said in English. Offering an opinion can be difficult when it is not in your first language. You may know exactly what you want to say in your native tongue, but are unsure of how to express your views in English. You may also worry that your words will not come out properly or that you might hurt someone's feelings by being too forward. Although it is easier to sit back and say nothing at all, you will become bored or frustrated if all you can do is nod your head yes or shake your head no, especially if you have a strong opinion about something.

The best thing to do is to learn and practise some common expressions that are used in discussions and debates. For example, there is a difference between agreeing strongly or only slightly.

Pre-Lab Activity:

Come up with a list of formal words and phrases which will help you to interact effectively in situations like inviting, complaining, congratulating, apologising, advising, suggesting, agreeing and disagreeing.

AGREEING

*I can't help thinking the same True enough.
That's right.
I couldn't agree more.
That's just I was thinking.
That's my view exactly.*

DISAGREEING

*Well, as a matter of fact,...
I'm not sure about that
I see things rather differently myself
I don't entirely agree with you.
Well, my opinion is that...
I must take issue with you on that.
Actually,...*

ASKING FOR REPETITION

*Would you mind repeating that...
Pardon?
What was that?
I'm afraid I didn't catch that...
Are you saying...
I didn't quite follow what you said about...*

ASKING FOR MORE TIME

*May I think about that for a moment?
How can I put this?
How can I best say this?
Let me get this right*

SUM UP

*In short,...
To sum up,...
So in conclusion,...
To summarise,...*

INTERRUPTING

*Sorry to butt in,...
Could I just say that
Sorry to interrupt but*

SAYING IN ANOTHER WAY

*What I'm trying to say is..
In other words...
Perhaps I should make that clear by saying...
How can I best say this?
To put it another way...*

Some useful words and phrases

The following expressions to accept or decline invitation in **formal situations**

Making invitation

- Would you like to...?
- I would very happy if...?
- We would be delighted if you...?
- Would you care to..?
- We would be pleased if you could...?
- Would you care to...?

Accepting invitation

- That's very kind of you
- We'd like very much to....
- What a delightful idea

- With the greatest pleasure
- Thank you very much for inviting me
- It's delightful to....

Declining invitation

- I'm very sorry, I don't
- Think I can.
- I'd like to, but
- I'm afraid I've
- Already promised....
- Thank you for asking me, but
- Unfortunately, I can't....

The following are the expressions to make, accept or decline invitation in informal situations

Making invitation

- Why don't you come to...
- Like to come to ...
- Come and ...
- Shall we come to ...
- You must come to ...

Accepting invitation

- I would/will ...
- That would be very nice
- OK, I will be there!
- I'd like love to come.
- All right.
- Sure, I am coming

Declining invitation

- Sort, I can't.
- I'd love to, but ...
- I don't think I can.
- In wish I could, but ...
- Sorry, I am very busy
- Sorry, may be next time
- Thank you, but I can't
- Sorry, I don't think I
- Can't make it
- I'm so sorry I can make it

Here are some expressions you can use to Congratulate and Respond.

Congratulating

I'd be the first to congratulate you on
 I'd like to congratulate you on
 Please accept my warmest congratulations
 congratulations
 May I congratulate on
 It was great to hear about
 Nice done, congratulations
 Congratulations! I've come to know
 that you have pulled a truly fantastic feat...
 I congratulate you in getting the scholarship
 Congratulation for your success
 Please accept my heartiest congratulations

Responding

It's very good of you to say so
 I'd like to congratulate you on
 Please accept my warmest
 Oh, it's nothing special actually
 Oh, I've a lot to learn yet
 Oh, thank you
 Oh, nothing to it, actually!
 Thanks for the kinds words though!
 Thanks!
 Thanks so much!
 Thanks a lot!

Here are some expressions you can use to agree and disagree.

Agreeing

That's right!
Absolutely!
Exactly!
Me too!
Yes, I agree!
I totally agree!
I couldn't agree more!

Disagreeing

I don't agree!
I totally disagree!
Absolutely not!
That's not right!
I'm not sure about that.

Partly agreeing

I agree up to a point, but ...
I see your point, but ...
That's partly true, but ...
I'm not so sure about that.

I see exactly what you mean!
You're right. That's a good point.

In-Lab Activity:

Imagine the following situations and write a dialogue for each situation. Then practise the dialogue with a friend of yours.

Mr. Sekhar, the representative of the Student Council of Christ College, is organizing the annual day celebrations of the college and he wants to extend an invitation to Mr. Ramnathan Manohar, the Chairman of the college. Develop dialogues between Mr. Sekhar and Mr. Ramnathan Manohar.

Mr. Sekhar: Excuse me sir! May I come in Sir?

Mr. Ramnathan: Yes, Mr. Sekhar. Please come in.

Mr. Sekhar: Thank you Sir. A very good morning!

Mr. Ramnathan: How are you Mr. Sekhar? Please take your seat.

Mr. Sekhar: I am fine sir, thank you! We are having our annual day celebrations this Saturday, and on behalf of the Students Council of our esteemed college, I would like to invite you to join us for the most anticipated and celebrated event of our college.

Mr. Ramnathan: That's very kind of you. I'll certainly be there. At what time is the event scheduled to begin?

Mr. Sekhar: It's at 5 PM, soon after the closing of the classes for the day. And it's going to be conducted in the amphi-theatre of our college where elaborate arrangements are being made for the grand organization of the mega event. I would also take this opportunity to inform you sir that invitations have already been sent to the Chief Guest and the Guest of Honour who will grace the occasion.

Mr. Ramnathan: That's great! It's a pleasure to be associated with you all on this propitious occasion. Please make sure that the best of facilities and arrangements are made available to the gathering on the occasion. I'll be there at 5:00 PM sharp on Thursday at the venue.

Mr. Sekhar: Thank you so much sir for your valuable time and happy consent to be a part of this event.

Imagine the following situations and write a dialogue for each situation. Then practise the dialogue with a friend of yours.

Two friends are agreeing and disagreeing with each other on environmental issues. Develop a conversation between the two friends.

Farah : Our earth is getting hotter. It's because of a lot of illegal logging, green house effect, air pollution by carbon dioxide, and much more.

Risma : I agree with you. Then, what should we do? Any idea?

Farah : Hmm... I think we must enforce prohibition on the use of vehicles or stop

factory activities that pollute rivers, for a while.

Risma : Umm...I'm not sure I can agree. Your ideas are too excessive. It's impossible. I think we must go for rapid afforestation through plantation drives and create awareness among civilians to turn the activity into a mass movement

Farah : Ah that's right, I agree completely. But, we have a problem here.

Risma : What's that?

Farah : Where we can get the plants from?

Risma : Don't worry. My uncle owns a very big nursery and sells hundreds of saplings which we can buy for reasonable prices.

Farah : That's a good idea.

Post-Lab Activity:

A Friendly Argument about Smoking (Useful words and phrases in italics)

A: Hi _____ Dave _____.

B: Hi _____ James _____. What's happening?

A: Nothing much. I'm just watching a debate on TV. It's about banning smoking in public buildings.

B: Oh, yeah. I heard that that was going to be on. *So, what do you think about it?*

A: *Well, I don't think people should be allowed to smoke in public places, so I support the ban.*

B: *Really? I'm surprised.* I'm a smoker, so *I should have the right to smoke* whenever I want.

A: *But don't you think that non-smokers have rights, too?*

B: Sure. You don't have to smoke if you don't want to. What's the problem?

A: *Well, I think that I should have the right not to breathe smoke.*

B: *So why can't you just go outside if it bothers you?*

A: *I could ask you the same question. Why can't smokers just go outside if they want to smoke?*

B: *Well,* smoking is part of my lifestyle. I can think better if I have a cigarette.

A: I can breathe better if I don't have to breathe smoke. Smoking is bad for your health. *Doctors say that even breathing second-hand smoke can cause cancer.* You must have heard of the deleterious effects of passive-smoking.

B: *Well,* I'm a smoker, and my health is good.

A: *Yes, but* will it be good in fifteen years?

B: I hope so.

A: I hope so, too. *Listen,* I think *we'll just have to agree to disagree about this subject.* Do you want to watch the debate with me?

B: Sure

Extending an invitation over telephone:

Foregrounding to Dialogue: Aziz is very busy doing his homework. Sheila, his friend, asks him to come to her party. Develop a conversation between Aziz and Sheila.

Sheila : Hello, this is Sheila. May I speak to Aziz?

Aziz : This is Aziz speaking.

Sheila : Oh, hi Aziz. I wonder if you'd like to come to my house right now. We're having a great party.

Aziz : I don't think I can. I'm doing my homework. My parents won't let me out before I finish my homework.



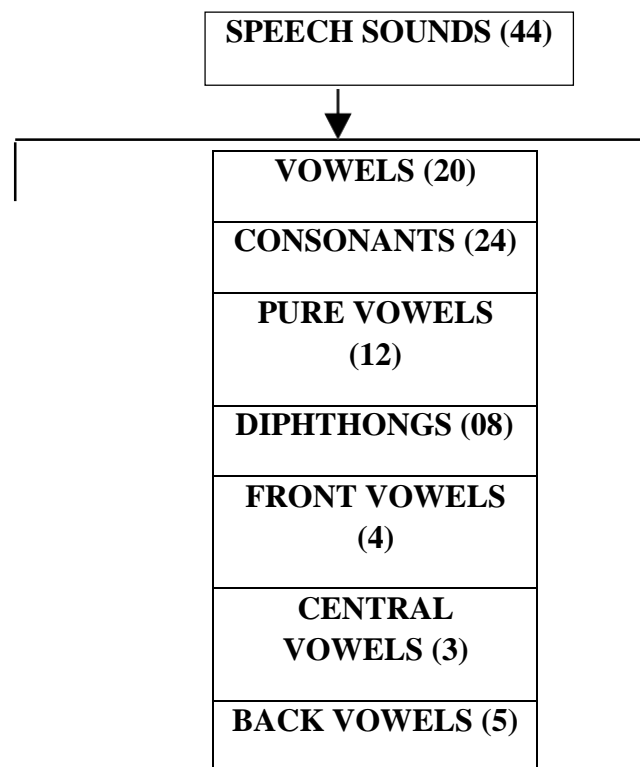
Sheila : That's alright.

Aziz : I hope you enjoy your party. Bye.

Sheila : Bye.

Unit IV Letters
and Sounds

English is a global language as it is recognised by all the speakers of different tongues. As the native speakers of different languages, learners should know the lack of correspondence between the letters and sounds of English. English is said to be an ‘**unphonetic**’ language. So, it is not always possible to decide how to pronounce a word by looking at its spelling. However, in the system of phonemic symbols one letter stands for one sound. In this system the letter ‘s’ always stands for the sound /s/, and the sound /s/ is always represented by the letter s. To make English language phonetic i.e., to bring uniformity in the way of pronunciation and the sound written we learn sounds which has a technical name as “Phoneme”. Phoneme is a minimal sound unit of speech that, when contrasted with another phoneme, affects the naming of words in a language, as /b/ in book contrasts with /t/ in took, /k/ in cook and /h/ in hook . Once you become proficient in identifying sounds with its symbol, Dictionary provide you with pronunciation of every word which can be understandable after learning all the 44 speech sounds in English. As a professional student accent, intonation, stress, clarity and loudness can bring best opportunities in the world of technology and globalization apart from your technical and practical knowledge. As we have learnt from our childhood education that English language has 26 letters and they are categorized as five vowels (a,e,i,o,u) and twenty-one Consonants (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z) . Now we would extend our learning and categorize them as sounds which are 44 in number. These 44 sounds are divided in to two broad categories as CONSONANTS and VOWELS. We can simplify its parts and division into a form of flow-chart with additional information of categorization shown as below:



Practice Work:

Pre-Lab Activity: Differentiate between letters and sounds of English Language. Why English is called an unphonetic language?

Yes there is lot of difference between letters and sounds of English Language. The twenty six letters of English Language are written but the forty four sounds are spoken. Letters are used to write the spelling of the words which in turn conveys the sounds of words.

For example, in words **car** and **care** the letter 'a' has two different pronunciations. There are few words which sound identical but are written differently.

For example, heard – herd; son – sun; weather - whether

English is a global language as it is recognised by all the speakers of different tongues. As the native speakers of different languages, learners should know the lack of correspondence between the letters and sounds of English. English is said to be an '**unphonetic**' language. So, it is not always possible to decide how to pronounce a word by looking at its spelling. However, in the system of phonemic symbols one letter stands for one sound. In this system the letter 's' always stands for the sound /s/, and the sound/s/ is always represented by the letter s.

In-Lab Activity:

Read aloud the following poem and pay attention to the pronunciation of each word; many words have similar spellings, but are pronounced differently. Some words sound similar, but have very different spellings.

Dearest creature in creation

Studying English pronunciation,

I will teach you in my verse

Sounds like **corpse**, **corps**, **horse** and **worse**.

I will keep you, **susy**, **busy**,

Make your **head** with **heat** grow **dizzy**;

Tear in eye, your dress you'll tear;

Queer, fair seer, and hear my prayer.

Pray, console your loving poet,

Make my coat look **new**, dear, **sew** it!

Just compare heart, hear, and heard,

Dies and diet, lord and word.

Post-Lab Activity:

1. Underline the letter or letters in the words in each set that represent the same sound

a. Manson tailor capable eight toothpaste shady stale brain

b. Mother thus that they thanks another further

c. Leaf keep tea meal tease sheet piece Jesus

d. Thing rung banker fling stronger sting conquer

e. Laugh draft staff bark sharp master start

2. Write down six words that begin with the sound /ʃ/, as in 'shell.'

a.shirt..... b.ship..... c.sheep.....

d.sheet..... e.shelf..... f.shoe.....

Unit V

The Sounds of English

Sounds of English are broadly classified into consonant sounds and vowel sounds. This classification is based on the articulation or production of sounds. There is a complete or partial closer of air passage when consonant sounds are produced. There is no closer of air passage when vowel sounds are produced.

It is important to know, “Why should we learn sounds?”, “How far are they helpful for a professional student?”, “Where to search for or to learn the right kind of pronunciation?” and “What are its level of learning?” We have already learnt all the alphabet of English then why do we need to learn at this stage sounds which are simply same as our mother tongue.

Have you heard of accent neutralization?

- ~ He has got a strong Malayalam accent.
- ~ She is Bengali but speaks with a flawless English accent.
- ~ He speaks with a broad/ heavy/ strong/ thick Bihari accent.
- ~ I thought I could detect a slight south Indian accent.
- ~ He spoke in heavily accented English.

What exactly do we mean by the above statements? An accent is the peculiar style and rhythm of speaking a particular language; we also call it 'speech music'.

Factors like mother tongue, socio-economic background and medium of education influence one's accent.

This brings us to **accent neutralization**. It means removing all traces of the mother tongue rhythm and adopting the native rhythm of the language you are trying to learn -- English in this case. In most Indian languages one letter in writing stands for one sound in speech and one sound in speech is represented by one letter in writing. It is said that these language are '**Phonetic**', that is, there is one-to-one correspondence between letters of the alphabet and their sounds. **Phonetics** is defined as **the study of sounds**, while **Phonology** extends to **the study of sounds within a language system**. All spoken and written languages are **systems**.

Phonetic Symbols Chart

p	t	k	f	s	θ	ʃ	tʃ
b	d	g	v	z	ð	ʒ	dʒ
h	l	r	w	m	n	ŋ	j
ɪ	i:	u:	ʊ	eɪ	ɪə	əʊ	
ə	ɜ:	ɔ:	ɒ	aɪ	eə	aʊ	
e	aɛ	ɑ:	ʌ	ɔɪ	ʊə		

Vowels

Vowels are produced when air comes freely from the mouth without any friction. These are voiced sounds where the air passes through the mouth in a continuous stream. There is no obstruction and no narrowing of the mouth preventing free flow of sound.

Now let's see the complete chart of Phonemic sounds with examples:-

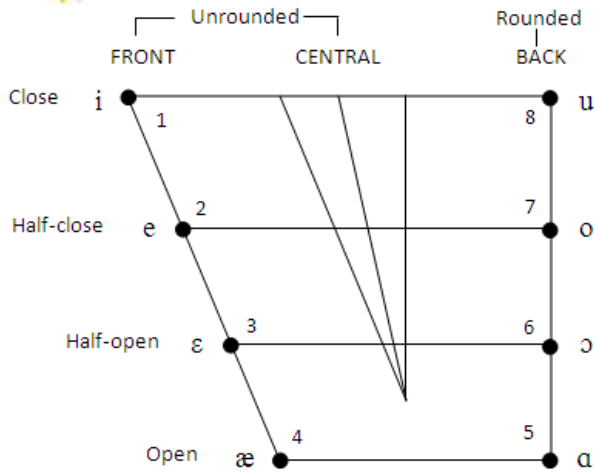
Vowels		
Back Vowels	Central Vowels	Front Vowels
/ɔ/* as in <u>not</u> /nɔt/	/ʌ/ as in <u>cup</u> /kʌp/	/ɪ/ as in <u>sit</u> /sɪt/
/ɔ:/ as in <u>four</u> /fɔ:/	/ɜ:/ as in <u>word</u> /wɜ:d/	/i:/ as in <u>sea</u> /si:/
/ʊ/ as in <u>good</u> /gʊd/	/ə/* as in <u>again</u> /əgen/	/e/ as in <u>head</u> /hed/
/ʊ:/ as in <u>food</u> /fʊ:d/		/æ/* as in <u>cat</u> /kæt/
/ɑ:/* as in <u>hard</u> /hɑ:d/		

Table 1.1

Note:-

1. /æ/ is a combination of /a/ and /e/ in written form.
2. /ə/ is called or said as schwa.
3. /ɔ/ can be written as /ɒ/ or /D/ or /D/.
4. /ɑ:/ can be written as /ɑ:/.

The vowel diagram: In most books dealing with phonetics you will find a quadrilateral to indicate the tongue-positions during the articulation of vowels. The quadrilateral looks like the one given below in Figure 1.1 shows the picture of a tongue with the placement of its label to identify the place of sound.



The Primary Cardinal Vowels

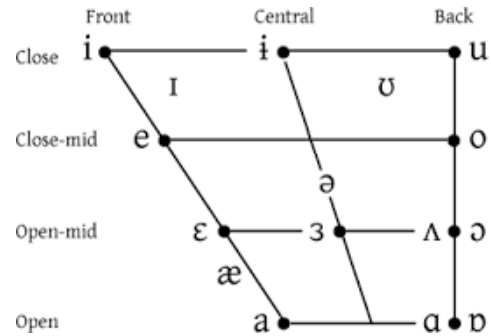


Fig 1.1

Significance: Vowels play crucial role in the production of sounds. It is also defined as essential sound unit to any word to have the best tone in pronunciation. In contrast to consonants, where voice, manner and place of articulation serve as descriptive categories, vowels are differentiated by their position of the tongue and the lips.

Usage: Every word consists of a vowel. Without a vowel syllable cannot be formed. A vowel is used for producing perfect rhythm in sound. Even a little sound of pain is also produced with the help of a vowel sound.

Application: To know the right kind of pronunciation vowels are applicable. Transcribe the words according to the sound you can find right pronunciation. You can find a vowel sound in a word in the initial, medial or final position.

Pre-Lab Activity: Define vowel sounds. How many vowel sounds are there in English Language. How are they categorized?

Sounds which are produced without any obstruction of the articulators (lips, teeth, tongue, palate, larynx) resulting in free flow of air are called vowels. There are twenty vowel sounds in English.

Vowel sounds are categorized into monophthongs and diphthongs. Monophthongs are also called Pure Vowels.

In-Lab Activity:

Write English words for the transcription given below.

- | | | | |
|---------|--------|---------|--------|
| /dɪtʃ/ | ditch | /fa:ðə/ | father |
| /bædʒ/ | badge | /hʌt/ | hut |
| /kɔ:t/ | caught | /grænd/ | grand |
| /ni:d/ | need | /kɑ:r/ | car |
| /sku:l/ | school | /wɜ:d/ | word |

Post-Lab Activity:

1. Identify the vowel sound in the following words and write the corresponding symbol in the blank with pencil.

- | | | | |
|------------|---------|-----------|------|
| i. about | /ə/ | vi. ought | /ɔ:/ |
| ii. bottle | /ɒ/,/ə/ | vii. arm | /ɑ:/ |
| iii. knit | /ɪ/ | viii. fur | /ɜ:/ |
| iv. chew | /u:/ | ix. cash | /æ/ |
| v. east | /i:/ | x. want | /ɔ:/ |

2. Write **two** examples for each vowel sound.

- | | | |
|--------------------|-------------------|-------------------|
| /ɪ/ sit, interview | /i:/ eagle, east | /u/ put, cook |
| /u:/ cool, knew | /ə/ ago, teacher | /ɑ:/ answer, park |
| /æ/ ant, barren | /ʌ/ fund, erupt | /ɒ/ body, fog |
| /ɔ:/ awe, author | /ɜ:/ earth, first | /e/ enter, invest |

Diphthongs

These are sounds which combine two vowel sounds in one syllable. It is a gliding sound where the tongue starts in the position of one vowel and glides to the second sound. For example, the /e/ sound in "day" is a gliding sound. It starts as the "a" in "cat" and glides to "i" as in "hid",

"/e/ /i/"

It can also be said that two or more vowel sounds blended together or are combinations of the short vowel sound put together.

Below is the table of Diphthongs with their combination:-

Diphthongs		
/ɪə/ as in <u>near</u> /nɪə/	/əʊ/ as in <u>snow</u> /snəʊ/	/eɪ/ as in <u>play</u> /pleɪ/
/eə/ as in <u>stair</u> /steə/	/aʊ/ as in <u>now</u> /naʊ/	/aɪ/ as in <u>eye</u> /aɪ/
/ʊə/ as in <u>tour</u> /tʊə/		/ɔɪ/ as in <u>noise</u> /nɔɪz/

Pre-Lab Activity:

Define Diphthongs.

Diphthongs are vowel sounds in which the tongue glides from one vowel position to another vowel position in the same syllable. For example in the word **gate** /geɪt/, the diphthong starts with /e/ and glides /ɪ/.

In-Lab Activity

From the given transcription write the words in English.

/ʃəʊ/ Show /braʊz/ Browse

/trɔɪ/ Troy /kaɪt/ Kite

/keə/ Care /brɪəd/ Beard

Post-Lab Activity:

1. Identify the Diphthong in the following words and write the corresponding symbol in the blank with pencil.

- i) cycle ___ /aɪ/ ___ ii) fierce ___ /ɪə/ ___ iii) arrange ___ /eɪ/ ___ iv) employ /ɔɪ/ ___
 v) crown ___ /aʊ/ ___ vi) various ___ /eɪ/ ___ vii) total ___ /əʊ/ ___ viii) poor /əʊ/ ___
 ix) steer ___ /ɪə/ ___ x) cry ___ /aɪ/ ___ xi) aerial ___ /eɪ/ ___ xii) allow /aʊ/ ___
 xiii) coin /ɔɪ/ ___ xiv) obey /eɪ/ ___

2. Write **ten** examples for each Diphthong.

a. Plain

- b. Bright
- c. Choice
- d. Slow
- e. Pound
- f. Serious
- g. Careful
- h. Late
- i. Oak
- j. Cheer

Consonants

Consonant is a speech sound where there is a total or partial obstruction to the flow of air. Air is blocked temporarily and released. For example, in /p/ the lips totally obstruct the air, and the sound is made when the lips release a little air from the mouth. In 'th' the tongue partially obstructs the flow of air, and the air continuously passes out of the mouth. There are different types of consonants.

- Voiced consonants i.e., the voice box is used for producing /b/, /m/, /l/ sounds
- Voiceless consonants are made without voice as in /p/, /s/ etc.
- Plosive consonants involve a complete stopping of the sound, and a little explosion as the sound is made in /p/, /d/ etc.
- Continuant consonants have a continuous flow of air as in /m/, /f/ etc.
- Nasal consonants are those sounds where the sound comes out of the nose as in /m/, /n/, /ŋ/.
- A fricative consonant is a plosive consonant where the little explosion is done less quickly than in the plosive. In fricative sounds such as /f/ /v/ /th/ /s/ etc, the air does not flow freely out of the mouth, but is not completely stopped as in /p/.
- Lateral consonants are those where the air escapes out the side of the tongue.(to be corrected)

Now let's see and learn the consonants in which most of these sounds are and few are unknown:-

Consonants		
/h/ as in <u>h</u> ow /həʊ/	/s/ as in <u>s</u> wim /swɪm/	/p/ as in <u>p</u> en /pen/
/l/ as in <u>l</u> eg /leɪg/	/z/ as in <u>z</u> oo /zu:/	/b/ as in <u>b</u> ack /bæk/
/r/ as in <u>r</u> ed /red/	/ə/ as in <u>th</u> in /əɪn/	/t/ as in <u>t</u> ea /ti:/
/w/ as in <u>w</u> et /wet/	/ð/ as in <u>th</u> en /ðen/	/d/ as in <u>d</u> og /dɒg/
/m/ as in <u>m</u> calm /kɑ:m/	/ʃ/ as in <u>sh</u> eepp /ʃi:p/	/k/ as in <u>c</u> at /kæt/
/n/ as in <u>n</u> o /nəʊ/	/ʒ/ as in <u>m</u> ea <u>s</u> ure /meʒə/	/g/ as in <u>g</u> et /get/
/ŋ/* as in <u>ri</u> ng /rɪŋ/	/tʃ/* as in <u>ch</u> in /tʃɪn/	/f/ as in <u>l</u> augh /la:f/
/j/ as in <u>y</u> es /jes/	/dʒ/* as in <u>J</u> une /dʒu:n/	/v/ as in <u>v</u> ery /veri/

Note:-

/dʒ/ is a combination of /d/ and /ʒ/ in written form.

/tʃ/ is a combination of /t/ and /ʃ/ in written form.

/ŋ/ is a combination of /n/ and /g/ in written form.

Below table gives a clear picture of consonants with their **place of articulation** and **manner of articulation**. Observe carefully and remember their placement.

Glottal	Velar	Palatal	Palato-Alveolar	Post-Alveolar	Alveolar	Dental	Labio-dental	Bilabial	Place Manner
	ŋ				n			m	Nasal
	k g				t d			P b	Plosive
			tʃ dʒ						Affricate
h			ʃ ʒ		s z	θ ð	f v		Fricative
					l				Lateral
	(w)	j		r				w	Approximants

Significance: In articulatory phonetics, a **consonant** is a speech sound that is articulated with complete or partial closure of the upper vocal tract, the upper vocal tract being defined as that part of the vocal tract that lies above the larynx. Consonants contrast with vowels.

Usage: Since the number of consonants in the world's languages is much greater than the number of consonant letters in any one alphabet, linguists have devised systems such as the International Phonetic Alphabet (IPA) to assign a unique symbol to each attested consonant. In fact, the alphabet, some letters and digraphs represent more than one consonant. For example, many speakers are not aware that the sound spelled "th" in "this" is a different consonant than the "th" sound in "thing". In the IPA they are transcribed /ð/ and /θ/, respectively.

Application: Consonants are as important as vowels and its application too is equally worth and meaningful as a vowel is. It can occur in the initial, medial or final position of the word.

Pre-Lab Activity: Define Consonants and give some examples for consonant sounds.
Consonants sounds are produced when the air flow from the lungs is either stopped very briefly inside the mouth before being released or is allowed to pass through a narrowed passage, causing

friction that can be heard. There are twenty four consonants in English.

Few examples of consonant sounds:

/p/ page /tʃ/ church

/b/ break /dʒ/ bridge

/θ/ thin /ŋ/ finger

In-Lab Activity:

Identify the silent letters in the following words:

Talk

Knee

Paradigm

Hymn

Balm

Make a list of few words where “gh” sounds like “f”

Rough

Tough

Laugh

Laughter

Enough

Post-Lab Activity:

1. Write **two** examples for each Consonant and transcribe phonetically.

a. /p/ /pencil/ pencil

g. /g/ /get/ get

b. /v/ /veri/ very

h. /d/ /dɔg/ dog

c. /k/ /kæt/ cat

i. /dʒ/ /dʒʌdʒ/ judge

d. /ʃ/ /ʃɜ:t/ shirt

j. /ð/ /mʌðə/ mother

e. /b/ /bɑ:rk/ bark

k. /j/ /jʌŋ/ young

f. /t/ /ti:tʃ/ teach

Unit VI

Stress

You are now aware that there are 44 basic sounds or phonemes in the English language. But when we speak, we do not use isolated sounds like /p/,/t/,/k/, etc. In order to analyze speech, we need a unit longer than a speech sound. The ‘syllable’ can be considered as a convenient unit by which the sounds can be organized in particular patterns. The syllable is, thus, a very significant unit in the production of speech, without which we cannot analyze or describe it.

But what is a syllable? There is no fixed definition for the term. It would be easier to identify a syllable than to define it. In a given word we can always identify the syllables, and thereby divide the word into its syllables. Every word consists of one or more syllables. It is easy to identify the number of syllables of most words.

Why do we learn syllable again? Here a word stress or sentence stress is always based on the syllable and word which receives the stress symbol ('). It is a small horizontal mark before the syllable or the word which receives stress or pressure in its pronunciation.

Let us take few examples:

im'PORTant

'IMpotent

Both words have three syllables; The second syllable in ‘important’ is said with more force than the other two syllables. In the case of ‘impotent’, the first syllable is said with more force than the other two syllables. These syllables which are pronounced with more force than the other syllables are called stressed syllables.

Here are few more examples:

'convict(N or Adj)	con'vict(V)
'conduct(N or Adj)	con'duct(V)
'desert(N or Adj)	de'sert(V)
'object(N or Adj)	ob'ject(V)

The stress in a word can also change the meaning according to its placement. For instance, if a disyllabic word functions as a noun or as an adjective in a sentence, the stress would fall on the first syllable. If the same word is used as a verb, the stress falls on the second syllable. While pronouncing words of more than one syllable, one of the syllables is said with more force than the others. This is called **word stress**.

The most important feature of spoken English is that if a word has more than one syllable, only one or occasionally two receives prominence, i.e., that particular syllable is said with greater breath force. It is louder, even longer, than the rest of the syllables. So we say that such a syllable receives stress or is stressed.

Note: 1. *Often the length of a vowel in the syllable, stress and change in the pitch of the voice work together to make a syllable more prominent than its neighbouring syllables. It is for this reason that the term ‘word accent’ is sometimes used for ‘word stress’.*

2. *Monosyllabic words do not have stress when pronounced in isolation.*

Rules of word stress

Rule one: words with weak prefixes are always stressed on the root word.

Ex: a'head a'lone a'cross be'come be'neath be'tween

Rule two: The inflectional suffixes *-ed*, *-es*, and *-ing*, and the derivational suffixes *-age*, *-ance*, *-en*, *-er*, *-ess*, *-ful*, *-hood*, *-ice*, *-ish*, *-ive*, *-less*, *-ly*, *-ment*, *-ness*, *-or*, *-er*, *-ship*, *-some*, *-ure* and *-y* do not affect the stress pattern.

Ex: 'village-'villages 'coward-'cowardice 'fellow-'fellowship
 ap'point-ap'pointment 'enter-'entered-'entering com'mit-com'mitting
 'bitter-'bitterness ap'pear-ap'peared-ap'pearance'beauty-'beautiful
 'Laugh-'laughter ex'pose-ex'posure con'duce-con'ducive

Rule three: Words ending in *-ion* have the primary stress on the penultimate syllable.

Ex: exami'nation trans'lation in'fection
 qualifi'cation intro'duction deco'ration

Rule four: Words ending in *-ity* are generally stressed on the third syllable from the end.

Ex: gene'rosity elec'tricity possi'bility
 peculi'arity a'bility seni'ority

Rule five: Words bending in *-ic*, *-ical*, *-ically*, *-ious*, *-ial*, *-ially*, *-ian*, *-iance*, *-iant*, *-ual*, *-itive*, have the primary accent on the syllable before the suffix.

Ex: me'chanic me'chanical me'chanically confi'dential
 confi'dentially co'median cere'monious cere'monial
 cere'monially 'anxious 'asian ci'vilian

Rule six: Words ending in *-eau*, *-ary*, *-ience*, *-ient*, *-ier*, *-iture*, *-sory*, *-sure*, *-ive*, *-tor*, *-tory* etcetera are stressed on the syllable preceding the endings.

Ex: 'bureau 'contrary 'binary 'audience
 con'venience ex'pedient ex'posure cor'rective
 'furniture 'sculptor 'bravery com'pulsory
 'courtier

Rule seven: Words with the monosyllabic suffixes/endings *-aire*, *-ean*, *-ee*, *-een*, *-eer*, *-ese*, *-esque*, *-ette*, *-eum*, *-iquem* *-oo*, *-oon* are always stressed on the suffix/ending.

Ex: Euro'pean emplo'yee can'teen engi'neer
 pictu'resque Bur'mese kanga'roo bam'boo
 million'naire Jaco'bean trus'tee mauso'leum
 bal'loon ca'reer geor'gette

Rule eight: The disyllabic suffixes/endings *-ental*, *-ential*, *-escence*, *-escent*, *-ician*, *-iety*, *-itis* carry the stress on their first syllables.

Ex: 'dental funda'mental cre'dential es'sential
 ado'lescence coa'lescence ado'lescent 'crescent
 lo'gician poli'tician 'piety pro'priety
 arth'ritis neu'ritis

Rule nine: Words ending in *-cracy*, *-gamy*, *-graphy*, *-gyny*, *-logy*, *-metry*, *-nomy*, *-phony*, *-scopy* and *-sophy* receive their primary stress on the syllable preceding the endings.

Ex:	de'mocracy	'bigamy	bi'ography	mi'sogyny
	bi'ology	ge'ometry	e'economy	te'lephony
	mi'croscopy	phi'losophy		

Rule ten: In the case of verbs ending in *-ate* and *-ize* (or *-ise*), the disyllabic ones are stressed on the ending while the ones consisting of more than two syllables are stressed on the third syllable from the end.

Ex:	mi'grate	nar'rate	re'late	bap'tize
	cap'size	re'vise	'abdicate	an'ticipate
	a'djudicate	'liberate	'agonize	'criticize
	a'natomize			

Note: '*realise*', '*idealise*' and '*characterize*' are exceptions.

As movement of pitch is heard on stressed syllables in the English language, practice of English intonation and stress patterns are closely linked. However, it can be beneficial to focus specifically on word and sentence stress. A Pronouncing Dictionary is recommended as a reference source to check where syllable stress occurs within words. Practicing placement of stress within sentences is also essential if learners are to become good listeners and communicators, since the same sentence can take on different meanings depending on where the speaker chooses to place the primary stress:

EXAMPLE SENTENCE [A]: "I'm not going".

1. "**I'm** not going": meaning [1] = Not "ME", but perhaps "YOU", "SHE" or "HE".
2. "I'm **not** going": meaning [2] = I REFUSE to go.
3. "I'm not **going**": meaning [3] = I'm not GOing... I'm COMing BACK!

Sentence stress can also be illustrated and practiced by writing a long sentence in the notes, which can be made to carry many different meanings or points of emphasis.

EXAMPLE SENTENCE [B]: "Janet's going to Brighton tomorrow afternoon to buy herself a pair of red, leather shoes."

EXAMPLE SENTENCE [C]: "I don't know whether you're wondering who I am, but may I introduce myself. I'm Tarzan."

Phonology, stress patterns and tunes are all interrelated. To achieve the correct rhythm, it is necessary to know when to use weak forms [this frequently involves the neutral vowel "schwa"], which is under-deployed by many second language learners. Learners whose native languages have many consonant sounds, but relatively few vowel sounds, especially long vowels and diphthongs [e.g. native speakers of Arabic languages and dialects], are likely to have poor stress timing and to make insufficient use of pitch variation (i.e. intonation).

The greater prominence of a syllable may be due to stress or greater breath force, but often the length of the vowel in a syllable, stress and pitch change (pitch will be discussed in a later chapter) work together to render a syllable more prominent than its neighbouring syllables. Stress on particular word or syllable changes the meaning of the word as well as its meaning based on the stress placed in written form or spoken.

Form words are auxiliary or helping verbs, prepositions, articles, conjunctions, personal pronouns and relative pronouns which do not receive stress. The words that are **not stressed** are **pronouns** (you, me, she), **prepositions** (on, of), **conjunctions** (or, an), **articles** (the, a), **be-verbs** (is), and **auxiliary verbs** (has). They are purely '**grammatical**' words. They are not stressed. When we speak a sentence, the words which carry information are

stressed while the purely ‘**grammatical**’ words are not stressed. Right kind of meaning to a word can be rendered through stress. A word's importance as a verb or adjective or a noun can be predicted through word stress or word accent.

Content words are **adjective, adverbs, nouns, main verbs; interrogative pronouns and demonstrative pronouns are stressed**. When ‘*for*’ comes in the end of a sentence, it should be stressed. Through thorough practice and with reference to dictionary apt application or stress marking can be possible. Speech delivery, public speaking, debate participation, group discussion etc. require right kind of stress on particular words to emphasize the idea with strong confidence. In normal speech, **content** or **lexical** words are more likely to receive accent than **form** or **grammatical** words.

Pre-Lab Activity: What is stress? How is it applicable to the practical life and situations?

Define word stress and sentence stress in your own words.

Stress: Stress is an important feature of spoken English, and clarity in the language depends, to a large extent on the speaker’s ability to use the English stress system. Stress is a means of making a syllable or a word appear more prominent than others to which it is linked in speech. The three signals of stress in English are:

Loudness (or greater breath force).

Length of the Vowel.

Pitch Change.

Word Stress: In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say **one** syllable very **loudly** (big, strong, important) and **all the other syllables** very **quietly**.

Let's take 3 words: **photograph, photographer** and **photographic**. Do they sound the same when spoken? No. Because we accentuate (stress) ONE syllable in each word. And it is not always the same syllable. So the "**shape**" of each word is different.

Sentence Stress: The stress placed on words within sentences is called **sentence stress** or **prosodic stress**. This is one of the three components of prosody, along with rhythm and intonation. It includes **phrasal stress** (the default emphasis of certain words within phrases or clauses), and **contrastive stress** (used to highlight an item – a word, or occasionally just part of a word – that is given particular focus).

In-Lab Activity:

Mark stress for following words.

Master 'Master

Lawyer 'Lawyer

Fertile 'Fertile

Worship 'Worship

Direction	Di'rection
Mercy	'Mercy
Army	'Army
Introduction	Intro'duction
Caution	'Caution
Connection	Co'nnection

Post-Lab Activity: For questions (1-6) words should not be used from this manual.

Write 05 monosyllabic words with stress mark.

Sun	'Sun
Bus	'Bus
Car	'Car
Egg	'Egg
Act	'Act

Write 05 disyllabic words with stress on particular syllable.

Artist	'Artist
Canteen	Can'teen
Embark	Em'bark
Leader	'Leader
Agree	A'gree

Write 05 tri-syllabic words with stress mark.

Opposite	Op'posite
Expansion	E'xpansion
Rejection	Re'jection
Condition	Con'dition
Electric	E'lectric

Write 05 poly-syllabic words with stress on the right syllable.

Mechanical	Me'chanical
Psychology	Psy'chology
Economically	Eco'nomically
Confidential	Confi'dential
Preferential	Prefe'rential

7. Mark stress on the following words:

country : coun'try	battle: bat'tle	business: busi'ness
engage : En'gage	prevent: pre'vent	colour: 'colour



myself : my'self

vacation: va'cation

probation: pro'bation

investigation: investi'gation

preparation: prepa'ration

application: appli'cation

electric: e'lectric

opportunity: oppor'tunity

melodicious : me'lodious

Intonation

We are all aware that no language is spoken in a single tone or monotone the pitch of the speaker's voice rises and falls, and at times remains steady, whether high or low. Let's see what the 'pitch' is. The vocal chords, as you know, are elastic bands of tissue in our larynx (throat). The pitch of the voice is determined by the number of vibrations made by the vocal cords. If the frequency is high, the pitch also is high; if the frequency is low, the pith is

low too. These patterns of variation of the pitch of the voice constitute the ‘intonation’ of a language.

Every language has its own unique intonation. In some language the tone is an intrinsic part of the word, i.e., a word said with two different tones will have two different meanings. But in English the tone is a feature of the ‘word group’, or group of words, and not of the specific words. Let us see what a word group or ‘tone group’ is.

Native speakers of English use a large number of tones to convey subtle shades or nuances of meaning. For non-native speakers of English like Indians, the uses and implications of two of the tones – the ‘falling tone’ and the ‘rising tone’ – are necessary for a basic understanding.

The falling tone [(↘) or (˘) can be used]

In the falling tone, the voice of the speaker begins at a high note and comes down to a low one on a single syllable. It is marked by slant bar above and in front of the syllable which receives the tone as in ‘Yes or No’

˘you ˘how ˘still ˘which
˘six ˘yes be ˘hind a ˘lone

The falling tone is usually used for the following sentences:

- Sentences which are complete and definite

I 'want to 'tell you a ˘story
I have 'two ˘brothers
She can 'sing ˘well

- Wh- questions said in a matter-of-fact manner

'Where's your ˘aunt?
'When are you ˘going?
'How's your ˘father?

- Commands

'Close the ˘door
'Go and ˘post it
'Stop that ˘noise

- Exclamations

'What a 'lovely ˘dress!
'How ˘clever of you!
'How ˘wonderful!

- question tags where the listener is expected to agree

You're on ˘holiday, / ˘aren't you? ˘Yes, I ˘am.
He's ˘clever, / ˘isn't he? ˘Yes, he ˘is.
You 'don't 'work in ˘Delhi, / ˘do you? ˘No I ˘don't.

The rising tone [(↗) or (˙) can be used]

In the rising tone the voice starts at a low note and rises to a high one. It is shown by a slant bar below and in front of the syllable as in, yes, no. This tone consists of a rise in the voice from a very low note to a fairly high one on a single stressed syllable.

˙yes ˙o ˙two ˙ouse wait
˙four ˙please ˙still ˙when ˙this
be ˙hindbe ˙fore a ˙gain my ˙self a ˙lone

When there are one or more unstressed syllables before the stressed syllable, they are uttered on a very low pitch as in the case of the falling tone. But the unstressed syllables after the rising tone will be uttered on the rising pitch itself.

The rising tone is used with the following cases:

- Incomplete utterances; the first clause of a sentence or a tone group at the end.

I'll not op`pose him,/if you like.
 You're 'leaving to`day,/I sup pose.
 'When I 'went to gra,/it was `winter there.

- Yes/No type questions

Can I 'see your ook?
 ,Is he working?
 'Did you eet him?

- Wh- questions showing politeness, friendliness, warmth and personal interest.

' What's the t ime?
 'How's your f ather?
 ' When can you ome?

- Requests or statements intended to sound like requests

'Close the ,door.
 'Shut the ,window
 'Pass me the 'bowl lease.

- Statement intended to be question

He 'won't come?
 He 'isn't going?
 You 'don't want to see him?

- Question tags while asking for information.

You're not `hungry, / re you?	`Yes, I am.
You're on `holiday, / ren't you?	`No, I'm not.
a You're not `working, / re you?	`Yes, I m.

Tone - the rise and fall of the voice. **Tune/Pitch variation.** An oscilloscope will give an oscillograph of speech. The frequency will be shown by the closeness of the waves (high frequency will be shown by waves which are closer together).

The volume (strength of signal) will be shown by the height of the waves. The height of the note depends on the speed of opening and closing of the vocal cords. More vibrations of the larynx (up to 800 per sec) show up more compact waves.

The first thing that people looked at was **pitch variation**. Crude rules (Wh Qs fall; Yes/No Qs rise) based on introspection (what do I say?) rather than data. Those who have collected data come up with interesting findings:

Does Intonation tell us what speech function is?

Many authors of intonation practice books [e.g. O'Connor and Arnold in "Intonation of Colloquial English" or Cook in "Active Intonation" and "Using Intonation"] provide exercises where speech functions such as polite requests or confirmation questions dictate the intonation patterns which listeners should expect or speakers should employ.

However, the findings of some research projects - most notably the Scottish Intonation Project - are that the relationships between intonation patterns [such as the tones categorized by O'Connor & Arnold] and speech functions are not so predictable.

Clear instances of rising tune -

1. Echo questions e.g. you what?
2. challenging e.g. on Monday?
3. Conciliation: Oh really?

ATTITUDE: O'Connor & Arnold believe that **intonation** goes with **attitude**. They list 500 different attitudes. They have 4 Main Tunes.

Attitude is not conveyed by pitch alone. **There's more to context than just pitch.**

Note: **Paralinguistic features** identified by **Gillian Brown**. Variables include: *pitch span, placing in voice range, tempo, loudness, voice setting (unmarked, breathy, creaky) articulatory setting (unmarked/tense), articulatory precision (precise/slurred/unmarked), lip setting (pursed/smiling), direction of pitch (rise/unmarked), timing (unmarked/extended), Pause (unmarked/pause).*

These features are **correlated with descriptions from novels:** *replied/said, retorted/exclaimed, important/pompous/responsible, deadly/depressed/miserable, excited, anxious/worried/nervous, shrill/shriek/scream, warmly, coldly, thoughtfully, crossly/angrily, queried/echoed.*

TURN-TAKING: Giving the floor to another person or taking your turn in a conversation: rise and fall are used as a signal for when to speak and when not. Remain at a high pitch if you want to continue talking. A fall shows completion.

INFORMATION STRUCTURE: Major stress items pick out **the most important words in the sentence:** they point to **the new/unknown information** in the sentence.

Note that **one function of intonation is stress. The tonic (stressed item)** is the item which has the greatest amount of **pitch movement** on it.

Significance: In connected speech, only that syllable of a polysyllabic word is made prominent which is prominent when the word is pronounced in isolation. Those syllables in a polysyllabic word that do not receive the accent when it is said in isolation do not have the potentiality of receiving the accent when it forms part of connected speech. The choice of the syllable receiving primary accent depends on the meaning the speaker wants to convey.

A few sentences are given below with the appropriate stress-marks.

I should `go

I `should ,go

`I should ,go

Usage: Intonation brings right kind or rhythm and tone to one's speech. Intonation with rise and fall in tone proves best method to give melodious and sweet delivery of a topic. Clear content to be delivered among the public, intonation gives a chance to have the right pace on information.

Application: Giving the floor to another person or taking your turn in a conversation: rise and fall are used as a signal for when to speak and when not. Remain at a high pitch if you want to continue talking. A fall shows completion. **Major stress items** pick out **the most important words in the sentence:** they point to **the new/unknown information** in the sentence.

Note that **one function of intonation is stress. The tonic (stressed item)** is the item which has the greatest amount of **pitch movement** on it.

Pre – Lab Activity:

Define Intonation in your own words. Do you think that Intonation influences one's speech style?

The variations in the pitch or frequency of the voice constitute the tone of the speaker. The pitch at which stressed syllables are uttered in natural speech can be high, low or it can change from high to low or low to high. Any change in the pitch of stressed syllables in spoken sentences is known as Intonation. Yes, Intonation definitely influences one's speech style as it speaks the attitude and mood of the speaker.

In-Lab Activity:

Mark intonation for the following sentences and use them in your speech.

- a. We're late for `office.
- b. Is the water ^vcool?
- c. Which book did she` choose?
- d. Do they speak ^vTelugu?
- e. The cook can surely make us a cup of ^vcoffee.
- f. The Earth is ours to^vpollute.
- g. You can ^vmanage.
- h. Please come to the^v party.

Post-Lab Activity:

Mark intonation for the following sentences.

- a. 'Come and ' see me `soon.
- b. 'Let me ' see your `newspaper
- c. Shall I see you `later?
- d. The ' articles aren't ' very `interesting.
- e. 'Have you ' got any ^vlibrary `books?
- f. 'May I ' ask a `question?
- g. 'This is the ' end of the `exercise.
- h. 'It ' simply didn't ^voccur to ^vme.

SEMESTER-II

UNIT-1

DEBATING

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

- a) Sharpen your listening and speaking skills
- b) Show your ability to argue forcefully and convincingly

- c) Show your ability to stand your ground and defend your position

The main features of Debates are as follows:

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

The Basics of Debating:

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

Rebuttal

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

Organizing the structure and the delivery of the subject matter

- Make your statement and then add your argument or reason for your statement. For example, ‘Education destroys creativity because it does not allow us to follow our natural inclination or talents but insists that we follow the beaten path.
- Follow this up with an example, such as, ‘Look at the number of inventors and scientific thinkers who developed their talent and genius outside the walls of school – Albert Einstein, Charles Darwin, Thomas Alva Edison and Isaac Newton, to name only a few.’ Make sure that the examples you give are relevant to the topic.
- Your arguments should have a strong line of reasoning backed up by facts that support your argument. A long list of facts is just useless information, whereas an argument without supporting facts is a weak one. Together they will work to weaken your opponent’s case.
- Since many debates are about current issues and ideas, reading the newspapers, watching the news and other informative programs on television will help you keep up-to-date with what is happening in the world.
- Make sure that all the team members are aware of the team’s point of view so that every member carries the argument forward in a consistent manner rather than contradict what has been said by others in the team. Each speaker must remember to remind the audience of the team’s stance.
- As an individual speaker, you must be clear about what you want to say and the examples you will use to support your arguments.



- Make sure that your audience understands your argument, especially when you move from one point to the next. It is a good idea to use words like, ‘the first point I’d like to make...’, ‘my next point is...’, ‘it follows from this, that...’and ‘finally...’
- Organize your time well. Do not spend too much time on one point so that you end up having to rush through your other points.
- Use cue cards to help you remember the important points. However, never write your entire speech on cards because you will give the impression of reading rather than speaking.
- Be aware of your body language. Make eye contact with your audience in order to get and retain their interest in your speech.
- Stand straight and tall but not stiffly. A rigid posture gives the impression that you are nervous and a slouching posture may show that you are not confident.
- Use your voice well. You do not need to shout to emphasize a point nor should you speak in such a low tone that your audience has to strain to hear you.
- Use words and phrases that you are comfortable with. Using big words and complicated phrases may lead you to mispronounce them or use them in the wrong context, and you will be distracted from the content of your speech.

Assessments on Debates

1. University education should be free
2. Would simplify the English Language
3. Teach creationism in schools
4. The traditional university will be replaced by online learning



5. Every student should be required to take a performing arts course.
6. Homework should be banned.
7. School uniforms should be required.
8. The death penalty should be abolished
9. Sports stars should be positive role models.
10. History is an important subject in school.
11. Children should be allowed to own and use mobile phones.
12. Mothers should stay at home and look after their children.
13. Science is a threat to humanity
14. Advertising is harmful
15. Parents should be held responsible for their school-going children's discipline Problems.
16. Ban Smoking in Public places
17. Extra-curricular activities in schools should be formally recognized.
18. Medical testing on animals should be banned.
19. Putting wild animals in cages in zoos is cruel.
20. The media is responsible for violence in society

Prompts for Assessments

1. University education should be free

Prompts:

Affirmative: positive benefit-- economy may suffer from lack of skilled graduates-- Positive externalities of higher education—Equality-- Increased specialisation of work-- Education is a merit good



Argumentative: Opportunity cost-- Do we have too many graduates? -- Higher quality of education-- Makes people value education more-- Signaling function of higher education

2. Homework should be banned.

Affirmative: little educational worth –good practice time—Well plan—design appropriately-
-revision

Argumentative: Stressful, boring and tiring—can use time for other creative work

3. Is media responsible for violence in society?

Affirmative: ushering social change—fostering the spirit of patriotism and oneness-
collective social responsibility—social and cultural awareness—solidarity—fight for social
rights and equality—peaceful and educated protest against injustice

Argumentative: yellow journalism—sensationalism—TRP—hate campaigns—politicization
of the fourth estate—paparazzi—organs of power and political canvassing

UNIT-2 GROUP

DISCUSSIONS

A GD is a methodology used by an organization to gauge whether the candidate has certain personality traits and/or skills that it desires in its members. In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss then it among themselves for 15-20 minutes.

Some of the personality traits the GD is trying to gauge may include :-

- Ability to work in a team
- Communication skills

- Reasoning ability
- Leadership skills
- Initiative
- Assertiveness
- Flexibility
- Creativity
- Ability to think on ones feet

Why GDs:-

The reason why institutes put you through a Group discussion and an interview, after testing your technical and conceptual skills in an exam, is to get to know you as a person and gauge how well you will fit in their institute. The Group discussion tests how you function as a part of a team. As a manager, you will always be working in teams, as a member or as a leader. Therefore how you interact in a team becomes an important criterion for your selection. Managers have to work in a team and get best results out of teamwork. That is the reason why management institutes include GD as a component of the selection procedure.

Company's Perspective:-

Companies conduct group discussion after the written test so as to check on your interactive skills and how good you are at communicating with other people. The GD is to check how you behave, participate and contribute in a group, how much importance do you give to the group objective as well as your own, how well do you listen to viewpoints of others and how open-minded are you in accepting views contrary to your own. The aspects which make up a GD are verbal communication, non-verbal behavior, and conformation to norms, decision-making ability and cooperation. You should try to be as true as possible to these aspects.

A **Group Discussion** can be defined as a formal discussion involving ten to 12 participants in a group.

It is a methodology used by an organization to gauge whether the candidate has certain personality traits and/or skills that it desires in its members. In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the it among themselves for 15-20 minutes.

As in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, GD is also based on team work, incorporating views of different team members to reach a common goal.

Here are some of the most important personality traits that a candidate should possess to do well at a GD:

- **Team Player**
- **Reasoning Ability**
- **Leadership**
- **Flexibility**
- **Assertiveness**
- **Initiative**
- **Creativity/ Out of the box thinking**
- **Inspiring ability**
- **Listening**

- **Awareness**

1. Team Player

It is essential for managers to be team players.

The reason: Managers always work in teams.

At the beginning of his (manager) career, a manager works as a team member. And, later, as a team leader.

Management aspirants who lack team skills cannot be good managers.

2. Reasoning Ability

Reasoning ability plays an important role while expressing your opinions or ideas at a GD.

For example, on India's growth and its effect's:

Any Answer for this should be based on reasons, not assumptions.

3. Leadership

There are three types of situations that can arise in a GD:

~ A GD where participants are unable to establish a proper rapport and do not speak much.

~ A GD where participants get emotionally charged and the GD gets chaotic.

~ A GD where participants discuss the topic assertively by touching on all its nuances and try to reach the objective.

Here, a leader would be someone who facilitates the third situation at a GD.

A leader would have the following qualities:

~S/he shows direction to the group whenever group moves away from the topic.

~S/he coordinates the effort of the different team members in the GD.

~S/he contributes to the GD at regular intervals with valuable insights.

~S/he also inspires and motivates team members to express their views.

Caution: Being a mere coordinator in a GD does not help, because it is a secondary role.

Contribute to the GD with your ideas and opinions, but also try and steer the conversation towards a goal.

4. Flexibility

You must be open to other ideas as well as to the evaluation of your ideas: That is what flexibility is all about.

But first, remember: Never ever start your GD with a **stand** or a **conclusion**.

Say the topic of a GD is, '**Should India Ban night work for Women at night hours?**'

Some participants tend to get emotionally attached to the topic and take a stand either in favour or against the topic, ie 'Yes, India should', or, 'No, India should not'.

By taking a stand, you have already given your **decision** without discussing the topic at hand or listening to the views of your team members.

Also, if you encounter an opposition with a very strong point at the 11th hour, you end up in a typical catch-22 situation:

~If you change your stand, you are seen as a fickle-minded or a whimsical person.

~If you do not change your stand, you are seen as an inflexible, stubborn and obstinate person.

5. Assertiveness



You must put forth your point to the group in a very emphatic, positive and confident manner.

Participants often confuse assertiveness with **aggressiveness**.

Aggressiveness is all about forcing your point on the other person, and can be a threat to the group. An aggressive person can also demonstrate negative body language, whereas an assertive person displays positive body language.

6. Initiative

A general trend amongst students is to start a GD and get the initial kitty of points earmarked for the initiator.

But that is a high risk-high return strategy.

Initiate a GD only if you are well versed with the topic. If you start and fail to contribute at regular intervals, it gives the impression that you started the GD just for the sake of the initial points.

Also, if you fumble, stammer or misquote facts, it may work against you.

Remember: You never ever get a second chance to create a first impression.

7. Creativity/ Out of the box thinking

An idea or a perspective which opens new horizons for discussion on the GD topic is always highly appreciated.

When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive.

You will find yourself in the good books of the examiner.

8. Inspiring ability

A good group discussion should incorporate views of all the team members.

If some team members want to express their ideas but are not getting the opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait.

Caution: If a participant is not willing to speak, you need not necessarily go out of the way to ask him to express his views. This may insult him and hamper the flow of the GD.

9. Listening

Always try and strike a proper balance between expressing your ideas and imbibing ideas.

10. Awareness

You must be well versed with both the micro and macro environment.

Your awareness about your environment helps a lot in your GD content, which carries maximum weightage.

Evaluation Criteria in Group Discussion-Skills Assessed during GD



Group Discussion still plays an important role in the admission process for many MBA colleges. Apart from being able to communicate fluently what matters the most is the thoughts which you put in your speech. One would be surprised to know that there are multiple skills which are assessed during a GD by the judges.

Below are skills assessed during a group discussion:

Leadership skills:

Leadership is one of the key skill on which candidates are assessed during a Group Discussion. Inherent ability to lead a team is desired out of a Manager.

Example:

- Initiate the group discussion and give proper directions to the discussion.
- Intervene and guide the group when the discussion goes off track.
- Encouraging all members to participate in the discussion & share their opinion.
- Moderate group if discussion gets chaotic.

Communication skills:

The participating candidates are also assessed in terms of clarity of thought, expression through word and aptness of their language. One should be able to speak without any hesitation and at the same time should not sound harsh.

Example:

- Hold attention of the group by using simple language.
- Explain ideas in precise way with clarity.
- Speak fluently and put forward your ideas without hesitation.

Interpersonal skills:

Candidates are also evaluated on their Interpersonal skill such as adaptability, maturity, coordination, interaction with peers. While participating in GD one should give due consideration to other members viewpoint and should not be pushing too hard to make his own point alone be heard. At the same time if a candidate raises an absurd or irrelevant point one should politely reject the point by giving proper reasoning. One should try to coordinate as much as possible with all group members. One should not sound rude or inflexible in accepting good points raised by others.

Example:

- Keep your cool throughout the Group Discussion.
- Do not take things personally even if someone provokes you.
- Should understand the goal of discussion and should try to keep the focus on Topic of discussion.

Persuasive skills:

This is very important attribute expected in a Manager doesn't come easily in a candidate. In our daily life also we have seen many people who are not heard much even though have a very good points or idea. Due to their inhibitions they don't speak much once someone tries to counter their point.

Example:

- To persuade the group to accept the points made by them (only if it is valid and genuine one. Remember you should not be over persuasive as well)
- To make people accept your viewpoint without hurting or making fun of any other members.
- Persuade the group to analyze the problems from different perspectives and help other member's ideas to be heard and understood.
- Analyze and persuade others to see the problem from multiple perspectives without hurting the group members.

Problem solving skills:

One important aspect of Group Discussion is it is very spontaneous and dynamic in nature. You need to recollect all your thoughts on the fly and present them to the group. Also while other members are speaking you need to be listening carefully because that could trigger an altogether new point in your mind and may give you a chance to speak again. You need to be really involved in the discussion to handle the counter arguments and answer them well while speaking.

Example:

- Analyze the problem from different angles.
- Answer the counter arguments without hurting any group member.
- Should be able to think and speak spontaneously.
- Resolve difficult situations by proper moderation and reasoning.

Listening & Conceptualizing Ability:

After making one's point heard to the group, one should be attentive and listen carefully when other are speaking. Should try to gather as much ideas and facts being put forward. Assimilate the points raised by others and try to add something new to the discussion.

Example

At the end a good listener who has good conceptualizing ability could very well summarize the outcomes of discussion in few sentences.

Attitude:

Attitude is another important parameter of a Group Discussion. Candidates are expected to:

- have positive attitude,
- encourage others for participation,
- not to put someone down during the discussion
- be good listeners when others are speaking
- accepting other view points (if it's a valid one)
- not showing stubbornness and harshness
- should speak maturely
- should not raise voice unnecessarily.

Example:

One should handle Group Discussion very maturely and should not raise his voice too much that he sounds harsh.

Should be supporting for other members and should be easy going.
Should show keen interest in discussion and be an avid listener.

Reasoning Ability:

Candidates are expected to substantiate the points raised by them through proper reasoning. Just raising a point without able to justify the same during a GD would not help and may result in negative marks as well. Also another member could use the same point and well justify it with reasoning. One should logically be able to think of pros and cons of points made by him and put forward the same to the group.

Example:

- While bringing up any point be prepared with answers such as:
- What is the point you are raising? How is it going to help with the problem under discussion? Why you feel so? Give Examples.

Eg: Talking about scams in India, just saying scams are not good without backing the sentence with any justification is as good as not raising the point. One should say scams are not good because it's hurting the Indian economy badly and hindering the growth of our nation. Examples: Foreign institutions are not willing to invest due to scams in country and poor Governance. Also these scams adversely impact the business by attracting organizations with lesser capability to execute projects.

Team Player:

Corporate world is all about working as a team, if the team succeeds everyone in the team succeeds; similarly a failure of team is failure of each members of the team. Candidates participating in GD are also evaluated for their ability to work in a team.

Example:

- Be polite and cordial in your communication.
- Accept others viewpoint and encourage each member to put forward their points.
- Don't lose your cool if someone counter argues the points which you had raised and accept ideas politely.
- Avoid any arguments.
- Help the group to achieve its goal on time at the same time fostering participation from each member

General Awareness:

The topics given in Group Discussion are mostly of current affairs; at times any abstract topic is given. If the topic is from current affairs it is expected of the candidate to be aware of the happenings around the world. The idea a candidate put forwards clearly demonstrated his maturity and interests in the current affairs impacting the society, nation or the world.

Example:

While speaking on any topic the points which you raise or put forward to group clearly demonstrates your knowledge about the topic, thus defining you as an intellectual who has avid interest in happenings around him.

Group Discussion: Useful Phrases (examples)

Stating your own opinion

- In my opinion, ...
- Personally I think that ...
- My own view of the matter/issue is that ...
- It seems to me that ...

Agreeing with an opinion

- Yes, I agree (absolutely).
- I couldn't agree more to what you just said.
- That matches exactly my own view.
- Yes, that is just how I see it.
- I absolutely hold the same view.
- We both share the same point of view.

Partly agreeing with an opinion

- I see what you mean, but ...
- There is certainly some truth in your words, but you fail to notice that ...
- I don't entirely agree with you.
- I understand your reasons; however, I see some aspects a bit differently.

Disagreeing with an opinion

- I'm afraid I can't accept ...
- I simply don't agree with you.
- I fail to see the logic behind any of your arguments.
- Your arguments are not convincing at all!
- Excuse me, but I have to contradict you quite strongly here.
- I couldn't disagree more with what you just said.

Interrupting

- I'm sorry to interrupt here, but ...
- Excuse for breaking in here right now, but ...
- Can I stop you there for a moment?
- Hold on a second. (Informal)
- Pardon me, but I think this just leads the debate astray.

Focusing/Structuring

- I think we should focus on the main aspects now.
- Let's now consider another important aspect of today's debate.
- I think we have exchanged our opinions on that point now and should move on ...
- You all highlighted crucial aspects, but have we really discussed ... in-depth?
- Thank you for your honest/thought-provoking views, but we should also pay attention to ...

ASSESSMENTS ON GROUP DISCUSSION

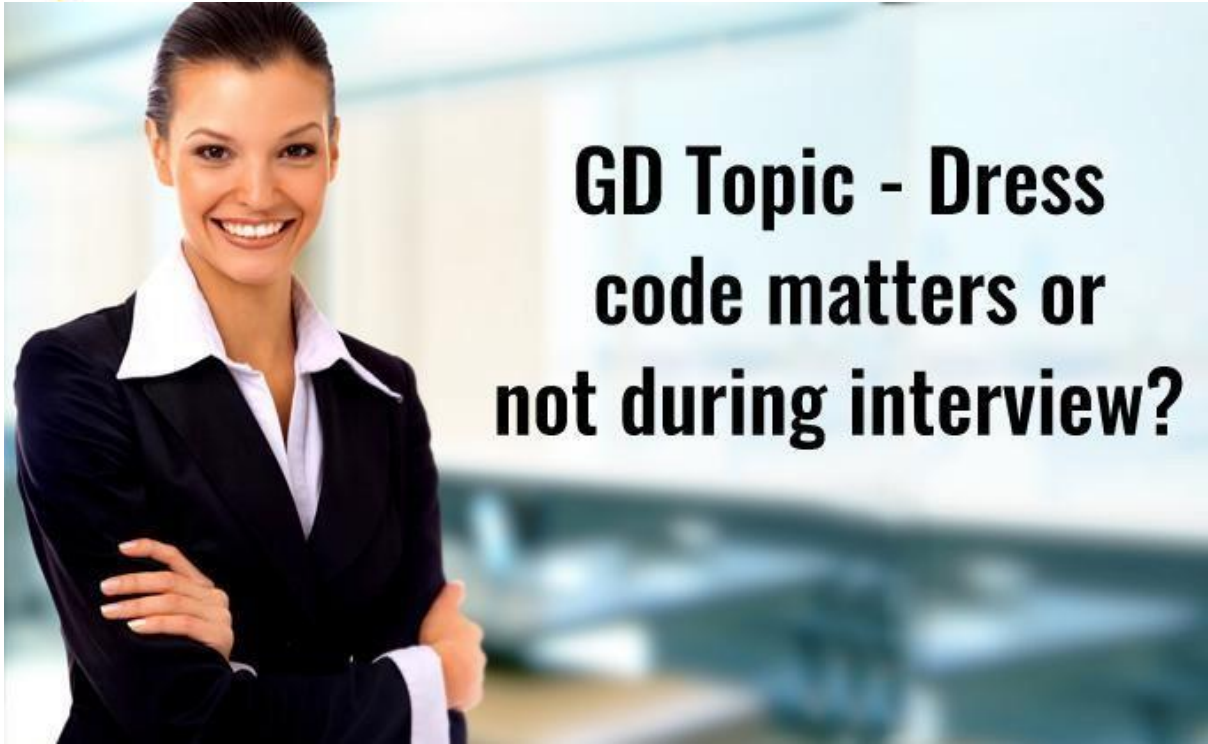
1. India or the West, which is the land of opportunities.
2. Is there a solution for Terrorism? Or Is a Pen or a Gun?
3. Women make good managers.
4. Our Cricketers are not t blame for match fixing.
5. Should cell phones be banned in educational institutions?
6. Is remixing good trend in music?
7. single parenting
8. Are communication skills necessary in recruitment process?
9. Should mercy killing be made legal?
10. Does the present education system require some serious reforms?
11. Should taking Dowry system be banned in India?
12. Higher studies in India or Abroad.
13. “Environment- Who’s Responsibility”.
14. Advantages of Co-education.
15. Corruption is the price we pay for Democracy.
16. Should there be private universities?
17. We are not serious about saving Wildlife/Environment.
18. Is management/Software an art or a science?
19. Developing countries need trade, not aid.
20. E-learning Vs classroom instruction.
21. Artificial Intelligence- Will man be ever replaced by machines
22. Should there be a change in political parties.
23. Arranged marriages Vs love marriages.
24. Impact of the 15th August on today young Generation.
25. Cinema is corrupting the moral fiber of Indian youth.
26. Is peace and non-violence outdated concepts?
27. Political parties should be banned in India.
28. TV as means of education for students.
29. Population – an asset or a liability for India.
30. Indians are socially irresponsible people.
31. Should only literate people have a right to vote?
32. Today India needs a cultural revolution and not a technological one.
33. Money is the most important thing in life.



GD Topic - Hard Work embedded with Smart Work leads to Success



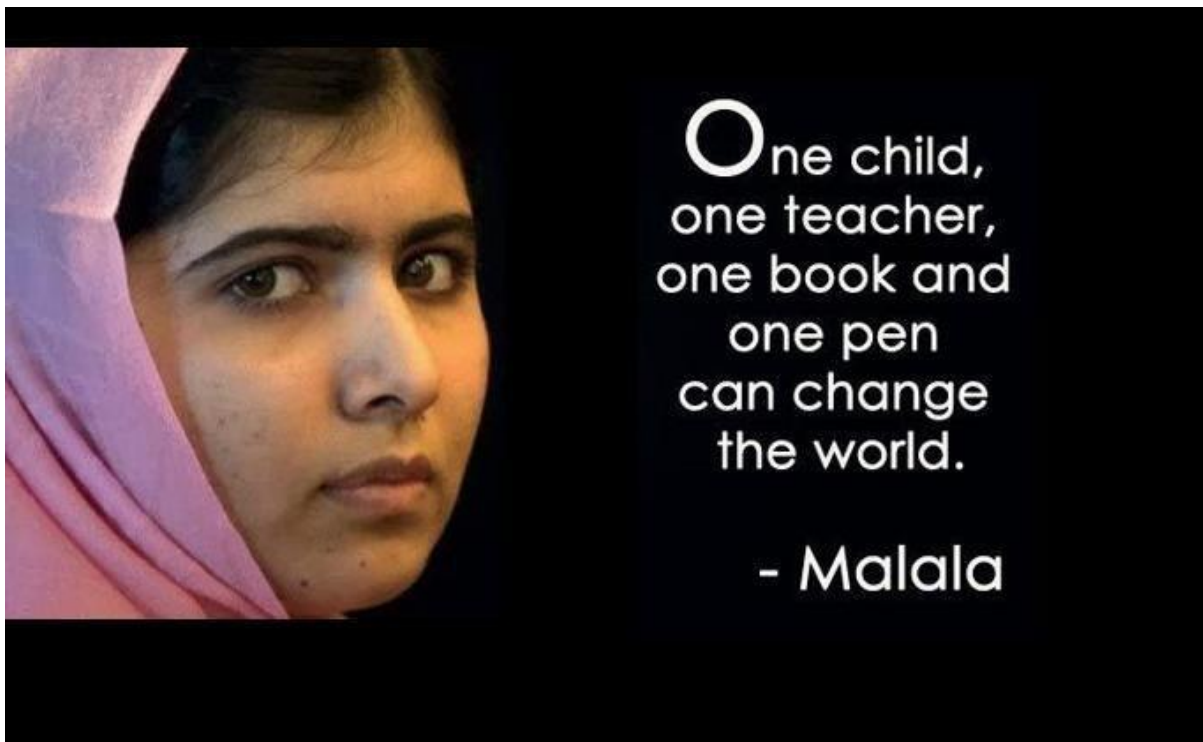
GD Topic - Perception can be deadly if not analysed



Even a clock that does not work is right twice a day



Women Empowerment is limited to Debates



TV debates have become TRP booster shows



Is the youth of India confident or confused?



If you are not part of the solution, then you are the problem



Grade:	
--------	--

Date of Submission

Signature of Faculty

UNIT-3

PRESENTATION SKILLS

PRESENTATION SKILLS

Things to Think About

Oral Communication is different from Written Communication -- Listeners have one chance to hear your talk and can't "re-read" when they get confused. In many situations, they have or will hear several talks on the same day. Being clear is particularly important if the audience can't ask questions during the talk. There are two well-known ways to communicate your points effectively. Focus on getting one to three key points across. Think about how much you remember from a talk last week. Second, repeat key insights: tell them what you're going to tell them [Forecast], tell them, and tell them what you told them [Summary].

Think about your Audience -- Most audiences should be addressed in layers: some are experts in your sub-area, some are experts in the general area, and others know little or nothing. Who is most important to you? Can you still leave others with something? For example, pitch the body to experts, but make the forecast and summary accessible to all.

Think about your Rhetorical Goals -- For conference or training talks, for example, two rhetorical goals will be enough: leave your audience with a clear picture of the gist of your contribution, and make them want to read your paper. Your presentation should not replace your paper, but rather whet the audience appetite for it. Thus, it is commonly useful to allude to information in the paper that can't be covered adequately in the presentation.

Preparation -- Prepare the structure of your talk carefully and logically, just as you would for a written report. Think about:

the objectives of the talk

- the main points you want to make

... and make a list of these two things as your starting point.

Write out the presentation in rough, just like a first draft of a written report. Review the draft. You will find things that are irrelevant or superfluous - delete them. Check the story is consistent and flows smoothly. If there are things you cannot easily express, possibly because of doubt about your understanding, it is better to leave them unsaid.

Never read from a script. It is also unwise to have the talk written out in detail as a prompt sheet - the chances are you will not locate the thing you want to say amongst all the other text. You should know most of what you want to say - if you don't then you should not be giving the talk! So prepare *cue cards*, which have key words and phrases [and possibly sketches] on them. Postcards are ideal for this. **Don't forget to number the cards** in case you drop them.

Remember to mark on your cards the visual aids that go with them so that the right OHP or slide is shown at the right time.

Rehearse your presentation - to yourself at first and then in front of some colleagues. The initial rehearsal should consider how the words and the sequence of visual aids go together. How will you make effective use of your visual aids?

Making the Presentation

Greet the audience and tell them who you are. Good presentations then follow this formula:

- tell the audience what you are going to tell them;
- then tell them; and
- at the end tell them what you have told them.

Keep to the time allowed. If you can, keep it short. It's better to under-run than over-run. As a rule of thumb, allow 2 minutes for each *general* overhead transparency or PowerPoint slide you use, but longer for any that you want to use for developing specific points. The audience will get bored with something on the screen for more than 5 minutes, especially if you are not actively talking about it. So switch the display off, or replace the slide with some form of 'wallpaper' such as an image related to your talk.

Stick to the plan for the presentation, don't be tempted to digress - you will eat up time and could end up in a dead-end with no escape!

Unless explicitly told not to, leave time for discussion - 5 minutes is sufficient to allow clarification of points. The session chairman may extend this if the questioning becomes interesting.

At the end of your presentation ask if there are any questions - avoid being terse when you do this as the audience may find it intimidating [i.e. it may come across as *any questions? - if there are, it shows you were not paying attention*]. If questions are slow in coming, you can start things off by asking a question of the audience - so have one prepared.

Delivery

- Speak clearly. Don't shout or whisper - judge the acoustics of the room.
- Don't rush, or talk deliberately slowly. Be natural - although not conversational.
- Deliberately pause at key points - this has the effect of emphasising the importance of a particular point you are making.
- Avoid jokes - always disastrous unless you are a natural expert.
- To make the presentation interesting, change your delivery, but not to obviously, e.g.: speed, pitch of voice.
- Use your hands to emphasise points but don't indulge in too much hand waving. People can over time, develop irritating habits. Ask colleagues occasionally what they think of your style.
- Look at the audience as much as possible, but don't fix on one individual - it can be intimidating. Pitch your presentation towards the back of the audience, especially in larger rooms.
- Don't face the display screen behind you and talk to it. Other annoying habits include:
Standing in a position where you obscure the screen. In fact, positively check for anyone in the audience who may be disadvantaged and try to accommodate them.
 - Muttering over a transparency on the OHP projector plate and not realising that you are blocking the projection of the image. It is preferable to point to the screen rather than the foil on the OHP [apart from the fact that you will probably dazzle yourself with the brightness of the projector].
 - Avoid moving about too much. Pacing up and down can unnerve the audience, although some animation is desirable.
 - Keep an eye on the **audience's** body language. Know when to stop and also when to cut out a piece of the presentation.

Visual Aids

Visual aids significantly improve the interest of a presentation. However, they must be relevant to what you want to say. A careless design or use of a slide can simply get in the way of the presentation. What you use depends on the type of talk you are giving.

Here are some possibilities:

- Overhead projection transparencies [OHPs]
- 35mm slides
- Computer projection [applications such as PowerPoint, Excel, etc.]
- Video
- Real objects - either handled from the speaker's bench or passed around
- Flip-chart or blackboard, possibly used as a 'scratch-pad' to expand on a point

Keep it simple though - a complex set of hardware can result in confusion for speaker and audience. Make sure you know in advance how to operate equipment and also when you want particular displays to appear. Edit your slides as carefully as your talk - if a slide is superfluous then leave it out. If you need to use a slide twice, duplicate it. Slides and OHPs should contain the minimum information necessary. To do otherwise risks making the slide unreadable or will divert your audience's attention so that they spend time reading the slide rather than listening to you.

Try to limit words per slide to a maximum of 10. Use a reasonable size font and a typeface, which will enlarge well. Typically use a minimum 18pt Times Roman on OHPs, and preferably larger. A guideline is: if you can read the OHP from a distance of 2 metres [without projection] then it's probably OK.

Avoid using a diagram prepared for a technical report in your talk. It will be too detailed and difficult to read. Pages from the web can also be difficult to read.

Use colour on your slides but avoid orange and yellow which do not show up very well when projected. For text only, white or yellow on blue is pleasant to look at and easy to read. Books on presentation techniques often have quite detailed advice on the design of slides. If possible consult an expert such as the Audio Visual Centre.

Avoid adding to OHPs with a pen during the talk - it's messy and the audience will be fascinated by your shaking hand! On this point, this is another good reason for pointing to the screen when explaining a slide rather than pointing to the OHP transparency.

Room lighting should be considered. Too much light near the screen will make it difficult to see the detail. On the other hand, a completely darkened room can send the audience to sleep. Try to avoid having to keep switching lights on and off, but if you do have to do this, know where the light switches are and how to use them.

Finally ... Enjoy yourself. The audience will be on your side and want to hear what you have to say!

Presentation Skills Practise Tips

Practising these exercises will make your next presentation more natural.

Posture -- Practise standing in the correct posture [feet, knees, hips, shoulders all in a straight line with your arms at your sides] while standing on lifts, standing in queues, waiting at the cash machine, on a coffee break, etc.

Movement -- Practise movement on your feet at home. Cut faces out of magazines and tape or pin them to chairs and sofas. Speaking to one "person" at a time, look first, walk over and stand still for 3 or 4 sentences while speaking, then look at someone else, and repeat the process.

Gestures -- Start practising the use of gestures for description and/or emphasis by first becoming more aware of your own natural gestures. Do you gesture while on the telephone? Do you gesture while talking to a friend, colleague, or family member? By increasing your awareness of what you do with your arms and hands in every day conversations, you will then be able to transfer these gestures into all speaking situations.

Facial Animation -- Appropriate facial expressions usually coincide with gestures. If you tend to look overly serious during presentations, using more gestures will help liven things up. Also practise making a variety of facial gestures while speaking in a mirror or driving in the car.

Voice - For Volume and Variety -- For sufficient volume become more aware of breathing deeply from your diaphragm. Lie on the floor with a book placed just above your belt or waist. Yawn several times. This is what breathing from the diaphragm should feel like. Breathe in slowly to the count of 10 watching your stomach expand and then exhale slowly expelling all the air.

For vocal variety practice try reading children's books aloud. Your voice will naturally animate with the story. Record your voice and listen to it resonate in your head for higher vocal tones, in your throat for the mid-range and deep in your chest for lower vocal tones. Using more gestures will also help to naturally animate your voice.

Pause and Pace -- To help eliminate clutter words and use the right, controlled pace, try playing back your voice mail messages before sending them to the recipient and evaluate yourself. Listen for short sentences that end without clutter and "over-connectors" such as: and, but, and so, and rate your pace. Or, arrange to pay a colleague, partner or child every time they hear you use your pet clutter word!

Eye Contact -- Place three to four small Post-It Notes randomly around your workspace. These will be your "eye targets." Whenever you're on the phone, speak one short sentence while looking at the first Post-It Note. After finishing the sentence, pause. Then move on to the next Post-it Note and repeat. This will help you to maintain eye contact with one person at a time while completing a thought or sentence, and eliminate clutter words.

Delivery

- Eye contact [make frequent eye contact with the audience – pick two or three people seated in different places and look at them]
- Timing [time of day/time in relation to other topics/timing of specific remarks - silence can be powerful]
- Duration [try not to be over 20 minutes]
- Pace
- KISS [Keep It Short and Simple]
- Voice [volume, tone modulation]
- Humour [is you are not sure that what is funny to you will be funny others –don't try to be funny]
- Language [avoid jargon]
- Gestures [some are better than none – too many detract]

Visual Aids

- KISS [Keep It Short and Simple]
- Should support and not detract from the presentation
- SAVI – Sure All View It
- Card and chart
- OHT
- Flipcharts
- PowerPoint [don't be cute]

Choreography

- OHT [difficult dance partner – when not in use remove it from the stage or fold down the mirror]
- Flip chart stands [Right handed-stage left/left handed-stage right]
- PowerPoint [very difficult dance partner - must be stationery and you have to deal with electronic spaghetti - several cords]
- A Co-presenter [Clarify roles and responsibilities – follow plan!]

Content

- Should be relevant to the audience
- Main points should be expressed 3 times
- Know what you know - Present what you know [don't try to bullshit your way through a topic]

Audience

- Size [different presentation to a large than a small audience – better to have a full small room than a mostly empty large room]
- Experience [What experience does the audience have with the topic]
- Interest in the topic
- Needs
- Gender balance [content and delivery may change in a mixed gender audience]
- Age range
- Culture/religion [are there any cultural or religious factors that may influence the content or delivery]

Venue

- Location [geographic]
- Access [physical - to the facility and to the room – it is better for the entrance of the room to be at the back]
- Lighting [adequate for all to see you]
- The stage “set” [remove distractions – any materials from previous sessions should be removed]
- Size of the room
- Seating
- Temperature [cool is better than warm]

Parts of a Presentation:

- Introduction
- Overview
- Body
- Conclusions
- References

Basic Rules to be followed in Presentation:

- Keep it simple
- Make bullet points- easy to read
- Use a Maximum of 4-5 Slides (3 Min)**
- Use graphics
- Keep wording concise
- Keep font size large
- Remember to Make Direct Eye Contact with the Audience and Camera
- You are the star- not the presentation

Ways to Keep Your Audience Attentive:

- Don't neglect your opening first impression
- Be relevant
- 3P's (Preparation, Planning, Presentation)
- Spell check before you present
- Don't panic
- Expect the unexpected
- Don't be boring
- Always Close With an Ask

Presentation Skills

- Importance of English
- Climatic Changes
- Child Labour
- Friendship
- Optimism- Path To Success
- Environment or Technology
- Natural Calamities
- Importance of Sports
- Parents are the Best Teacher
- Indian Culture & Tradition
- Indian Religions
- Mother's Love
- Influence of Technology on Youth
- Three Forces in India
- What is important – to be able to work with a group of people in a team or to work independently?
- Need of women's education in countries development
- Youth in today's politics
- Electronic gadgets Bane Or boon
- Corruption – It is a way of life in India?
- Social Networking- A bane or a boon
- Cricket – a Crazy game or a lazy game
- Modern man , Busy life- Art of living
- Is Ragging Pricks or Bricks

Presentation Skills Assessment

A. Introductory phrases in presentation (How I can initiate a presentation). Write at least 5 introductory phrases when you begin presentation

1. Good morning one and all
2. _____
3. _____
4. _____
5. _____

B. **Describe 3P's of Presentations.** (You can read Pg 162 and 163 from Interact text book as reference and elaborate your ideas on it.)

C. How Body language and Voice play an important role in presentation (**Reference pg 166 from interact text book**)

Presentation Skills Assessment

A. Introductory phrases in presentation (How I can initiate a presentation). Write at least 5 introductory phrases when you begin presentation

1. Good morning one and all
2. I'd like to take the opportunity to thank you for coming here today...
3. Right, let's make a start.
4. Let's begin I'm going to begin by...
5. I'm here today to...
6. The object/subject of today's talk is to...

B. **Describe 3P's of Presentations.** (You can read Pg 162 and 163 from Interact text book as reference and elaborate your ideas on it.

There are essentially three steps involved in making presentations:

- Planning
- Preparation
- Presentation

PLANNING A PRESENTATION

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

PREPARATION

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

PRESENTATION

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

C. How Body language and Voice play an important role in presentation (Reference pg 166 from interact text book)

BODY LANGUAGE AND VOICE:

- Choose a place where you are visible to everyone.
- Do not stand between the screen and the audience.
- Maintain eye contact with the audience.
- Do not read either from your notes or slides. Speak to the audience.
- Modulate your voice depending on the size of the audience.
- Do not rush through but keep a moderate pace of speech.

UNIT-4

INTERVIEW SKILLS

Introduction

Every year, thousands of fresh graduates get frustrated searching for a job. Many graduates, while well versed in their own subjects, may not even get their first foot in the door when it comes to job hunting because of their lack of preparedness. Some graduates assume that appearing for an interview doesn't require any preparation and underestimate its importance, consequently failing to make an impression on the employer. The main objective of the Interview Skills module is to equip teach students, graduates and job seekers with knowledge and techniques to effectively tackle the interview process, and leave a positive impression with your prospective employer by reinforcing your strength, experience and appropriateness for the job in question.

What is an interview? An interview is a conversation with a purpose – for an employer to assess the candidate and for a job seeker to convince the employers. The interview enables the employer to learn about you, your personality, social skills and general abilities, potential and whether you will fit in the organization. For you, the interview enables you to learn more about the organization, the position, and the people within the organization. Before you go to an interview, you need to prepare thoroughly. You can succeed in interview only if you have prepared!

What is an Interview? What is the Intent of an Interview?

An interview is a conversation with a purpose. The interview enables the employer to learn about you, your personality, social skills, general abilities, potential, and whether you fit in the organization. The CV and/or the covering letter submitted prior to the interview contain relevant facts and information about your education, experience and other achievements. The interviewer may seek to verify these during the interview. They want concrete examples of how and when you have used the skills listed in your CV. The interview enables you to learn more about the organization, the position and the people within the organization. Before you go to an interview, you must prepare thoroughly. You can succeed in interview only if you have prepared well!

Remember that you have managed to appear in interview because:

- You choose a profession/job after considering factors such as your desires, strengths, and personal choices.
- You feel that the job is aligned with the career progression you envision.
- You managed to convince the employer that you have the right profile and skill set.

Once you are called in for an interview, there is no reason why you shouldn't be selected if you have the right focus! The right focus includes keeping in mind all the information you have processed while choosing your career path and when preparing your CV for a specific position. You have all the information you need. Now, let's learn how to be fully prepared to get the job.

Being Successful in Interview The interview is the only chance to present yourself to your potential employer. You have very limited time for them to get to know you, understand what you can do, and be convinced you are the most suitable candidate. In order to be successful in interviews, you have to be prepared extensively. You have to understand the position and then make sure your profile corresponds to the requirements. After you gain solid understanding of the position, you need to be well prepared to answer the questions the interviewers are likely to ask you.

The most effective way to prepare for the interview is to remember the 'Three Golden Rules'.

- Know the organization
- Know yourself
- Know the job

Though these golden rules seem obvious and simple, many job seekers neglect to spend time preparing for the interview to understand about the organization, the job, and themselves.

Know the Organization In internet age, there is no excuse for you not to gather information about the organization. Try researching as much as you can about the company, such as company web site and annual reports. Read about their founders and company hierarchy. Try to find out whether their businesses have changed. Try to understand why the company is expanding and its role and expectation of new position. When there is a new position, companies are usually looking for someone to fill very particular role in the company. Read any relevant press clippings. Research the company's competitors and their products. Such research allows you to assess whether they would be a good fit for you.

Know the Job You must fully understand the job description of an advertised job.

You need to develop awareness about details such as:

- Accountability level,
- Performance expectations,
- Skills required,
- Work environment,



- Team structure,
- Management style, and Hierarchy.

You must understand how the position you will fill contributes to the company's activities as a whole. Pay attention to the position description in the job advertisement. Research the position to find information about related positions. You may even talk to someone working in a similar job. This knowledge will help you highlight your skills that relevant to the position. When you face the interview you must be fully aware of what you'd be getting into if you get hired.

Know Yourself Your personal attributes are extremely critical. How do you work under pressure? What strategies do you use? What are your strengths? What type of management style do you prefer working with? What keeps you motivated? How do you know when you have been successful? How did you come to choose your course of study? Knowing yourself will help you assess if you are fit for the job, prepare for your upcoming tasks and environment you will be asked to operate in.

Always remember these three simple rules.

- Know the organization
- Know yourself
- Know the job

Follow these rules and you will be able to approach your interviews with confidence. Try to always understand the objective and the employer's perspective. Don't assume and always read rules and regulations, as well as instructions very carefully before answering.

Prepare for the Interview Questions Once you have gathered enough information about the company, the job, and how you fit, you need to prepare for the interview questions. In interview session, you must communicate your skills and experience to the employer. Think: Why do certain people succeed in their interviews and others do not?

There are two probable reasons for their failure.

- Not applying to the right job.
- Not effectively communicating their value to a prospective employer. To assess your value for the company, recruiter may ask you questions that aim at:
 - Putting you at ease and assessing your general presentation
 - Revealing if you have the required skills and experience
 - Highlighting your values and how you work best

3 Things in Interview:

1. Pre Interview
2. While Interview
3. Post Interview

Preparation for an Interview:

1. Brush up on the subject and update yourself on recent developments
2. Prepare answers to some general questions you think the interviewers will ask for example:
 - a. Tell us something about yourself
 - b. Why do you want to be with us?
 - c. What are your strengths and weakness?
3. Arrange the resume and your credentials / certificates neatly in a folder.
4. Dress formally for the occasion. Your clothing should make you feel confident and comfortable.
5. Reach the place of interview a little early and familiarize yourself with surroundings.
6. Be positive and try to have pleasant thoughts.

Facing an Interview:

1. Greet the interviewer formally.
2. Maintain eye contact with all the panelist during interview
3. Never interrupt the interviewer.
4. Give a firm handshake
5. Have a smile on your face.

Interview Skills Assessment:

1. You have applied for a bank loan to study abroad and have been asked to attend an interview. Think of five questions that you could be asked and write them down along.

Prompts: Personal Details – Academic Credentials – Professional experience if any – Country chosen to study – University and Course opted for – Tuition Fee for the entire period of study etc.

2. You have to appear for an interview for an entry-level job in a company that offers you a career in your area of specialization. Prepare yourself for the interview by thinking through and outlining for yourself, your skills, your interest and your strengths.

Prompts: Basic academic qualifications – work experience, if any- basic computer knowledge – technical expertise – Data Entry – Desk Top Publishing – Typing Higher certificate – Short hand – Quick Comprehension – Hard working and Adaptive

UNIT-5

EMAILS AND CURRICULA VITAE

Emails:



Electronic mail, or **email**, is a method of exchanging digital messages between people using digital devices such as computers, tablets and mobile phones.

How to Write a Formal Email

1. Use a neutral email address, not a nickname or username.
2. Keep the subject header short and accurate.
3. Write a proper salutation, and introduce yourself, if necessary.
4. Write your message. Keep it to the point.
5. Sign off appropriately, and then sign with your full name.
6. Proofread the email before sending.

Use a neutral Email address

- Your Email address should be a variation of your real name, not a username or nickname. Use periods, hyphens, or underscores to secure an e-mail address that's just your name, without extra numbers or letters, if you can.
- Never use an unprofessional email address. No one will take you seriously if your reply-to is joke name or inappropriate name.

Use a short and accurate subject header.

- Avoid saying too much in the subject header, but make sure it reflects the content of your Email to a person unfamiliar with you. If possible, include a keyword that will make the Email content easier to remember and/or search for in a crowded inbox. For example, "Meeting regarding the damaged escalator on March 12th" is specific enough that the email topic won't be mistaken for anything else but not so specific as to be distracting (ex. "Schedule, Guest List, Lunch Requests, and Meeting Overview for March 12th"). Remember always that professionals may receive hundreds or more emails per day, the more



specific and appealing the subject is, the easier it will be to connect it with one's personal work.

Use a proper salutation

- Addressing the recipient by name is preferred. Use the person's title (Mr. Mrs. Ms. or Dr.) with their last name, followed by a comma or a colon. Optionally, you can precede the salutation with "Dear..." (but "Hello..." is acceptable as well). Using a last name is more formal and should be used unless you are on first-name terms with the recipient. If you don't know the name of the person you're writing to (but you really should try to find one) use "Dear Sir/Madam" or "Dear Sir or Madam" followed by a colon.

Introduce yourself in the first paragraph (if necessary).

- Also include why you're writing, and how you found that person's Email address, or the opportunity you're writing about. Ex.
- *My name is Earl Rivers. I'm contacting you to apply for the administrative assistant position listed on CareerXYZ.com.*
- *My name is Arlene Rivers. I am writing about the traffic citation I received on December 31, 2009. I obtained your Email address from the Westchester County Clerk website.*

Write the actual message.

- Be sure to get your point across without rambling; if it's fluffed up, the reader may glance over the important details. Try to break up the message into paragraphs by topic to make your message more logical and digestible.
- The email should be no more than 5 paragraphs long and each paragraph should be no more than 5 sentences long.
- Insert a line break between each paragraph; indenting isn't necessary and will likely be lost during the email transfer anyway.
- Be sure to avoid informal writing.

Use the correct form of leave-taking.

This will depend on your level of intimacy with the recipient. Examples include:

- *Yours sincerely,*
- *Yours cordially,*
- *Respectfully,*
- *Best,*
- Your student,

Sign with your full name. If you have a job title, include that in the line after your name, and write the company name or website in the line after that. If you do not have a job title but you have your own blog or website related to the content of the e-mail, include a link to that below your name. If the e-mail is about a job, only include a career-related website or blog, not hobbies or interests.



Proofread your message for content. Make sure you haven't omitted any important details (or repeated yourself). Reading your email aloud or asking someone to proofread it is a great way to get a different perspective on what you've written.

Proofread your message for spelling and grammar. If your email provider doesn't already provide spelling and grammar options for you, copy and paste your email into a word processor, revise it if necessary, and copy and paste it back into your email.

Writing Effective Emails

The average office worker receives around 80 emails each day. With that volume of mail, individual messages can easily get overlooked. Follow these simple rules to get your emails noticed and acted upon.

1. Don't over communicate by email.
2. Make good use of subject lines.
3. Keep messages clear and brief.
4. Be polite.
5. Check your tone.
6. Proofread.

1. Don't Over Communicate by Email

One of the biggest sources of stress at work is the sheer volume of emails that people receive. So, before you begin writing an email, ask yourself: "Is this really necessary?"

As part of this, you should use the phone or IM to deal with questions that are likely to need some back-and-forth discussion. Use our [Communications Planning Tool](#) to identify the channels that are best for different types of message.

Also, email is not as secure as you might want it to be, particularly as people may forward emails without thinking to delete the conversation history. So avoid sharing sensitive or personal information in an email, and don't write about anything that you, or the subject of your email, wouldn't like to see plastered on a billboard by your office.

Whenever possible, deliver bad news in person. This helps you to communicate with empathy, compassion, and understanding, and to make amends if your message has been taken the wrong way.

2. Make Good Use of Subject Lines

A newspaper headline has two functions: it grabs your attention, and it summarizes the article, so that you can decide whether to read it or not. The subject line of your email message should do the same thing.



A blank subject line is more likely to be overlooked or rejected as "spam," so always use a few well-chosen words to tell the recipient what the email is about.

You may want to include the date in the subject line if your message is one of a regular series of emails, such as a weekly project report. For a message that needs a response, you might also want to include a call to action, such as "Please reply by November 7."

A well-written subject line like the one below delivers the most important information, without the recipient even having to open the email. This serves as a prompt that reminds recipients about your meeting every time they glance at their inbox.

Bad Example

Good Example

Subject: Meeting

Subject: PASS Process Meeting - 10 a.m. February 25, 2014

If you have a very short message to convey, and you can fit the whole thing into the subject line, use "EOM" (End of Message) to let recipients know that they don't need to open the email to get all the information that they need.

Example

Subject: Could you please send the February sales report? Thanks! EOM

(Of course, this is only useful if recipients know what "EOM" means.)

3. Keep Messages Clear and Brief

Emails, like traditional business letters, need to be clear and concise. Keep your sentences short and to the point. The body of the email should be direct and informative, and it should contain all pertinent information. See our article on [writing skills](#) for guidance on communicating clearly in writing.

Unlike traditional letters, however, it costs no more to send several emails than it does to send just one. So, if you need to communicate with someone about a number of different topics, consider writing a separate email for each one. This makes your message clearer, and it allows your correspondent to reply to one topic at a time.



Bad Example

Good Example

Subject: Revisions For Sales Report

Hi Jackie,

Thanks for sending that report last week. I read it yesterday, and I feel that Chapter 2 needs more specific information about our sales figures. I also felt that the tone could be more formal.

Also, I wanted to let you know that I've scheduled a meeting with the PR department for this Friday regarding the new ad campaign. It's at 11:00 a.m. and will be in the small conference room.

Please let me know if you can make that time.

Thanks!

Monica

Subject: Revisions For Sales Report

Hi Jackie,

Thanks for sending that report last week. I read it yesterday, and I feel that Chapter 2 needs more specific information about our sales figures.

I also felt that the tone could be more formal.

Could you amend it with these comments in mind?

Thanks for your hard work on this!

Monica

(Monica then follows this up with a separate email about the PR department meeting.)

It's important to find balance here. You don't want to bombard someone with emails, and it makes sense to combine several, related, points into one email. When this happens, keep things simple with numbered paragraphs or bullet points, and consider "chunking" information into small, well-organized units to make it easier to digest.



Notice, too, that in the good example above, Monica specified what she wanted Jackie to do (in this case, amend the report). If you make it easy for people to see what you want, there's a better chance that they will give you this.

4. Be Polite

People often think that emails can be less formal than traditional letters. But the messages you send are a reflection of your own professionalism, values, and attention to detail, so a certain level of formality is needed. Unless you're on good terms with someone, avoid informal language, slang, jargon, and inappropriate abbreviations. Emoticons can be useful for clarifying your intent, but it's best to use them only with people you know well.

Close your message with "Regards," "Yours sincerely," or "All the best," depending on the situation.

Recipients may decide to print emails and share them with others, so always be polite.

5. Check the Tone

When we meet people face-to-face, we use the other person's body language, vocal tone, and facial expressions to assess how they feel. Email robs us of this information, and this means that we can't tell when people have misunderstood our messages.

Your choice of words, sentence length, punctuation, and capitalization can easily be misinterpreted without visual and auditory cues. In the first example below, Emma might think that Harry is frustrated or angry, but, in reality, he feels fine.

Bad Example	Good Example
Emma, I need your report by 5 p.m. today or I'll miss my deadline.	Hi Emma, Thanks for all your hard work on that report. Could you please get your version over to me by 5 p.m., so I don't miss my deadline?
Harry	Thanks so much! Harry

Think about how your email "feels" emotionally. If your intentions or emotions could be misunderstood, find a less ambiguous way to phrase your words.

6. Proofreading

Finally, before you hit "send," take a moment to review your email for spelling, grammar, and punctuation mistakes. Your email messages are as much a part of your professional image as the clothes you wear, so it looks bad to send out a message that contains typos.

As you proofread, pay careful attention to the length of your email. People are more likely to read short, concise emails than long, rambling ones, so make sure that your emails are as short as possible, without excluding necessary information.

Our article on [writing skills](#) has tips and strategies that you can use when proofreading your emails.

Email Etiquette:

1. Format
2. Proofread Carefully
3. Be Aware of your Reader
4. Attachments
5. Keep the body pointed and purposive

Model Emails:

1. Clear Subject
2. Polite and nice opening
3. Brevity and Lucidity of content
4. No abbreviations
5. A good finish

Rubric for Formal Letter Writing:

1. Heading / Writer's Address
2. The Receiver's Address
3. The Salutation and the Subscription
4. The Body
5. The Signature



EMAIL ASSESSMENTS:

1. You are General Secretary of the Student Union of your college. Write an email to the Principal of your college requesting them to make arrangements to give regular coaching to the boys and girls of your college in Cricket, Hockey, Football and Volleyball.

From: generalsecretary123@gmail.com

To: principal456@lendi.org

Cc: pd@lendi.org

BCc: sportsclub789@gmail.com

Subject: Request for special sports coaching arrangements

Salutation: Dear Sir

Body: I, xxxxx, The General Secretary of the Student Union of our college, request you kindly order to make the necessary arrangements to offer special sports coaching to the students who have evinced strong interest in playing Cricket, Hockey, Football and Volleyball. I wish to inform you kindly that such an enterprising initiative by the management will foster an excellent sport spirit among the students and enhance their professional careers as well.

We shall be extremely grateful to you for your kind support and initiative in this regard.

Thanking You Sir,

Yours sincerely,

XXXXXXXXXXXXXXXXXX

6. Write an email to the editor of a leading newspaper on the problem of eve-teasing in your city.

Hint: Read some news reports about the atrocities committed on women in Bengaluru recently in the wake of the New Year's Eve – highlight the importance of moral education and its predominant role in shaping young minds in your email,

From: xyz123@gmail.com

To: editor456@thenewsleague.com

Subject: Problem of eve-teasing in the city – reg.

Salutation: Dear Sir

Body: This is to bring to your kind notice that crimes against women have been on the rise in our city in the last couple of months. This social malady has reached its peak on the New Year's Eve when boisterous youth started chasing women in a rage of drunken revelry on the roads of Bengaluru causing horror among the onlookers.

It is high time that social agencies like print & mass media, T.V. and social networking websites started developing awareness among the youth regarding the immediacy of moral education. The social agencies should play an instrumental role in addressing the social stigmas such as eve teasing and molestation inflicting our



society and help inculcate in the young minds the spirit of discipline, self-esteem and social responsibility.

Your timely acknowledgement of this grave issue will be highly appreciated.

Thanking You Sir,

Yours sincerely,

XXXXXXXXXXXXXXXX

Curriculum Vitae



CV is a summary of a person’s academic and professional history. In preparing your CV, you have to describe the academic and professional course of your life to a prospective employer who wishes to use your education, skills and experience to enhance the progress of his company/establishment.

Guidelines for writing a CV

1. Empathy
2. Job Requirements
3. Be Positive. You don’t have the need to explain failures. Show the best of yourself, but in a brief and simple way.
4. Clear Objectives
5. Accomplishments

Tips

- Be honest. If you have the capacity to do the job, then you shouldn’t have to lie to get it.
- Write clearly and concisely. Employers do not want to have to read through pages of clutter to get to your most salient sales points.



- The content of a CV should reflect the position for which you are applying. For example, if you are applying for a job as an IT technician, it is not relevant to the employer that you worked in several bars early in your career. If you are applying to work in a call center, your employer would love to hear about the customer service skills you learned when working with the public.
- Show passion about your work and your hobbies.
- If you're going to use bullet points then neat single line bullets points look more pleasing on the eye than more cluttered multi-line entries.
- Don't waste all your good work by sending off a well written CV on poor quality paper. Make sure that your CV is printed out on good quality paper, and preferably in black ink.
- Try to sound positive at all times, including when you have had negative reports.

10. Golden rules for writing your CV

1. Presentation
2. Length
3. Tailor your CV - not just your covering letter
4. Start your CV with a personal profile.
5. Career history
6. Achievements
7. Address career gaps
8. Hobbies and interests
9. Don't forget to run a spell check
10. References

How to Write a Great Cover Letter?

1. Professional Appearance:

Just like an employer won't look at a resume that's attached to a poorly written cover letter, the employer won't even bother to read the cover letter if it's a messy jumble of text. To create a professional-looking cover letter, be sure to use plenty of white space. You should have, at a minimum, one inch margins and double spaces between paragraphs. Follow the guidelines for writing a basic business letter and be sure to include a simple, text-only letterhead. Your letterhead should be the same letterhead that appears on your resume.



2. Introduction

This is your one and only chance to name drop, so take advantage of it. Potential employers want to know how you heard about the position. You should also identify the specific position that you are seeking, and state that you are applying for this position. Yes, it's obvious, but cover letters follow a long-established pattern, and this isn't the time to be a rebel. Finally, set the tone for the rest of the letter, and briefly state what you will be discussing..

3. Employment Paragraph

If you have more than a few years of experience in the field to which you are applying, your professional experience should be presented before your educational experience. First, write a topic sentence that presents one unified idea. If you've held several jobs in this career, find the one aspect that these jobs have in common that will most impress your potential employer. You also need to link this paragraph to your educational experience.

4. Education Paragraph

Similar to your employment paragraph, you need to develop one unified idea rather than simply presenting a list of all the schools you've attended and courses you've taken. Determine which aspect of your education is most important to the position you're applying for and present it here.

5. Optional Paragraph

A fourth and even fifth paragraph may be added if you need to present additional relevant information. Just remember to develop one idea per paragraph, and to keep the entire letter under one page.

6. Conclusion

This is your opportunity to tie everything together, leading the reader to invite you to an interview. You need to reference your resume and any other included attachments. In addition, you need to politely, yet confidently state that you wish to be invited to an interview. Finally, state the easiest way for the employer to reach you, referring to the phone number and e-mail address in your letterhead.

7. Editing and Proofreading

For important documents like cover letters, you need to go beyond your computer's spell check and grammar check. Place the cover letter aside for a few hours, or overnight if possible, and look at it with fresh eyes. You might find errors that you didn't see previously. As a final step, asks someone, who you trust will do a decent job, to proofread your cover letter.

Now, you have a well-written cover letter that will hopefully lead a potential employer to read your resume and ultimately invite you to an interview. The rest is up to you!

How to prepare for a winning job interview

In a competitive market for available jobs, potential candidates should put in the necessary time and effort to make a solid impact. You must simply accept that it's a buyer's market, the



buyer, in this case is the organization. Your first job as the seller is to sell yourself. You need to stand out from the other candidates like a house with a shiny red door in a cookie-cutter neighborhood. Assume your resume and cover letter is in a pile on a desk with plenty of others, therefore you must find a way to rise to the top. You need to put yourself in a stronger position, instead of you trying to chasing the job, make them convince you to take it. Your mindset dictates the demeanor you portray. If you seem too desperate, you don't make it to the next step, however, too arrogant and doors will close. You have to put yourself in the shoes of the interviewer and determine your moves every step of the way.

Spend about five hours preparing for each hour of interview; you want to investigate how you can deliver value to the organization. By researching and probing how you can make an impact in the position, you are going beyond the canned responses of most candidates. Your resume should announce that you are qualified for the position. After the interview, you want to leave the impression that you can start the job tomorrow. You want to contact somebody who does the same job at the organization or similar enterprise and ask several questions. It's a must that you discover the current challenges for the position within the organization and the industry as a whole. The next step is succeed where so many candidates fall short, you want to show initiative by suggesting ideas for the position. Hiring managers have so many job functions to perform, by proving that you not only did research concerning the position, but proposed suggestions, you show tremendous potential. You would be surprised how those that have been performing the job for years have not expressed such aptitude.

Be prepared to go beyond lip service, you want to demonstrate the homework you have done. Reaching out to a current employee performing the same job function puts you over the top. Don't be shy or feel like you are intruding. Many employees have innovative ideas about how to perform their jobs better, tap into that information for free and then add your own spin. Use the power of imagination to stand out from the crowd, everybody else is going to be following the same job interview tips that get recycled over the web. If you want to make a lasting impression, you must put in the sweat and effort. Find someone who you can practice with until it comes out natural. Landing an offer in a tough economy requires considerable effort. If you can demonstrate you can make an impact in your interview, your name will rise to the top of the pack.

Assessments on CV

1. Assume that you are about to apply for your dream job. Prepare a CV for yourself. Include your academic achievements and work experience (if any).
2. You are an engineering graduate. Having three years of experience as a Software Associate with a MNC. Write an email application letter in response to an advertisement for the post of Project Engineer in a well known 3 tier level company.

Sample Resume-1

CV FOR FRESH SOFTWARE ENGINEER

Personal Details																			
Name	: AAXXXXX																		
Date of Birth	: 26-04-1983.																		
Father's name	: XXXXX																		
Languages Known	: English and Telugu																		
Permanent Address	: 01 - orphan avenue, Oliver city highway, NY.																		
Phone No	: +111111111111111																		
E-mail	: 010101@abod.com																		
Objective																			
To be a part of a progressive firm offering opportunity for career advancement and Professional growth and which will help me gain sufficient knowledge																			
Education																			
<table border="1"> <thead> <tr> <th>Course</th> <th>Institution</th> <th>University</th> <th>Year</th> <th>Achieved</th> </tr> </thead> <tbody> <tr> <td>MCA</td> <td>Caravan Engineering College NY</td> <td>New York University</td> <td>2004</td> <td>A+</td> </tr> <tr> <td>Web Designing</td> <td>Caravan. College NY</td> <td>New York University</td> <td>2002</td> <td>DiS.</td> </tr> </tbody> </table>					Course	Institution	University	Year	Achieved	MCA	Caravan Engineering College NY	New York University	2004	A+	Web Designing	Caravan. College NY	New York University	2002	DiS.
Course	Institution	University	Year	Achieved															
MCA	Caravan Engineering College NY	New York University	2004	A+															
Web Designing	Caravan. College NY	New York University	2002	DiS.															
Software Skill																			
Languages	: C, C++,C#.NET, php, FORTRAN																		
Operating Systems	: Windows XP, UNIX, server 2000, 2003																		
RDBMS	: Oracle (SQL, PL/SQL)																		
Markup & Scripting	: HTML & Java Script																		
Web Application	: ASP.NET, Php																		
Academic Projects																			
Duration: 5 months																			
Software Requirements: Visual Studio.Net, SQL Server 2000 / MS Access																			
Description:																			
Web base software designed for corporate company that can immediate stock checks, when store issue material to production or any location that management's mobile applicable show the material that issued.																			
For more CV, Resumes, Samples, Template visit - http://myjobsresumes.blogspot.com																			



Sample Resume-2

Quick Information (YOUR NAME)

Marketing Assistant

6A/B, Near Shahzad colony

Lahore, Punjab

Postal Code: 54000

Telephone: 0321-3938889 Email: quickinformation@gmail.com

PERSONAL INFORMATION

Father Name: Rehman Khosa
Nationality: Pakistan
Marital Status: Single
Gender: Male

OBJECTIVE

Assist at any level of the marketing process, especially in PR, media and marketing research functions, where extensive experience will contribute to company's growth and success.

EDUCATIONAL BACKGROUND

Degree	Subjects	Institute	Year of completion
BBA (Bachelor in Business & Administration)	Major: Marketing Minor: management	University of Education	2013
IT Com	Commerce	Govt. College Lahore	2009

WORK EXPERIENCE

- **Internee at Zong Telecom, Limited** (July 7, 2013 – Nov 1, 2013)
My Role: Solving Customer's Queries and assisting with Marketing Junior manager, keeping records and generating reports of performance on daily basis

Computer Skills

- Microsoft Office
- Adobe Photoshop
- Corel Draw
- SPSS
- Windows Installation
- Internet Browsing
- Electronic Survey

References

- Bilal Firdous, Operation Manager at Nishat Linen, Limited
0321-8373738322
Billal746@yahoo.com

IDIOMATIC EXPRESSIONS & COMMON ERRORS IN ENGLISH

What are idioms?

Definition

An **idiom** (also called **idiomatic expression**) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In other words, idioms don't mean exactly what the words say. They have, however, hidden meaning.

Examples

- "Kick the bucket"
- "Spill the beans"

The meaning of these expressions is different from the literal meaning or definition of the words of which they are made. Their meaning are however used figuratively. They mean respectively:

- "to die "
- "to tell people secret information"

Idiom: a manner of speaking that is natural to native speakers of a language

Every language has its own collection of wise sayings. They offer advice about how to live and also transfer some underlying ideas, principles and values of a given culture / society. These sayings are called "idioms" - or proverbs if they are longer. These combinations of words have (rarely complete sentences) a "figurative meaning" meaning, they basically work with "pictures".

This List of commonly used idioms and sayings (in everyday conversational English), can help to speak English by learning English idiomatic expressions. This is a list, which contains exactly 66 of the most commonly used idioms and their meaning.

- | | |
|--------------------------------|--|
| accidentally on purpose | If you do something intentionally, but pretend it was an accident, you do it <i>accidentally on purpose</i> .
<i>I accidentally-on-purpose erased his email address, so I couldn't contact him again.</i> |
| add fuel to the flames | If you <i>add fuel to the flames</i> , you do or say something that makes a difficult situation even worse.
<i>He forgot their wedding anniversary, and his apologies only added fuel to the flames.</i> |



all ears	To say that you are <i>all ears</i> means that you are listening very attentively. <i>Of course I want to know - I'm all ears!</i>
answer call of nature nature nature's call	When a person <i>answers the call of nature</i> , they go to the toilet. <i>I had to get up in the middle of the night to answer the call of nature.</i>
backseat driver	A passenger in a car who gives unwanted advice to the driver is called a <i>backseat driver</i> . <i>I can't stand backseat drivers like my mother-in-law!</i>
badger someone	If you <i>badger someone</i> into doing something, you persistently nag or pester them until you obtain what you want. <i>Sophie badgered her parents into buying her a new computer.</i>
balancing act	When you try to satisfy two or more people or groups who have different needs, and keep everyone happy, you perform <i>abalancing act</i> . <i>Many people, especially women, have to perform a balancing act between work and family.</i>
bare your heart / soul	If you <i>bare you soul</i> (or heart) to someone, you reveal your innermost thoughts and feelings to them. <i>Mike couldn't keep things to himself any longer. He decided to bare his soul to his best friend.</i>
bark up wrong tree	A person who is <i>barking up the wrong tree</i> is doing the wrong thing, because their beliefs or ideas are incorrect or mistaken. <i>The police are barking up the wrong tree if they think Joey stole the car - he can't drive</i>
carrot and stick	If you use a carrot-and-stick approach, you use the promise of reward and the threat of punishment to make someone work harder. Some parents use a carrot-and-stick approach to obtain good results from their children.
chance something / take a chance on	If you take a chance on something, you take action in the hope of success even though you know that the result may be negative. I may not be able to get through the traffic, but I'll take a chance on it.
chance one's arm	If you <i>chance your arm</i> , you decide to do something even though there is little hope of success. Tony knew there was little hope of getting into Harvard but he decided to chance his arm anyway.
cheap shot	A cruel, unfair or unwarranted comment or verbal attack is called a <i>cheap shot</i> .



Referring to Tom as an 'unqualified speaker' was really a cheap shot.

chime in If you chime in, you interrupt or join a conversation, especially to repeat or agree with something.

As I explained to the bus driver what had happened, the other passengers chimed in and gave their version.

disappear into thin air If someone or something disappears into thin air, they vanish in a mysterious way.

After being accused of embezzlement, the director disappeared into thin air.

dive in headfirst If you begin something enthusiastically, without thinking about the possible consequences, you dive in headfirst.

Tony accepted the project without realizing the time it would take; he always dives in headfirst!

do a disappearing act If someone does a disappearing act, they simply vanish, especially if they have done something wrong or dishonest.

Just before the police arrived, the suspect did a disappearing act.

do a moonlight flit Someone who does a moonlight flit leaves a place quickly and in secret, usually to avoid paying debts.

Just before the rent was due he did a moonlight flit.

do more harm than good If the effect of an action is more damaging than helpful, it does more harm than good.

Giving him money did more harm than good - he spent it on alcohol.

do a good turn If you do someone a good turn, you act in a helpful way.

Mike is a great guy - always ready to do a good turn.

the done thing The correct way to behave in a particular social situation is called the done thing.

Wearing jeans to play golf is not the done thing.

drag your feet If you drag your feet, you delay a decision or participate without any real enthusiasm.

The government is dragging its feet on measures to reduce pollution.

drop names When you drop names, you mention the names of famous people you know or have met in order to impress others.

There goes Jack dropping names again. People will get tired of listening to him!

eat crow If you eat crow, you admit that you were wrong about something and apologize.

He had no option but to eat crow and admit that his analysis was



wrong.

eat dirt

If you eat dirt, you are forced to accept another person's bad treatment or insulting remarks.

As a consequence of the strike, the employees had to eat dirt.

eat out of house and home

This is a humorous way of saying that someone is eating large quantities of your food.

I stock up with food when my teenage sons invite their friends over. They'd eat you out of house and home!

eat out of someone's hand

If you eat out of somebody's hand, you are eager to please and will accept to do anything that person asks.

She is so persuasive that she has people eating out of her hand in no time.

ego trip

If you do something primarily to draw attention to yourself and feel important or superior to others, you are on an ego trip.

His speech about creating an association to help the underprivileged was one long ego trip.

err on side of caution

When uncertain about what to do, if you err on the side of caution you do more than what is adequate rather than take any risks.

When I'm not sure how much food to prepare, I tend to err on the side of caution and prepare far too much.

follow one's nose

If you follow your nose, you go straight ahead.

This can also mean to follow your instinct in life.

The station is at the end of the road - just follow your nose.

follow in someone's footsteps

If you follow in someone's footsteps, for example a parent, you lead a similar life or do the same job.

Lily followed in her mother's footsteps and became a teacher.

foul one's own nest

If you act in a way that harms your own interests, your position or your reputation, you foul your own nest.

He fouled his own nest by wrongly accusing his boss.

freeze somebody out

If you deliberately isolate someone or prevent them from participating in a social or business activity by treating them unfairly or harshly, you freeze them out.

Pablo was treated unfairly. He was frozen out of the project by the rest of the team.

give a run for money

If you give someone a run for their money, you present strong competition in circumstances where the other person expects to win easily.

We didn't win the match but we gave the other team a run for their money.



give the run-around	<p>If someone gives you the run-around, they deliberately give you confusing information or evasive answers.</p> <p>I'm trying to contact the manager, but every time I call the firm I'm given the run-around.</p>
give shirt off one's back	<p>This expression is used to describe a kind-hearted or generous person who would give you anything he/she owns to help you.</p> <p>Mike would give the shirt off his back to help a friend in difficulty.</p>
give the slip	<p>If you give the slip to somebody who is following you, you manage to hide or get away from them.</p> <p>The police were on his trail, but he managed to give them the slip.</p>
give taste of own medicine	<p>If you give someone a taste of their own medicine, you treat them in the same unpleasant way that they have treated you.</p> <p>People who always arrive late should be given a taste of their own medicine.</p>
go through motions	<p>If someone goes through the motions, they do something because they have to, but without enthusiasm.</p> <p>After his wife died, he tried to continue life as before, but he just went through the motions.</p>
go too far	<p>If you go too far, you do something that is considered extreme or unacceptable.</p> <p>Stealing is bad, but stealing from a poor person is really going too far!</p>
help a lame dog	<p>If you help a lame dog over a stile, you help someone who is in difficulty or trouble.</p> <p>You can trust him - he's always ready to help a lame dog over a stile.</p>
herd mentality	<p>People with the herd mentality tend to do what everyone else does, no matter how ridiculous or stupid.</p> <p>One example of herd mentality is when people rush to get on the first bus when there are several empty ones waiting.</p>
hit below the belt	<p>If you do something considered to be unfair, or make a cruel remark, you hit below the belt.</p> <p>Politicians sometimes use personal information to hit their rivals below the belt.</p>
hit the panic button	<p>When you hit or press the panic button, you raise the alarm too quickly or react too hastily in a difficult or stressful situation.</p> <p>Calm down! There's no need to hit the panic button yet!</p>
hold the fort	<p>When you hold the fort, you look after a place or a business in the absence of the person who is normally in charge.</p>



Rosie, could you hold the fort please while I go to the post office?

keep fingers crossed

If you keep your fingers crossed, you hope that something will be successful.

I'm doing my driving test tomorrow. Keep your fingers crossed for me!

keep a level head

If you keep a level head, you remain calm and sensible no matter how difficult or distressful the situation may be.

All through the hijacking the pilot kept a level head.

keep nose clean

A person who keeps their nose clean behaves well and avoids trouble.

He spent a term in prison a few years ago but he's kept his nose clean ever since.

keep nose to grindstone

A person who keeps their nose to the grindstone is someone who concentrates on working or studying hard.

She was so determined to get into the college of her choice that she kept her nose to the grindstone all year.

lend oneself to

If you lend yourself to something, you approve of it or become associated with it.

No decent father would lend himself to violent behaviour.

let off steam

A person who lets off steam releases surplus energy or strong feelings either through intense physical activity or by talking in an unrestrained manner.

Let's bring the kids to the playground so they can let off steam.

let sleeping dogs lie

If you tell someone to let sleeping dogs lie, you are asking them not to interfere with a situation because they could cause problems.

Look, they've settled their differences. It's time to let sleeping dogs lie.

let something ride

When you decide to do nothing about a particular situation and allow it to remain as it is, you let it ride.

Bill didn't like the way his wife spoke to the operator, but he let it ride because he didn't want another quarrel.

lick into shape

If you make an effort to put someone or something into satisfactory condition or appearance, you lick them into shape.

I've got to lick this place into shape before my in-laws arrive.

make no bones about

If you *make no bones about something*, you don't hesitate to say what you think in a frank and open way.



I made no bones about it. I told him his offer was unacceptable.

make nothing of

If you *make nothing of* something, you attach no importance to it.

I took him an hour to walk to the station but he made nothing of it.

make short work of

If you *make short work of* something, you do it or finish it quickly.

The players were hungry after the match so they made short work of the food.

make someone see reason

If you *make someone see reason*, you persuade them to stop acting foolishly and behave more sensibly.

He wanted to drop out of medical school in his fourth year but his uncle managed to make him see reason.

make up for lost time

If you *make up for lost time*, you increase your efforts or work harder to complete something or meet a deadline.

Progress has stopped because of bad weather, but we are determined to make up for lost time.

mind one's Ps and Qs

If you tell someone to *mind their Ps and Qs*, you are advising them to be careful about how they behave and what they say.

Politeness is very important to my grandparents, so mind your Ps and Qs.

one good turn deserves another

This expression means that when somebody helps you, you should do something helpful in return.

out of character

If you do something that is *out of character*, it is unlike your usual behaviour or not what is expected from you.

The way she panicked was out of character for such a normally calm person.



Assessment on Idiomatic Expression

Each sentence given below contains an idiom/phrase. From the given alternatives, choose the one that best expresses the meaning of this idiom/phrase.

1. He has the gift of the gab.

- a) He is gifted
- b) He is a chatterbox
- c) He is a good conversationist

2. Parental property has become a bone of contention between the siblings.

- a) Unifying factor
- b) something that causes a quarrel
- c) a firm view
- d) none of these

3. Once in a blue moon, we meet each other.

- a) Frequently
- b) hardly ever
- c) very seldom indeed
- d) in the light of a blue moon

4. He has been jobless for several months, and it is his wife who keeps the pot boiling.

- a) avoids starvation
- b) keeps the fire burning
- c) is angry
- d) keeps firing

5. In the end he had to eat the humble pie.



- a) apologize humbly
- b) defend himself vigorously
- c) adopt an aggressive attitude
- d) none of these

6. To be a good orator, you don't have to play to the galleries.

- a) Offend audiences
- b) to be prepared
- c) appease select audience
- d) to appeal to the lower taste

7. The officer took him to task.

- a) Rebuked him
- b) dismissed him
- c) promoted him
- d) praised him

Answers

- 1. c) He is a good conservationist
- 2. b) Something that causes a quarrel
- 3. c) Very seldom indeed
- 4. a) Avoids starvation
- 5. a) Apologize humbly
- 6. d) To appeal to the lower taste
- 7. a) Rebuked him

Common Errors in English

Wrong I have visited Niagara Falls last weekend.

Right I visited Niagara Falls last weekend.

Wrong The woman which works here is from Japan.

Right The woman who works here is from Japan.

Wrong She's married with a dentist.

Right She's married to a dentist.

Wrong She was boring in the class.

Right She was bored in the class.

Wrong I must to call him immediately.

Right I must call him immediately.

Wrong Every students like the teacher.

Right Every student likes the teacher.

Wrong Although it was raining, but we had the picnic.

Right Although it was raining, we had the picnic.

Wrong I enjoyed from the movie.

Right I enjoyed the movie.



Wrong I look forward to meet you.

Right I look forward to meeting you.

Wrong I like very much ice cream.

Right I like ice cream very much.

Wrong She can to drive.

Right She can drive.

Wrong Where I can find a bank?

Right Where can I find a bank?

Wrong I live in United States.

Right I live in the United States.

Wrong When I will arrive, I will call you.

Right When I arrive, I will call you.

Wrong I've been here since three months.

Right I've been here for three months.

Wrong My boyfriend has got a new work.

Right My boyfriend has got a new job. (or just "has a new job")

Wrong She doesn't listen me.

Right She doesn't listen to me.



Wrong You speak English good.

Right You speak English well.

Wrong The police is coming.

Right The police are coming.

Wrong The house isn't enough big.

Right The house isn't big enough.

Wrong You should not to smoke.

Right You should not smoke.

Wrong Do you like a glass of wine?

Right Would you like a glass of wine?

Wrong There is seven girls in the class.

Right There are seven girls in the class.

Wrong I didn't meet nobody.

Right I didn't meet anybody.

Wrong My flight departs in 5:00 am.

Right My flight departs at 5:00 am.

Wrong I promise I call you next week.

Right I promise I'll call you next week.



Wrong	Where is post office?
Right	Where is the post office?



Wrong	Please explain me how improve my English.
Right	Please explain to me how to improve my English.



Wrong	We studied during four hours.
Right	We studied for four hours.



Wrong	Is ready my passport?
Right	Is my passport ready?



Wrong	You cannot buy all what you like!
Right	You cannot buy all that you like!



Wrong	She is success.
Right	She is successful.



Wrong	My mother wanted that I be doctor.
Right	My mother wanted me to be a doctor.



Wrong	The life is hard!
Right	Life is hard.



Wrong	How many childrens you have?
Right	How many children do you have?





Wrong My brother has 10 years.

Right My brother is 10 (years old).

Wrong I want eat now.

Right I want to eat now.

Wrong You are very nice, as your mother.

Right You are very nice, like your mother.

Wrong She said me that she liked you.

Right She told me that she liked you.

Wrong My husband engineer.

Right My husband is an engineer.

Wrong I came Australia to study English.

Right I came to Australia to study English.

Wrong It is more hot now.

Right It's hotter now.

Wrong You can give me an information?

Right Can you give me some information?

Wrong They cooked the dinner themself.

Right They cooked the dinner themselves.

Wrong	Me and Johnny live here.
Right	Johnny and I live here.



Wrong	I closed very quietly the door.
Right	I closed the door very quietly.



Wrong	You like dance with me?
Right	Would you like to dance with me?



Wrong	I go always to school by subway.
Right	I always go to school by subway.



Wrong	If I will be in London, I will contact to you.
Right	If I am in London, I will contact you.



Wrong	We drive usually to home.
Right	We usually drive home.



Assessment on Common Errors

1) Mark is taller than_____.

he is

is he

he

2) I love Susan more than_____.

his

him

he

3) There are a lot of movies to see,_____you should be able to find one that you like.

i.e.

e.g.

4) Gregg talked to the man_____asked him a question.

who

whom

5) Gregg talked to the man_____he talked to before.

who

whom

6) The city of authors_____to grow.

continue

continues

7) The books of Dickinson_____still a huge success.

are

is

8) He backed_____park correctly.

into

[] in to

9) He backed _____ the ditch.

[] in to

[] into

10) There are a lot of movies to see, _____ The Hitchhiker's Guide to the Galaxy, Requiem for a Dream, etc.

[] e.g.

[] i.e.

ANSWERS:

1) he is

2) him

3) i.e.

4) who

5) whom

6) continues

7) are

8) in to

9) into

10) e.g.

Assessment on Common Errors -2

• 1. I have ____ abroad. It was an amazing experience.

- live
- lived
- lives
- living

• 2. Please could you ____ me where the station is.



- say
- says
- tell
- talk

• **3. Could I have ____ of milk please?**

- a glass
- glass
- a glasses
- glasses

• **4. I enjoy ____ to music.**

- listening
- listened
- listen
- to listening

• **5. I don't ____ any famous people.**

- no
- some
- know
- knowing

Answers:

1-1, 2-3, 3-1, 4-1, 5-3

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