

# **ENGLISH LANGUAGE AND COMMUNICATION SKILLS LABORATORY**

**LAB MANUAL**

**B.Tech. I Year**



**GOKARAJU RANGARAJU  
INSTITUTE OF ENGINEERING AND TECHNOLOGY  
(Autonomous)**



**GOKARAJU RANGARAJU INSTITUTE OF ENGINEERING AND  
TECHNOLOGY**

**Bachupally, Kukatpally, Hyderabad 500 090**

**Foreword**

We are happy to bring out the new version of the English laboratory Manual for our First year B Tech students. Despite the proper training in their core subjects, engineering students seem to lag behind in English language communication skills. The immediate requirement for the students is to develop a sense of clarity to articulate their ideas in the most effective manner. We hope that this book suffices their need. This manual provides ample inputs for teacher and students alike to develop efficiency in communication.

In this manual we have introduced a 3-tier evaluation, i.e. self-evaluation, peer evaluation and the teacher-evaluation in ICS activities. After performing the activity, the student should know his/her level of performance. Teachers are required to use their creativity in developing new teaching tools to hone the communication skills of the students. The students are also advised to watch and listen to TED Talks of people to learn not only verbal but also non-verbal communication skills of eminent people from different walks of life to fair well in the classroom activities. We also suggest that they read books, newspapers and magazines to cultivate a habit of reading. This would definitely improve the language and the vocabulary of the student.

The final assessment sheet by the teacher measures the learning levels of the student while the students get to know of their strengths and weaknesses from their peers and teachers. We invite valuable suggestions which may help us to improve upon the manual for a better reach and intelligibility.



# **Gokaraju Rangaraju Institute of Engineering and Technology**

**(Autonomous)**

**I B. Tech.**

## **English Language and Communication Skills Lab (ELCS)**

### **COURSE OBJECTIVES AND OUTCOMES**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Course Code: GR20A1015**

#### **Course Objectives:**

The course will help to

- facilitate computer-assisted multi-media instruction enabling individualized and independent language learning.
- sensitize students to the nuances of English speech sounds, word accent, intonation rhythm and Neutralization of accent for intelligibility.
- bring about a consistent accent and intelligibility in students' pronunciation of English by providing an opportunity for practice in speaking.
- improve the fluency of students in spoken English and neutralize their mother tongue influence.
- train students to use language appropriately for public speaking and interviews.

#### **Course Outcomes:**

Students will be able to

- interpret the role and importance of various forms of communication skills.
- demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively by listening carefully and respect others point of view.
- utilize various media of verbal and non-verbal communication with reference to various professional contexts.
- recognise the need to work in teams with appropriate ethical, social and professional responsibilities.
- evaluate and use a neutral and correct form of English.



**GOKARAJU RANGARAJU INSTITUTE OF ENGINEERING & TECHNOLOGY**  
(Autonomous Institute under JNT University, Hyderabad)

**Bachupally, Kukatpally, Hyderabad 500090**

*This is to certify that this is the bonafide record of practical work done in the **English Language and Communication Skills** Laboratory in 1 B. Tech. 1/11 semester during the academic year \_\_\_\_\_*

**Name** : \_\_\_\_\_

**Roll. No.** : \_\_\_\_\_

**Branch** : \_\_\_\_\_

**Section** : \_\_\_\_\_

**Date** : \_\_\_\_\_

**Signature of the Internal Examiner**

**Signature of the External Examiner**





## Syllabus

**English Language and Communication Skills Lab (ELCS) shall have two parts:**

- a) Computer Assisted Language Learning (CALL) Lab
- b) Interactive Communication Skills (ICS) Lab

### Exercise I

#### CALL Lab:

**Understand:** Introduction to Phonetics – Speech Sounds – Consonant and Vowel Sounds.

**Practice:** Introduction to Phonetics – Speech Sounds – Vowels and Consonants.

#### ICS Lab:

**Understand:** Ice Breaking and JAM.

**Practice:** Ice-Breaking Activity and JAM Session. Introducing oneself and others.

### Exercise II

#### CALL Lab:

**Understand:** Structure of Syllables – Word Stress and Rhythm– Weak Forms and Strong Forms in Context.

**Practice:** Basic Rules of Word Accent - Stress Shift - Weak Forms and Strong Forms in Context.

#### ICS Lab:

**Understand:** Features of Good Conversation – Non-verbal Communication.

**Practice:** Situational Dialogues – Role-Play- Expressions in Various Situations –Making Requests and Seeking Permissions- Telephone Etiquette.

### Exercise III

#### CALL Lab:

**Understand:** Intonation--Errors in Pronunciation--the Influence of Mother Tongue (MTI).

**Practice:** Common Indian Variants in Pronunciation – Differences in British and American Pronunciation.

#### ICS Lab:

**Understand:** Debates- argumentative vs persuasive - Public Speaking – Exposure to Structured Talks.

**Practice:** Debates- Making a Short Speech – Extempore.

### Exercise IV

#### CALL Lab:

**Understand:** Listening Skills and its importance— Purpose- Process- Types- Barriers of Listening.

**Practice:** Listening Comprehension Tests.

#### ICS Lab:

**Understand:** How to make informal and Formal Presentations.

**Practice:** Collages / Poster Presentations-Power point presentations.

### Exercise V

#### CALL Lab:

**Understand:** Listening for General/Specific Details.

**Practice:** Listening Comprehension Tests.

#### ICS Lab:

**Understand:** Story Telling – Narrating a story – Using appropriate language elements.

**Practice:** Weaving Stories.



## I B. Tech.

### English Language and Communication Skills Laboratory

#### Common to all Branches

L-0; T-0; P-2; C-1 Total Marks (Internal-30, External-70)

#### List of Exercises

<b>Exercise No.</b>	<b>Lab CALL / ICS</b>	<b>Contents</b>	<b>Page No.</b>
I	CALL	Introduction to Phonetics - Speech Sounds - Consonant - Vowel Sounds.	
II	CALL	Structure of Syllables - Word Stress and Rhythm - Weak Forms and Strong Forms in Context.	
III	CALL	Intonation - Errors in Pronunciation - The Influence of Mother Tongue (MTI)	
IV	CALL	Listening Skills and its importance-- Purpose- Process- Types- Barriers of Listening.	
V	CALL	Listening for General and Specific Details.	
I	ICS	Ice-Breaking Activity and JAM Session. Introducing oneself and others	
II	ICS	Situational Dialogues – Role-Play- Expressions in Various Situations – Making Requests and Seeking Permissions- Telephone Etiquette	
III	ICS	Debates- Public Speaking / Making a Short Speech – Extempore.	
IV	ICS	Collages / Poster Presentations-Formal Presentations-Power point presentations	
V	ICS	Story Telling – Narrating a story	

## **GENERAL INSTRUCTIONS**

- 1) Students shall come to the lab in-time in formal dress.
- 2) Students are instructed not to use pen drives during lab sessions.
- 3) Headphones must not be used for any other purpose except for listening to the software.
- 4) Students are required to be careful while handling and operating the computers.
- 5) Students must bring their lab manuals and observation books to the lab without fail and get them signed by the faculty-in charge.
- 6) Use of mobile phones during lab hours is strictly prohibited.
- 7) It is mandatory to enter your name in the log-in register.
- 8) Students are not allowed into the lab without ID cards.
- 9) All students shall actively participate in the lab activities.
- 10) Students are evaluated based on their active participation and proper behaviour.

## INDEX

S.No.	Date	Name of Exercise	Signature	Remarks

**INDEX**

S.No.	Date	Name of Exercise	Signature	Remarks

## Exercise I – CALL Lab

### PHONETICS

#### I Objectives

Students are expected to:

1. Learn the sound symbols of English Language
2. Improve pronunciation

#### II Content

##### Introduction

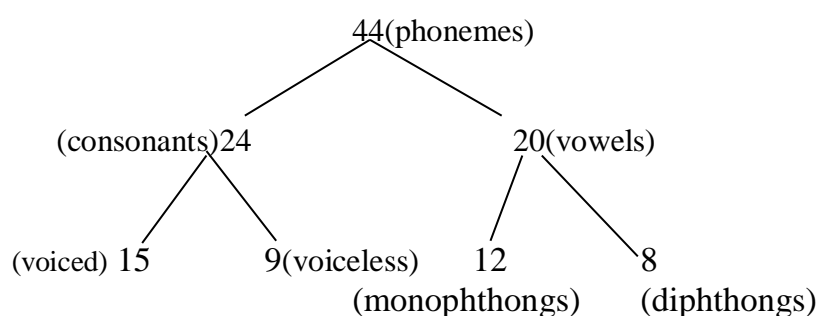
Phonetics is a branch of Linguistics that deals with the production and articulation of speech sounds. How speech sounds are produced and articulated with the help of various organs of speech like tongue, lower teeth, upper teeth, vocal cords, etc., are studied under Phonetics. English language has 26 letters of alphabet, but as many as 44 sounds called *phonemes or distinctive sound units*. Phonemes are language specific. Phonetic symbols are enclosed within slant lines. Production of sound depends on the point and manner of articulation.

##### Why should an Indian study Phonetics?

As there are many languages spoken in India, and as English is neither a mother tongue of any of the region or states in India, it is an official language used in educational institutions and offices. But beyond that only a few section of people converse in English in society. Majority of the time, people speak in their mother tongue, hence, its mother tongue influence is easily noted whenever people converse in English. So, to avoid mother tongue interference English language should be learned.

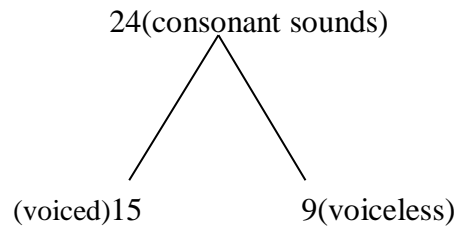
### SPEECH SOUNDS

There are 26 alphabet and 44 phonemes / sounds in English language. English language is an orthographic language i.e. what is written does not coincide with the spoken aspect of the written language. Speech sounds are broadly divided into Consonant and Vowel sounds.



## Consonant Sounds

There are 24 consonant sounds in English language. They are further divided into 15 Voiced sounds and 9 Voiceless sounds.



The following are the twenty four consonant phonemes or sounds.

/ p /	/ dʒ /	/ f /	/ m /	/ r /
/ b /	/ tʃ /	/ v /	/ n /	/ l /
/ t /		/ θ /	/ ŋ /	/ w /
/ d /		/ ð /		/ j /
/ k /		/ s /		
/ g /		/ ʃ /		
		/ z /		
		/ ʒ /		
		/ h /		

Sl.No	Symbols	Key word	Phonetic transcription
1.	<b>p</b>	<i>Pit</i>	/pit/
2.	<b>b</b>	<i>Bag</i>	/bæg/
3.	<b>t</b>	<i>Tap</i>	/tæp/
4.	<b>d</b>	<i>Dog</i>	/dɒg/
5.	<b>k</b>	<i>Kit</i>	/kɪt/
6.	<b>g</b>	<i>Game</i>	/geɪm/
7.	<b>tʃ</b>	<i>Chain</i>	/tʃeɪn/
8.	<b>dʒ</b>	<i>Jump</i>	/dʒʌmp/
9.	<b>m</b>	<i>Man</i>	/mæn/
10.	<b>n</b>	<i>Net</i>	/net/

11.	<b>ŋ</b>	Long	/lɒŋ/
12.	<b>f</b>	Fan	/fæn/
13.	<b>v</b>	Van	/væn/
14.	<b>θ</b>	Thin	/θɪn/
15.	<b>ð</b>	Then	/ ðen/
16.	<b>s</b>	Sun	/sʌn/
17.	<b>z</b>	Zoo	/zu:/
18.	<b>ʃ</b>	Ship	/ʃɪp/
19.	<b>ʒ</b>	Measure	/meʒə/
20.	<b>h</b>	Hat	/hæt/
21.	<b>l</b>	Luck	/lʌk/
22.	<b>r</b>	Rat	/ræt/
23.	<b>j</b>	Yes	/jes/
24.	<b>w</b>	Woman	/wʊmən/

### VOICED SOUNDS

Speech sounds that are articulated with vibration are called voiced sounds. There are 15 voiced sounds.

/b/	/dʒ/	/z/	/n/	/l/
/d/	/v/	/ʒ/	/ŋ/	/w/
/g/	/ð/	/m/	/r/	/j/

### VOICELESS SOUNDS

Speech sounds that are articulated without vibration are called voiceless sounds. There are 9 voiceless sounds.

/p/	/tʃ/	/s/
/t/	/f/	/ʃ/
/k/	/θ/	/h/

### Purpose of learning voiced and voiceless sounds.

The below rules guide us the purpose of learning voiced and voiceless sounds.

### The Pronunciation plural (-s and -es.)

- The plural, possessive case or 3<sup>rd</sup> person singular marker is pronounced /-s/, /-z/ or /-iz/.
- The suffix '-s' or '-es' is pronounced /s/ if the root ends in a voiceless consonant other than /s/, /ʃ/, and /tʃ/.  
1. Caps      2. Cats      3. Cooks      4. laughs      5. moths
- The suffix '-s' or '-es' is pronounced /-z/ if the root ends in a voiced sound (including all vowels) other than /z/, /ʒ/ and /dʒ/.  
1. Bulbs      2. Sings      3. Roads      4. Boys      5. Bags  
6. Keys      7. Pulls      8. Goes      9. Names      10. Plays
- The suffix '-s' or '-es' is pronounced /-iz/ if the root ends in /s/, /z/, /ʃ/, /ʒ/, /dʒ/ or /ʒ/.  
1. Passes      2. Roses      3. Bushes      4. Churches      5. Edges

### Pronunciation of the Past Tense Marker '-d' or '-ed'

- The past tense marker '-d' or '-ed' is pronounced /-t/, /-d/ or /-id/. The choice depends upon the sound with which the present tense form ends.
- If the present tense ends in voiceless consonants other than /t/ the past tense marker -d or -ed is pronounced /-t/.

Cook	cooked
Laugh	laughed
Pass	passed
Push	pushed

- If the present tense ends in voiced sounds other than /d/ (voiced sounds include vowels) the past-tense marker is pronounced /-d/.

Rub	rubbed
Bag	bagged
Pull	pulled
Judge	judged
Annoy	annoyed

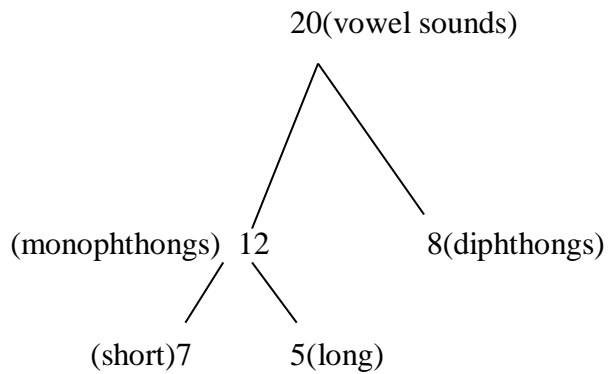
- If the present tense ends in /t/ or /d/ the past tense marker is pronounced /-id/.

Want	wanted
Mend	mended
Collect	collected
Sort	sorted



## Vowel Sounds

There are 20 vowel sounds in English language. They are divided into Monophthongs and Diphthongs. Monophthongs are made up of single phoneme, and divided into five long and seven short vowels. Diphthongs are made up or combination of two single phonemes. There are eight diphthongs.



/ɪ/	/ə/	/æ/	/ɪə/
/i:/	/e/	/ɑ:/	/ʊə/
/u/	/ɜ:/	/aɪ/	/eə/
/u:/	/ɒ/	/eɪ/	/aʊ/
/ʌ/	/ɔ:/	/ɔɪ/	/əʊ/

### Monophthongs

#### Short Vowels

/ɪ/  
/u/  
/ʌ/  
/ɒ/  
/æ/  
/e/  
/ə/

#### Long Vowels

/i:/  
/u:/  
/ɜ:/  
/ɔ:/  
/ɑ:/

### Diphthongs

/aɪ/	/ɪə/	/aʊ/
/eɪ/	/ʊə/	/əʊ/
/ɔɪ/	/eə/	

### Monophthongs

#### Short Vowels:

S.No	Symbols	Key word	Phonetic transcription
1.	/i/	kit	/kit/
2.	/e/	bet	/bet/

3.	/ æ /	man	/mæn/
4.	/ ʌ /	but	/bʌt/
5.	/ ɒ /	pot	/pɒt/
6.	/ʊ/	put	/pʊt/
7.	/ ə /	another	/ənʌðə/

**Long Vowels:**

1.	/ iː /	seen	/siːn/
2.	/ aː /	Car	/kɑː/
3.	/ɔː/	born	/bɔːn/
4.	/uː/	soon	/suːn/
5.	/ɜː/	burn	/bɜːn/

**Diphthongs:**

S.No	Symbols	Key word	Phonetic transcription
1.	/aɪ/	buy	/baɪ/
2.	/eɪ/	play	/pleɪ/
3.	/ɔɪ/	boy	/bɔɪ/
4.	/əʊ/	no	/nəʊ/
5.	/aʊ/	now	/naʊ/
6.	/ɪə/	here	/hɪə/
7.	/eə/	pair	/peə/
8.	/ʊə/	poor	/pʊə/

## Activity 1

Write three words in English for the following consonant sounds / phonemes.

1. / t /

15. / ð /

2. / v /

16. / θ /

3. / d /

17. / b /

4. / z /

18. / j /

5. / w /

19. / l /

6. / s /

20. / g /

7. / dʒ /

21. / tʃ /

8. / h /

22. / f /

9. / ŋ /

23. / ʃ /

10. / p /

24. / n /

11. / k /

12. / m /

13. / ʒ /

14. / r /

## Activity-2

Circle the Consonant sounds

Pronounce and circle the consonant sounds in the given words.

1. SHIP

30. BIRD

2. TREE

31. SING

- |               |             |
|---------------|-------------|
| 3. FOUR       | 32. CURTAIN |
| 4. RED        | 33. DOOR    |
| 5. COLOUR     | 34. FROST   |
| 6. COMPUTER   | 35. CHAIR   |
| 7. CRICKET    | 36. GINGER  |
| 8. FURTHER    | 37. SHOP    |
| 9. CULTURE    | 38. FINISH  |
| 10. FIRST     | 39. FRAME   |
| 11. CLIMB     | 40. STRING  |
| 12. MISSION   | 41. DRESS   |
| 13. COUGH     | 42. WONDER  |
| 14. PHRASE    | 43. TEACHER |
| 15. FURNITURE | 44. PERSON  |
| 16. PLEASE    | 45. BOX     |
| 17. PRESSURE  | 46. COUGH   |
| 18. COLLEGE   | 47. PHRASE  |
| 19. LODGE     | 48. FURTHER |
| 20. CHURCH    | 49. COLOUR  |
| 21. SINK      | 50. ADJUST  |
| 22. MONTH     |             |
| 23. THEN      |             |
| 24. THROUGH   |             |
| 25. FEAR      |             |
| 26. PLUMB     |             |
| 27. MEASURE   |             |
| 28. FISH      |             |
| 29. COUSIN    |             |

### Activity -3

Write three words in English for the following vowel sounds / phonemes.

/ eɪ /

/ ɑː /

/ uː /

/ eə /

/ ɪ /

/ ʊ /

/ ɪə /

/ aʊ /

/ ɒ /

/ eɪ /

/ ʌ /

/ ɜ: /

/ e /

/ əʊ /

/ ʊə /

/ ɔ: /

/ æ /

/ ə /

/ ɔɪ /

/ i: /

#### Activity-4

#### Match the following

The word in 'A' has similar pronunciation with one of the words in 'B'. Identify it.

A		B
1) CARROT	( )	DRAUGHT
2) WAIT	( )	BARE
3) BAIL	( )	SERIAL
4) NONE	( )	I
5) CEDE	( )	HERE
6) PAIN	( )	CARAT
7) MAIN	( )	BRAKE
8) CEREAL	( )	AUNT
9) CASH	( )	HYMN
10) DRAFT	( )	SEED
11) POOR	( )	EYES

12) HEAR	( )	WEIGHT
13) BEAR	( )	NUN
14) MADE	( )	CACHE
15) BREAK	( )	ORAL
16) EYE	( )	MAID
17) WHICH	( )	MALE
18) AREN'T	( )	PANE
19) AURAL	( )	PORE
20) HIM	( )	BALE
21) MAIL	( )	MANE
22) ICE	( )	WITCH

### Activity -5

#### 1. Circle the letter or letters that represent the same sound in each set.

- |    |                |                   |                      |                   |
|----|----------------|-------------------|----------------------|-------------------|
| a) | i) r e a s o n | ii) z o n e       | iii) l o s e         | iv) b u s y       |
| b) | i) s h o u l d | ii) l o o k       | iii) b u s h         | iv) f u r y       |
| c) | i) f a i r     | ii) w e a r       | iii) b e a r         | iv) t h e r e     |
| d) | i) b i r d     | ii) c u r t a i n | iii) c u r l         | iv) w o r s e     |
| e) | i) f i r e     | ii) l a u g h     | iii) p h o t o       | iv) r o u g h     |
| f) | i) t i m e     | ii) d r i e d     | iii) w r i t e       | iv) p l i g h t   |
| g) | i) w a t e r   | ii) w i n e       | iii) w e a n         | iv) w i n         |
| h) | i) b e n c h   | ii) c u l t u r e | iii) q u e s t i o n | iv) k e t c h u p |
| i) | i) b r i d g e | ii) j u m p       | iii) e d g e         | iv) j u t e       |
| j) | i) t h i n k   | ii) d e a t h     | iii) n o t h i n g   | iv) e a r t h     |

### Activity -6

Divide the class into 10 groups and each group pick out 10 words commonly used in formal communication and exchange the list of words with other group to transcribe the words. Do the correction with the help of a dictionary and give the score.

## Activity -7

II. Prepare a list of 10 words (vowels & consonants) which you use in your day to day communication

Answers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

## Exercise II – CALL Lab

### The Syllable

#### I Objectives

Students are expected to:

1. Speak with clarity
2. Know the sentence type while speaking

#### II Content

The unit that is next in hierarchy to the speech sound is the syllable. A word is made up of one or more syllables.

Ex. Be-come /bɪ-kʌm/, va-ca-tion /veɪ-keɪ-ʃən/, do-na-tion /dəʊ-neɪ-ʃən/

The below words have one syllable; hence they are called **monosyllabic words**.

Ex: Book /bʊk/, cow /kaʊ/, fun /fʌn/, ask /ɑːsk/

The below words have two syllables; hence they are called **disyllabic words**.

Ex: af-ter /'ɑːf-tə(r)/, far-mer /'fɑː-mə(r)/, in-come /'ɪn-kʌm/

The below words have three syllables; hence they are called **tri-syllabic words**.

Ex: Cal-cu-late /'kæl-kjʊ-leɪt/, ap-ti-tude /'æp-tɪ-tjuːd/, beau-ti-fy /'bjʊː-tɪ-faɪ/

The below words have four syllables; hence they are called **tetra-syllabic words**.

Ex: un-a-voi-dable /,ʌn-ə-'vɔɪ-dəbl/, e-ra-di-cate /ɪ-'ræ-dɪ-keɪt/, re-pro-du-ctive /,rɪː-prə-'dʌ-ktɪv/

The below words have five syllables; hence they are called **penta-syllabic words**.

Ex: e-xa-mi-na-tion /ɪ-g,zæ-mɪ-'neɪ-ʃən/ im-pro-ba-bil-i-ty /ɪm-,prɒ-bə-'bɪl-ɪ-tɪ/

The elements with which syllables are made fall into two classes:

a) **Vowels**

b) **Consonants**

The vowel in a syllable is its **central element** and is called the **nucleus** of a syllable.

Ex: late / l eɪ t /

The consonant that begins a syllable is called the **releasing consonant**

Ex: cat, late, good

The ones that at the end of a syllable is called the **arresting syllable**.



Ex: cat, food, good

The nucleus is the central obligatory element of a syllable and the releasing and arresting consonants are optional or marginal elements.

Ex: cat, food, good

The nucleus of a syllable is symbolized 'V' and the consonants are symbolized as 'C'.

Ex: cat, foot, red

Some syllables have only the nucleus.

Ex: eye, ah! I

Some syllables have the nucleus and an arresting consonant.

Ex: am, all, up,

Certain syllables have a releasing consonant and the nucleus but no arresting consonant.

Ex: be, she, so, go

There are, however, some syllables in which the nucleus is a consonant. These are called syllabic consonants.

The structure is 'CV'.

Ex: kettle, little, cattle, mutton, subtle, sudden

## Word Stress

Word stress is an important concept for English language learners, both in terms of pronunciation and comprehension.

### 1) What Does Word Stress Mean?

Word stress is the verbal emphasis placed on one syllable of a word. This occurs in every English word that has more than one syllable. It is not always the same syllable but there are a couple of rules to be familiar with when it comes to word stress.

First, word stress is only on a vowel of a word; it's never on a consonant. Second, there is only one word stress per word.

### 2) Why Word Stress should be studied?

Word stress is an essential part of pronunciation of the English Language. It also helps you to contextualize which version of a particular word you are hearing.

For example, **anthroPOlogy** is the noun that refers to the study of humankind.

**AnthropoLOGical** is the adjective. Though the words share a common root, the word stress, as you can see, is different in each instance.

## Word Stress Rules

There are two very simple rules about word stress:

**a). One word has only one stress.** (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be in one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main (primary) stress, and is only used in long words.)

**b). We can only stress vowels, not consonants.**

### Rules for Marking Stress

i) Stress on first syllable

Most 2-syllable nouns      PRESent, EXport, CHIna, TAbLe

Most 2-syllable adjectives PRESent, SLENDER, CLEVER, HAPpy

ii) Stress on last syllable

Most 2-syllable verbs      preSENT, exPORT, deCIDE, beGIN

iii) Stress on penultimate syllable (penultimate = second from end)

Words ending in -ic      GRAPHic, geoGRAPHic, geoLOGic

Words ending in -sion and -tion      teleVIsion, reveLAtion

iv) Stress on ante-penultimate syllable (ante-penultimate = third from end)

Words ending in -cy, -ty, -phy and -gy      deMOcracy, dependaBility, phoTOgraphy, geOLOgy

Words ending in -al      CRItical, geological

v) Compound words (words with two parts)

For compound nouns, the stress is on the first part      BLACKbird, GREENhouse

For compound adjectives, the stress is on the second part bad-TEMpered, old-FASHioned

For compound verbs, the stress is on the second part      underSTAND, overFLOW

### Strong and Weak Forms

Grammatical words are words that help us construct the sentence but they don't mean anything: articles, prepositions, conjunctions, auxiliary verbs, etc.

These words have no stress, and so they are weakened. That **weakened form is called "weak form"** as

opposed to a "strong form", which is the full form of the word pronounced with stress. **The strong form only happens when we pronounce the words alone**, or when we emphasize them. **Weak forms are very often pronounced with a schwa, and so are very weak** and sometimes a bit difficult to hear properly.

Sometimes weak forms are easy to spot, because we use contractions in the spelling to show it:

I am French (strong form) → I'm French (weak form)

But usually there is no change of spelling, only the pronunciation is different:

But → strong form: /bʌt/ weak form: /bət/

Tell him to go → strong forms /hɪm/ /tu: / weak form: /**tel** əm tə **gəʊ**/

As you can see, the grammatical words "him" and "to" are unstressed and have a weak form when pronounced inside a sentence.

Another example: **I would like some fish and chips**

**Strong forms** → /aɪ wʊd laɪk sʌm fɪʃ ænd tʃɪps/ this version sounds unnatural and, believe it or not, more difficult to understand for a native speaker.

**weak forms** → /ə wəd laɪk səm fɪʃ ən tʃɪps/ and we can use weaker forms sometimes: /**əd** laɪk səm fɪʃ **ən** tʃɪps/ so we can see that the auxiliary verb "would" has two weak forms /wəd/ and /d/

Students who are learning English usually use only strong forms, and they sound very unnatural. English speakers use weak forms all the time, every single sentence is full of them, and students find it difficult to understand because they are not used to them, and very often they don't even know they exist.

Why do grammatical words weaken the way they do. It's all about rhythm. The way English is pronounced makes it necessary to weaken function words so you can keep the rhythm. You can find **more about rhythm here** or simply watch this introduction video:

Determiners/ Quantifiers	<i>strong form(s)</i>	<i>weak form(s)</i>
-----------------------------	-----------------------	---------------------

The	ði:	ðɪ , ðə
a/an	eɪ , ən	ə, ən
Some	sʌm	səm, sm
<b>Pronouns</b>	<b><i>strong form(s)</i></b>	<b><i>weak form(s)</i></b>
His	hɪz	ɪz
Him	hɪm	ɪm
Her	hɜː	hə, əɜː
You	ju:	ju , jə
Your	jo:	jə
She	ʃi:	ʃɪ
He	hi:	ɪ
We	wi:	wɪ
Them	ðe m	ðəm, əm
Us	ʌs	əs, s
<b>Prepositions/Particles</b>	<b><i>strong form(s)</i></b>	<b><i>weak form(s)</i></b>
Than	ðan	ðən
At	at	ət
For	fo:	fə
From	fɪʊ m	fɪ əm, fəm, fm
Of	ɒ v	əv, v
To	tu:	tə, tʊ
As	ʌz	əz, z
There	ðe ə	ðə
<b>Conjunctions</b>	<b><i>strong form(s)</i></b>	<b><i>weak form(s)</i></b>
And	And	ənd, ən, n d

But	bʌ t	bət
That	ðat	ðət
<b>Auxiliaries</b>	<b><i>strong form(s)</i></b>	<b><i>weak form(s)</i></b>
Can	Kan	kən, kn
Could	kʊ d	kəd
Have	Hav	əv, v
Has	Haz	əz, z
Had	Had	əd, d
Will	wɪ l	l
Shall	ʃal	ʃəl, ʃl, l
Should	ʃʊ d	ʃəd
Must	mʌ st	məs, məst
Do	du:	də, d
Does	dʌ z	dəz, z
Am	Am	əm, m
Are	ɑ :	ə
Was	wɒz	wəz
Were	wɜ :	wə
Been	bi:n	bɪ n

\*\*\*\*\*

### Activity- 8

**Syllabify each word. Eg. TEACHER TEA – CHER**

1. ZOOLOGY \_\_\_\_\_
2. EXAMPLE \_\_\_\_\_
3. CURRENT \_\_\_\_\_
4. PHONE \_\_\_\_\_
5. MOBILE \_\_\_\_\_
6. FOUNTAIN \_\_\_\_\_
7. ANOTHER \_\_\_\_\_
8. FRIENDSHIP \_\_\_\_\_
9. SUDDEN \_\_\_\_\_
10. PEN \_\_\_\_\_
11. CURD \_\_\_\_\_
12. BECAUSE \_\_\_\_\_
13. FEATURE \_\_\_\_\_
14. CIRCUMSTANCE \_\_\_\_\_
15. EVAPORATION \_\_\_\_\_
16. HONOUR \_\_\_\_\_
17. ENVIRONMENT \_\_\_\_\_
18. POSITION \_\_\_\_\_
19. COLLAR \_\_\_\_\_
20. FRUIT \_\_\_\_\_

**Activity-9**

**Mark the stress in the given words**

- |            |              |
|------------|--------------|
| 1. BOY     | 22. PRISON   |
| 2. TREE    | 23. POLICE   |
| 3. TEACHER | 24. SURPRISE |
| 4. ARISE   | 25. FASHION  |

- |              |              |
|--------------|--------------|
| 5. FISH      | 26. POOL     |
| 6. EXAM      | 27. CRITICAL |
| 7. FINISH    | 28. SENDER   |
| 8. STEP      | 29. PERFORM  |
| 9. POST      | 30. FRIGHTEN |
| 10. SUDDEN   | 31. SUNDAY   |
| 11. LEAP     | 32. FASTING  |
| 12. INCOME   | 33. PERSONAL |
| 13. FRICTION | 34. COMPUTER |
| 14. COURAGE  | 35. NEAR     |
| 15. POT      | 36. COUSIN   |
| 16. TELL     | 37. DRAW     |
| 17. BIOLOGY  | 38. DRAWING  |
| 18. UNDER    | 39. CRITIC   |
| 19. QUESTION | 40. CLOSE    |
| 20. PASTE    |              |
| 21. STINGY   |              |
| 22. OPEN     |              |

### Activity-10

Write the strong and weak form for the following words.

WORD

STRONG

WEAK

YOU

THEY

WERE

HAS

YOUR

THE  
HIM  
HER  
OF  
DOES  
DO  
WAS  
HIS  
THAN  
BUT  
WHO  
AND  
CAN  
SHALL  
WHAT  
UP  
THAT  
WILL



Date: \_\_\_\_\_

### Exercise III – CALL Lab Intonation

#### What is intonation?

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

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

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

There are two basic patterns of intonation in English: falling intonation and rising intonation.

In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation.

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

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

It should be remembered that a written explanation can never be a substitute for a 'live' conversation with a native speaker.

Attitudinal intonation is something that is best acquired through talking and listening to English speakers.

#### Falling Intonation (↘)

(The pitch of the voice falls at the end of the sentence.)

Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

- Statements
  - Nice to meet ↘ you.
  - I'll be back in a ↘ minute.
  - She doesn't live here ↘ anymore.

- Dad wants to change his ↘ car.
- Here is the weather ↘ forecast.
- Cloudy weather is expected at the end of the ↘ week.
- We should work together more ↘ often
- I'm going for a walk in the ↘ park.
- Commands
  - Write your name ↘ here.
  - Show me what you've ↘ written.
  - Leave it on the ↘ desk.
  - Take that picture ↘ down.
  - Throw that ↘ out.
  - Put your books on the ↘ table.
  - Take your hands out of your ↘ pockets.
- Wh- questions (requesting information.)  
(questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')
  - What country do you come ↘ from?
  - Where do you ↘ work?
  - Which of them do you ↘ prefer?
  - When does the shop ↘ open?
  - How many books have you ↘ bought?
  - Which coat is ↘ yours?
  - Whose bag is ↘ this?
- Questions Tags that are statements requesting confirmation rather than questions. Not all tag questions are really questions. Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.
  - He thinks he's so clever, doesn't ↘ he?
  - She's such a nuisance, isn't ↘ she?
  - I failed the test because I didn't revise, did ↘ I?
  - It doesn't seem to bother him much, does ↘ it?
- Exclamations
  - How nice of ↘ you!
  - That's just what I ↘ need!
  - You don't ↘ say!
  - What a beautiful ↘ voice!
  - That's a ↘ surprise!

### **Rising Intonation ( ↗ )**

(The pitch of the voice rises at the end of a sentence.)

Rising intonation invites the speaker to continue talking.

It is normally used with yes/no questions, and question tags that are real questions.

- Yes/no Questions  
(Questions that can be answered by 'yes' or 'no'.)
  - Do you like your new ↗ teacher?
  - Have you finished ↗ already?
  - May I borrow your ↗ dictionary?
  - Do you have any ↗ magazines?
  - Do you sell ↗ stamps?
- Questions tags that show uncertainty and require an answer (real questions).
  - We've met already, ↗ haven't we?
  - You like fish, ↗ don't you?
  - You're a new student ↗ aren't you?
  - The view is beautiful, ↗ isn't it?

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

### **Rise-Fall Intonation** ( ↗ ↘ )

(The intonation rises and then falls.)

We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

- Choices (alternative questions.)
  - Are you having ↗ soup or ↘ salad?
  - Is John leaving on ↗ Thursday or ↘ Friday?
  - Does he speak ↗ German or ↘ French?
  - Is your name ↗ Ava or ↘ Eva?
- Lists (rising, rising, rising, falling)  
Intonation falls on the last item to show that the list is finished.
  - We've got ↗ apples, pears, bananas and ↘ oranges
  - The sweater comes in ↗ blue, white pink and ↘ black
  - I like ↗ football, tennis, basketball and ↘ volleyball.
  - I bought ↗ a tee-shirt, a skirt and a ↘ handbag.
- Unfinished thoughts (partial statements)  
In the responses to the following questions, the rise-fall intonation indicates reservation. The speaker hesitates to fully express his/her thoughts.
  - Do you like my new handbag? Well the ↗ leather is ↘ nice... ( but I don't like it.)
  - What was the meal like? Hmm, the ↗ fish was ↘ good... (but the rest wasn't great).
  - So you both live in Los Angeles? Well ↗ Alex ↘ does ... (but I don't).
- Conditional sentences  
(The tone rises in the first clause and falls gradually in the second clause.)
  - If he ↗ calls, ask him to leave a ↘ message.
  - Unless he ↗ insists, I'm not going to ↘ go.
  - If you have any ↗ problems, just ↘ contact us.

### **Fall-Rise Intonation (↘ ↗)**

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

The main function of fall-rise intonation is to show that the speaker is not certain of the answer they are giving to a question, or is reluctant to reply (as opposed to a falling tone used when there is no hesitation). It is also used in polite requests or suggestions.

- Hesitation/reluctance:
  - So you'd be willing to confirm that? ...Well ... I ↘sup ↗pose so ...
  - You didn't see him on Monday? I don't quite ↘re ↗member ...
- Politeness-Doubt-Uncertainty: (You are not sure what the answer might be.)
  - Perhaps we could ↘vis ↗it the place?
  - Should we ↘cop ↗y the list?
  - Do you think its ↘al ↗lowed?

### **British English vs. American English Pronunciation**

Here are a few differences between British English pronunciation and American English pronunciation

- **Silent r**

The most obvious difference between standard American and standard British is the omission of 'r' in British pronunciation: you only pronounce a written < r > if there is a vowel sound after it, so we don't say it in PARK /pɑ : k/, HORSE /hɔ : s/ or FURTHER /' fɜ : ðə/. **In American, though, we pronounce every written /r/ so /pɑ rk/, /hɔ rs/ & /' fɜ rðər/.**

- **Vowel Sound Changes**

Many of the 19 vowel sounds are very similar in American and British, however, there are 8 sounds that significantly change as follows:

- /ɒ / to /ɑ /

In British pronunciation we use back rounded open sound /ɒ / for words like SHOP /ʃɒp/, LOST /lɒst/ and WANT /wɒnt/. **In American we don't round the lips, so it's: /ʃɑp/, /lɑst/ & /wɑnt/.**

“John wants a stop watch.”

- /æ/ to /e/

The pronunciation and usage of /æ/ is fairly similar in American and British; words like CAT and MAD are very similar. **There is a group of words, however, containing the spelling ARR, which change from /æ/ to /e/ in American.** CARRY /kæri/ is /keri/ EMBARRASS /ɪm'bæris/ is /ɪm'berəs/ and HARRY /'hæri/ is /'heri/, giving the name the same pronunciation as HAIRY in American. MARRY, MERRY and MARY would all be the same too in American English, but different in British: /'mæri/, /'meri/ & /'meəri/

“I'll carry your bags, Harry.”

- /ɜː / to /ɜ r/

The British thinking sound /ɜː /, found in words like HEARD /hɜːd/, FIRST /fɜːst/ and WORST /wɜːst/, **is pronounced differently – with the tongue raised and a /r/ quality in American, /hɜrd/, /fɜrst/ & /wɜrst/. This sound nearly always has an ‘r’ in its spelling, but even when it doesn't, American speakers say one, like in the word COLONEL /'kɜrnəl/, which is /'kɜːnəl/ in British English.**

“The early bird murders the worm.”

- /ɔː / to /ɔ r/ & /ɑ /

Long back rounded /ɔː / as in SWORD /sɔːd/, FORCE /fɔːs/, THOUGHT /θɔːt/ & LAW /lɔː/ **is pronounced in 2 ways in American. /ɔ r/ for words with ‘r’ so SWORD /sɔrd/ & FORCE /fɔrs/, and /ɑ / for words without /r/ so THOUGHT /θɑt/ & LAW /lɑ/. This means that for many American speakers, COT /kɑt/ and CAUGHT /kɑt/ are the same, though COURT /kɔrt/ would be different.** In British English CAUGHT /kɔːt/ and COURT would be the same, COT /kɒt/ would be different.

“I caught four walkers talking Norse.”

- /ɑː / to /ɑ r/ & /æ/

Long back unrounded /ɑː / like in CAR /kɑː /, START /stɑː t/, AFTER /ɑː ftə/ & HALF /hɑː f/ **is pronounced /ɑ r/ in American if there's an 'r' in the spelling so CAR /kɑ r/ & START /stɑ rt/. Most of those words that don't have an 'r' in GB are pronounced /æ/ in American so AFTER /' æftər/ & HALF /hæf/.**

“Pass these parts to master Carter.”

- /eə/ to /er/

The diphthong /eə/ in HAIR /heə/, BEAR /beə/ & WHERE /weə/ is always spelt with an „r“ **so it's pronounced /er/ in American English HAIR /her/, BEAR /ber/, WHERE /wer/. This makes FAIRY /' ferɪ/ and FERRY the same in American, but different in British /' feəri/ & /' ferɪ/.**

“The spare chair is there, by the stairs.”

- /ɪ ə/ to /ɪ r/

British English /ɪ ə/ in words like STEER /sti ə/, CLEAR /kli ə/ & CHEER /tʃɪ ə/ **is pronounced /ɪ r/ in American so /sti r/, /kli r/ & /tʃɪ r/.**

“I fear the deer“s near here.”

- /əʊ / to /ou /

In standard British English the diphthong /əʊ / starts in the centre of the mouth GO, NO & SHOW, **whereas in American it starts to the back /ou /: GO /gou /, NO /nou /, SHOW /ʃou /.** “Don“t throw stones over the road.”

- **Vowel Length**

There is a greater difference in British English between the length of vowel sounds, with some being pronounced significantly longer than their American counterparts. Some of this is owing to the additional pronunciation of „r“ in many American vowel sounds as seen above.

**heard** /hɜː d/ /hɜ rd/

**bar** /bɑː / /bɑ r/

**caught** /kɔː t/ /kɑ t/

**need** /niː d/ /nid/

**shoe** /ʃuː / /ʃ u/

- **Consonant Sounds**

*Consonant sounds are largely similar in American and British with just a few key differences:*

- **/t/**

When /t/ appears after a stressed vowel and before a weak vowel, **American speakers often make a voiced flap – a bit like a very fast /d/**: **WATER, FIGHTER, GOT IT**. In Standard British this would be pronounced as a normal /t/ WATER, FIGHTER, GOT IT, though in regional British accents, most famously cockney, this would be a glottal stop: WATER, FIGHTER, GOT IT.

“My daughter bought a motorbike.”

- **/r/**

**Apart from the higher number of /r/ sounds in American English, there is also a small but significant difference in the way they are pronounced. In American, the tongue curls back further, giving it a slightly muffled quality – RIGHT, ARROW.** Whereas in British the tongue is flatter and further forward RIGHT, ARROW.

“These red roses are for Rachel.”

- **/j/**

In British English where /j/ appears after /t, d, n, l, s, z/ (the alveolar consonants) it is omitted in American: /t/ TUNE /tju: n, **tun**/, /d/ DUTY /' dju: ti, ' **duti**/, /n/ NEW /nju:, **nu**/, /l/ LEWD /lju: d, **lud**/, /s/ SUIT /sju: t, **sut**/ /z/ EXUDE /ɪ g' zju: d, **ɪ g' zud**/. This is often referred to as „yod dropping“.

“On Tuesday, tune into the news.”

- **Word Stress**

Some words are stressed differently in American English, particularly those of French origin where American keeps the last syllable stress and British goes for first syllable (audio is British then American): GARAGE, GOURMET, BALLET, BROCHURE, though this is reversed in the words ADDRESS and MOUSTACHE.

“Here’s the address of the garage.”

- **Intonation**

The melody of British and American is quite different, though the structure of speech is very similar. The most obvious difference is the British tendency to use high falling intonation, hitting the main stress high and dropping down. **Whereas in American rising tones are more common, so you go up from the main stress. This use of rising intonation on statements is sometimes referred to as ‘Upspeak’.**

“I don’t really know what to do about it.”

## British and American variants

Word	British pronunciation	American pronunciation
1. Basil	Bay-zil /be.z ɪ/	Bah-zil /bæz. ɪ/
2. Tomato	To-mah-to/tə-mɑ:.təʊ/	To-may-to /-tmeɪ.tʊʊ/
3. Vitamin	Vai-tuh-min /vaɪ.tə-/	Vit-uh-min /vɪt.ə.mɪn/
4. Aluminum	Ah-luh-min-um	A l-oo-min-i-um
5. Address	Add-ress /'æd.res/	A-dress /ə'dres/
6. Either	eye-thuh /'aɪ.ðə/	ee-thuhr /'i:.ðə/
7. Schedule	SHED-jool/'ʃedʒ.u:l/	SKED-jool /'skedʒ.u:l/
8. Vase	varz /vɑ:z/	vays /veɪs/
9. Privacy	PRIV-uh-see /'praɪ.və.si/	PRAI-vuh-see /'praɪ.və.si/
10. Neither	NIGH-thuh /'naɪ.ðə/	NEE-thuh /'ni:.ðə/

## Indian variants

The evidence of *mother tongue influence* on English is very obvious. This manifests in the form of incorrect pronunciation. Pronunciation error may be due to many issues. Guesswork or vagueness of the correct form of a word or sentence, or a general ineptness of the language could be the reason of mispronunciation. The most common reason is transfer or interference from the mother tongue. Generally, errors made in pronunciation are due to difference in the sound system and spelling symbols between the mother tongue and English. The majority of speakers in India learn English as an auxiliary language to their native regional language.

Surprisingly, the popular English Dictionaries like Oxford and Cambridge have given authenticity to Indian English to like samosa, bandobust, mantra, karma, avatar, lathi, jungle etc... There you can find different pronunciation of same word in different regions in India. The consonants th, j,z,w and v are pronounced differently in English and Indian regional languages. The British pronunciation is sloppy, the American pronunciation is slippy, but Indian pronunciation bluntly utters every letter and syllable.



Indians also continue to use words such as rubber, pant, mess, cooling glass and railway station in place of pencil eraser, trousers, dining hall, sun glass and train station respectively.

Since English is not our mother tongue, Indians are not fluent and accurate in this language.

### Activity -11

**I. Identify the intonation (falling tone/ rising tone/rise-fall tone/fall-rise tone)in the following sentences.**

1. Where will you stay?
2. This is a fruit.
3. Did you find the pencil?
4. Rana is a business man.
5. Amar has applied for a job.
6. She has finished the project, hasn't she?
7. She is your cousin, isn't she?
8. The weather is cool today.
9. Should we draw the picture?
10. Are you taking tea or coffee?

### Activity-12

**I Transcribe:**

S.No.	Word	British	American
1	Adult		
2	Vaccine		
3	Garage		
4	Agile		
5	Fertile		
6	Mobile		

7	Schedule		
8	Finance		
9	Environment		
10	Economy		

**Date:** \_\_\_\_\_

### **Exercise-IV CALL**

#### **Listening Skills**

#### **I. Objectives**

##### **Students are expected to:**

1. Develop their listening skills so that they may appreciate its role in the LSRW skills approach to language and improve their pronunciation.
  
2. Equip themselves with necessary training in listening so that they can comprehend the speech of people of different backgrounds and regions.

#### **II. Content**

##### **Introduction**

Listening can be considered as the mother of communication. It can be described as the skill that involves receiving, interpreting and responding to message sent by the communicator.

**Def:** "Successful listening involves an integration of these component skills .In this sense, listening is a coordination of the component skills, not the individual skills themselves. This integration of these skills constitutes a person's listening ability"

##### ➤ **The difference between "Hearing and Listening :**

As a suitable starting point for dealing with the listening skill in foreign language teaching is to consider the following question: How is "Hearing" different from listening?

The two terms "hearing and listening are often used interchangeably, but there is an important difference between them.

The process of hearing is physiological. It happens automatically and requires no special effort of the listener. But listening is a conscious activity that involves paying close attention to

the listener for making sense of, what one hears.

<b>Hearing</b>	<b>Listening</b>
Physical activity	Conscious activity
Happens automatically as it is an involuntary act	Voluntary act
Passive process and requires no special effort of the listener	Active process and listener plays an active role
It is a one-way process	It is a two way process engaging the speaker and listener

## ➤ **Purpose**

Listening is the ability to identify and understand what the speaker is saying by understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning.

## ➤ **Process**

When a person listens, one has to construct a parallel message based on the sound clues received from the speaker and verifying the message whether it corresponds to what is heard. It is a process that involves the speaker as well as the listener and eventually an exchange between them.

## ➤ **Types of Listening**

Depending on the quality, purpose and output listening has been divided into various types.

- **Superficial listening:** In this type of listening, the listener has little awareness of the content of what is being said. The output in this type of listening is zero because the listener tends to ignore the message. This can be very damaging because the listener's lack of participation becomes evident through the body language. The speaker might also feel hurt which might lead to a total breakdown of the communication.
- **Appreciative Listening:** The main purpose of this kind of listening is to get enjoyment and pleasure. : Ex: Listening to songs, jokes, stories etc.
- **Attentive listening:** This kind of listening demands complete attention of the listener. It is basically active and intelligent listening in situations such as group discussions, meetings, job interviews, and so on. The listener pays attention to all parts of the message, that is, the central idea, main points, supporting details, examples and illustrations. There is no "selective dismissal" of any part of the oral message.
- **Empathetic Listening:** Empathetic Listening depicts not only what the speaker says, but also how one says it that and includes one's feelings, emotions and state of mind. As Covey puts it, here listener gets into "another person's frame of reference". It is listening not only with one's ears but with one's heart. This kind of listening has an almost therapeutic effect on both the speaker and the listener.

- **Evaluative listening:** It involves evaluation of the oral message and develops a line of thought based on contemporary society mannerisms. The listener interprets and analyses what he /she listens to in order to understand both the explicit and implicit meaning of the oral message.
- **Selective listening:** Listening to parts of the conversation while ignoring most part of it. This is a kind of listening, one practises often while listening to repeated public announcements, T.V news etc.

### ➤ **Characteristics of a good listener:**

#### **A good listener will:**

- Try to understand the speaker's perspective. It is not necessary to agree with the speaker, but a good listener will always try to see things from the speaker's perspective.
- Listen with the whole body: As we have seen, the listener is as active a participant in the act of conversation as the speaker is.
- Do not judge prematurely: Since the brain can process speech much faster than one can speak, it is easy to think ahead, judge the talk and even evaluate the speaker and his talk.
- A good listener, however, will always tries to look at the speaker's perspective, try to understand why the speaker feels the way he/she feel. Therefore, if you want to be a good listener, avoid judging the speaker's talk or personality prematurely. Give some time. Try to understand and then arrive at a conclusion.
- Go beyond the words of the speaker: As said before, a good listener will always try to understand. But more than the words it is important to understand the spirit and the

sentiment that keeps the conversation going. For good listening, thus, it is necessary to not get struck in the web of words. One has to analyse the context, study the body language, judge the attitude of the speaker and the reasons why one is responding the way he/she is. It is necessary, therefore, to go beyond.

- Paraphrase the speaker: A good speaker while listening might also paraphrase the speech of the speaker. This may be a detailed paraphrasing, but responding in a few words. Adding nothing, changing nothing, asking no questions, just summarizing the speaker's thought informing him how he is being understood.

**4. Barriers to good listening:** Sometimes the process of listening may not happen because of various barriers.

- **Physical Reasons:** One of the chief reasons of bad listening could be a person's inability to hear properly. Noise and distance too could become barriers to listening.
- **Age and attitude:** Sometimes age and attitude are reasons for not listening well. A four-year-old child's constant conversation is likely to be ignored by most parents. A teenaged son or daughter is likely to ignore the parent's constant caution about driving rules.
- **Mindset:** Sometimes the listener is already conditioned to think that the speaker will adopt a particular attitude or a line of argument. If a conversation begins with this kind of mindset, no listening or communication takes place. In this context, meanings will be wrongly inferred and vital parts of the conversation will be skipped. This kind of mindset can be extremely harmful in both personal and professional interactions.
- **Influence of mother tongue:** The influence of the mother-tongue on the speaker plays a major role in preventing the listener from appropriate listening. To avoid this one should make sure that the language spoken should have reasonable clarity with the correct pronunciation, tone pitch and modulation. Slang might be used in specific ways and words too might have different codes and meanings. Unfamiliarity can become a barrier to listening.
- **Careless listening:** Sometimes, people while listening, looking at papers or fidgeting with objects. This can put the speaker in a very awkward position and such actions can annoy the speaker. This kind of gesture can seriously hamper communication as the speaker doesn't feel listened to the act of communication will always remain incomplete.

## **Understand**

- Listening for General Details
- Listen to an audio/video to listen for information.

## **Practice**

- Introduction to phonetics & speech sounds
- Vowels and consonants
- Listen to recorded instructions and jotting down them in the right order.
- Listening comprehension of facts/story.

## **Activity -13**

Give the self-analysis of your listening skill after listening the audio played in the classroom.





Date: \_\_\_\_\_

## Exercise V - CALL

### Listening for General Details

#### I. Objectives

Students are expected to:

1. Identify speaker's purpose and tone.
2. Make inferences and predictions about spoken discourse.

#### II. Content

Listening for general (gist) enables students to gather broad information, and then use it to discuss, debate, and support opinions. It is when the learner tries to understand what is happening even if he or she can't understand every phrase or sentence. The learner is trying to pick up key words, intonation, and other clues so as to make a guess at the meaning.

#### Activity -14

Audio can be heard

<https://soundcloud.com/beanstar46/audio-report-listening-for-details>

**This Listening Section is intended to help students develop their GENERAL COMPREHENSION (UNDERSTANDING) about a conversation .**

1. What was the audio report about?
  - a. The results of a survey on the number of people with bank accounts in Britain
  - b. The results of a survey on bank complaints in Britain
  - c. The results of a survey on British banking regulations
2. \_\_\_\_\_ conducted the survey featured in the report.
  - a. Which?
  - b. A high-street bank
  - c. The BBC
3. How many people participated in the survey?
  - a. 1,000
  - b. 1,500
  - c. 2,000
4. According to the survey, there are \_\_\_\_\_ unhappy bank customers in Britain.
  - a. 12,000
  - b. 1 million
  - c. 12 million

5. What did customers commonly complain about?
  - a. Bank scandals, incorrect charges, and statement mistakes
  - b. Bank scandals, statement mistakes, and poor customer service
  - c. Incorrect charges, statement mistakes, and poor customer service
  
6. About \_\_\_\_\_ of unhappy customers actually complain to their bank.
  - a. two-thirds
  - b. one-fifth
  - c. 30%
  
7. Why didn't some unhappy customers make an actual complaint?
  - a. They felt they would just get a headache if they did.
  - b. They were worried about expensive rates for calling banks.
  - c. They thought their bank would not take their complaints seriously.
  
8. How has the banking industry responded to customer complaints?
  - a. By imposing fines on banks
  - b. By setting new regulations for changing banks
  - c. By advising customers to switch banks

Date: \_\_\_\_\_

## Listening for Specific Details

### I Objective

Students are expected to:

1. Make use of contextual clues to infer meanings of unfamiliar words from context.
2. Identify and distinguish main ideas from supporting details.

### II Content

Specific information is often factual in nature, like, a name, a place, a profession, an object, a number or a quantity. When you listen for specific information, you need to have some idea of what you're listening for before you listen and while you're listening.

Listening with a purpose

- **Listening** for the Main Idea
- **Listening** for Detail
- **Listening** for a Sequence
- **Listening** for Specific Vocabulary
- **Listening** for Cultural Interest
- **Listening** for Attitude and Opinions
- **Listening** for Functional Language

### Activity -15

[https://www.ted.com/talks/richard\\_st\\_john\\_success\\_is\\_a\\_continuous\\_journey?language=en](https://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey?language=en)

#### **TED: Richard St. John. Success is a continuous journey**

Why do so many people reach success and then \_\_\_\_\_? One of the big reasons is we

think success is \_\_\_\_\_ street. So we do everything that leads

\_\_\_\_\_ to success. And it doesn't take long to go \_\_\_\_\_. Reaching success, I

worked hard, I pushed \_\_\_\_\_. But then I stopped because I

\_\_\_\_\_, “Hey I am good enough.” I couldn’t come \_\_\_\_\_ with any ideas. Reaching success, I always \_\_\_\_\_ on clients and products. Soon a black cloud formed over my head and here I was, \_\_\_\_\_ very successful, but \_\_\_\_\_ very depressed. I was just floating along, I couldn’t \_\_\_\_\_ less if clients ever called. It didn’t \_\_\_\_\_ for business to drop like a rock. I had fun again, I worked harder, and to cut \_\_\_\_\_: did all the things that took me back up to success. It’s not only how we achieve success, it’s how we \_\_\_\_\_ it.

### Activity -16

Match the following phrases with their antonyms:

- |                               |   |
|-------------------------------|---|
| 1. to fail                    | cannot think of anything  |
| 2. one- way street            | inside  |
| 3. to lead up to something    | on the outside  |
| 4. to go downhill             | to pay no regard to, to neglect, to turn a blind eye to something |
| 5. to push oneself            | to be unaware that  |
| 6. to figure                  | to be anxious, to be concerned about                              |
| 7. to come up with something  | to lose   |
| 8. to focus on something      | at length   |
| 9. outwardly                  | to succeed  |
| 10. inwardly                  | to come to nothing  |
| 11. couldn’t care less        | not stir from a place   |
| 12. to take long              | two- way street   |
| 13. to cut a long story short | to go uphill  |
| 14. to sustain                | to do in no time  |

\*\*\*\*\*

Date\_\_\_\_\_

## **Exercise I - ICS**

### **ICEBREAKING ACTIVITY AND JAM SESSION**

#### **I. Objectives**

Students are expected to:

1. Develop interest among the students on a given topic by exploring various ideas.
2. Learn the use of non-verbal communication and enhance verbal communication.

#### **II. Content**

##### **Introduction**

Ice breakers are effective exercises to facilitate positive interactive session. They are usually presented in form of a game before the main event.

These sessions helps:

Team building

- Communication
- Trust
- Sharing

It's important to note when to use ice breaker technique as it requires

- Creativity
- Sensitivity

In order to have effective ice breaking sessions employ the following

- Content
- Appropriate timing
- Can occur in the beginning, or any other appropriate time(during the session)

##### **Activity:**

**Interviews:** Ask participants to get in two. Each person then interviews his or her partner for a set time while paired up. When the group reconvenes, each person introduces their interviewee to the rest of the group.

**True/false:** Participants say three things about themselves –two true and one false. Other participants guess what the lie is. The correct guesser goes next.

**I. Objectives Students are expected to:**

1. Organize ideas and stick to the topic with no deviation.
2. Convey opinions and views in a brief and understandable manner.

**II. Content****Introduction**

**Just A Minute** has a history dates back to 1967. It was a radio programme aired by BBC for amusement and it turned out to be a hit than expected. It was all about the control of the mind over the mouth. The main object of the game was to talk for one minute on a given subject without *hesitation, repetition* and *deviation*. When JAM is considered as a language activity the major aim is to learn how to organise the thoughts in a short time and present the given topic systematically within a minute. Impromptu speech is a part of every one's day-to-day life. Right from the childhood one experiences answering questions poses to him spontaneously. But it is quite common that one becomes nervous when he is asked to speak on the spur of the moment.

**Why?** In a simple phrase it can be answered as *lack of practice*.

**Elements of Jam**

It is not so easy to organise the thoughts in a sequential order and express them using apt vocabulary. Effective spontaneous speaking is a skill that can be attained through regular practice. The first step involves **understanding** of the topic. Then comes **analysing** the topic and **assimilating** the ideas. It is better to keep the **audience** in mind and their **interest** to make the attempt more effective. It is advisable to add some humorous elements and life experiences in the speech to hold the attention of the listeners. As the time limit is one minute, it is better to use one word substitutes, idiomatic expressions and apt vocabulary. Another factor is voice characters like pace, pitch, modulation, tone, pronunciation and enunciation. It is to be focused in order to reach the audience successfully.

## **Importance**

Now-a-days JAM is conducted as an impromptu speech test during the campus recruitment process. While, the candidate is talking, the interviewer tries to test the following skills-

- Self confidence
- Communication skills
- Flow of thoughts
- Flow of speech
- Coherence
- Time Management
- Behaviour
- Presentation skill
- Sense of humour etc.

## **Dos**

- Be prompt to speak in any given situation
- Be concise and to the point
- Be cautious of time and follow the sequence
- Be innovative and express ideas differently
- Be constructive and use positive and apt vocabulary

## **Don'ts**

- Jumble ideas and drag the point
- Shy away from expressing ideas and give too many pauses
- Shy away from expressing ideas and give too many pauses
- Fail to have coherence
- Speak without time sense
- Use negative and uncommon jargons

## **Tips to give the best at the JAM session**

- Try to avoid long sentences and language with complex vocabulary.

- Prepare on few common topics before it because this helps you when they asked you to choose the topic.
- Don't try to repeat your ideas at any cost. Try to share something new as they have given you only one minute.
- Attempt a few mock JAM sessions before your friends and ask them to monitor your performance

## **Expression Bank**

### 1) Self-Introduction

- Good morning! I am....
- Hello! I am from...
- I work for...

### 2) Greetings and taking leave

- Hello! How are you?
- Hi, nice meeting you
- Hi, it's great seeing you again
- Fine, how are things with you?
- Certainly, see you some time. Bye!

## **Best Practice**

1. Choose one topic
2. Stand in front of the mirror and speak.
3. Record voice in mobile phone and re-correct grammar mistakes.
4. Speak in front of your friends (this way you can improve public speaking skills.)

## **Topics**

---

1. Myself
2. My mother
3. My father
4. My family



5. My best friend
6. My pet animal
7. My home town
8. Examinations
9. The skill I'd most like in me
10. The best vacation I've ever been on
11. The best advice I was ever given
12. What you might see at the zoo / in the park / at an art museum.
13. Buy one, get two
14. I love my English class because...
15. If I were a magician...
16. My concept of God
17. The happiest moment in my life
18. The one thing I hate most
19. My favourite subject
20. The book which interested me
21. My dream birthday celebration
22. My favourite colour
23. If I were a boss...
24. My role model
25. Team work
26. Global warming
27. Swatch Bharat Movement
28. Banning of soft drinks
29. Junk foods
30. Make in India Movement

### **Model JAM**

*Good Morning friends!*

*My topic is/I would like to speak on / The topic given to me is/ My chosen topic is my role model. My role model is Dr.APJ Abdul Kalam. Dr.A.P.J. Abdul Kalam, the man of many adjectives, whom I adore is an inspiration to many. To me, he is a man of real dreams. He is the one who*

*taught me the real sense of dream and I really mean it. I believe in his words. They are not mere quotations to be written on boards. They are words which mean a lot and can transcend generations. My favourite quotation is: "Dream is not the one that you see in sleep, dream is something that does not let you sleep." Being a man of compassion he taught us the difference between human being and being human. He always dreamt of progress and was instrumental in India's aerospace development. His thirst for knowledge, perseverance towards his dreams, compassion towards fellowmen, simplicity as motto of life, passion for growth, vision for an empowered India and structured leadership to mention a few to be discussed among the youth in order to inculcate a better attitude in them and to create a better generation.*

*Thank you.*

Once the contestant has completed his one minute, give him a score which will be tallied on the board. Give 10/10 to anyone who doesn't break the rules. If there's name pausing or repetition considers the score relatively. Encourage giving bonus points for especially good choices of vocabulary or particularly effective use of language.

### **Instruction**

Everyone faces the same challenge, and it's a good chance to support and encourage each other while working towards winning the game. While the students are speaking, their classmates (of both teams) should respectfully listen.

---

### **Positive aspects of the activity:**

This activity helps students to develop **confidence** by challenging them to speak in a light-hearted setting, but in front of an "audience" of their classmates and their teacher. Completion of the one minute successfully is a mark of the student's **ability to speak spontaneously**. Giving of bonus points by the instructor ensures **encouragement**.

### **Self Evaluation (Put a ✓ on the suggested answer)**

- a. Could I start immediately after the topic is announced?  
Yes      No
- b. Did I use apt vocabulary and spoke without grammatical mistakes?  
Yes      No
- c. Did I deviate from the topic?  
Yes      No

- d. Did I repeat the same sentence?  
Yes No
- e. Could I speak fluently without any ambiguity?  
Yes No
- f. Was my speech audible to my class mates?  
Yes No
- g. Could I face my peers confidently?  
Yes No
- h. Could I find anything creative and different in my speech?  
Yes No
- i. Could I wind up in one minute?  
Yes No
- j. On a scale of 10 I rate myself
- 1 2 3 4 5 6 7 8 9 10

**Teacher's Evaluation** is based on student's:

- Self confidence
- Flow of thoughts
- Communication skills
- Coherence
- Time Management

### **Activity based Questions**

1. Write briefly about your given topic.
2. Suggest the improvements you expect to have in your next JAM session.
3. State the outcome of the session in brief.

### **Answers**





**Date: \_\_\_\_\_**

## **Exercise II – ICS LAB**

### **FEATURES OF GOOD CONVERSATION-NON-VERBAL COMMUNICATION**

#### **I. Objectives Students are expected to:**

1. Communicate more effectively in English.
2. Understand the fundamentals of non-verbal communication

#### **II. Content**

##### **Introduction**

Conversation is interactive communication between two or more people. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and learning.

##### **Features of a good conversation**

- Be fully present in the conversation
- Realize and vocalize the things you agree on
- Seek understanding more than being right
- Honour the other person
- Commit to communicate with kindness

### **Non-Verbal Communication**

##### **Introduction**

- Non-verbal Communication includes all messages other than those expressed in oral or written words.
- In Non-verbal communication, we are concerned with such things as body movements, space, time and voice system as well as general characteristics of the environment.

##### **Importance**

Cultural diversities are more prominently visible in non-verbal communication, especially in body language. For instance, while talking, in North America people generally stand at some distance from each other, whereas in Latin America they touch each other quite frequently while communicating. The absence of touch would result in poor communication. Shaking hands is very important now all over the world, but it is given very special importance in Persian and Afghan

culture. Hence these different forms of non-verbal media help us to judge different degrees of feelings, which contradict the verbal message of the communicator.

## **CLASSIFICATION OF NON-VERBAL COMMUNICATION**

Experts and specialists have classified Non-verbal communication into the following categories:

1. Kinesics
2. Proxemics
3. Chronemics
4. Para lingual

### **KINESICS OR BODY LANGUAGE:**

- Body language forms a very important part in our day-to-day communication.
- Communication comprises: feelings 55%, body language 38%, tone and words 7%.

#### **Aspects of body language**

- Facial expressions
- Movements and positioning of the hands
- Movements and positioning of the legs

#### **1. Face:**

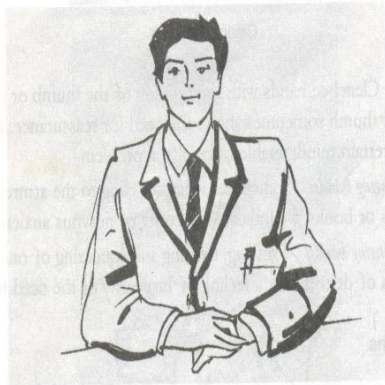
Face is a very powerful indicator of our feelings.

The following are various facial expressions and the emotions they suggest.

- Surprise or astonishment - raised eyebrows
- Anger and frustration - furrowed forehead
- Displeasure or confusion - frowning
- defiance - thrusting out of the chin
- Dislike -turning up the nose
- Aggression -eyes wide open and lips tightly closed
- Disinterest - eyes downcast with the face turned away
- Interest -a relaxed mouth, a smile etc.

#### **2. HANDS:** Hands play very important role in communicating feelings.

- **Relaxed hands:** A calm, confident and self-assured person. They easily rest, sometimes gracefully one on top of the other.



Relaxed hands

➤ **Open Hands:**

- They are the sign of trust , a desire to communicate
- Very positive and indicates an invitation to share his/ her point of view.
- It allows the flow of positive energy from the speaker to listener , making the latter more receptive to what the speaker is saying.



Open hands

➤ **Clenched Hands:** They are the sign of the negative emotion.





Clenched hands

- **Arms behind the back:** Tightly clenching one's fist behind the back or tightly



Arms behind the back

holding the wrist of one hand , shows an attempt to disguise emotions.

- **Hands On Hips:**



Hands on hips

- It is a gesture that shows aggressiveness.
- It also indicates readiness for action.

➤ **Rub Or Touch**

- Rubbing or touching the nose slightly during a conversation might be a sign of rejection or a gesture of doubt.



Rubbing the nose



Rubbing the eyes

➤ **SCRATCHING THE NECK**

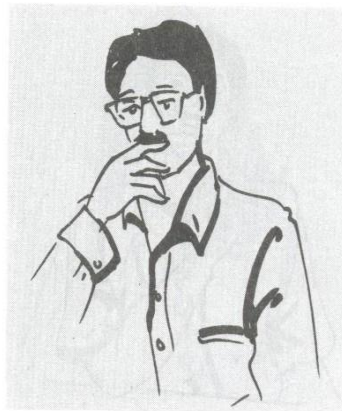
- It would mean disbelief, discomfort or even indecisiveness.
- A sustained scratch accompanied by the person looking down or away would mean s/he is searching her/his memory.
- Lightly scratching the neck below the ear lobe would mean uncertainty and discomfort.



Scratching the neck

➤ **TO PUT SOMETHING IN THE MOUTH**

These movements show for reassurance, sometimes nervousness, indecisiveness anxiety or decision delaying tactic.



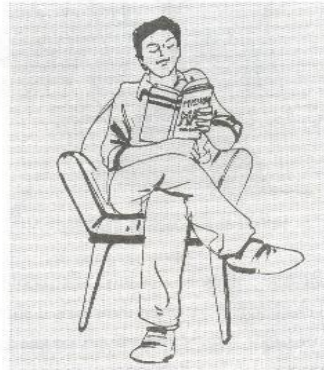
Hand covering mouth



Putting something in the mouth

➤ **POSITION OF LEGS**

- It is done when a person has sat in an uncomfortable position for a long time.
- One leg crossed with the ankle resting on other knee show a defensive attitude.
- Crossed legs with one foot moving in small kicking motion, signifies boredom.



Crossed legs

**PROXEMICS**

The term “proxemics” refers to the study of how we use space to communicate message. In other words, proxemics is “personal space language”. Space is related to behavioural norms. The way people use space tells you a lot about them. In a professional setting space is used to signal power and status.

You should use the psychological power of this space to your advantage. Your gestures should be in accordance with the space available. Even here, though, you can subtly reach out over the table to extend your space. This expresses control and authority.

Moving closer to an audience is useful to invite discussion, to express agreement or to emphasize a point.

You can learn a great deal about how to use space to great advantage by observing dynamic, influential speaker. Kinesics, Proxemics also has cultural variations.

A Latin American or a French is likely to stand closer to another person when conversing than an Anglo – Saxon would in the same situation.

Studies show that Americans, unlike many other national, avoid close contact with one another in public places.

➤ **CHRONEMICS (Time):**

- Another important form of Non-verbal communication is use of time or time language.
- In today’s world time is money for almost all of us and in business it is a very sensitive factor.

**Examples of chronemics in Non-verbal communication:**

- Delay in replying to a personal or business letter or a phone call early in the morning, coming late, for the work or meetings etc.
- Completion of task within a specific time span recommended communicates sincerity, hard work, loyalty and reliability.
- Frequent late coming and absenteeism may communicate unreliability, laziness and disinterestedness of the person.

#### ❖ **PARA LANGUAGE**

- Para language is a systematic study of how a speaker verbalizes.
- Verbal communication contains the contents of words.
- Para language also involves the “how” of the sender’s voice or the manner in which he speaks.
- On strict and serious observation based on vast range of hints and signals only one can understand the speaker’s intention.
- The importance of voice is known to all speakers. It conveys the meaning of message.
- The clearer the voice the more effective it conveys the meaning or message.
- If the job involving the use of telephone, traffic control, tape recording etc requires a very clear voice.

#### **Voice characters**

- **Pitch Variation:** Many of us introduce wide variations in pitch while speaking.
  - It has been observed that people in authority speak in a high pitched voice, while those in junior or lower positions speak in monotonies.
  - It has been observed that when excited we tend to speak in a high-pitched voice and express anger or anxiety in this way.
- **Speaking speed:** We often tend to believe that fluency in language is as same as the speed of speaking but it is not. We do, however, speak at different speed on different occasions.
- **Volume Variation:** The voice should be loud enough so that it reaches the audience comfortably and the loudness can be adjusted according to the size of our audience. It is observed that the larger the audience the louder our voice will be.
- **Proper Word stress:** In English, word stress is of crucial importance in communication.

## SITUATIONAL DIALOGUE/ROLEPLAY

### I. Objectives

#### Students are expected:

1. To make students familiar with various roles to play in everyday activities.
2. To develop appropriate verbal expression in formal and informal situations.

### II. Content

#### Introduction

To acquire a language there are various approaches, one such approach is through role play. "Learning by doing" is the most preferred in the process of effective learning. A student learns better with self-experience when the teacher facilitates them with the required needs and opportunities within a classroom. Role plays are platforms which gives students an exposure to different verbal as well as non-verbal skills.

#### Features

Role play becomes a mirror for participants to see themselves as how others see them. This gives insight on their own behaviour and also gives sensitivity to others „opinions, attitudes and needs. Different aspects of face-to-face communication skills can be easily addressed by role playing. The benefits of a change in behaviour or attitude can readily be demonstrated and thus any desired change is encouraged. It can provide participation, involvement and an opportunity for action learning. Participants practise real life situations in protected environment. Mistakes can be rectified in a risk-free manner.

#### Types

- **Informal role-play** is an activity performed by simulating certain casual situations like conversations between friends, family gathering and so on...
- **Formal role-play** is an activity performed by simulating certain situations in a formal scenario like seeking appointment of an official over phone, conversation in an official meeting and so on.
- **Small group role-play** is an activity by dividing the larger groups into smaller ones and run the same plays in separate groups simultaneously.
- **Whole group role-play** is used to gain consensus on a larger scale in the organizational communication.
- **Role reversal** is an activity to improve sensitivity and to enhance self-awareness.
- **Spontaneous role play** is an activity in which trainees are asked to produce their own situations of which the conceived situation shall be briefed to others in the group.

## Components

- **Speaking skill:** The ability to use a vocabulary suited to spoken forms of English and the ability to compose sentences while keeping up fluency. Use simple language. High-sounding words, jargon and slangs are not advisable.
- **Listening skill:** Active listening during a role play is very essential, as your answers and remarks depends on your ability to understand what the other is trying to communicate to you.
- **Non-verbal communication:** It is communication through any other means other than words. Your body is speaking to your audience even before you can open your mouth. All the cues, gestures, facial expressions, signs and symbols enable people to communicate without words. Unless listeners are aware of and sensitive to others' non-verbal communication they cannot understand the message clearly and effectively.

## Benefits

Role Play is an effective way to impart information about body language and emotional intelligence. Delegation of unfamiliar roles introduces the attitudes in a clear manner. It demonstrates a model behaviour that can be emulated. It is an opportunity to rehearse an approach to an about to be faced situation. It enhances self-awareness and sensitivity.

## Expression Bank

### 3) Self-Introduction

- Good morning! I am....
- Hello! I am from...
- I work for...

### 4) Greetings and taking leave

- Hello! How are you?
- Hi, nice meeting you
- Hi, it's great seeing you again
- Fine, how are things with you?
- Certainly, see you some time. Bye!

### 5) Seeking direction

- How do I get to...?
- What is the best way to...?
- Could you tell me where is...

### 4) Giving directions

- Go straight...

- Take a turn from...
  - Turn right/ left
  - It's on the right/left side
  - Take the first/second right/left road and...
- 5) Making request/Enquiry
- Excuse me, could you help me, please?
  - Could I ask a favour of you?
  - I'm sorry to trouble you, but I need your help
  - Would you mind helping me, please ?
- 6) Congratulating
- Congratulations!
  - Well done! Keep it up!
  - We are proud of you!
  - You really deserve this honour!
- 7) Making apologies
- I'm sorry
  - I'm really ashamed of myself. It won't happen again, I promise.
  - I must apologize for...
  - Please forgive me.
  - I'm really sorry about...
  - Please accept my sincere apology.
  - I hope you will excuse me.
- 8) Complaining
- I'm so sorry to say that/ bother you, but there is a problem....
  - I regret to bring to your notice that...
  - I'm afraid I have to make a complaint about ...
  - I am very annoyed and upset with you.
- 9) Express sympathy/ Offer Condolence
- You mustn't let this depress you.
  - You must be brave.
  - I have no doubt that you'll do much better next time.
  - Never mind. Things will seem brighter tomorrow.
  - I just heard the sad news. This must be a terrible blow to all of you.
  - It is a great loss indeed.
  - I am sorry of what happened.
  - See we are all with you.



## 10) Extent/Accept/decline invitations

- I will be happy if you and your family could come
- I'm here /I'm calling to invite you to....
- Why don't you join us at lunch/dinner/ a get-together
- You must come to...
- Thank you for the invitation. We will certainly come.
- It'll be a pleasure
- Oh, sure, I'd like to come.
- I'm afraid, I won't be able to come.
- I'm sorry, but I will have to miss the...

### Classroom Activity

#### Step 1-Set up

Students are divided into groups and each group select their team leader. Team leaders collect their topic from the teacher.

#### Step 2-Preparation

Team leaders discuss the given topic among the members and suggest roles to each member. Accordingly develop the dialogues for each character.

#### Step 3-Performance

Each team perform the role play.

#### **Example:**

*Topic: Visiting the dentist*

*Characters: Dr.Satyanarayan &Rajender*

***Rajender:** Thank you for taking me at the last minute, doctor.*

***Dr.Satyanarayan:** It's all right. The last patient left just a moment ago. I don't mind staying late when a regular patient has an emergency. Tell me what the problem is?*

***Rajender:** I have a filling which is loose and is about to drop out. I also have a soreness on the side of my mouth*

***Dr.Satyanarayan:** Let me take a look at it. Open your mouth wide, please. On which side of your mouth did you say it hurts you?*

***Rajender:** Aah! Aah! (He begins to wave her arms violently in pain.)*

***Dr.Satyanarayan:** But, Rajender, I haven't even touched you yet.*

***Rajender:** I know, Doctor (with a sigh of relief) - but I am so afraid of a dentist that I feel pain even before you touch me.*

**Dr.Satyanarayan:** *I am so sorry you feel this way, but let's see what the trouble is.*

**Rajender:** *It's on the left side- Just above my tooth. The pain seems to skip around- sometimes it is in one place and sometimes in another.*

**Dr.Satyanarayan:** *Does the tooth itself ever ache or become sore to the touch? Is it sensitive to heat or cold?*

**Rajender:** *No, only the gum above the tooth seems to get sore.*

**Dr.Satyanarayan:** *The teeth in that area seem to be sound. But we „d better take an X-ray just to be sure none of the teeth abscessed. Now, let us see the loose filling. It's surprising it didn't fall out. There's a good deal of decay around it. There is also a slight cavity on the other side of the tooth which you probably didn't know you had.*

**Rajender:** *Oh, doctor, I do hope you won't have to pull the tooth.*

**Dr.Satyanarayan:** *I don't think so. It's not quite as serious as that. But it may take considerable drilling. The decay has gone deeply into the tooth. From the size of this hole, I suggest that we cap your tooth. Shall I take an impression?*

**Rajender:** *I suppose it's all right.*

**Dr.Satyanarayan:** *Now, open wide. Wider, please. (He inserts a few wads of cotton into Mrs. Moore's mouth, along with a tube to extract saliva. Starts drilling)....*

**Rajender:** *Aah! Aah!*

**Dr.Satyanarayan:** *Cool! Cool! It's over. Done. Follow the medication and take rest for the day .Everything will be fine.*

**Rajender:** *Thank you Sir.*

## Telephone Etiquettes

Telephonic communication is a form of formal communication in many contexts. Knowing the rules of formal communication while telephoning is essential.

### Common rules for making or receiving a call:

- Know and analyze the purpose before calling a person.
- While receiving a call, be clear about the purpose of being called.
- Be polite and composed over the telephone.
- Losing temper shows aggressive personality.
- Speaking with low and unclear voice indicates submissive personality.
- Confident, clear and audible voice indicates balanced assertive personality.
- Maintaining decorum in language projects one's culture, socializing and etiquette.
- Follow word stress and intonation rules which give desired meaning to the speech.
- Moderate and comprehensible speed is the dictum of telephonic communication.
- Avoid being complicated or ambiguous with round about descriptions.

**Telephonic Interviews:** Many companies conduct telephonic interviews for recruiting personnel. While facing a telephonic interview, be prepared to answer the questions which need to be acknowledged to the company for which you are attending the interview. Remember to be familiar with company profile before the interview begins. It is always necessary to have pen and scribbling pad.

### Basic Telephone Etiquette:

- Do not let the telephone ring for a long time.
- Do not call continuously if the phone is not answered.
- Greet the caller appropriately after receiving the phone call.
- Be polite while introducing and conveying information.
- Don't let anyone wait for a long time, while giving information and convey it without long pauses.
- While taking leave, do thank the caller.

### Topics

1. A group of friends discuss how to celebrate the summer holidays.
2. Three new room-mates from different states introducing themselves at the dining hall in a hostel.
3. Conversation among three engineering students from different streams and the placement officer of their college.
4. A conversation among four professional students at a conference before their presentation.
5. A dialogue among a group of students and Bank Manager regarding education loans.
6. A conversation among a group of graduates seeking higher education at the airport.
7. Discussion among a group of students and faculty- in- charge of projects regarding

deduction of project marks.

8. At international space station
9. Four people with very funny characteristics trapped in an elevator
10. A television talk show
11. A panel discussion
12. A classroom situation
13. An argument between a customer and a shopkeeper
14. A family discussion
15. A situation focusing on team spirit
16. You are a student participant in a conference on environmental hazards. Enquire about the approach to the conference venue.
17. The technical manager of a company calls you for a technical telephonic interview, respond to it.
18. You applied for a master's course in a university in the U.S The admin officer calls you for further clarification of your selection of course, date of joining, hostel facility and the college you prefer to join.

### Feedback

The effectiveness of role playing tool is dependent on the quality of the feedback. Feedback must be constructive .Positive and well-handled feedback can reinforce effective behaviour, instill confidence, and highlight specific areas for improvement in a way that is not critical and is readily acceptable.

### Self Evaluation (Put a ✓ on the suggested answer)

- a. Could I get into the role?  
Yes                      No
- b. Could I coordinate with other participants?  
Yes                      No                      If not why?
- c. Could I maintain eye contact with all the participants?  
Yes                      No
- d. In which area I found difficulty in my performance?  
Verbal communication                      Non-verbal communication
- e. On a scale of 10 I rate myself-  
1      2      3      4      5      6      7      8      9      10

### Peer Evaluation

Best team and best performer will be selected based on:

- Verbal communication
- Non-verbal communication
- Role involvement

**Teacher's evaluation** will be based on:

- Verbal communication
- Non-verbal communication
- Role involvement

### **Activity based Questions**

1. Enlist various formal expressions used in the role play performed.
2. Identify the key words used in the role play performed with synonyms and antonyms
3. Reproduce the role play in dialogues. Mention the situations and scenes.
4. Give your learning outcome.

### **Answers**





\*\*\*\*\*



Date \_\_\_\_\_

## **Exercise III – ICS LAB Debate**

### **I Objectives students are expected to**

1. Develop their critical thinking skills and learn the ways to explore various sources of information to support one's point of view
2. Develop strategies to overcome fear of public speaking and gain knowledge about the importance of formal language in course of supporting one's own stand

### **II Content**

#### **Introduction**

Debate is a process that involves formal discussion on a particular topic. In a debate, opposing arguments are put forward to argue for opposing viewpoints. It is a formal type of discussion, often with a moderator and an audience, in addition to the debate participants.

Logical consistency, factual accuracy, analytical skill and persuasive skill are elements in debating, where one side often prevails over the other party by presenting a superior "context" or framework of the issue. In a formal debating contest, there are rules for participants to discuss and decide on differences, within a framework defining how they will do it.

#### **Do's**

- a) Learn about the topic well in advance.
- b) Analyze the given topic and discuss with the co-participants if you are not clear about the topic.
- c) Prepare for both for and against the given topic, if you do not know which side you are going to take.
- d) Be loud and clear.
- e) Make valid points giving examples instead of repeating.

#### **Don'ts**

- a) Don't get deviated from the topic.
- b) Do not interrupt others.
- c) Don't get too personal or emotional.
- d) Do not shout and argue because it is a debate. You are there in a debate to discuss your views and

- e) prove you are correct and not to argue.
- f) Don't lose your patience when you encounter a few idiots, who talk illogically rather smile and try explaining them.
- g) Do not worry if anyone is monitoring you.
- h) Don't get disappointed if you don't win the argument and don't show that in your face. Keep smiling and cheer up thinking that at least you participated and that you could learn something.

**Topics of Discussion:**

1. Children should not be allowed to use gadgets.
2. There should be no advertisements on kid's channels.
3. There should be no school uniforms or a dress code
4. Junk food should not be banned in schools.
5. Energy drinks should be banned for students.
6. Students should volunteer for community service.
7. Students should not be allowed to gadgets in school.
8. Children should not be allowed to play violent video games.
9. Pros and cons of using social media.
10. Zoos should be banned.
11. Nuclear weapons should be banned across the globe.
12. Beauty pageants are another way to objectify women.
13. Cigarettes should not be allowed in public places.
14. Homework should be banned in schools.
15. Models are setting wrong standards of beauty.
16. Fast-food chains are the major cause of increase in obesity rate.
17. Is sex education necessary for middle school students?
18. Nuclear powers are the major cause of wars.
19. Students are becoming way too dependent on technology.
20. Money is a major source of motivation in the workplace.
21. Fast-food chains are the major cause of the increase in obesity rate.
22. Feminism is causing more harm than good.
23. Effects of social media on teenagers.
24. Social media is a cause of increasing depression among the youth.

25. The use of drugs should be considered a mental issue.

**Self-Evaluation (Put a ✓ on the suggested answer)**

a. Did I participate in the debate to my satisfaction?

Yes                      No

b. Was I successful in presenting supporting evidence?

Yes                      No

c. Could I thoughtfully respond to other  
opposing arguments effectively? If not  
why?

Yes                      No

d. Did I use appropriate manners, tone and  
volume during the debate?

Yes                      No

f. In which area I found difficulty in my debating? Two areas that other persons did well that I can do next time.

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g. On a scale of 10 I rate myself-

1      2      3      4      5      6      7      8      9      10

**Peer Evaluation.**

Rate your peer on a 5 point scale

1. Subject knowledge
2. Clarity of presentation
3. Rebuttal
4. Non-verbal communication
5. Balance

**Teacher's Evaluation (Rate the learner on a 5 point scale)**

1. Subject knowledge
2. Clarity of presentation
3. Rebuttal
4. Non-verbal communication

5.Balance

### **Activity based Questions**

1. Give your opinion on the selected topic.
2. Provide the outcome of your debate.
3. Give your opinion on your debating. What are the areas you think you require improvement.

### **Answers**





## EXTEMPORE - PUBLIC SPEAKING

Date: \_\_\_\_\_

### I. Objective

#### Students are expected to:

1. To develop among learners confidence to speak in public.
2. To learn to use appropriate body language for oral presentation or public speaking.

### II. Content

#### Introduction

Extempore is a stage performance which is carried out without preparation of any kind. This term is mostly used while referring to speech and poetry discussions. The other commonly used names for extempore speeches are impromptu speaking, improvised speaking and extemporaneous speaking.

Speaking without any preparation of any kind in front of a huge audience can give creeps to anyone. There are many times when we are expected to speak out of our knowledge and without prior preparations. Here are some tips to help you given an extempore speech without any hurdles.

1. **Focus on one point:** Talking in general is an easy task, but becomes tough when you have to talk about a particular topic. Any topic on which you need to talk about would have certain main areas. Understand that you will not be able to cover all the points in a speech, therefore concentrate on a single point and take it forward.
2. **Limit your speech to your knowledge:** Many people tend to talk a little more without having any prior information. Talking for the sake of talking does not yield any results. It is always important that you talk as far as you know correctly about the topic and nothing more.
3. **Do not memorize:** Memorizing information only leads to it being stiff and less conversational. Memorizing will also result you in forgetting a point and getting stuck in a particular place, which can be avoided by impromptu speaking.
4. **Focus on opening and closing statements:** The opening and closing statements decide on how the audience welcome your speech. Making an impact which can keep them glued to your speech with your opening statement and remembering your speech by the closing statement is important.

Impromptu speech is better developed by constant practice. Confidence is the key to help you develop this method of communication to a large audience.

Impromptu speech is better developed by constant practice. Confidence is the key to help you develop this method of communication to a large audience.

### **Topics for practice**

- 1) Before criticising anyone, put yourself into their shoes
- 2) Population explosion
- 3) Flyovers
- 4) Indian tourism
- 5) Tough conditions don't last, tough men do
- 6) Foreign channels are a threat to our culture
- 7) Kashmir issue – can it be solved
- 8) Privatization of universities
- 9) Advantages of vegetarianism
- 10) What are the winning ways of success
- 11) Mobile tech: boon or bane
- 12) Positive attitude
- 13) Does fashion influence Indian culture?
- 14) Pride & prejudice spoil relationship
- 15) China, the next world power
- 16) IT jobs on the rise
- 17) Parents are demanding on their children
- 18) Globalization
- 19) Should India pursue dialogue with Pakistan?
- 20) Real learning takes place through experience

### **Self -Evaluation (Put a ✓ on the suggested answer)**

1 Do I deliver completely what I want to?

Yes

No



2 Do I sound memorised??

Yes                  No

3 Do I maintain positive body language?

Yes                  No

4 What was the major problem I faced during the activity?

5 What are the non-verbal gestures that I usually use?

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**Peer Evaluation.** Rate your peer on a 5 point scale

6 Language, vocabulary & linkers

7 Sentence construction , flow & sequence

8 Voice, tone and style

9 Dress/appearance created positive

10 Non-verbal communication

**Teacher's Evaluation** (Rate the learner on a 5 point scale)

- Language, vocabulary & linkers
- Sentence construction , flow & sequence
- Voice, tone and style
- Dress/appearance created positive
- Non-verbal communication

### **Activity based Questions**

- Write briefly about your topic.
- Suggest the improvements you expect to have in your next public speaking session.
- State the outcome of the session in brief.

### **Answers**



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## Exercise IV – ICS LAB

### HOW TO MAKE FORMAL PRESENTATIONS-ORAL PRESENTATION

#### I. Objectives:

Student is expected to:

1. Know the importance of planning oral presentation
2. Identify various ways in preparing an effective presentation

#### II. Content

**Introduction:** Presentation is the process of presenting the content of a topic to an audience. When the presentation is made by oral means it can be termed as an oral presentation. The purpose of using the oral presentation technique is to eliminate, or reduce, the need for written material, where information can be conveyed in a more meaningful and efficient way through verbal means. In today's competitive world, oral presentations help in sharing your knowledge and views with others and also to bring something important to others notice.

There are two main types of oral presentations. They are,

- Extempore (pronounced ex-tem-pore)
- Prepared oral presentation

#### Prepared Oral Presentation

In a prepared oral presentation, you know the topic which you are going to present, you can prepare your presentation before hand as you would know already about your audience. This presentation usually spans 10-30 minutes (though the duration of presentation entirely depends on the purpose of the presentation), followed by discussion, clarification and questions

**Barriers for Effective presentation:** Some of the barriers to effective presentation are,

- A. Fear:** When a person stands before a huge gathering of people, who are eager to listen to him, it is obvious that he becomes nervous. This nervousness plays a positive role as long as it makes the speaker more attentive, but once it takes a toll over him, it spoils the entire presentation.

**B. Lack of preparation:** It is always advisable that the speaker plans everything in advance. It includes preparation related to the topic, keeping a small paper handy and jotting down ideas is better than relying on one's memory. Preparation also includes preparing oneself for unpredictable problems with the sound system, visual clips, slides & projector.

**C. Unable to control one's ideas:** Some speakers beat around the bush and never come to the main idea. They give elaborate examples, explain for a long time. They get stuck up with a trivial point/thing. Some speakers fail to present their ideas in a sequence. Deviation from the main topic plays a negative role in the outcome of a speech.

### **How to make a good presentation?**

In order to make a successful presentation, you should keep in mind the following aspects:

**1. Conquering stage fear:** To conquer stage fright, know the facts about it.

- Some amount of stage fright is helpful.
- Many professional speakers never completely lost all their stage fright.
- One of the main reasons for stage fright is that one is not accustomed to speaking in public.
- Some symptoms like, mental blocks, trembling arms, excessive sweating, lack of fluency are usual among beginners.
- To gain confidence, watch successful presentations of other speakers.
- Thorough preparation would help you conquer stage fright.
- Simple warm up exercise, rotating your arms and moving your facial muscles would help you speak with natural ease.
- Including carbohydrates in the meal which you take before the presentation and taking banana or chocolates would help you.
- Before beginning your presentation, take three deep breaths of air.
- Encouraging oneself by statements such as, —I can make a successful presentation|| and —I am confident of myself|| will help.

**2. The audience:** The most important thing for a presentation is your audience. Consider their age group and find out whether they all are from the same group or with varied backgrounds...

Always know the needs of your audience before planning for anything.

Ask yourself, how your presentation will help them and what you want them to know by the end of your presentation.

**3. Content of your presentation:** Your content should not be too difficult for the audience to understand. If the content is too long, it should be shortened according to the time allotted. Some examples and instructions should be present to support your argument and make the audience understand better. While preparing the content, remember to highlight the key points which will support your argument.

**4. Structure of your presentation:** Generally, a presentation starts with an introduction, followed by the body of the speech and ends with a conclusion. In the introduction, you —tell them what you are going to tell them|| .

In the body, you —tell them|| .In the conclusion, you —tell them what you told them||.

You may use some anecdotes or questions to raise interest among your audience. Then state the goal of your presentation and tell them briefly the main issues you will discuss in your presentation.

The introduction should end with a reiteration of your main point. The body should develop each point previewed in the introduction. You may present your ideas in a chronological sequence, or a simple topical sequence. You should announce each point as you come to it, so that your audience knows when you have completed one point and begun another.

The conclusion of the presentation should help the audience understand the significance of your talk and remember the main points. It should not be too long and should leave the audience with a positive feeling about you and your ideas.

**5. The Delivery:** Some of the main areas you should concentrate are:-

**6. Quality of your voice:** Voice quality involves your attention to volume, speed, fluency, clarity of your voice and your pronunciation. Adjust your tone volume to the size of the room. Use a microphone or collar mike if necessary. Make sure that the people at the back can hear you. Speak at a rate that your audience can understand. Never make a hasty presentation, just because you have too much material to present in less time. Time your presentation. Use pauses to allow the audience digest an important point. Make sure that you are pronouncing difficult words correctly.

**7. Rapport with your audience:** Look into the eyes of your audience while presenting. In between have a glance at all of them. Avoid looking at any one too long. Do not ever try to address the ceiling or the walls of the room. If you do not make a sincere eye contact with your audience, they may think you are not confident about what you are presenting.

Questions in between will make the audience listen actively. One of the secrets to make a good presentation is to involve the audience.

**8. Pay attention to your body language:** Your body language should not send negative signals to your audience. Be confident and make sure your confidence is expressed in your smile and movements. Stand straight and do not be stagnant at one place. Keep moving around, (not excessively). Avoid unnecessary movement of hands. Always dress in formals.

**9. Use visual aids effectively:** Visual aids play a vital role in presentations. Human beings are capable of remembering something they visualized, better than something they heard. The quality and number of visual aids should enhance, not distract the audience from your message. Always remember the value of pictures, graphs, symbols and objectives.

While preparing the transparencies, for your OHP, use a plain font of substantial size (18 point or more). If you use colours, do not use more than three colours. Ask yourself whether the audience can quickly & easily grasp what they see or will they spend time reading and not listening?

Make sure you know how to operate the equipment. Practice it ahead of time. Have backup cords, bulbs, adapters etc. prepare for the worst (all gadgets depend upon electricity and failure of power supply should not fail your presentation).

Make sure you know the lighting requirements for your equipment, where the switches are and what settings are needed.

**Some don'ts while using visual aids:**

1. Avoid using a diagram prepared for a technical report in your presentation. It will be too detailed and difficult to read.
2. Slides and OHPs should contain the minimum information necessary. To do otherwise risks making the slide illegible or divert your audience's attention so that they spend time reading the slide rather than listening to you. One of the clever things to do is to write down the salient points which you want the audience to know and remember, so that you need not

repeatedly say them.

3. Avoid pointing at the transparency with a pen during the presentation – it is messy and the audience will be fascinated by your shaking hand.
4. Do not block your audience's vision.

Prepared oral presentations are always advantageous and can be presented successfully if you take enough care. On the other hand, extempore presentation is something which you will have to make without any prior preparation or practice. The problem many people face with this kind of presentation is nervousness. A successful extempore oral presentation can be made only if one is confident of one self. Try to gather your thoughts as quickly as possible. Arrange them in an order quickly and start speaking.

You will probably have a number of opportunities to make oral presentations at your college. These can take place in informal situations and sometimes they may be assessed. You will start with short, informal presentations and gradually build up. Look at each presentation positively as an opportunity to enhance your technique and confidence.

As the saying goes, —Practice makes a man perfect. You will find that you will develop a great deal with practice. You will benefit a lot later by presenting now, as presentation skills are becoming an essential part of work-life.

Model Presentation: Videos of best presentations.

## **Topics**

Make a presentation on

1. Drink and drive
2. Any technical topic of your choice
3. Cloud computing
4. Wireless generation
5. Green technology
6. Role of cinema in social awareness
7. Importance of Vedic mathematics
8. Inventors who did not come to limelight
9. Can you make sports as your profession why, why not?
10. Wild life conservation



## Poster Presentation/Collage

Collage is a technique similar to poster presentation wherein students present a poster on a given theme or select a theme of their choice.

### I Objectives:

Students are expected to

1. Develop interpersonal and intrapersonal skills
2. To gain application, analysis, and synthesis skills
3. Improve their clarity of thought
4. Exhibit their verbal and non-verbal communication

### II Content

#### Introduction

A **poster presentation** is a way to communicate one's research or understanding of a topic in a short and concise format. It usually includes two elements - a **poster** and a brief (usually no more than 2 minutes) explanation.

#### How to design a poster

The main function of a poster is to capture a moving audience with a message. When designing a poster, plan its design carefully. The span of time is short, hence, must hold the reader's attention. Think about the one aspect of the information that must convey the message and plan design around that.

After determining the most important information, think about the imagery that will best convey the message visually. Should larger image be used, or have several small interesting shapes? Would bright colors evoke the mood or emotion? Should the font size of the words suffice so as to be easily read?

It is also important to know what type of format will be used. What size should the poster be? That will help you with the placement of imagery and text.

Also consider where the poster will be displayed and what size and shape it should be. Explore alternatives with thumbnails to find the most effective and dynamic visual imagery. Eliminate any superfluous detail. Work out the right size and placement for everything on the poster. Because you are usually working on a large scale, pay careful attention to balance and proportion.

#### A poster should:

- Be large enough to be viewed 10-15 times format width.
- Have simple and clear layout so that the reader knows where to find the information.
- Include all the important information such as date, time, location, contact name and telephone number.
- Have a dominate elements such as a headline or image that will quickly catch your reader's eye.
- Have the most important message emphasized by size, color, or value.
- Have art that is related to the message.
- Have the type and imagery arranged in a logical, functional sequence.
- Have bold, intense colors to enhance your message so that it can be easily seen from a distance.

### ACTIVITY

Prepare a poster for the following given topics.

- 1) Save water
- 2) Save girl child
- 3) Artificial intelligence
- 4) Global warming
- 5) Environment

### Self-Evaluation (Put a ✓ on the suggested answer)

1. Do I understand completely what I want to present?  
Yes                      No
2. Do I know the steps of presentation?  
Yes                      No
3. Do I know the vocabulary to be used in my presentation?  
Yes                      No
4. What was the major problem I faced during the activity?  
Yes                      No
5. What are the non verbal gestures that I usually use?

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### Peer Evaluation. Rate your peer on a 5 point scale

1. Language, vocabulary & linkers

2. Sentence construction , flow & sequence
3. Voice, tone and style
4. Clarity, brevity/ factual information
5. Non verbal communication

**Teacher's Evaluation** (Rate the learner on a 5 point scale)

1. Language, vocabulary & linkers
2. Sentence construction , flow & sequence
3. Voice, tone and style
4. Clarity, brevity/ factual information
5. Non-verbal communication

**Activity based Questions**

1. Write briefly your opinion on your presentation.
2. Suggest the necessary improvements you expect to have in your next presentation.

## Answers



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Date: \_\_\_\_\_

## Exercise V – ICS LAB

### Story Telling

#### I Objectives:

Students are expected to

1. Improve the spoken skills
2. Enhance the Non-verbal Communication

#### II Content

##### Introduction

Storytelling can be described as a social and cultural activity of sharing an experience or even an imagination creatively told. Storytelling happens in many situations, from a house hold conversation to a ritual, from a narration in the course of other work to performing in the midst of thousands of paid listeners. Students have an innate love of stories. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves and about others. Storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions.

Story Telling promotes a willingness to communicate thoughts and feelings and encourage active participation. It increases verbal proficiency and encourages use of imagination and creativity.

##### Benefits of Storytelling

- Promote a feeling of well-being and relaxation
- Increase children's willingness to communicate thoughts and feelings
- Encourage active participation
- Increase verbal proficiency
- Introduce new vocabulary
- Encourage use of imagination and creativity
- Encourage cooperation between students
- Enhance listening skills
- Improves reading Skills
- Encourage development of emotions and feelings

✓ **Story Telling improves Verbal & Non-verbal Skills**

##### Points to be focused

- vary the volume, pitch and tempo of your voice (enunciate clearly and exaggerate expression)

- use your face, body and gestures (let your body speak)
- make your body and face respond to the tale
- have a clear focus and maintain concentration
- maintain engaging eye contact with the audience/ individual listeners
- create a charismatic presence (make the audience believe in you)
- use different, exaggerated character voices
- use your space/ be dynamic
- remember to pace yourself
- always remember to regain your style as a narrator
- use silence and pauses to add dramatic effect

### **Storytelling Techniques**

- Map the plot as a memory technique
- Use story skeletons to help you remember the key events
- Think of the plot as a film or a series of connected images
- Tell yourself the story in your own words
- Create your own version of the story (adapt and improvise)
- Retell it numerous times until it feels like a story

### **Ten Principles of Storytelling**

- Tell your story as if you're telling it to a friend: this applies no matter where you are or who your audience is.
- Set the GPS: give the place, time, setting, and any relevant context. Keep it factual, short, and sweet.
- Action! Use active verbs or, as I like to say, “Think Hemingway:” spice up your verb choices but keep them succinct. Invest in a thesaurus (or a free app). Avoid multisyllabic, erudite, four-dollar words, over-intellectualising, philosophising, qualifying. See how many I just used? It's boring to keep reading them, isn't it?
- Juxtapose: take two ideas, images, or thoughts and place them together. Let them collide. Remember German philosopher, Friedrich Hegel, here: that in posing two opposing ideas, a whole new idea is created (thesis + antithesis = synthesis). This tool wakes up your audience, and is the root of all successful stories.
- Gleaming detail: choose one ordinary moment or object that becomes a gleaming detail. Something that best captures and embodies the essence of the story. Make the ordinary extraordinary.



- “Hand over the Spark:” reflect on the experience or idea that originally captivated you and simply hand it to your audience as if it were aflame. Carry the fire.
- Be vulnerable: dare to share the emotion of your story. Be unafraid to ask your audience what you questioned along the way so they share your doubt, confusion, anger, sorrow, insight, glee, delight, joy, or epiphany.
- Tune in to your sense memory: choose the strongest of the five senses in your story and use it to make a deeper connection with your audience. There is always one primary sense that dominates every memory.
- Bring yourself: a story is as much about you as anything else.
- Let go: hand over your story, let it build to its natural, emotional punch line, then end it and get out fast. Leave the audience wanting more. Less is more.

#### **Questions to ponder before starting a story**

- Why should I tell the story?
- Whom should I tell the story?
- What technique should I use?

### **ACTIVITY**

#### **Weave a story from the given sources:**

1. A long journey is interrupted by a disaster.
2. Start the story: It is 1946.
3. The door opened with a creaking sound. (Continue)
4. Develop a story using the given vocabulary: thunder, rain, flood, storm, mountain, fishermen, boat, two orphans
5. If I become CM of a state
6. If you were to be a vegetable, for a day
7. Choose an animal or bird that you love to look like
8. Recall an event that either changed or moved you emotionally

**Self-Evaluation (Write YES/NO wherever applicable )**

- i. Could I open the story grabbing the attention of the audience?
  - ii. Could I maintain voice modulation?
  - iii. Could I make my body and face respond to the tale?
  - iv. Could I use apt vocabulary?
  - v. Am I satisfied?
  - vi. What was the major problem I faced during the story telling?
  
  - vii. What improvements do I need?
- 

**Peer Evaluation. Rate your peer on a 5 point scale**

- 1. Opening of the story
- 2. Development of the story
- 3. Closing of the story
- 4. volume, pitch and tempo of the voice
- 5. verbal and non-verbal co-ordination
- 6. Dramatic effect
- 7. Creativity

**Teacher's Evaluation (Rate the learner on a 5 point scale)**

- 1. Opening of the story
- 2. Development of the story
- 3. Closing of the story
- 4. volume, pitch and tempo of the voice
- 5. verbal and non-verbal co-ordination

6. Dramatic effect
7. Creativity

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### Activity based Questions

1. Write down the skills you could develop through this activity.
2. What are the improvements that you expect in your next story telling session?

### Answers

**“An ounce of practice is generally worth more than a ton of theory.”**

– E F Schumacher, Small Is Beautiful: A Study of Economics as if People Mattered

**All the Best**