

GOVERNMENT POLYTECHNIC, BARGARH



ENGLISH LAB MANUAL

1 ST/2 ND SEMESTER OF ALL ENGINEERING BRANCHES

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Syllabus of Communicative English Lab

(1st & 2nd SEM Common)

Theory: 4 periods per week. Sessional: 50 marks

Total periods: 60 Periods Total Marks: 50 Marks

Practical

1. Listening Skills

- The student should be able to listen to a text read aloud in normal speed with focus on intonation.
- After listening the student can fill-in-blanks, choose a suitable title, make a summary, supply required information and be able to answer comprehension questions from the passage read aloud.

2. Speaking Skill

- Reading aloud of dialogues, texts, poems, speeches focusing on intonation.
- Self-introduction
- Role plays on any two-situations.
- Telephonic Conversations.

3. Personality Development

- Initiation
- Physical Appearance
- Audience Purpose

4. Interpersonal Skills

- Appropriate use of non-verbal skills in face to face communication [i.e. Viva – Voce, group –interviews, GDs and seminars.]

5. Presenting in GD, Seminars and Conferences.

- Leadership Quality
- Time Management
- Achieving the target

Experiment -1.

LISTENING SKILLS

Introduction: Listening is the act of hearing attentively. Research shows that 45% of our time is spent on listening. We listen more than speak. If this listening skill is used in a proper way we can master the tools of communicative skills. Listening is difficult, as human mind tends to distract easily. A person who controls his mind and listens attentively acquires various other skills and is benefited.

Objectives:

- ☐ Understanding listening skills
- ☐ Practicing Phonetics
- ☐ Improving Communication skills

Importance of Listening Skills

: Listening skill makes you successful in workplace, family and in the society. Good listening skill is mandatory to get into a profession in communications, management, planning, sales, etc. Listening skills involve a different set of etiquettes, questioning for explanation, showing empathy and providing a suitable response.

LISTENING PROCESS

: There are six stages in listening process - hearing, attending, understanding, remembering, evaluating, and responding. These stages occur in sequence, but they generally performed with little awareness an often rapid succession

- ❖ Hearing - it refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear.
- ❖ Attention- brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening; strong stimuli like bright lights, sudden noise...are attention getters.
- ❖ Understanding- to understand symbols we have seen and heard, we must analyse the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and

sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur; for successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

- ❖ Remembering- it is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank; but just as our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.
- ❖ Evaluating- it is a stage in which active listeners participate; it is at these point that the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message;
- ❖ Responding- this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Types of Listening:

- Whole-person listening-understanding the speaker, his words, thought, motive etc.
 - Appreciative Listening- Listening for appreciation and pleasure.
 - Attentive Listening –attentively listening each and every word.
 - Casual Listening- Listening not very attentive, listening casually without any interest.
 - Evaluative Listening- Listening to evaluate or judge something.
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- ❖ Selective listening: We all listen selectively at some time or other.
 - ❖ Talking speed vs. speed of thought: There is a considerable difference between the speed at which people talk and the speed at which they think.
 - ❖ Lack of interest: This could be due to lack of interest in the individual speaking or being distracted by things that are happening to you personally.
 - ❖ Beliefs and attitudes: we all have opinions on a variety of current issues; we feel strongly about certain subjects; we value certain behaviours.
 - ❖ Preconceptions: Our preconceptions often mean we don't even give another person a chance to speak. We can prejudge what they have to say.

Tips for Effective Listening: Few tips to master the tool of listening skill are given below.

- ✓ Have eye contact with the speaker.
- ✓ Sit straight and adopt a posture to tell the speaker that you are listening.
- ✓ Show some gesture which represents attentive learning, for example nodding of the head.
- ✓ Verbal responses while listening shows that you are a good listener.
- ✓ Wait for the speaker to complete his speech and then share your views, don't interrupt him.
- ✓ Try to concentrate on the complete speech.
- ✓ Do not give your views unless you are asked to do so.

PHONETICS:

Phonetics is the scientific study of speech sounds. It is a fundamental branch of Linguistics. Received Pronunciation (RP) is a form of pronunciation of the English language which has traditionally been the prestige British accent. RP is a form of English. The Sounds of English and Their Representation: In English, there is no one-to-one relation between the system of writing and the system of pronunciation. The alphabet which we use to write English has 26 letters but in English there are approximately 44 speech sounds. To represent the basic sound of spoken languages linguists use a set of phonetic symbols called the International Phonetic Alphabet (IPA). Consonants are 24 in numbers. And there are twenty distinctive vowel sounds, made up of twelve pure vowels or monophthongs and eight vowel diphthongs (glides).

Classification of Sounds in English

The English alphabet has 26 letters out of which 5 are vowels and the rest are consonants. These letters and letter combinations give rise to 44 sounds. These 44 sounds are divided into 20 vowel sounds (i.e., 12 pure vowels and 8 diphthongs) and 24 consonants. They are as follows:

Vowels

Vowels are the sounds in the production of which there is no obstruction of air. They are produced with the vibration of vocal cords and the air passes freely through the mouth. All vowels are voiced sounds.

There are altogether 20 vowel sounds, out of which 12 are pure vowels and 8 are diphthongs.

Monophthongs (Pure Vowels)

Sound Words

Front Vowels

/i:/ feel

/ɪ/ fill

/e/ set

/æ/ sat

Back Vowels

/ɑ:/ car

/ɒ/ pot

/ɔ:/ caught

/u/ put

/u:/ pool

Central

/ʌ/ Cut

/ɜ:/ Bird

Vowels /ə/ a'go

Diphthongs (Vowel glides)

These are the combination of two pure vowels. Each sound starts with one vowel and ends with Another vowel.

Closing

Diphthongs

/eɪ/ play

/aɪ/ fly

/əʊ/ go

/aʊ/ now

/ɔɪ/ boil

Centring

Diphthongs

/ɪə/ fear

/eə/ fare

/ʊə/ poor

Consonants

Consonants are the sounds in the production of which there is obstruction of air. They are not produced with the vibration of vocal cords and the air doesn't move freely through the mouth. In the words of Christopherson a consonant may be defined as a sound in which the movement of air from the lungs is obstructed a result of a narrowing or a complete closure of the air passage. Consonants include all breathed sounds, certain voiced sounds, accompanied by a frictional noise and certain sounds which are gliding.

There are altogether 24 consonant sounds. They are as follows:

- | | |
|-----------------------|-------------------------|
| 1. /p/ Pin | 13. /f/ sphere |
| 2. /b/ Clubs | 14. /v/ view |
| 3. /t/ Lips | 15. /ɪ/ months |
| 4. /d/ Day | 16. /ð/ cloth |
| 5. /k/ Sky | 17. /s/ taste |
| 6. /g/ Bag | 18. /z/ zoo |
| 7. /tʃ/ Chain | 19. /ʃ/ wished |
| 8. /dʒ/ Large | 20. /ʒ/ pleasure |
| 9. /m/ Main | 21. /h/ behave |
| 10. /n/ Snake | 22. /r/ shrewd |
| 11. /ŋ/ things | 23. /w/ swim |
| 12. /l/ Slate | 24. /j/ tune |

Voiced and Voiceless Sounds

A vibrating sound is called a voiced sound and a sound without vibration is called voiceless. If we plug our ears with our fingers and produce the two sounds such as bee and pea, we hear a buzzing sound for bee and it is called a voiced sound. But in the production of the word pea, there is not buzzing sound and hence it is called a voiceless sound. Most voiceless consonants have their corresponding voiced consonants.

Voiced Voiceless

/b/ /p/

/d/ /t/

/z/ /s/

/dʒ/ /tʃ/

/g/ /k/

PHONETICS

1 ɪ READ	2 ɪ SIT	3 ʊ BOOK	4 u: TOO	5 ɪə HERE	6 eɪ DAY	phonetics	
7 e MEN	8 ə AMERICA	9 ɜ: WORD	10 ɔɪ SORT	11 ʊə TOUR	12 ɔɪ BOY	13 əʊ GO	
14 æ CAT	15 ʌ BUT	16 ɑɪ PART	17 ɒ NOT	18 eə WEAR	19 aɪ MY	20 aʊ HOW	
21 p PIG	22 b BED	23 t TIME	24 d DO	25 tʃ CHURCH	26 dʒ JUDGE	27 k KILO	28 g GO
29 f FIVE	30 v VERY	31 θ THINK	32 ð THE	33 s SIX	34 z ZOO	35 ʃ SHORT	36 ʒ CASUAL
37 m MILK	38 n NO	39 ŋ SING	40 h HELLO	41 l LIVE	42 r READ	43 w WINDOW	44 j YES

Activity-1

READING COMPREHENSION

Objectives

To understand the interaction between the words that are written and how they trigger knowledge.

Description

Effective communication skills are always essential in our academic as well as professional career. They are more vital these days amidst the phenomenal advancement in technology globalization, increasing cultural diversity. Among the four basic skills, reading skill is an important communicative process and reading skills are probably the most important language skills required for academic and professional purposes.

What is reading comprehension?

The purpose of reading is to connect the ideas on the page to what we already know. Reading comprehension refers to the ability to understand information presented in written form.

Techniques for good comprehension

- ✓ Skimming (quick reading)
- ✓ Scanning (looking for specific information)
- ✓ Non-verbal signals (fonts, bold print heading, figures etc.)
- ✓ Structure of the text (introduction, body conclusion etc)
- ✓ Structure of paragraphs (topic sentence, develop the aspect summary etc)
- ✓ Punctuation
- ✓ Author's viewpoints
- ✓ Reading anticipation: determining the meaning of words
- ✓ Summarizing.

Reading methods

Two reading methods that can be used effectively for reading scientific and technical texts are ERRQ and SQ3R techniques.

ERRQ reading technique has four stages, i.e. Estimate, Read, Respond, and Question. The basic purpose of this strategy is to get the reader to link what he/she has with new information. This technique might be useful for reading any kind of text.

SQ3R ensures high degree of understanding and remembrance. It has five stages, i.e., Survey, Question, Read, Recall, and Revise.

Reading comprehension is phenomenal and crucial in assessing language skills in various entrance examinations.

Conclusion: The students will get the ability to recognize words quickly and effortlessly. Over time, the students gain more and more responsibility for using the strategies until they can use them independently.

LISTENING EXERCISE

ACTIVITY-1

Aim of the activity: To check comprehension skill, grasping skills and frame responses.

Skill Developed: Listening Skill

Method: Pair/Individual

Activity: Example

Horse owners who plan to breed one or more mares should have a working knowledge of heredity and know how to care for breeding animals and foals. The number of mares bred that actually conceive varies from about 40 to 85 percent, with the average running less than 50 percent. Some mares that do conceive fail to produce living foals. This means that, on average, two mares are kept a whole year to produce one foal, and even then, some foals are disappointments from the standpoint of quality. By careful selection, breeders throughout history have developed various kinds of horses with a wide variety of characteristics to suit many different needs. The Great Horse of the Middle Ages, for example, was bred for size and strength to carry a heavily armoured knight. The massive horses of such breeds are often called "cold blooded." The Arabs bred lithe desert horses that were small and swift. These animals are often referred to as "hot blooded." Cross-breeding of hot blooded and cold-blooded horses for certain characteristics produced breeds ranging from riding horses to draft horses. The Thoroughbred is considered by many to be the highpoint of elegance and fine selective breeding. Many persons mistakenly apply the name Thoroughbred to any purebred horse. But a Thoroughbred is a distinct breed of running horses that traces its ancestry through the male line directly back to three Eastern stallions: the Byerly Turk, the Darley Arabian, and the Godolphin Barb. For convenience the breeds of horses are often divided into three major groups: (1) ponies, (2) heavy, or draft horses, and (3) light horses.

A. Questions: (10)

1. Which of the following is not an example of an Eastern stallion?

(A) Byerly Turk

2. Which of the following was NOT a characteristic of the Great Horse of the Middle Ages?

- (A) Large size
- (B) Swiftiness
- (C) Strength
- (D) "Cold-bloodedness"

3. It can be inferred from the passage that cold-blooded and hot-blooded horses were crossbred for what reason?

- (A) Such cross-breeding was a safer means of reproduction.
- (B) Cross-bred horses were preferred by Arabs.
- (C) By cross-breeding, horses with desirable mixed characteristics could be produced.
- (D) Cross-breeding produced Thoroughbred horses.

4. In line 11, "lithe" most nearly means

- (A) Graceful.
- (B) Clumsy.
- (C) Massive.
- (D) Bulky.

5. Which of the following is NOT one of the major divisions of horse breeds?

- (A) Draft horses
- (B) Ponies
- (C) Foals
- (D) Light horses

6. According to the passage, which of the following horses is considered to be the finest Purebred?

- (A) Darley Arabian
- (B) Thoroughbred
- (C) Godolphin Barb

(D) Byerly Turk

7. To conceive is to

(A) Become sick.

(B) Become pregnant.

(C) Die.

(D) Be born.

8. A foal is a (A)

Male horse. (B)

Female horse. (C)

Old horse.

(D) Baby horse.

9. The average amount of mares bred which actually conceive is less than what percent?

(A) 40

(B) 85

(C) 50

(D) 75

10. A mare is a

(A) Male horse.

(B) Baby horse.

(C) Female horse.

(D) Old horse.

B. Fill in the blanks: (10)

Bill is a ____ (1) ____ young man. Three years ago, when he finished middle school, he found ____ (2) ____ work in a shop. Usually he works until nine o'clock in the evening. When he ____ (3) ____ home, he always feels very ____ (4) _____. After a quick supper he goes to bed and falls asleep. So he never makes any noise. His grandfather is very satisfied with him. One day, he went back from work a little earlier. ____ (5) ____ he met Mary, one of his classmates. They ____ (6) ____ very happy. Bill asked Mary to his house, the

girl agreed. He brought her some fruit and drinks. They talked about their school, their teachers, their classmates and their future. They talked for a long time. "Have a look at your watch, please," said the girl. "What's the time now?" "Sorry, there is_(7) __my watch," said Bill." where is_(8)_?" "I ____ (9)___it at home." Bill thought for a moment and found a way. He began to stamp his foot on the floor. The sound woke his grandfather up. The old man shouted____ (10)____."It's twelve o'clock at night, Bill, what are you still jumping upstairs?"

1. twenty-year- old twenty-years -old twenty-years old twenty years old
2. A an the _
3. Gets arrives at reaches to arrives in
4. Happy tired thirsty hungry
5. on his way to home in his way home on his way home by his way home
6. Were both both were all were were all
7. Wrong something with something wrong with wrong something to anything wrong with
8. You your yours yourself
9. forgot brought putted left
10. Upstairs in upstairs downstairs in downstairs

C. Write a Summary on the given passage above and supply a suitable title to it. (8+ 2= 10)

Viva Questions: (10)

1. What are the six stages of Listening process?
2. What are the types of Listening?
3. What are the tips of effective listening?
4. What do you mean by Phonetics?
5. What are the classification of sounds in English?
6. What do you mean by Vowel and Consonant sound in English language?
7. Differentiate between Monophthong and Diphthong?
8. Mention a few techniques for reading comprehension.
9. What are the methods used for effective reading comprehension?
10. Reading comprehension enhances ones analytical skills. Substantiate

Experiment-2

Speaking Skills

Introduction

Speaking is an act of making vocal sounds. Speaking means to converse, or expressing one's thoughts and feelings in spoken language. Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker to convey his message in a passionate and thoughtful and convincing manner. Speaking skill also help to assure that one won't be misunderstood by those who are listening.

Syllable is a unit of human speech that is interpreted by the listener as a single sound. Every word in English is made up of one or more syllables. A syllable consists of vowels and consonants. The central element of a syllable is normally a vowel sound and the marginal elements are usually consonants. At times a single vowel itself can constitute a syllable.

Objectives:

- ✓ Understanding syllables & stress patterns.
- ✓ Practicing right intonation.
- ✓ Improving conversational skills.

Syllabic Division:

1. Monosyllabic Words (A word with one-syllable)
2. Disyllabic Words (A word with two-syllables)
3. Trisyllabic Words (A word with three-syllables)
4. Polysyllabic Words (A word with three-syllables or more than three)

Strong & Weak Syllables:

The general rules about strong (= stressable) and weak vowels in English are that 1. in a stressed syllable you can only have a strong vowel; 2. in an unstressed syllable you can have any vowel. Ex: at strong æt, weak ət them strong ðem, weak ðəm, from strong frɒm, weak frəm, us strong ʌs, weak əs, are strong ɑ:, weak ə, for strong fɔ:, weak fə

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. Stress is defined as using more muscular energy while articulating the words. When a word or a

syllable in word is produced louder, lengthier, with higher pitch or with more quality, it will be perceived as stressed. The prominence makes some syllables be perceived as stressed. Words including long vowels and diphthongs or ending with more than 1 consonant are stronger, heavier and stressed. The more prominent of the syllable receives the primary accent and the other receives the secondary accent. While the primary accent mark comes above the syllable the secondary accent mark comes below the syllable.

Words that are often Stressed & Unstressed:

In an English utterance, stressed words give information to the listener and unstressed words join the information words together. Correct pronunciation of stressed and unstressed words is thus extremely important for effective communication in English.

Information words in a sentence are usually nouns, verbs, adjectives, and adverbs. They give information about who, what, when, where, why, and how. They express the main idea or content of the phrase or sentence. They carry the message and therefore usually stressed.

Unstressed words are usually function words like articles, pronouns, possessives, prepositions, auxiliary verbs, and conjunctions. These words connect the information words to form grammatical sentences.

Word Accent Exercises:

In a number of disyllabic words, the stress depends upon whether the word is used as a noun or adjective or a verb. The accent is on the first syllable if the word is a noun or adjective and on the second syllable if it is a verb.

„absent – abˈsent „accent – acˈcent „conduct – conˈduct „content – conˈtent
 „contrast – conˈtrast „contract – conˈtract „convert – conˈvert „abstract – abˈstract
 „compress – comˈpress „conflict – conˈflict „contact – conˈtact „defect – deˈfect
 „desert – deˈsert „dictate – dicˈtate „export – exˈport „frequent – freˈquent
 „impress – imˈpress „progress – proˈgress „object – obˈject „produce – proˈduce

Disyllabic words – Accent on the first syllable

„able „agent „army „artist „beauty „body „butter „any „beggar „color

Disyllabic words – Accent on the second syllable

aˈbout aˈdmit aˈdvance aˈgo alˈthough aˈgree beˈgin

be“tween con“firm de“ceive pos“ses re“ceive de“fend

Trisyllabice words – Accent on the first syllable

„beautiful „customer „nobody „company „agency „article

Trisyllabice words – Accent on the second syllable

Ag“reement a“ppointment at“tention con“nection des“tructive di“rector

Trisyllabice words – Accent on the third syllable

After“noon ciga“rette decom“pose repre“sent under“stand

Words having four syllables (Polysyllabic)

A“blilty a“pologise de“velopment „popularity pho“tography sim“plicity diplo“matic unim“portant
circu“lation in“tentional

Words having more than four syllables

Affili“ation au“thoritative identifi“cation exami“nation oppor“tunity

Observe : „January „February March „April May June Ju“ly „August Sep“tember Oc“tober No“vember
De“cember

Stress Shift: Observe for disyllabic- verbs stress on 1st syllable and nouns on 2nd syllable.

1. Addict

- aDDICT (v.): Many people become addicted to alcohol or drugs after suffering a tragedy.
- Addict (n.): As there is heroin readily available in Afghanistan, you will find many addicts.

2. Compact

- comPACT (v.): My neighbor owns a device that compacts trash to create more space for garbage.
- COMpact (n.): The Smart car is the most famous of all compact car designs.

3. Default

- deFAULT (v.): It is absolutely imperative that you don't default on your loan--you must make the payment.

- DEfault (n.): The default in payments to the insurance company increased his monthly premiums.
4. Extract
- exTRACT (v.): During the Gold Rush, pioneers extracted gold from mines in California.
 - EXtract (n.): Flower extracts are used in the production of perfume.
5. Insult
- inSULT (v.): Please don't insult me in front of the guests!
 - INsult (n.): In China burping is not considered an insult, on the contrary it is a compliment to the cook!

Sentence Stress:

The sound "Hello" with proper stress and tone:

- Can affect the meaning of a sentence.
- Can cause misunderstandings.
- Is as important as your choice of words.

Saying Hello to one another, in the following ways:

- As if it were to their boss.
- to their best friend.
- to an attractive man/woman at the bar.
- to a six month old baby.

This is another sentence to practice stress.

- I didn't say we should beat him. = Someone else said we should beat him.
- I didn't say we should beat him. = I am denying saying it.
- I didn't say we should beat him. = I implied it / whispered it / wrote it down.
- I didn't say we should beat him. = I said someone else should beat him.
- I didn't say we should beat him. = I said we must beat him, etc.
- I didn't say we should beat him. = I said we should take him to dinner.
- I didn't say we should beat him. = We should beat someone else.

Intonation: Intonation refers to the total pattern of pitch changes, i.e., the rising and falling of the voice when a person is speaking, within an utterance. So we call the melody of language intonation. It is another important element of spoken English.

Types of Intonation:

English has different intonation patterns: rising tone, falling tone, rising falling and falling rising tone. When rising and falling go together, they can make a falling-rising tone.

Falling Tone: In the falling intonation, there is a gradual and rhythmical fall in the pitch of the speaker, with a considerable duration and tempo. Falling tune is commonly used in: a. giving commands. b. Making statements. c. Asking questions that demand information.

Rising Tone: As the name rightly suggests, there is a rhythmical rise in the speaker's pitch level as it consequently affects the pace and duration of the speech production. In rising intonation, the stressed syllables are capitalized in the sentences, and the rising pitch level of the speaker is shown by the arrow at the end of the sentence. (Comprise with the arrow used in indicating falling tone).

Rising Tone is commonly used in:

1. Questions that demand „yes“ or „No“ answers,
2. Questions that show warm personal interest,
3. Enumerating items,
4. Polite requests,
5. Greetings,
6. Indicating uncertainty, and
7. Incomplete statements.

Falling – Rising Tone:

This tone is the combination of a fall and a rise. This is used for statements expressing reservation, making correction, and for giving warnings and threats.

- She is beautiful (but not intelligent)
- I saw him (but I didn't speak to him)

Language patterns commonly used in performing various “speech acts”

1. Expressing an opinion

- a. I think....
- b. In my opinion/ view...
- c. I would like to say that...
- d. I must say....

2. Expressing agreement

- a. I agree....
- b. I quite agree...
- c. You are quite right !
- d. That's what I think too!

3. Expressing disagreement

- a. I am afraid I don't/ can't agree.
- b. That's not what I think!
- c. I have a different view.

4. Contradicting / refuting an argument

- a. I am sorry to contradict you, but...
- b. I totally disagree. I think...
- c. I am afraid I have to contradict you.

5. Expressing pleasure

- a. I'm so happy!
- b. I am delighted that...
- c. That's really wonderful!

6. Expressing sorrow/ regret

- a. How sad!
- b. How terrible!
- c. I am really sorry to hear that...
- d. I can't tell you how sorry I am to hear that...

7. Expressing surprise

- a. Really ?
- b. Amazing!
- c. That's most unexpected!
- d. You don't say!
- e. I can't believe it!
- f. What a surprise!

8. *Expressing wonder*

- a. That's amazing / incredible!
- b. Fantastic / Incredible!

9. *Expressing disappointment*

- a. What a pity!
- b. Oh, how sad!

10. *Ordering/ directing someone to do something*

- a. This is/ Here's what you have to do.
- b. This is what I want you to do.
- c. Do as I tell you!
- d. Listen carefully!

11. *Making a request/ asking for help*

- a. Could you please...?
- b. Please...
- c. Can I request you to...
- d. I have a request to make. Could you please...
- e. I would be very grateful if you...

12. *Accepting a request*

- a. I'll be glad to...
- b. Certainly!
- c. By all means!
- d. No problem!

13. *Refusing (declining) a request*

- a. I am sorry, but...
- b. I am afraid that's not possible

14. *Expressing gratitude*

- a. Thank you so much
- b. I don't know how to thank you!
- c. I am most grateful...

15. *Responding to an expression of gratitude*

- a. You are welcome!
- b. Not at all!
- c. Oh, that's nothing!

16. *Asking for directions*

- a. Could you please tell me how to...?

17. *Giving directions*

- a. This is what you have to do.

18. Asking for permission

- a. May I/ Could I... ?
- b. Will you please allow me to....?
- c. Do I have your permission to...

19. Refusing permission

- a. Sorry!
- b. I am afraid that's not possible!
- c. No, you can't!

20. Granting permission

- a. Certainly!
- b. By all means!
- c. Of course!

21. Prohibiting someone from doing something

- a. I am sorry, but I don't think you should do that!
- b. You shouldn't do that!
- c. Should you be doing that?
- d. Don't do that!

22. Suggesting/ proposing

- a. I think we should...
- b. Why don't you / we... ?
- c. Perhaps we should...
- d. I suggest we...
- e. Let's....
- f. How about....?

23. Advising

- a. In my opinion, you should...
- b. It would be better/ best if you...
- c. It would be advisable for you to...
- d. I would advise you to...

24. Persuading

- a. I really think you should...
- b. It would be in your best interest to...
- c. You should really consider...

25. Dissuading

- a. It would be unwise of you to...
- b. I don't think you should...
- c. You mustn't think of...

26. Praising / complimenting

- a. You've done a splendid job!
- b. That was *really good of you!*

27. Felicitating

- a. My heartiest congratulations to you!
- b. We are all proud of your achievement!

c. This is a great day for all of us.

28. Expressing sympathy (condolence etc.)

- a. I am very sorry to hear that...
- b. It's really unfortunate that...
- c. This is most unfortunate...
- d. This is truly a great loss for you.

29. Complaining

- a. I am sorry to say that...
- b. I am afraid I must tell you that...
- c. There's something I must tell you.
- d. I have a complaint to make.

30. Criticizing/ reprimanding

- a. I must point out that...
- b. I am afraid I have to tell you that...
- c. What you did was wrong!
- d. That was a terrible mistake on your part.
- e. You deserve to be taken to task for that.

Some more language functions with sentences

Greetings

Two friends meeting

Friends often say "Hi" to each other. Then they often ask a general question, such as-

"How are you?" or "How are things?" or "How's life?"

The reply to this question is normally positive.

"Fine thanks, and you?"

"Fine thanks, what about yourself?"

"Not bad." Or "Can't complain."

Greeting people you don't know

You can use "Hello" with people you don't know, but a more formal greeting is "Good morning / afternoon / evening."

The other person normally replies with the same greeting as you have used and then makes polite

conversation, such as "How was your trip?" or "Did you find our office easily?"

Mr. Mitchell could then say:

"How do you do?" and Henry Lewis also says "How do you do?"

Or Mr. Mitchell could say:

"Pleased to meet you." Or "Good to meet you."

Accepting

"Would you like to..."

"I'd love to, thanks."

"That's very kind of you, thanks."

"That sounds lovely, thanks."

Do you fancy coming to the cinema tonight?

"What a great idea, thanks."

Making offers

English speakers make offers all the time in conversation.

They say things like:

Can I... ?

Shall I... ?

Would you like me to... ?

Using these common English phrases - and being able to accept and reject offers - will make you sound polite and helpful.

"Can I help you?"

"Shall I open the window for you?"

"Would you like another coffee?"

"Would you like me to answer the phone?"

"I'll do the photocopying, if you like."

Shall, can and will are followed by the verb without „to“.

Shall is more formal than can. Would you like... is followed either by a noun, or by the verb with „to“.

Activity-1

Reading Skills (10 marks)

Objectives: To enhance the speaking skill by reading aloud of dialogues, texts, poems, speeches focusing on intonation.

Theory: Reading is an essential element at every stage of one's life, especially in schools, colleges and at workplace. This is because reading is a means of discovering information to expand one's knowledge and understanding of the subject of any kind and any field. Reading helps in mental development and is known to stimulate the muscles of the eyes. It involves greater levels of concentration and improves the conversational abilities of the reader.

Procedure: Read a text, poem, dialogues or speeches by focusing on intonation from the prescribed text assigned by the trainer.

Conclusion: The student will be able to read a text, poem, dialogues and speeches by focusing on intonation properly and get acquainted with the structure of words and about its pronunciation.

Activity- 2

Self-Introduction (10 marks)

Objectives: To enable a student to create network at meetings, college, or social activities .To enable a student to introduce himself to potential employers. To enable a student to answer questions related to future aims and ambitions

Theory: There are many situations where you have to introduce yourself and talk about your company and job, for example at meetings, training courses, workshops, and conferences. Introductions can be very difficult, particularly in another language. Preparing a professional introduction ahead of time will give you more confidence and will help you to be more successful in your networking. This is an introductory statement that states the type of job or internship you are looking for, your skills and your related experience. Communicating your goals and key points in a clear, straightforward manner is very important. Don't assume people will figure out what you want just by stating a job title or the name of a company. Once you have a professional introduction ready, you can tailor it to fit each situation.

Guidelines:

- ❖ Be specific--- communicate your focus or your goals
- ❖ Make your commercial conversational and not too heavy on the content
- ❖ Single yourself out from the crowd--- let your unique skills and personality shine
- ❖ Communicate enthusiasm and motivation
- ❖ What to include in your professional introduction:
 - ✓ What are you looking for? (Describe a dream job, professional career field, fulfilling position)
 - ✓ Recent education and relevant experience
 - ✓ Areas of expertise/skills/accomplishments
 - ✓ Include words that emphasize your enthusiasm

Student's personal details format:

Personal details

SURNAME : First name :

Date and place of birth :

Nationality :

Parental address :

Postcode : Town :

Home phone Mobile phone :

Father's job : Company's name :

Mother's job : Company's name :

If you have been placed in care, please give the details of your Guardian:

Address :

Postcode : Town :

Home phone Mobile phone :

Education

Last school attended : Name and location :

Years attended :

Have you repeated a year ? yes____no____

If yes, indicate the year(s) you have repeated

.....

Qualification(SSC):

School year : Year :

Languages

How long have you been learning English at school (for) ?

.....

What is your level of English : Bad / Fair / Good / I don't know

Are you a beginner ? yes / no

Future education plans

What would you like to do after your Diploma Course ?

Do you wish to carry on studying ? yes / no

if YES, specify the type of studies you will be applying for :

.....

If NO, say how you intend to find a job, and what type of job you will be applying for.

.....

.....

....

.....

..

Career plan

What job would you like to become in the future ?

.....

Transport to and from school

Do you have a bike ? Yes / No

Means of transport used : College Bus / RTC / bike / foot

Time spent travelling :

Do you have a computer at home ? yes no Internet yes no

What is your email address?

.....

What are your hobbies?

.....

.....

.....

What newspaper do you read ?

.....

Your musical taste :

.....

.....

Useful advise for a good oral presentation you must know the vocabulary and be able to pronounce the words correctly ; the presentation must be spontaneous, not just read out ; the presenter must speak clearly and be audible ;

Examples:

Introduction: Good morning everyone. My name is Jason Kaiser from JK Corp in US. We develop and market software for the travel industry. I joined the company in 2014. I'm responsible for the company's international sales, which means that I spend most of my time travelling throughout World. I manage a team of 10 people.

Introduction: My name is Sundar R Prince and I am a senior at the University of the Pacific. I am graduating in May with a B.A. in English and I am interested in the field of publishing and editing. Over the last three years, I have worked for the school newspaper serving as a staff writer, editor, and eventually senior editor. I also had an internship at a small publishing firm in San Francisco which really got me excited about this field. I was wondering how entry level editors get started in your organization?

Introduction: My name is Abhiram. I completed my Diploma in ECE/EEE/ME and am looking forward to starting a career where I can use my strong communication skills and creativity to make a positive impact in the community. I am interested in your company because I know you value community and you are committed to working.

Conclusion: The student will be enable to express his views by focusing on intonation and it also bring a self confidence in him to face the people in his day to day life. This will help to increase his Listening and speaking skills.

Introduction for 1st year Diploma Students.

My name is Ashish Kumar Dash and now I am pursuing my Diploma in Civil Engineering at BOSE ,Cuttack .After completing my diploma I will opt for B.Tech .I have a long cherished desire to be self-employed and try to create employment opportunities“ for others .In my leisure time I love to play chess and write my diary. Thank you all.

Activity -3

Role –Play on any Two-Situations (10 marks)

Learning Objectives

Role plays highlight on the practical applicability of the usage of language in different occasions. Role-playing can be thought of as unstructured drama. In these exercises, a student looks at the topic from the perspective of a character. The instructor provides the setting and the characters, but the students have to decide their characters' lines and directions. Generally, the students will need to do some research to make informed decisions from their characters' perspectives. This research opportunity can easily become an inquiry element. These exercises require the students to use imagination, background knowledge appropriate to the character being role-played, and communications skills.

Learning Outcomes

- Role playing games, exercises and activities can enhance business projects, giving specific business outputs and organizational benefits.
- It uses scripts that you read with your partner, like actors in a movie.
- It gives you information about your role. You can then talk with your partner using this information.
- It helps you speak English in full sentences.
- It makes you think about what you are saying, so you remember the language.
- It gives you many things to think and talk about.

Types of Role Play

1. Situation Role Plays: Situation Role Plays give you practice speaking English with correct sentences and pronunciation. Examples: At the Markets, Clothes Shopping, Airport Check-in, Job Interview
2. Story Role Plays: In Story Role Plays, you and your partner are characters in a story.
3. Short Discussions: Short Discussions give you practice in asking and answering questions about a topic. Examples – Introduction, Talk about Food, Talk about America, NEWS! Global Warming
4. Long Discussions: Long Discussions give you practice in asking and answering questions about a topic, as well as discussing the opinions of other people. Examples: Environment, Movies.

Non-verbal Communication in Role-Play

- Chronemics – Timing of verbalizations and pauses.

- Haptic – Contact and deliberate touch between individuals.
- Kinesics – All forms of body language and body movement, including facial expressions, eye movement, gesture, and posture.
- Oculesics – Intentional and unintentional eye contact in the act of communication.
- Olfactics – The influence of odour.
- Physical Appearance – Characteristics of the body, clothing, hairstyle, etc.
- Proxemics – Consideration of personal space and arrangement of physical items.
- Silence – The absence of verbal and nonverbal communication.
- Symbolism – Meaning associated with symbols.
- Vocalics – Vocal impacts on the act of speaking, to include tone of voice, timbre, volume, and rate of speech.

Example

OPENING A BANK ACCOUNT

CLERK: Good morning. May I help you?

Mrs. Jayanthi : Yes. My husband and I have just moved here from Florida. We're just down the street, and you seem to be the closest bank. I'd like to open an account.

CLERK: Well, we're not only the closest bank, but we're also the most modern and convenient bank in the whole metropolitan area. Let me take you to our new accounts manager, Ms. Vanaja. (He leads her to a desk near the window). You sit here and as soon as Ms. Vanaja is off the phone, she'll be glad to help you.

Ms. Vanaja : Good morning. I'm Vanaja. What may I do for you today?

Mrs. Jayanthi : I'm here to open an account for my husband and myself. My name is Jayanthi Natarajan.

Ms. Vanaja : Do you want a joint account, Mrs. Jayanthi?

Mrs. Jayanthi : Yes, we've always had a joint account. Tell me about your checking account policy. Is there a minimum balance required?

Ms. Vanaja : Yes and no. There is no minimum deposit required, but if you open your account with five hundred rupees or more and keep at least that much in it at all times, then there is no service charge. Also, we now pay interest on your checking account, so there's no need to keep a separate savings account.

Mrs. Jayanthi : I'm not sure I understand about the five hundred rupees part. Could you explain that to me again, please?

Ms. Vanaja : Of course. Accounts are charged a monthly service charge of five rupees if the minimum balance in them falls below five hundred rupees at any time during the statement period. You may keep as little as three rupees in your account, but if you do, then we charge you five rupees at the end of the month since it went below the five hundred rupee minimum.

Mrs. Jayanthi : I see. Now, since we'll be writing checks throughout the month, our balance will vary from day to day. How will you know what amount to use to figure our interest? I'd also like to know how much interest you pay.

Ms. Vanaja : The rate varies. Right now, it's six percent. It has gone as low as four and a half percent and as high as seven percent. Our computer adds all the daily figures and then divides by the number of days in your statement period. That's called your average daily balance. We use the average daily balance to figure the interest you've earned and credit it automatically to your account. The interest is printed on your statement so you'll know to add it into your checkbook yourself. All bank charges and credits are recorded on your monthly statement.

Mrs. Jayanthi : If you mean that five rupee service charge, I can tell you that I'm going to try to avoid that charge. We should be able to keep more than five hundred rupees in our account all the time.

Ms. Vanaja : Yes, that's one type of bank charge, but there are others. The checks you'll be ordering today are an example. We'll decide what kind of checks you want and then charge your account for them. It will appear on your first month's statement. Of course, if a check of yours should be returned for insufficient funds, there would be a charge for that too.

Mrs. Jayanthi : Do you mean bouncing a check? Unfortunately, I once had that experience. For a time both my husband and I were careless about recording the checks we had written. We overdrew our account twice and our checks bounced. Needless to say, we were embarrassed. We're much more careful these days.

Ms. Vanaja : You'd be surprised at how many people forget to record the checks they write. As you said, it's often a matter of carelessness; no one would bounce a check on purpose. Speaking of checks, why don't we look at the various styles available?

Mrs. Jayanthi : (She chooses her checks and completes several forms). I'd like to open this account with a deposit of one thousand rupees. Will it be all right if I write a check on our old account?

Ms. Vanaja : Certainly, as long as the account in your former bank is still active. By the way, since you are opening your account with one thousand rupees, you may choose one of the gifts which are displayed on that table over there. The bank is having a promotion to attract new customers. It's our way of welcoming you and thanking you for your business.

Mrs. Jayanthi : Thank you. I like that travel alarm clock. Thank you for all your help. I'll ask my husband to come by here this afternoon so that he can sign the forms too. That way we'll both be able to start writing checks on our new account. How long will it take for the printed checks which I just ordered to arrive?

Ms. Vanaja : About ten days. Here, I want you to take one of our pamphlets which describe all our services.

Mrs. Jayanthi : Thank you very much.

Role Play Topics

1. Taking permission for organizing a Fest.
2. Inviting a friend on your birthday.
3. Complain regarding a false billing.
4. Enquiring about a new product.
5. Discussion between a minister and journalist about Technical Education.

Conclusion: Role Play improves listening and speaking skills. Students develop Non-Verbal Communication Technique. They learn to use appropriate language in their day to day life. By providing an opportunity for the students to create and to participate in role plays the instructors can gain knowledge of each student's can benefit to increase interaction with material and with each other. Role play also motivates the quiet student to learn by themselves in the forthright way. Students benefit from explicit feedback that focuses on the learning objectives that leads to learning experiences.

Activity-4

Telephonic Conversation (10 marks)

Learning Objectives

Objective is to make students realize the significance of telephone communication.

Learning Outcomes

The difference between face-to-face and telephone communication will be well understood by the students. They are equipped with the knowledge of using different expressions while handling telephone calls.

Description

1. Understanding Telephone Communication

In order to be an effective communicator on telephone, it is important to understand this medium of communication well. Unlike face-to-face communication, in telephone conversation the participants generally cannot see each other. Body language and facial expressions which are central to face-to-face communication are absent in telephone conversation.

Use Phrases

Stage Phrase Response

Good morning!

Hello!

This is

Good morning/Hello!

Who's calling please?

Nice to hear from you.

Warming up I'd like to speak to

Can I speak to?

Just a minute. I'll put you through.

Hold on please. I'm sorry she's not in. The line's busy. Will you hold?

Giving the message I'm phoning about

Could you give her a message?

I'll give her a message.

Rounding off Thanks for your help.

Fine/Great/OK.

I'll look forward to your call.

Thank you for calling.

OK/Right/Fine.

Closing Goodbye.

Goodbye for now.

Goodbye.

Telephone conversations

I. A: Good morning, could I speak with Mr. Nagaraj Rao, please?

B: May I know who's calling?

A: I'm Arjun from Techno fest.

B: Putting you through, sir.

A: Thanks.

II. A: Good morning, Ashok here.

B: Hi, Ashok. This is Nitya.

2. Handling Calls

We make telephone calls for personal and official or business purposes. It is important to be aware of the differences in the language, etiquette and manners to be observed while making calls for different purposes.

When someone answers your call, you need to say who you are (= identify yourself) and say who you want to speak to.

Useful Phrases

- I am calling from
- I would like to make an appointment with
- Would it be possible to make an appointment with?
- When will she be available?

3. Leaving Message

On certain occasions when the person you have called is unavailable it may be necessary to leave a message for the person. In such situations, both the caller and the person answering the call will have to be very clear in leaving and taking the message. At the end of the call, either the caller or the person answering the call should check whether the message has been received correctly.

4. Making Requests

As in face-to-face communication, in telephone conversations too it is important that requests are made using appropriate language. While it is difficult to say “no” to a request when talking to someone face-to-face, people find it easy to do so when talking on the phone. So it is important all requests are made in the most appropriate manner so that it yields the desired result.

Useful Phrases

- Can you call me back after half an hour?
- Could you delay it by a day?
- Send it by speed post, could you?
- Do you mind if we postponed it by three days?
- Would you mind telling me when it's convenient for you?
- I was wondering if I could see you tomorrow.
- Will you give me the recipe for the cake you baked?

Real conversation

A : Good morning, railway enquiry.

B : Good morning. I would like to travel from Hyderabad to Cochin by II AC Sleeper on 21 February. Can you tell me if berths are available on that date?

A : 21 Feb... mm. By II AC, right ... There we are. Yes, Sir, It's available.

B : And what would be the single fare?

Message : _____

Message from : _____

Re:...(subject)_____

Call him on : _____

Useful Phrases

- Can you leave this message for him, please?
- Can I leave a message for her, please?
- Could you give him this message?
- I'd like to leave a message for her.

5. Asking for and Giving Information

There are many occasions when you have to give the caller some information on the phone. On certain occasions the listener may want to make a note of the information that you give.

Structure Purpose

- What is the new offer about? To ask for information
- Where can I send it to? To ask about place
- Which is the shortest way to get there? To ask about choices
- Why should I pay for it a second time? To ask about reason
- How do I place an order for this? To ask about manner

Conclusion: Telephonic Conversation improves listening and speaking skills. It also motivates the quiet student to learn by themselves in the forthright way. Students benefit from explicit feedback that focuses on the learning objectives that leads to learning experiences.

Exercises:

1. Write a telephonic conversation between you and your friend as he borrowed your bike and you urgently need it as you have to pick up sister from the college.
2. Write a telephonic conversation between you and a restaurant owner as you want to book a table of eight for Friday evening this week.
3. Write a telephonic conversation between you and your land owner as you are a tenant complaining about a broken window and you are facing a lots of problem due to this.
4. Write a telephonic conversation between a class teacher and a parent inquiring about his child performance in the school.

Viva questions

1. What is a syllable?
2. Tell something about the syllable structure.
3. What do you mean by Intonation?
4. What is falling tone?
5. What is rising tone?
6. What is Disyllabic and Trisyllabic words?
7. Tell us something about telephone etiquette.
8. What are the dos and don'ts while talking on a phone?
9. What is the significance of body language in telephone etiquette?
10. Mention some useful phrases to leave a message on a telephone.
11. How are role plays important?
12. What are the skills that you learn through role plays?
13. Role plays are remarkable learning sessions. Explain.
14. Role plays help in enhancing LSRW skills. Explain

Experiment-3

Personality Development

Personality is the sum total of ways in which an individual reacts and interacts with others or Personality is generally defined as the deeply ingrained and relatively enduring patterns of thought, feeling and behaviour. In fact, when one refers to personality, it generally implies to all what is unique about an individual, the characteristics that makes one stand out in a crowd.

Personalities is the sum total of individual's Psychological traits, characteristics, motives, habits, attitudes, beliefs and outlooks.

Personality determinants:

Heredity: Heredity refers to those factors that were determined at conception. Physical structure, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are generally considered to be either completely or substantially influenced by who your parents were, that is by their biological, physiological and inherent psychological makeup.

Environment: The environmental factors that exert pressures on our personality formation are the culture in which we are raised, our early conditioning, the norms among our family, friends and social groups, and other influences that we experience. The environment to which we are exposed plays a substantial role in shaping our personalities.

Situation: A third factor, the situation, influences the effects of heredity and environment on personality. An individual's personality although generally stable and consistent, does change in different situations.

The varying demand of different situation calls forth different aspects of one's personality. We should not therefore look upon personality patterns in isolation.

Self-Awareness: Self Awareness knows your motivations; preferences, personality and understanding how these factors influence your judgment, decisions and interactions with other people. Through self-awareness one "develops the ability to know how you are feeling and why, and the impact your feelings have on your behaviour. But it involves a capacity to monitor and control those strong but subliminal biases that all us harbor and that skew our decision making". Internal feelings and thoughts, interests, strengths and limitations, values, skills, goals, abilities, leadership orientation and preferred communication style are just a few elements that self-awareness comprises.

Benefits:

Self-awareness or self-knowledge is the starting point for effectiveness at work. Machiavelli, the astute author and statesman, wrote, "To lead or attempt to lead without first having a knowledge of self is foolhardy and sure to bring disaster and defeat." Self-awareness has many benefits, among them.

- Understanding yourself in relation to others
- Developing and implementing a sound self-improvement program
- Setting appropriate life and career goals
- Developing relationships with others
- Understand the value of diversity
- Managing others effectively
- Increasing productivity
- Increasing your ability to contribute to Organizations, your community and family.

TRAITS FOR BUILDING POSITIVE PERSONALITY:

1. Accept Responsibility:

The price of greatness is the responsibility – Winston Churchill

"Responsibility gravitates to the person who can shoulder them." -- Elbert Hubbard .

Society is not destroyed by the activities of the rascals, but by the inactivity of good people.

2. Show consideration: Show consideration, courtesy, politeness and caring.

3. Think Win-Win.

4. Choose your words carefully: The principle is your speaking must be better than silent, rather be silent. Words spoken out of bitterness can cause irreparable damage. The way the parents speak to their children in many instances shapes their children's destiny.

5. Never Criticize, Complain and Condemn

6. Smile and Be Kind: Smile is the shortest distance between two people.

7. Put Positive interpretation on other people's behaviour: We see the world not as it is, but as we are. So when we are interpreting other people's behaviour negatively we just reflecting our own mentality to this situation. In contrast when interpret positively, chances that other people may realize its negativity and change or amend this.

8. Be a Good Listener: Effective communication is 50% listening, 25% speaking, 15% reading and 10% writing. So when we listen carefully then 50% communication is done.

9. Be Enthusiastic: Nothing great was ever achieved without enthusiasm--- Ralph Waldo Emerson

10. Give honest and Sincere Appreciation: The desire to feel important is one of the greatest cravings in most of the human beings and it can be a great motivator. Honest and sincere appreciation makes one feel important and promote these positive qualities in him. In contrast giving false and insincere appreciation is flattery or sycophancy which in the long run is harmful to the recipient.

11. When you make a mistake, accept it and make it easy to amend: Mistakes are to be learned from. So accept it immediately and make change or amend easy.

12. Discuss but don't argue: Arguing is like fighting a losing battle. Even if one wins in the argument, the cost may be more than the worth of victory. An Ignominious victory is a defeat itself.

13. Don't Gossip: Gossip may lead to slander and defamation of character. People who listen to gossip are as guilty as those who do the gossiping.

14. Turn your promises into commitment: Commitment leads to enduring relationship through thick and thin. It shows in a person's personality and relationship.

15. Be grateful but do not expect gratitude:

16. Be dependable and practice loyalty: An ounce of loyalty is worth more than a pound of cleverness. Ability without dependability is of no worth.

17. Avoid bearing grudges: Life is too small to bear grudges. John Kennedy once said "forgive the other person but don't forget their name." Means "if one cheated me once it is his fault, but if cheats me wise then it is my fault." Don't be cheated regularly to forgive.

18. Practice honesty, Integrity and Sincerity: Lies may have speed, but the truth has endurance. Honesty, Integrity and Sincerity have more enduring effect than the opposite.

19. Practice Humility: Confidence without humility is arrogance. Sincere Humility is the foundation of all virtues. It is a sign of greatness.

20. Be understanding and caring: The best way to be understood is to be understanding. And the basis of real communication is also understanding.

21. Practice courtesy on daily basis.

22. Develop a sense of humour: Have a sense of humour and you will possess the ability to laugh at yourself. A sense of humour makes a person likeable and attractive. Some people are humour-impaired.

23. Don't be sarcastic and put others down.

24. To have a friend be a Friend: Mutual trust and confidence are the foundation stones of all friendship.

25. Show Empathy: Empathy alone is a very important characteristic of positive personality. People with empathy ask themselves this question, "how would I feel if someone treated me that way?"

PERSONAL GROOMING

Grooming means dressing well, to be presentable to others. You may want to give a little more attention to how you dress at work because what you wear may be substantially influencing your career path. Although nothing takes the place of talent, hard work, innate ability and ambition, looking your professional best in the workplace can give you a Competitive advantage. It simply means dressing in a way that projects an image of the sophisticated, successful working individual you are or would like to become. When you are fresh and well groomed, it creates a positive impression. Research has shown that good looking people have a 20% advantage over the not so groomed ones. If you are a genius, perhaps you can get away with anything. If you are not, though, here are some basic rules to conform to:

1. Daily showers are a necessity.
2. Hair must be shampooed at least once in 2 days and conditioned once a week.
3. A hairstyle to suit your face and personality must be chosen.
4. Eyes, nose and ears need to be cleaned in privacy and not in public.
5. Teeth need brushing and flossing every morning and night, and rinsing after every meal. Make sure not to eat any pungent food during office hours. If you do, rinse your mouth thoroughly and eat some mouth freshener.
6. Nails should be clipped and filed short for men and be of medium length for women. It is understood that medium length nails have to be clean and if painted, the enamel should not be chipped. Bright and zany nails are great for parties but not for work.
7. Toes and feet too should be taken care of. The feet should be kept clean and crack free. The toenails should go through a routine of cleaning. Ladies can paint them in mild colours for work and try and have a pedicure once every fortnight.

GROOMING –MEN

DRESS: As a rule, the simpler the better.

- ✓ **SHIRTS** Colours: White, off white, pale, blue shirts are preferred; though you may wear dark colour shirts too. (Given below are the colours preferred by professionals). It is important to button up your shirt till the collar button.
- ✓ **TROUSERS:** They should preferably be dark though you may wear beige and with a dark colour shirt. Try to have at least one pair of black trousers may or may not have pleats
- ✓ **TIES:** To play it safe choose a traditional silk tie, No loud colours or patterns. Given below are some well accepted colour and patterns...you may be wise to avoid ties with images and designer logos your tie should co-ordinate with your attire the knot should be a perfect triangle... Do not enter a clinic like this (observe the tie and the shirt button)

- ✓ **SOCKS:** Choose a colour that coordinates with your trousers (usually black, dark gray, dark brown or dark blue) make sure they are long enough not to expose your skin when you sit down. As a thumb rule, do not wear white socks. Wear clean socks to avoid bad odour
- ✓ **SHOES:** Wear a good pair of leather shoes-black and brown/tan shoes. Shoes must be polished everyday Do not wear shoes that look casual. Also, do not wear shoes with worn out heels.
- ✓ **BELTS:** Wear only formal belts with a sleek buckle. As thumb rule, match your belt to your shoes.
- ✓ **WATCHES:** Preferably wear leather strapped watches. If you wear a metal strapped watch, make sure that it fits the wrist well.
- ✓ **HAIRSTYLES:** Hairstyles should be clean and neat, avoiding extreme styles or colours, and trimmed above the collar leaving the ear uncovered. Sideburns should not extend below the earlobe or onto the cheek. If worn, moustaches should be neatly trimmed and may not extend beyond or below the corners of the mouth. Men are expected to be clean shaven; beards are not acceptable. Earrings and other body piercing are unacceptable.

GROOMING –WOMEN

- ✓ **DRESS:** You may wear Salwaar kameez or formal shirt/trousers. Preferably choose small prints or self colors. And tight fitting clothes Avoid plunging necklines, sleeveless. You may wear a tunic with a pair of formal trousers.
- ✓ **HAIR:** extreme styles or colorations, or unnatural colours.
- ✓ **SHOES/SANDALS:** Shoes with 1 ½-inch heels are standard. You may wear a pair with smaller heels or a flat pair. Stick with a black/brown pair. Be sure your shoes are polished and that your heels are intact. Do not wear colourful sandals. Avoid heels and sandals with heels. Avoid white colour sandals as they get dirty easily. If you do, clean them well
- ✓ **BAGS:** Apart from your working bag if you are carrying an additional bag, preferably, carry a black or a brown one
- ✓ **ACCESSORIES:**
 - ❖ Earrings: Wear studs or small rings. Do not wear hoops or dangling earrings

- ❖ Bracelets/Bangles: You may wear either a bracelet or a bangle. Avoid both. Avoid chunky bracelets or too many bangles.
- ❖ Rings: Keep them simple and not chunky.
- ❖ Chains: You may wear thin chains with small lockets. Do not wear ornamental/ chunky Jewellery even if it is an occasion

Conclusion: This enable a student to develop his personality according to the demand of every business organization and to compete in each and every circumstances in a professional world.

Viva Questions:

1. What do you mean by Personality?
2. What are the determinants of a good personality?
3. What are the traits of a good personality?
4. In what way a man can groom himself to make his personality to make a good one?
5. In what way a woman can groom himself to make his personality to make a good one?

Experiment-4

Intrapersonal communication

Intrapersonal communication is language use or thought internal to the communicator. Intrapersonal

Communication is the active internal involvement of the individual in symbolic processing of messages.

The individual becomes his or her own sender and receiver, providing feedback to him or herself in an

Ongoing internal process. It can be useful to envision intrapersonal communication occurring in the mind of the individual in a model which contains a sender, receiver, and feedback loop.

Interpersonal Speaking

Verbal communication is an essential part of business and when it is executed correctly, good things happen. Here are a few different ideas and styles to remember when speaking to anyone in a business setting. Because speaking is such an indelible activity, we tend to do it without much thought. But, that casual approach can be a problem in business. Have you ever wished you could make a second, first impression because you said something that was out of character or embarrassing? That comments that you didn't think about before you said, has created an image in someone's mind that cannot be replaced even when you meant something totally different. When it comes to oral communication, your goal should be to take advantage of its positive characteristics while minimizing the dangers. Speaking can be used as a tool to accomplish your objectives. But, first you must break the habit of talking spontaneously without planning what you're going to say or how you're going to say it. You must learn to manage the impression you create by consciously tailoring your remarks and delivery style to suit the situation. Here are some things which will make you an effective communicator:

- ❖ Remember to become aware of what you are saying.
- ❖ Apply the same process you use in written communication when you are communicating orally.
- ❖ Before you speak, think about your purpose, your main idea, and your audience.
- ❖ Organize your thoughts in a logical way.
- ❖ Decide on a style that suits the occasion and then edit your remarks mentally.

- ❖ As you speak, watch the other person to see whether your message is making the desired impression. If not, revise it and try again.
- ❖ Remember that various situations call for different speaking styles, just as various writing assignments call for different writing styles

Hierarchical Communication

People communicate in businesses with each other most often by oral communication. This talking takes place between managers, co-workers and subordinates alike. In organizations, communication skill is used to send messages 64% of the time. That is why it is important to understand all the concept of communication. Have you ever noticed how people communicate differently to their bosses than they would communicate to their co-workers? This difference in communication is due to the chain of command. Managers or "bosses" are typically in an influential position over their employees. Managers have authority or the right to give orders and expect the orders to be obeyed. Many employees may feel that any bad attitude or disagreement with their superior may result in a bad relationship with the boss and therefore create a bad work environment or job description.

In most cases employees talk to their coworkers in a friendly manner. The overall standard is that workers will speak more freely and openly to their fellow workers than to their superiors. When workers talk to each other and relay information on to other workers it is called the "grapevine". The grapevine is the unofficial way that communication takes place in an organization. It is neither authorized nor supported by the organization. Information is spread by word or mouth and even through electronic means today. The grapevine can be used by an "open" company and it will have accurate information however, in an authoritative culture the rumor mill may not be accurate.

Communication from a manager to a subordinate is also different. One reason for this may be because of the arising concern by managers not to offend their workers or say the wrong thing. In today's society, lawsuits run rapid over conversations that some employees may take offense from their bosses. Managers have a responsibility to know and follow guidelines of good business communication etiquette. The last type of difference in communication is between the male and female sexes. It was found that when men talk, they do so to emphasize status and independence. Women are found to talk to create connections and intimacy. Women speak about a problem as a means of promoting closeness and to gain support and connection while men talk to solve a problem or give advice.

How to Develop Communication Skills

Good communication skills help a great deal in making a person impressive and influential. Though it is a fact that not everyone is a good orator by birth, one can surely develop good communication skills on his/ her own. Many people strive a lot to achieve the skills, without knowing whether their efforts will be fruitful or not. If you are also in a similar situation, not able to put across your thoughts effectively, you are probably in need of some grooming. This is where we will help you out! Go through the useful tips given in the lines below and know how to develop good communication skills.

Tips for Developing Good Communication Skills

1. Modulate Your Voice

You need to modulate your voice, in case it is highly pitched or very sharp. You may practice some yoga exercises the same or sing your favourite songs at an octave lower than the original composition. This technique would help you lower the pitch of your voice. Having a low and soft voice is a prerequisite to developing good communication skills.

2. Do Not Talk Too Fast

If you talk too fast, people tend to perceive you as a nervous being, unsure of yourself. Therefore, you need to be slow and steady, while expressing your thoughts to someone. However, being too slow is also not good. Rather, develop a moderate speed for your speech. You can develop this habit by practicing at home. For the purpose, read newspapers and check your speed.

3. Use Dynamics

Avoid a monotone in your voice. Make it more dynamic and interesting for the listener. Raising and lowering the pitch of your voice, appropriately with the subject on which you are conversing, would definitely impress the people listening to you. Take note of how TV anchors and radio presenters talk on air. Consider how they modulate their voice, as per the given script.

4. Speak Clearly

Be clear about what you say. Do not mumble, as it shows a lack of confidence on your part. In this case, correct pronunciation of words is very important. If people ask you to repeat words or say, 'huh', whenever you utter something, probably you are not clear with your speech. Start working upon it right now.

5. Concentrate on Your Pitch

Speak in a low volume, when you are in a closed space, and louder than normal, when you are in a crowded place or addressing a large group. For instance, if you are in an auditorium, the volume of your voice should be adjusted in a way that it sounds neither too loud nor too soft to the audience. On the contrary, if you are at a conference, you will have to maintain a very low volume, in order to communicate to others present there.

6. Use Appropriate Words

A good speaker never uses abusive words. He/she takes care of the place, situation and people whom he/she is addressing. If you also want to be known as a good orator, take care of what you say. The words that you use can convey many things about your personality.

7. Maintain Eye Contact

Maintaining eye contact is essential to becoming a good communicator. Whenever you are talking to a person, make eye contact with him/her. At the same time, be sure not to stare at him/her for longer than normal. Good eye contact would show the real confidence in you. When you are addressing a group of people, try to glance at each person alternatively.

8. Make Use of Gestures

Make use of hand gestures, to convey your meaning. This non-verbal communication is essential to be a good communicator. It would help you a great deal in putting across your thoughts in an effective manner. Along with gestures, make use of facial expressions as well. Ensure that the tone of your voice matches every emotion people see on your face.

9. Cross Cultural Communication

Cross cultural communication is about dealing with people from other cultures in a way that minimises misunderstandings and maximises your potential to create strong cross cultural relationships.

Here are some simple tips to help you improve your cross cultural communication skills:

✓ **Slow Down**

Even when English is the common language in a cross cultural situation, this does not mean you should speak at normal speed. Slow down, speak clearly and ensure your pronunciation is intelligible.

✓ **Separate Questions**

Try not to ask double questions such as, “Do you want to carry on or shall we stop here?” In a cross cultural situation only the first or second question may have been comprehended. Let your listener answer one question at a time.

✓ **Avoid Negative Questions**

Many cross cultural communication misunderstandings have been caused by the use of negative questions and answers. In English we answer „yes“ if the answer is affirmative and „no“ if it is negative. In other cultures a „yes“ or „no“ may only be indicating whether the questioner is right or wrong. For example, the response to “Are you not coming?” may be „yes“, meaning „Yes, I am not coming.“

✓ **Take Turns**

Cross cultural communication is enhanced through taking turns to talk, making a point and then listening to the response.

✓ **Write it down**

If you are unsure whether something has been understood write it down and check. This can be useful when using large figures. For example, a billion in the USA is 1,000,000,000,000 while in the UK it is 1,000,000,000.

✓ **Be Supportive**

Effective cross cultural communication is in essence about being comfortable. Giving encouragement to those with weak English gives them confidence, support and a trust in you.

✓ **Check Meanings**

When communicating across cultures never assume the other party has understood. Be an active listener.

Summarise what has been said in order to verify it. This is a very effective way of ensuring accurate cross cultural communication has taken place.

✓ **Avoid Slang**

Even the most well educated foreigner will not have a complete knowledge of slang, idioms and sayings.

The danger is that the words will be understood but the meaning missed.

✓ **Watch the humour**

In many cultures business is taken very seriously. Professionalism and protocol are constantly observed.

Many cultures will not appreciate the use of humour and jokes in the business context. When using humour think whether it will be understood in the other culture. For example, British sarcasm usually has a negative effect abroad.

✓ **Maintain Etiquette**

Many cultures have certain etiquette when communicating. It is always a good idea to undertake some cross cultural awareness training or at least do some research on the target culture.

Conclusion: This enable a student to develop his interpersonal skill to communicate effectively in a professional world. This also helps a student to become a good professional and to build good relationship among team members in a company and to initiate any work smoothly to achieve the target of the company.

Viva questions:

1. What do you mean by interpersonal communication?
2. What are the steps through which one can make his/her communication effective?
3. In what way one can modulate his/her voice while making interpersonal communication?
4. How can we make our interpersonal communication effective during a cross-cultural communication?
5. Give some example of interpersonal communication?

Activity-1

Objective: To enhance the ability to communicate through good interpersonal communication in an interview.

Description: A job interview is a conversation which occurs between a potential employer and a job applicant. During the job interview, the employer has the opportunity to appraise the applicant's qualifications, it is an important part of the process of applying for a job, and it may range in formality from a casual conversation to a series of serious discussions with an assortment of people working within the company.

Types of Interview

- **Telephone** -An employer initially calls a candidate over phone for an interview. Based on the essential criteria successful applicants are usually invited to the next level of one-to-one interview.
- **Video** - This type of interview is increasingly popular for graduate roles in sales, media and marketing. They are usually held during the initial screening process. One-to-one - Face-to-face encounter with one interviewer, after the organisation decides that you've got what it's looking for. They're usually formal, but can also take place over lunch. You could also be interviewed by different people at different times.
- **Panel** - Similar to one-to-one interviews, except two or more people – often from different parts of the organisation – will be assessing you at the same time.
- **Group** - Multiple candidates are interviewed together. They're asked questions in turn, or discuss certain topics.
- **Assessment centres** - These involve tasks including presentations, written tests, role-plays and in-tray exercises. They're used to assess a candidate's performance in a range of situations and last from one to three days.

Interviews require much research and planning. Generally the following must be looked into why preparing for interview.

- Anticipate potential questions and prepare answers accordingly.
- Consider how to explain problematic aspects of your CV, such as leaving an employer.
- Contact your references, alerting them that you'll be interviewed and that they may receive a call.
- Understand the role that you are applying for by revisiting the job description, identifying what skills, interests and experiences the employer is looking for.
- Prepare questions for clarifications with the interviewer.

- Read the organisation's website, social media profiles and key literature (e.g. business plan, financial reports and corporate social responsibility strategy), ensuring that you are prepared to share your views and ideas.
- Research the news, trends, competitors, history and opportunities of the organisation

How to make a good impression

- ❖ Answer questions clearly and concisely.
- ❖ Ask relevant, thought-provoking questions at appropriate moments, as this can show that you're genuinely interested in the role and really listening to the interviewer.
- ❖ Avoid talking about any personal problems.
- ❖ Be as enthusiastic as possible.
- ❖ Be well-mannered with any staff that you meet before the interview.
- ❖ Display positive body language, speaking clearly, smiling frequently and retaining eye contact.
- ❖ Don't badmouth any previous employers.
- ❖ Give a firm handshake to your interviewer(s) before and after.
- ❖ Inform your interviewer(s) that you're available to answer any follow-up questions.
- ❖ Let your personality shine.
- ❖ Relax and sit naturally, but without slouching in your chair or leaning on the desk.
- ❖ Show your hands, as this is a sign of honesty.
- ❖ Wear smart business attire with comfortable, polished shoes.

Tips to overcome fear

- ❖ Pause before answering a difficult question to give yourself thinking time, or ask for
- ❖ Clarification if, at first, you are unsure what the question means.
- ❖ Put everything into perspective; remind yourself that the worst thing that can happen is not getting the job.
- ❖ Take deep breaths and do not speak too quickly.
- ❖ Take notes with you, write down cues to highlight examples that you want to draw upon.
- ❖ Think about positive and happy experiences before the interview starts, and visualise yourself in complete control during the interview.

Basic Interview Questions

1. Tell me about yourself.
2. What are your strengths?

3. What are your weaknesses?
4. Why do you want this job?
5. Where would you like to be in your career five years from now?
6. What's your ideal company?
7. What attracted you to this company?
8. Why should we hire you?
9. Do you have any to me?

Behavioural Interview Questions

1. Give me an example of a time that you felt you went above and beyond the call of duty at work.
2. Can you describe a time when your work was criticized?
3. What is your greatest failure, and what did you learn from it?
4. What irritates you about other people, and how do you deal with it?
5. What was the most difficult period in your life, and how did you deal with it?
6. Give me an example of a time you did something wrong. How did you handle it?
7. What irritates you about other people, and how do you deal with it?
8. What's the most difficult decision you've made in the last two years and how did you come to that decision?
9. Describe how you would handle a situation if you were required to finish multiple tasks by the end of the day, and there was no conceivable way that you could finish them.

Conclusion: This enable a student to bring self confidence in him/her to communicate to any people easily and make him/her acquainted with the types of interviews held in every business organization which will be helpful to crack any interview easily.

Experiment-05

Presenting in G.D., Seminars and Conferences

Introduction: Successful presentations are designed to meet the needs and expectations of the audience. The information and delivery should be relevant and presented in a way so that the audience will listen and keep listening. Many presenters get caught up in the details of the topic and what they want to say, and lose sight of the audience and what they need to gain. The emphasis should be on the listener, not the presenter. You will have determined what information will appeal to them and this will increase your persuasiveness. There is no question about the importance of content. A presentation without good content will always fall flat. However there are many skills that must be applied to bring good content to life.

Objectives:

- To develop enthusiastic delivery style
- To develop skills are comprised of effective eye contact, volume, pacing, tone, body language, word choice, and appearance

For the Best Presentation:

Even with solid research, subject expertise, good planning and excellent facilities, some presentations fail. If a presenter does not have a confident, enthusiastic delivery style, the audience quickly loses interest and becomes bored. Research has shown that an audience's opinion of a presentation is based

- 7% from the presentation content,
- 38% from voice
- 55% from facial expressions and gestures.

Presentation Style:

Presenters need to use their own personality while focusing on their delivery skills to project the professional and confident style needed to create a successful presentation.

Utilizing an interactive and lively presentation style uses nervous energy in a positive way instead of as an inhibitor. Delivery skills are comprised of effective eye contact, volume, pacing, tone, body language, word choice, and appearance.

Presentation Content

- Focus their attention
- Start with a clear, relevant purpose statement that shows the benefit to them
- Use language that is clear and easily understood
- Start with the familiar
- Use examples and analogies
- Stay focused on your main objectives.
- Use concrete examples
- Make memorable.

Physical Environment

- Keep room temperature on the cooler side
- Give them a break if they have been sitting more than 1 hour
- If a break isn't possible, ask them to stand up and stretch
- Eliminate unnecessary noise distractions
- Lighting should be bright
- Visuals should be easily viewed by all audience members

The Presenter

- Create an attention-getting introduction
- Make a positive first impression
- Use your voice, gestures, and facial expressions for emphasis to increase retention

Right Body Language in Presentations

- Using your body language properly will help your presentation become interesting and engaging.
- Keep your weight balanced equally over both feet.

- Stand facing the audience.
- Gestures add visual emphasis to your words and help your listeners remember the content. When possible, check your physical appearance in a full-length mirror prior to your presentation.
- Your appearance affects the audience's perception of you.
- Everyone experiences nervousness before presentations.
- The trick is to make your excess energy work for you by fuelling it into your presentation. Good visuals help support and organize a presentation.
- The best way to come across as sincere and interested is to be yourself.
- How do you let your own personality shine through without compromising the structure and content of the presentation?
- Share personal experiences
- Use humour (appropriately), tell stories not jokes
- Relax
- Speak in a natural, conversational style – Avoid reading from a script
- Use your visual aids as your notes rather than reading from them or a script
- Become involved and committed to your topic.

Use of Visual Aids: People depend on what they see visually as their primary source of information. Adding visual aids to your presentation has a dramatic impact on how much your audience takes away. Research shows that information seen and heard has a much better chance of being remembered than information just heard. Good visuals help support and organize a presentation. They focus the audience's attention and clarify and augment ideas. Visuals enable you to get more content across in a shorter period of time, simplify complex information, and eliminate misunderstanding.

Strategies for Publics Speaking & Successful Presentations:

1. **Research a topic** – Good speakers stick to what they know. Great speakers research what they need to convey their message.

2. **Focus** – Help your audience grasp your message by focusing on your message. Stories, humour, or other “sidebars” should connect to the core idea. Anything that doesn’t need to be edited out.
3. **Organize ideas logically** – A well-organized presentation can be absorbed with minimal mental strain. Bridging is key.
4. **Employ quotations, facts, and statistics** – Don’t include these for the sake of including them, but do use them appropriately to complement your ideas.
5. **Master metaphors** – Metaphors enhance the understand ability of the message in a way that direct language often cannot.
6. **Tell a story** – Everyone loves a story. Points wrapped up in a story are more memorable, too!
7. **Start strong and close stronger** – The body of your presentation should be strong too, but your audience will remember your first and last words (if, indeed, they remember anything at all).
8. **Incorporate humour** – Knowing when to use humour is essential. So is developing the comedic timing to deliver it with greatest effect.
9. **Vary vocal pace, tone, and volume** – A monotone voice is like fingernails on the chalkboard.
10. **Punctuate words with gestures** – Gestures should complement your words in harmony. Tell them how big the fish was, and show them with your arms.
11. **Utilize 3-dimensional space** – Chaining yourself to the lectern limits the energy and passion you can exhibit. Lose the notes, and lose the chain.
12. **Complement words with visual aids** – Visual aids should aid the message; they should not be the message.
13. **Analyze your audience** – Deliver the message they want (or need) to hear.
14. **Connect with the audience** – Eye contact is only the first step. Aim to have the audience conclude “This speaker is just like me!” The sooner, the better.
15. **Interact with the audience** – Ask questions (and care about the answers). Solicit volunteers. Make your presentation a dialogue.
16. **Conduct a Q&A session** – Not every speaking opportunity affords a Q&A session, but understand how to lead one productively. Use the Q&A to solidify the impression that you are an expert, not (just) a speaker.
17. **Lead a discussion** – Again, not every speaking opportunity affords time for a discussion, but know how to engage the audience productively.

18. **Obev time constraints** – Maybe you have 2 minutes. Maybe you have 45. Either way, customize your presentation to fit the time allowed, and respect your audience by not going over time.
19. **Craft an introduction** – Set the context and make sure the audience is ready to go, whether the introduction is for you or for someone else.
20. **Exhibit confidence and poise** – These qualities are sometimes difficult for a speaker to attain, but easy for an audience to sense.
21. **Handle unexpected issues smoothly** – Maybe the lights will go out. Maybe the projector is dead. Have a plan to handle every situation.
22. **Be coherent when speaking off the cuff** – Impromptu speaking (before, after, or during a presentation) leaves a lasting impression too. Doing it well tells the audience that you are personable, and that you are an expert who knows their stuff beyond the slides and prepared speech.
23. **Seek and utilize feedback** – Understand that no presentation or presenter (yes, even you!) is perfect. Aim for continuous improvement, and understand that the best way to improve is to solicit candid feedback from as many people as you can.
24. **Listen critically and analyse other speakers** – Study the strengths and weakness of other speakers.
25. **Act and speak ethically** – Since public speaking fears are so common, realize the tremendous power of influence that you hold. Use this power responsibly.

Group Communication

- Teamwork and group communication form an integral part of most organizations that embrace the concept of an open organizational climate and participative management in factories , corporate offices, research laboratories, universities, hospitals, law offices, government agencies, etc. This is largely based on the complexity of decisions that have to be made when we are dealing with groups s opposed to individuals.
- Although teams are different from groups in that the former is process based while the latter is function based, they share common communication processes .Whenever any company nominates a group to discuss the changes it may wish to bring about in its manufacturing unit, the group considers a function. In other words a team“s objective is set, and the members are assigned special duties to achieve a specific goals; a group on the other hand is more involved in discussing and planning the achievement of long term goals. However, groups

developed into teams when their common purposes are clearly understood by all the members and their leaders are identified.

The members of an organization may communicate in groups to achieve any of the following purposes:

- Share and exchange information and ideas.
- Collect information or feedback on any project /policy /scheme.
- Arrive at a decision on important issues.
- Solve a problem concerning the organizations as a whole.
- Discuss issues involving the group itself or for the benefit of a larger audience.
- Elicit feedback upon any work undertaken or research performed.

Forms of Group Communication.

- Depending on the purpose, structure, and characteristics, group communication takes various names such as discussion, meeting, conference, seminar, group discussion, symposium, convention etc. since all these forms of group communication involve oral communication, they require effective oral communication skills that would enable the members to present and discuss their or their organizations points of view on the topic of discussion convincingly.

Sl No.	Name	Purpose/objective	Structure	Characteristics	Procedure
1.	Meeting	<ul style="list-style-type: none">• To convey information to a group of people.• To instruct, brief, make decisions, solve problems	<ul style="list-style-type: none">• Two or more persons to several hundreds.• Formal physical setting	<ul style="list-style-type: none">• Punctuality• Presided by a chairman• Started with an introduction• Problem centred	<ul style="list-style-type: none">• Notice given• Agenda prepared• Minutes recorded

				<ul style="list-style-type: none"> • Discussion oriented • Information centred • Fair chance to everyone. • May be periodic • No side conversations • No hidden agenda • High degree formality • Ends with a conclusion 	
2.	Seminar	<ul style="list-style-type: none"> • To present the results of an original research or advanced study/evaluation of ideas. • To share knowledge, and viewpoints 	<ul style="list-style-type: none"> • Small groups of experts or well informed persons 	<ul style="list-style-type: none"> • Academic in nature • Close interaction with lead speaker • Free discussion 	<ul style="list-style-type: none"> • Presentation of a topic • Discussion
3.	Group Discussion	<ul style="list-style-type: none"> • To exchange information • To solve problems • To convince • To make decisions • To assess or judge personality traits. 	<ul style="list-style-type: none"> • Seven to ten. 	<ul style="list-style-type: none"> • No named leader • Minimal rules • Free verbal interaction • Interdependent • Impersonal • conclusive 	<ul style="list-style-type: none"> • Comprehensive • Discussion • Conclusion
4.	Symposium	<ul style="list-style-type: none"> • To discuss different aspects of problem for an audience. 	<ul style="list-style-type: none"> • Any number 	<ul style="list-style-type: none"> • Formal • For larger audience 	<ul style="list-style-type: none"> • Presentation of an aspect by each participant

5.	Panel Discussion	<ul style="list-style-type: none"> To exchange ideas through conversation and cooperative thinking. 	<ul style="list-style-type: none"> Small number of panellists(experts) 	<ul style="list-style-type: none"> Moderator present Meant for public discussion Includes programmes on radio and T.V. Less formal than meetings. 	<ul style="list-style-type: none"> Problem/topic put across as a question. Answers given by panellists.
6.	Conference	<ul style="list-style-type: none"> To confer with people having less interests. To pool experiences and opinions. 	<ul style="list-style-type: none"> Any number of participants Wider structure Several sessions. 	<ul style="list-style-type: none"> Closed G.D. Wide range of activities. 	<ul style="list-style-type: none"> Presentations Discussions
7.	Convention	<ul style="list-style-type: none"> To discuss matters of professional interests. 	<ul style="list-style-type: none"> Rigorously structured. Professional gatherings of companies, associations, societies, political parties, etc. 	<ul style="list-style-type: none"> Formal Issues associated with the particular profession. 	<ul style="list-style-type: none"> Sharing of views.

Activity-1

Group Discussion

Introduction: 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. A Group Discussion can be defined as a formal discussion involving 8 to 10 participants in a group. They are given a topic. After some time, during which they collect their thoughts, the group is asked to discuss the topic for 15 to 20 minutes. The GD process is to assess a candidate's personality traits.

Objectives:

- To develop the dynamics of GD.
- To learn techniques that can make an effective participant in GD.
- To meet up the future challenges with success.
- To be familiar with different types of interviews.
- To develop a complete inventory of skills.

Dynamics of GD:

- I. **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. 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.
- II. **Assertiveness:** You must put forth your point to the group in a very emphatic, positive and confident manner
- III. **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.
- IV. **Creativity:** 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
- V. **Team Player:** It lays great emphasis on this parameter because it is essential for managers to be team players. Management aspirants who lack team skills cannot be good managers.

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

VII. **Leadership:** 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.

VIII. **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.

IX. **Awareness:** The content or awareness generally constitutes 40 to 50 percent marks of your GD. Apart from these qualities, communication skills, confidence and the ability to think on one's feet are also very important.

X. **Initiation:** Initiating a GD is a high profit-high loss strategy. When you initiate a GD, you not only grab the opportunity to speak, you also grab the attention of the examiner and your fellow candidates.

XI. **GD Summarisation:** A conclusion is where the whole group decides in favour or against the topic. You can summarise what the group has discussed in the GD in a nutshell. Keep it brief and concise. It must incorporate all the important points that came out during the GD. If the examiner asks you to summarise a GD, it means the GD has come to an end. Do not add anything once the GD has been summarised.

GD – Points Marked on:

1. *Audibility:* Communication skills.
2. *Analysis:* supported by facts & examples
3. *Content:* Obtain by good reading
4. *Team Work*
5. *Demeanor:* Body Language counts, don't sit cross-legged
6. *Leadership:* People should listen and agree to you.

GD Techniques:

There are a few simple techniques that can make you an effective participant:

- **Prepare:** If you know what the topic of the discussion will be, there is a lot you can do to prepare in advance. You can read round the topic to make sure you are aware of the main issues and arguments, and spend some time deciding what your own position is.
- **Listen:** An effective discussion is one in which people listen to each other. Listening is a very important discussion skill and make sure you listen and respond to what other people have to say.
- **Be polite:** In a discussion, it's important to stay calm and be polite, even if you feel strongly about the topic under discussion. Using words like please, thank you, I'd like to... May I...? Would you mind...? Could you...? Make you sound polite and respectful.
- **Take / make notes:** It's a good idea to have a pen and paper handy. You can jot down any useful or important words or ideas that might come in handy later in the discussion – or afterwards.
- **Speak clearly:** Practise your pronunciation and speak clearly and confidently. If you need time to collect your thoughts, you could say something like Hmmm... just let me have a minute to think about this.

Useful phrases for GD:

There are lots of useful phrases that you can use in discussions. Here are just a few of them:

- Agreeing: You're absolutely right about that.
- Disagreeing: I'm sorry, I don't see it that way at all.
- Interrupting: Sorry, do you mind if I say something here?
- Dealing with interruptions: Could I just finish what I'm saying?
- Asking for explanation: Would you mind telling us what exactly you mean by that?
- Asking for more information: Would you mind saying a little bit more about that?
- Adding more information: Another point I'd like to make is

Different parts of a GD: – (considering a 15 minutes GD).

- Chaos period. (1-2 minutes).
- Generating ideas. (7-8 minutes).
- Building on ideas. (5-6 minutes).
- Conclusion. (rarely comes; ½ – 1 minutes)

Roles in Group Discussion:

Group enterprise roles: These roles are constructive to the group.

- ❖ Initiator-contributor: Generates new ideas.
- ❖ Information-seeker: Asks for information about the task.
- ❖ Opinion-seeker: Asks for the input from the group about its values.
- ❖ Information-giver: Offers facts or generalization to the group.
- ❖ Opinion-giver: States his or her beliefs about a group issue

Elaborator: Explains ideas within the group, offers examples to clarify ideas.

- ❖ Coordinator: Shows the relationships between ideas.
- ❖ Encourager: Praises the ideas of others.
- ❖ Harmonizer: Mediates differences between group members.
- ❖ Standard Setter: Suggests standards or criteria for the group to achieve.
- ❖ Follower: Goes along with the group and accepts the group's ideas.

Dysfunctional roles: These roles are destructive to the group.

- ❖ Aggressor: Attacks other group members, deflates the status of others, and other aggressive behaviour.
- ❖ Blocker: Resists movement by the group.
- ❖ Recognition seeker: Calls attention to himself or herself.
- ❖ Self-confessor: Seeks to disclose non-group related feelings or opinions.
- ❖ Dominator: Asserts control over the group by manipulating the other group members.
- ❖ Help seeker: Tries to gain the sympathy of the group.
- ❖ Special interest pleader: Uses stereotypes to assert his or her own prejudices.

Types of GD Topics: GDs are Topic Based and Case Based

1. Topic Based GDs:

- **Factual speech topics:** Factual topics for a group are – as the word says – about facts. This is a sample list of speech topics on current issues and facts: Why drinking and driving is dangerous to yourself and others.

- **Controversial and argumentative issues:** A controversial group discussion topic is a speech topic that has many controversies. For example: What is wrong with child labour?
- **Abstract discussion material:** Abstract group discussion topics are things that cannot be touched, not be easily defined or formulated. Just think in a creative manner and start a vivid group discussion with one of these abstract topics to talk about: The Nostradamus Code

2. **Case studies:** The fourth type of group discussion topics are case studies. You determine a problem and together with the other group members you have to find a satisfying solution. These are small group discussion topic ideas. Dropouts – Individual attention in safe schools and smaller classes; is that the way to stop students to drop out?

Body Language

-Body language plays an important role during the Group Discussion. The panelists will surely take note of your body language.

1. **Pointing fingers:** Pointing fingers generally signifies talking in anger and accusing someone with your finger. It exhibits your aggression. This should be completely avoided.
2. **Playing with pen or paper:** Playing with pen, paper or just moving your hands shows careless attitude. Whether you remain silent or talk while playing with such objects, it will show your lack of interest.
3. **Stooping or slouching:** You should sit straight while in a GD. Don't slouch or bend forward. That is an informal posture and is not at all welcomed in GD rounds.
4. **Sitting with crossed arms or legs:** When you sit with crossed arms/legs or both, it refers to a closed mind-set and a person who is not ready to accept/listen to others' point of views.
5. **Throwing your hand:** Don't throw your hands in such a manner that it enters your next group member's space. Everyone has their own personal space and entering that disturbs the entire group coherence.
6. **Fidget:** You should not keep fidgeting or moving uncomfortably in your chair.
7. **Not to be stiff:** When it is advised that you should not keep fidgeting, it is also meant that you should not be absolutely stiff in your position. You should have a relaxed posture.

8. **Scratching, pricking, and rubbing:** You should not engage your hands in inappropriate activities such as scratching, pricking, rubbing etc. This will again show your lack of interest in the GD and too much obsession with yourself.
9. **Control your facial expressions:** Control your facial expression and avoid showing your anger/disgust/frustration reflect on your face. Also don't smirk, smile or laugh unnecessarily. Don't make it too stoic.
10. **Moving your legs:** Continuous movement of legs will show your impatience. If you keep moving your legs, you will communicate that you want to get rid of the GD process.

Dos of participating in a GD

- ✓ Listen to the subject carefully
- ✓ Put down your thoughts on a paper
- ✓ Initiate the discussion if you know the subject well
- ✓ Listen to others if you don't know the subject
- ✓ Support your point with some facts and figures
- ✓ Make short contribution of 25-30 seconds 3-4 times
- ✓ Give others a chance to speak
- ✓ Speak politely and pleasantly. Respect contribution from other members.
- ✓ Disagree politely and agree with what is right.
- ✓ Summarize the discussion if the group has not reached a conclusion.

Don'ts of participating in a Group Discussion

- ✓ Initiate the discussion if you do not have sufficient knowledge about the given topic.
- ✓ Over speak, intervene and snatch other's chance to speak.
- ✓ Argue and shout during the GD Look at the evaluators or a particular group member

- ✓ Talk irrelevant things and distract the discussion Pose negative body gestures like touching the nose, leaning back on the chair, knocking the table with a pen etc.
- ✓ Mention erratic statistics.
- ✓ Display low self-confidence with shaky voice and trembling hands.

Topics for Group Discussion

- NGOs - Do they serve peoples' interests or are they pressure groups?
- Role of women in development.
- Kids today are not what they used to be.
- Repeated elections - Should taxpayers pay for it?
- In India, the whole is less than the parts - Do we lack in team spirit?
- "Dot.com" companies - Is there room for everyone?
- Artificial Intelligence - Will man be ever replaced by machines?
- . If I were to choose my person of the millennium...
- . All world is a stage....
- Materialism - Have we sold our souls to the Devil?
- The rise and rise of feminist power.
- Are we unfit for Democracy?
- Survival tools for the new millennium.
- Examinations - has it killed education?
- Is E-Commerce the best thing for India?

Conclusion

-This enables a student to express their point of views and ideas in front of the people and helps them to analyse any problems easily. This also helps to build leadership qualities and team spirit in a student.

Viva Questions:

1. What do you mean by G.D.?
2. What are the dynamics of G.D.?
3. What do you mean by Dysfunctional roles?
4. What are the types of G.D.?
5. Mention any two Dos and Don'ts of G.D?

Activity-2

Seminars and Conferences

Introduction: a Seminar is a meeting held for exchange of useful information by members of academia/business/industry. It brings together groups of people from a particular sector for recurring meetings focusing each time on a particular topic .During seminar, people present their research /new process/new technology in order get views of others. Hence, the participants of a seminar need to be very active and contribute significantly to the development of the research areas presented. However, as compared with the classroom lectures, seminars are less formal and involve more discussions .Students may have to present and participate in a number of seminars during their academic career.

Likewise professionals also participate in seminars to enrich their knowledge on various topics. Besides seminar, there is another professional meeting i.e. Conference which is also a type of business meeting and a formal one. The purpose of a conference is to confer with people having similar interests and to pool their resources, i.e. experiences and opinions. So, it is very important for an individual to have good presentation skill and public speaking skill to convey any information smoothly and effectively to their audience.

Objectives:

- To develop enthusiastic delivery style
- To develop skills are comprised of effective eye contact, volume, pacing, tone, body language, word choice, and appearance

For the Best Presentation:

Even with solid research, subject expertise, good planning and excellent facilities, some presentations fail. If a presenter does not have a confident, enthusiastic delivery style, the audience quickly loses interest and becomes bored. Research has shown that an audience's opinion of a presentation is based

- ☐ 7% from the presentation content,
- ☐ 38% from voice
- ☐ 55% from facial expressions and gestures.

Presentation Style:

Presenters need to use their own personality while focusing on their delivery skills to project the professional and confident style needed to create a successful presentation. Utilizing an interactive and lively presentation style uses nervous energy in a positive way instead of as an inhibitor. Delivery skills are comprised of effective eye contact, volume, pacing, tone, body language, word choice, and appearance.

Presentation Content:

- Focus their attention
- Start with a clear, relevant purpose statement that shows the benefit to them
- Use language that is clear and easily understood
- Start with the familiar
- Use examples and analogies
- Stay focused on your main objective(s)
- Use concrete examples
- Make it memorable

Physical Environment:

- Keep on the cooler side
- Give them a break if they room temperature have been sitting more than 1 hour
- If a break isn't possible, ask them to stand up and stretch
- Eliminate unnecessary noise distractions
- Lighting should be bright

- Visuals should be easily viewed by all audience members.

The Presenter:

- Create an attention-getting introduction
- Make a positive first impression
- Use your voice, gestures, and facial expressions for emphasis to increase retention
- Right Body Language in Presentations:
 - Using your body language properly will help your presentation become interesting and engaging.
 - Keep your weight balanced equally over both feet.
 - Stand facing the audience.
 - Gestures add visual emphasis to your words and help your listeners remember the content. When possible, check your physical appearance in a full-length mirror prior to your presentation.
 - Your appearance affects the audience's perception of you.
 - Everyone experiences nervousness before presentations.
 - The trick is to make your excess energy work for you by fueling it into your presentation. Good visuals help support and organize a presentation.
 - The best way to come across as sincere and interested is to be yourself.
 - How do you let your own personality shine through without compromising the structure and content of the presentation?
 - Share personal experiences
 - Use humour (appropriately), tell stories not jokes
 - Relax
 - Speak in a natural, conversational style – Avoid reading from a script
 - Use your visual aids as your notes rather than reading from them or a script
 - Become involved and committed to your topic.

Conclusion: This gives an opportunity to every student to analyse any problems analytically and to find solutions/ideas to every problem around them. This also encourage a student to express their ideas and point of views in front of the audiences effectively.

Topics for Presentation

- The glut of paper products.
- TV violence.
- Is the Fast-Food Industry Accountable Legally for poor health?
- Intelligence depends more on the environment than genetic factors.
- Should there be stronger limits on immigration?
- Technological shift in phone design
- Environment vs. technology
- Impact of technology on learning
- Learning does not eradicate ignorance
- How Wi-Fi improved your life?
- SEZ (Special Economic Zone)

Viva Questions:

1. What do you mean by seminar and conference?
2. What should be the content of a presentation?
3. What are the essential qualities of a presenter?
4. What kind of physical environment is suitable for a presentation?
5. What kind of body language a presenter should use?