

ENGLISH LANGUAGE LAB MANUAL

B.E SEM II – 2021 -22
Common to All Branches



Department of English
MUFFAKHAM JAH COLLEGE OF ENGINEERING & TECHNOLOGY
SULTAN- UL- ULOOM EDUCATION SOCIETY
Banjara Hills, Hyderabad-34

ENGLISH LANGUAGE LAB MANUAL

B.E SEM I - 2021-22
Common to All Branches

Department of English
MUFFAKHAM JAH COLLEGE OF ENGINEERING & TECHNOLOGY
SULTAN- UL- ULOOM EDUCATION SOCIETY
Banjara Hills, Hyderabad-34

Name: _____
Branch: _____ **Section:** _____
Roll No: _____

CALL LAB, Department of English

MJCEET



CONTENTS

Objective of English Language Labs

1. Introduction to English Phonetics

- 1.1 Introduction to English Phonetics
- 1.2 Brief definitions
- 1.3 Organs of Speech: the respiratory, articulatory and phonatory system

2. Sounds of English

- 2.1 Phonemic sounds
- 2.2 Introduction to International Phonetic Alphabet
- 2.3 Classification and description of English Phonetic sounds
- 2.4 Minimal pairs
- 2.5 Syllable

3. Rhythm and Intonation

- 3.1 Introduction
- 3.2 Syllable Timed Rhythm
- 3.3 Stress Timed Rhythm
- 3.4 Intonation
- 3.5 Different functions of Rhythm in English
- 3.6 Strategies for improving Intonation

SEMESTER II

CONTENTS

1. **Listening Comprehension**
2. **Conversational skills**
3. **Public Speaking**
4. **Group Discussion**
5. **Role Play**
6. **Debate**
7. **Presentation Skills**
8. **Interview Skills**

OBJECTIVE

The English Language Laboratory enriches language skills by using an interactive method of instruction that helps learners to achieve their goals of learning at their own pace and ability. Computer technology is used in teaching/learning procedures at all stages such as presentation, practice and feedback.

Emphasis is laid on intensive practice and assessing of one's speech and familiarization with the use of English in natural communication situations and contexts.

The following are some of the objectives of the language Laboratory:

- 1 To expose the students to a variety of self-instructional, learner-friendly modes of language learning.
- 2 To provide students the freedom to learn at their own pace.
- 3 To provide students the privacy to listen, learn and speak.
- 4 To enable them to learn better pronunciation through stress on word accent, intonation, and rhythm.
- 5 To enable students to practice not only to listen and comprehend but also to speak by using the material presented in the computer.
- 6 To enable the learner to access a variety of background information like vocabulary glosses, pronunciation, grammar exercises.
- 7 To train students to use language effectively to face interviews, group discussions, public speaking.
- 8 To help the students cultivate the habit of reading passages from the computer monitor, thus providing them with the required facility to face computer-based competitive exams
- 9 To promote collaborative learning and provide impartial feedback.
10. To achieve swift development of communicative ability through frequent exchange of ideas and discussions with the teacher and among themselves.

1 - INTRODUCTION TO ENGLISH PHONETICS

A. Introduction

Language has a very important social purpose, because it is mainly used for linguistic communication. Language can be used in two ways for the purpose of communication. It can be spoken and written. In other words, we can communicate using the same language, using the spoken medium or the written medium. The medium of speech is more important than the medium of writing. This is because we started speaking long before we started writing.

In order to speak correct English, good English pronunciation should be used. Learning appropriate pronunciation techniques gives one the confidence to avoid common lapses and errors in speaking.

Interestingly, there is no such thing as a 'correct pronunciation' because there is no one right way of speaking. The pronunciation of English varies from country to another and no two native speakers pronounce a word alike. Even within the United Kingdom, there are variations between England, Scotland, Wales and Northern Ireland. One particular accent, called Received Pronunciation (RP) has come to be accepted as the standard in the United Kingdom. Thus, it is better to consider pronunciation in terms of "**acceptable pronunciation**" and "**unacceptable pronunciation**" rather than correct or incorrect pronunciation. Acceptable pronunciation is, clearly intelligible to all ordinary people whereas unacceptable refers to a way of talking that is difficult for most people to understand.

It would be difficult for us to learn correct English pronunciation without learning the basics of phonetics. This is because the language has twenty-six letters but forty-four sounds. This means that there is no 'one to one correspondence' or one to one relationship between letters of English alphabet and sounds of English speech. This is the reason why many non-native speakers find it difficult to learn English pronunciation. The duality of English spelling and pronunciation may confuse a beginner and make English pronunciation difficult to master.

Speech is of major importance since it is the primary way in which linguistic information is communicated between people. Speech is not only important; it is natural and can be mastered by everyone. Most children are biologically pre-programmed to acquire speech as a natural human function.

Every language is a set of sounds produced with the air that we breathe out. Different sounds are produced as different parts of the mouth (e.g. tongue, lips, and teeth) and the throat take different positions and as the air breath comes out through these positions.

To master English pronunciation, one should learn the important aspects of phonetics such as sound system, the structure of the words, their stress patterns and the rhythm of the sentences or phrases.

Phonetics and phonology are related, dependent fields for studying aspects of language. Phonetics is the study of sound in speech; phonology is the study (and use) of sound patterns to create meaning.

Phonetics is divided into three branches:

- *Articulatory phonetics*: It deals with the study of how speech sounds are produced by the human vocal apparatus.
- *Acoustic phonetics*: It is the study of the sound waves made by the human vocal organs for communication.
- *Auditory phonetics*: It deals with the study of how speech sounds are perceived by the ear, auditory nerve, and brain.

B. Brief Definitions

- i) **Phonetics** is a branch of linguistics that comprises the study of human speech sounds.
- ii) **Phonology** is concerned with abstract, grammatical characterization of systems of sounds.

When we speak the English language we use the tongue, the lips, the teeth in different positions and the throat and the nose in different ways to produce 44 speech sounds i.e. 20 vowels and 24 consonant sounds. These sounds are written in two ways:

- The English alphabet with 26 letters in different combinations is used to form words for accuracy in spelling.
- International Phonetic Alphabet for phonetic transcription facilitates accuracy in pronunciation. See the examples Debt- /det /, Think- /θɪŋk/.

The examples given above are written in a phonetic script according to the vowel system of the *Received Pronunciation of England*, called **RP**.

RP or Received Pronunciation is the standard form of British English pronunciation, based on educated speech in southern England, widely accepted as a standard elsewhere. The introduction of the term *Received Pronunciation* is usually credited to Daniel Jones.

RP has a system of twenty vowels (**twelve** are Pure Vowels and **eight** are Diphthongs) and **twenty four** consonants.

Unvoiced and voiced sounds: English sounds are organized into unvoiced sounds and voiced. With unvoiced sounds, the vocal chords are not vibrated, so there is no

vibration in the throat. The sounds during the utterance of which the vocal chords vibrate are called voiced sounds.

Some consonants are unvoiced but all vowels are voiced. Unvoiced consonants include: /p/ /t/ /k/ /s/ /h/. Voiced Consonants include /b/ /d/ /g/ /m/ /ŋ/.

Vowel: A Vowel is a voiced sound in the production of which the air escapes through the mouth freely and continuously without any audible friction. The lips are open.

Diphthong: A diphthong is a combination of two vowel sounds or a glide from one vowel sound to another, considered as a single sound .e.g. *fear*. Hence, they are also known as '**vowel glides**'

Consonant: A consonant is a voiced or voiceless sound which involves an obstruction of the free flow of air out of the lungs. (e.g. /p/ /b/ /m/). Also, the vocal chords are held wide apart without vibration or loosely together with vibration.

Phoneme: A phoneme is the smallest sound in a language. It is the smallest unit of speech distinguishing one word or word element from another e.g. the sound p in tap, which differentiates that word from tab and tag. In transcription, linguists conventionally place symbols for phonemes between slash marks: /p/.

Syllable: A word can be divided into syllables. Each syllable is a **sound that can be said without interruption** and is usually a vowel which can have consonants before and/or after it.

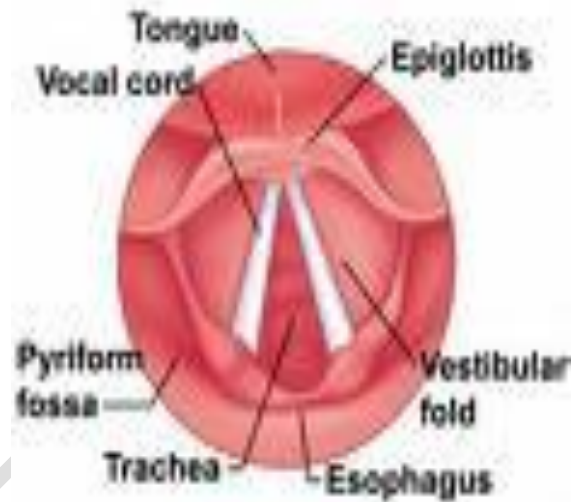
A **monosyllabic word** has only one syllable. E.g. her, its, why, not, both, since, health.

A **disyllabic word** has two syllables e.g. cannot, over, under, therefore, neither, doctor.

A **polysyllabic word** has three or more syllables. E.g. exciting, wonderful, fantastic, irregular, and unnecessary.

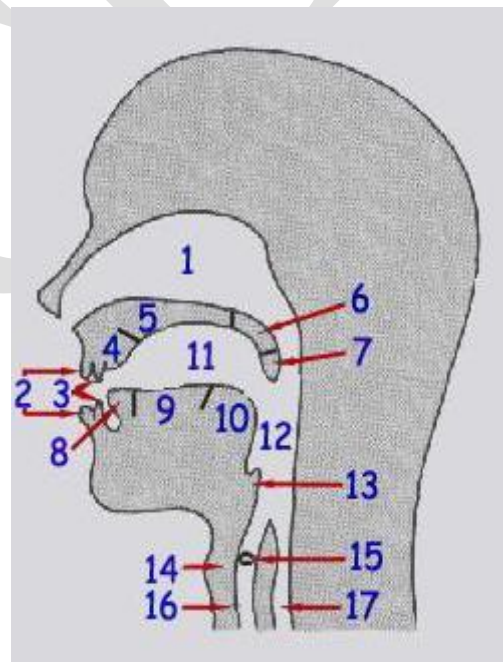
1.1 ORGANS OF SPEECH

When we speak, we use half of our body parts to do so; from the diaphragm situated below the lungs, to the mouth and nose in our faces. Speech is simply a column of air that originates in the lungs and is modified in various ways before it passes through the lips and so out of the mouth into the air. In addition to their primary functions, these organs are also involved in the production of speech and hence they are referred to as **organs of speech**.



The Organs of Speech

1-nasal	cavity
2-lips	
5-teeth	
4-aveolar	ridge
5-hard	palate
6-velum (soft	palate)
7-uvula	
8-apex (tip) of tongue	
9-blade (front) of tongue	
10-dorsum (back) of tongue	
11-oral	cavity
12-pharynx	
15-epiglottis	
14-larynx	
15-vocal	cords
16-trachea	
17-esophagus	



Essentially speaking, speaking is modified breathing; it makes use of the resources involved in normal respiration, but in a controlled way. When we speak, we breathe more air than usual.

The organs of speech can be studied under three systems – The respiratory, the phonatory and the articulatory systems.

- 1) **The Respiratory system** comprises the lungs, the muscles of the chest and the windpipe (trachea).

- 2) **The Articulatory system** comprises oral cavity and nasal cavity. The chief articulators in this system are lips(upper and lower) , teeth (upper and lower), hard palate, soft palate/velum, uvula and the tongue.
- 3) **The Phonatory system** comprises the larynx which is commonly called Adam's apple. Vocal cords and glottis are situated in the larynx.

Exercises

Answer the following questions

1. Define Phonetics.
2. What are the three branches of Phonetics? Define them briefly.
3. What is meant by the term Received Pronunciation (RP)?
4. Elucidate unvoiced and voiced sounds?
5. Give brief definitions of the following:
 - (a) Vowel
 - (b) Diphthong
 - (c) Consonant
 - (d) Phoneme
 - (e) Syllable
6. Define organs of speech.
7. What are the various organs of speech?
8. What are the three systems under which the organs of speech can be studied?

2. SOUNDS OF ENGLISH

English is spoken all over the world and each country has its own way of using the language. We Indians follow standard British English and recognize Received Pronunciation as our model.

In English, there are twenty-six letters but forty-four sounds. The sounds of English are divided into two main categories: the vowel sounds and the consonant sounds. There are twenty vowel sounds which are subdivided into Monophthongs or pure vowels (twelve) and diphthongs or vowel glides (eight). The consonant sounds are twenty-four in number.

In a language or dialect, a **phoneme** (Greek: "a sound uttered") is the smallest segmental unit of sound employed to form meaningful contrasts between utterances e.g. *kit* and *skill*.

Phones that belong to the same phoneme, such as [t] and [t^h] for English /t/, are called **allophones**. A common test to determine whether two phones are allophones or separate phonemes rely on finding minimal pairs: words that differ by only the phones in question. For example, the words *tip* and *dip* illustrate that [t] and [d] are separate phonemes.

2.1. INTRODUCTION TO INTERNATIONAL PHONETIC ALPHABET

As the letters of English alphabet can be a poor guide to pronunciation, it is advisable to learn the phonetic symbols of English speech using the International Phonetic Alphabet (IPA) - a system of transcription which attempts to represent each sound of human speech using symbols.

International Phonetic Alphabet for English as per RP

There are **twenty vowels and twenty four consonants**- recognized as distinctive by the International Phonetic Association. Knowledge of these phonetic symbols enables learners to pronounce English words correctly.

All these sounds are represented by specific symbols known as phonetic symbols or phonemic symbols. The source of these symbols is the **International Phonetic Alphabet (IPA)**.

Vowel sounds

A vowel sound is unobstructed in articulation as it is produced without friction. There are twenty(20) vowel sounds in English sound system and are divided into two categories Monophthongs /pure vowels and Diphthongs, based on sound production. Monophthongs are twelve (12) while diphthongs are eight (8) in number.

Vowels are differentiated by their position of the tongue and the lips in contrast to consonants, where voice, manner and place of articulation serve as descriptive categories. While consonants are produced with the help of many organs, vowels depend only on the position of the tongue and the lips.

Monophthongs / pure vowels (12)

Short Vowels (7)		
S.No	Phonemic Symbol	Example
1	/e/	Pen
2	/ə/	Ago
5	/ɪ/	Sit
4	/æ/	Man
5	/ʊ/	Put
6	/ɒ/	Cot
7	/ʌ/	Cup
Long vowels (5)		
8	/i:/	Sheep
9	/ɑ:/	Farm
10	/u:/	Cool
11	/ɔ:/	Horse
12	/ɜ:/	Bird

Diphthongs / Vowel glides (8)		
S.No	Phonemic Symbol	Example
1	/eɪ/	name / day
2	/aɪ/	try / eye
5	/ɔɪ/	boy / soil
4	/aʊ/	mouth / cow
5	/əʊ/	nose / go
6	/ɪə/	ear / near
7	/eə/	hair / fair
8	/ʊə/	tour / pure

Classification and Description of English Phonemic Sounds

Description of Monophthongs: Vowels are produced with the tongue remaining at just one position

Front Vowels

The defining characteristic of a front vowel is that the tongue is positioned as far in front as possible in the mouth without creating a constriction. Front vowels are sometimes also called **bright vowels** because they are perceived as sounding brighter than the back vowels. The **Front** vowels are:

- /ɪ/ a centralized front, half-open, unrounded vowel
- /i:/ a front, close, unrounded vowel
- /e/ a front, unrounded vowel between half-close and half-open
- /æ/ a front, unrounded vowel just below the half-open position

Central Vowels

The defining characteristic of a central vowel is that the tongue is positioned halfway between a front vowel and a back vowel. Central vowels are

- /ʌ/ a central, unrounded vowel between open and half open.
- /ɜː/ a central unrounded vowel between half-close and half-open
- /ə/ a central, half-open, unrounded vowel

Back Vowels

The defining characteristic of a back vowel is that the tongue is positioned as far back as possible in the mouth without creating a constriction. Back vowels are sometimes also called **dark vowels** because they are perceived as sounding darker than the front vowels. Back vowels are:

- /ɑː/ a back, open, unrounded vowel
- /ɒ/ a back, open, rounded vowel
- /ɔː/ a back, rounded vowel between half-open and half-close.
- /ʊ/ a centralized, back, rounded vowel
- /uː/ a back, close, rounded vowel

Diphthongs

A diphthong is a vowel glide i.e. the tongue moves from one vowel position to another vowel position in the same syllable. Diphthongs are eight in number. *The first five are called as **closed diphthongs** and the last three are called as **centering diphthongs**.*

Closed diphthongs

/eɪ/ /aɪ/ /ɔɪ/ /aʊ/ /əʊ/

Centering diphthongs

/ɪə/ /ʊə/ /eə/

Consonant Sounds

In articulatory phonetics, a consonant is a sound in spoken language that is characterized by a closure or stricture of the vocal tract sufficient to cause audible turbulence i.e. a consonant sound is defined as a speech sound that is produced with the stoppage of air. They are twenty-four in number and are classified according to the nature of constriction as plosives, affricates, nasals, fricatives, semi vowels, trill/ flap and lateral. These are listed below.

Three parts description (three term label) of English consonants

Sl . No.	Phonemic Symbol	Voicing	Place of Articulation	Manner of Articulation	Examples
1	/p/	Voiceless	Bi- labial	Plosive	pin , spin
2	/b/	Voiced	Bi – labial	Plosive	big, about
5	/t/	Voiceless	Alveolar	Plosive	tank, activate
4	/d/	Voiced	Alveolar	Plosive	doctor, adept
5	/k/	Voiceless	Velar	Plosive	king, speaker
6	/g/	Voiced	Velar	Plosive	gone, begin

7	/f/	Voiceless	Labio-dental	Fricative	<u>fill</u> , <u>force</u>
8	/v/	Voiced	Labio-dental	Fricative	<u>vow</u> , <u>vivid</u>
9	/θ/	Voiceless	Dental	Fricative	<u>think</u> , <u>atheist</u>
10	/ð/	Voiced	Dental	Fricative	<u>there</u> , <u>weather</u>
11	/s/	Voiceless	Alveolar	Fricative	<u>select</u> , <u>same</u>
12	/z/	Voiced	Alveolar	Fricative	<u>zoo</u> , <u>busy</u>
15	/ʃ/	Voiceless	Palato-alveolar	Fricative	<u>sugar</u> , <u>cash</u>
14	/ʒ/	Voiced	Palato- alveolar	Fricative	<u>vision</u> , <u>treasure</u>
15	/h/	Voiceless	Glottal	Fricative	<u>hall</u> , <u>behind</u>
16	/tʃ/	Voiceless	Palato-alveolar	Affricate	<u>chain</u> , <u>catch</u>
17	/dʒ/	Voiced	Palato-alveolar	Affricate	<u>jug</u> , <u>judge</u>
18	/m/	Voiced	Bilabial	Nasal	<u>man</u> , <u>calm</u>
19	/n/	Voiced	Alveolar	Nasal	<u>nose</u> , <u>canal</u>
20	/ŋ/	Voiced	velar	Nasal	<u>king</u> , <u>sing</u>
21	/j/	Voiced	Palatal	Semi-vowel	<u>you</u> , <u>yesterday</u>
22	/w/	Voiced	Bilabial	Semi-vowel	<u>wonder</u> , <u>win</u>
25	/r/	Voiced	Post- alveolar	Trill/ Flap	<u>red</u> , <u>great</u>
24	/l/	Voiced	Alveolar	Lateral	<u>love</u> , <u>claim</u>

The following consonant symbols have their usual English sound values:

/p/, /b/, /t/, /d/, /k/, /g/, /m/, /n/, /l/, /r/, /f/, /v/, /s/, /z/, /h/, /w/

Description of Consonant sounds

Place of articulation:

Bilabial: The two lips are the articulators. There are **four** bilabial sounds.

Alveolar: The tip or the blade of the tongue is the active articulator and the teeth ridge is the passive articulator. There are **six** alveolar sounds.

Velar: The back of the tongue is the active articulator and the soft palate is the passive articulator. There are **three** velar sounds.

Labio-dental: The active articulator is the lower lip and the passive articulators are the upper front teeth. There are **two** labio-dental sounds.

Dental: The active articulator is the tip of the tongue and the passive articulators are the upper front teeth. There are **two** dental sounds.

Palato-alveolar: The tip of the tongue or the tip and blade of the tongue is/are the active articulator(s) and the teeth-ridge is the passive articulator. There are **four** palato-alveolar sounds

Post-alveolar: The tip of the tongue is the active articulator and the part of the roof of the mouth that lies immediately behind the teeth ridge is the passive articulator. There is only **one** post-alveolar sound.

Glottal: Glottal sounds are produced at the glottis and the two vocal cords are the articulators. There is only **one** glottal sound.

Palatal: The front of the tongue is the active articulator and the hard palate is the passive articulator. There is only **one** palatal sound.

Manner of Articulation:

Plosives: Sounds that are produced with a stricture of complete closure and sudden release are called plosives. There are **six** plosives.

Fricatives: Sounds that are articulated with a stricture of close approximation i.e. there is no closure anywhere; there is only a narrow gap between the active articulator and the passive articulator and when air passes through this gap there is audible friction. There are **nine** fricatives.

Affricates: Sounds that are produced with a stricture of complete closure and slow release are called affricates. There are **two** affricates.

Nasals: Nasal sounds are articulated with a stricture of complete oral closure leaving the nasal passage of air open. There are **three** nasal sounds.

Semi-Vowels: Sounds that are articulated with a stricture of open approximation are called frictionless continuants (approximants) and semi-vowels. They differ from vowels as they are momentary in nature and cannot be prolonged. There are **two** semi-vowels.

Trill/Flap: Sound that is articulated with a stricture of intermittent closure is called trill or rolled consonant. Here the active articulator strikes against the passive articulator several times resulting in the air to escape between the two articulators. In English /r/ in the initial position of a word such as 'ran' or 'red' is a Trill or rolled consonant.

When the active articulator strikes against the passive articulator just once and then quickly flaps forward the consonant is known as tap or flap. E.g., the sound /r/ which occurs in the medial position of the word 'very' is a Flap.

Lateral: Lateral sound is articulated with a stricture of complete closure in the centre of the vocal tract but the air escapes along the sides of the tongue without any friction. There is only **one** lateral sound in English.

2.2. MINIMAL PAIRS

Minimal pairs are pairs of words or phrases whose pronunciation differ at only one segment. This segment can be either vowel or consonant sound. E.g. *Sheep* and *ship*, *cheer* and *jeer*. Practice in listening to, and repeating minimal pairs will enable one to be accurate in differentiating different sounds. For instance, in a sentence like 'there is a sheep on a ship'. Mispronouncing the words sheep and ship can lead to a funny situation.

Minimal pairs	Phonetic symbols	Minimal pairs	Phonetic symbols
<u>sheep/ship</u>	i: / i	<u>hurt/heart</u>	ɜ: / ɑ:
<u>tin/ten</u>	i / e	<u>worse/verse</u>	w / v
<u>bet/bat</u>	e / æ	<u>worse/worth</u>	s / θ
<u>bet/bait</u>	e / ei	<u>ass/as/ash</u>	s / z / ʃ
<u>coat/cool</u>	əʊ / u:	<u>bat/bard</u>	æ / ɑ:
<u>air/A</u>	eə / ei	<u>tail/toil</u>	ei / ɔɪ
<u>tail/tell</u>	ei / e	<u>tail/tile</u>	ei / ai
<u>tile/toil</u>	ai / ɔɪ	<u>rot/lot</u>	r / l
<u>cat/cut</u>	æ / ʌ	<u>cat/cart</u>	æ / ɑ:
<u>cart/cut</u>	ɑ: / ʌ	<u>cut/curt</u>	ʌ / ɜ:
<u>look/loop</u>	ʊ / u:	<u>cart/caught</u>	ɑ: / ɔ:
<u>caught/cot</u>	ɔ:/ ɒ	<u>caught/coat</u>	ɔ:/ əʊ
<u>caught/curt</u>	ɔ: / ɜ:		

2.5. SYLLABLE

The unit that comes next in the hierarchy of speech sounds is the syllable. Every word in English is made up of one or more syllables. To determine the number of syllables in a word, it is better to write the phonetic transcription of the word and then mark syllable-division in this transcribed version.

A syllable consists of vowels and consonants. The nucleus or the central element of a syllable is normally a vowel sound and the marginal elements are usually consonant sounds. For example, in a syllable like cat, the vowel sound represented by the letter 'a' is the nucleus.

Here are some examples:

In the word receipt /ri:si:t/ , the syllables are /ri/ and /si:t/.

In the word answer / a:nsə / , the syllables are /a:n/ and /sə /

In the word about /əbaʊt/, the syllables are /ə/ and /baʊt/.

It is noticed that in the word about the first syllable is just a vowel. This means that a single vowel sound itself can constitute a syllable.

Types of syllables

Using the symbols V and C, representing the vowel and the consonant element respectively, we can analyze the structure of different kinds of

syllables. Analyzed in the table given below are the types of syllables in English.

Types of Syllables

Type 1	V	I A	/aI/ /eI/
Type - 2	VC	an at	/æn/ /æt/
Type-5	CV	no go	/nəU/ /gəU/
Type - 4	CVC	cat but	/kæt/ /bʌt/
Type -5	CCV	try grow	/traI/ /grəU/
Type-6	CCCV	Spray Spree	/spreI/ /spri:/
Type-7	CCCVC	Spread Scream	/spred/ /skri:m/
Type-8	CCCVCC	Strange Script	/streɪndʒ/ /skript/
Type-9	CCCVCCC	Strands Strengths	/strænds/ /strenθs/
Type-10	CVCCCC	Tempts Texts	/tempt/ /teksts/
Type-11	CCVCCCC	Twelfth	/twelfθ/
Type -12	CCVCCC	Drenched Grasps	/drentʃt/ /gra:sp/
Type-15	CCVCC	Breathed Branch	/bri:ðd/ /bra:nʃ/
Type-14	CVCC	Belt Self	/belt/ /self/
Type-15	VCC	And End	/ænd/ /end/

2.4 WORD STRESS

Word accent or stress plays an important role in English speech. Without proper stress, a person's speech may pose several difficulties for the listeners. To understand stress, one has to understand syllables. A syllable is a unit of pronunciation having one vowel sound and forming all or part of a word i.e. no syllable can be formed without a vowel in it.

Vowels form the **nucleus** or **central part** of the syllable. Consonants are marginal and occur at the beginning or at the end of a syllable. For e.g. in the word book (bok) the underlined sounds are consonants while /o/ is the nucleus. And it may be noted that vowels can stand by themselves and form a nucleus (e.g. **a** pen) whereas consonants cannot.

A. Primary Stress

There are several polysyllabic words in which more than one syllable in each word may be prominent.

The syllable with the heaviest stress is called the **primary stress**. In other words, Primary stress is the principal or strongest degree of stress placed on a syllable in the portion of a word. It is generally marked with a vertical bar that is placed above and before the syllable to which it refers e.g. 'problem.

B. Secondary Stress

The degree of stress placed on a syllable in the pronunciation of a word, which is *weaker* than a primary accent, but stronger than the lack of stress, is called secondary stress.

The secondary stress is marked with a small vertical bar below and in front of the syllable to which it refers e.g. ,proble 'matic.

A few words with both primary and secondary stress are given below:

Exami'nation	Depo'sition	Bu'reaucracy
Inter'national	Notifi'cation	Cere'monial
Cate'gorical	Interpo'lation	Patri'otic

The stress patterns of a few words are listed below:

Two syllable words with stress on the first syllable

'Able, 'captain, 'infant, 'union, 'Ration, 'Open, 'vapour, 'baggage, sailor, 'nectar

Two syllable words with stress on the second syllable

A'bout be' cause be' tween Ca'nal de'ceive ma'tric

Three syllable words with stress on the 1st syllable

'Accident, 'absolute, 'aeroplane, 'Permanent, 'forgery, 'Vacancy 'lamine, 'detonate,

Three syllable words with Stress on the 2nd Syllable

Es'sential Foun'dation Con'trastive De'velop Ag'reement

Three syllable words with Stress on the 5th Syllable

Ciga'rette Engi'neer Recom'mend Guaran'tee Under'stand

Change in accented syllables or stress shift

There are a number of words in which the derived word takes the accent on the same syllable on which, the word from it is derived, takes the accent (i.e. in certain words, the derivatives do not experience a shift in the accented syllable). For e.g.

A'gree a'greement Be'hold be'holden An'noy an'noyance

However there are a number of derivatives in which there is a change in the accented syllables. A few examples are given below:

A'cademy, Aca'demic, Acade'mician Ex'amine, Exam'inee, Exami'nation

C. Functional Stress (Accent changes with word function)

There a number of words in which accent depends upon whether the words are used as nouns/adjectives or as verbs. If these words are used as nouns or adjectives, the accent is on the first syllable and if these are used as verbs, the accent is on the second syllable. A few examples are given below:

<i>'Import</i>	<i>Im'port</i>	<i>'Object</i>	<i>Ob'ject</i>
<i>'Perfect</i>	<i>Per'fect</i>	<i>'Permit</i>	<i>Per'mit</i>
<i>'Present</i>	<i>Pre'sent</i>	<i>'Conduct</i>	<i>Con'duct</i>

Accent in Compound Words

A compound word is a word composed of two separable words. In spelling them, there may or may not be a hyphen between the two elements forming the compound.

In most compound words in English the primary accent falls on one of the two elements. The most common type in English is the first of the two elements receiving the primary accent. e.g.

'Tea party 'Bookshelf 'Cardboard 'Crossword 'footprint
'Mailbag 'Postman 'Dining room 'Hairbrush

There are however, a few compound words with –ever and –self as the second elements in which the second element receives the primary accent. A few examples are given below:

<i>Her'self</i>	<i>Them'selves</i>	<i>Him'self</i>	<i>My'self</i>
<i>How'ever</i>	<i>When'ever</i>	<i>Who'ever</i>	<i>What'ever</i>

There are other compound words in which both the elements are accented but the primary accented falls on the second element. e.g.

<i>After'noon</i>	<i>Country' house</i>	<i>Post'graduate</i>
<i>Bad'tempered</i>	<i>Home'made</i>	<i>Vice-'chancellor</i>

In words of three elements the stress is on the second element. e.g.
Hot 'water bottle, Waste 'paper basket, Blue 'coloured pen, White 'collared gentry

D. Rules of Word Stress

Words with weak prefixes always take the accent on the root. E.g.

A'board A'head A'lone Be'cause Be'come Be'low Be'neath

Prefixes with negative connotations get stressed. E.g.

*Dis'loyal Un'kind Ill'tempered In'sincere
 Half'finished Il'logical Un'couth*

In the inflexional suffixes -ed, -es and -ing do not affect the accent. E.g.

*Recom'mend Rrecom'mended
 Re 'late-re'lated Ad'vance-ad'vancing
 Com'pose-com'poses Co'mmit -com'mitting
 Suc'cess- suc'cesses*

Certain derivational suffixes do not normally affect the accent.

Example, the suffixes -age, -ance, -en, -er, -ess, -ful, -hood, -ice, -ish, -ive, -ly, -ment, -ness, or, -ship, -ter, -ure and -zen

-age	'carry	'carriage	-ive	a'buse	a'busive
-ance	an'noy	an'noyance	-less	'colour	'colourless
-en	'bright	'brighten	-ly	'certain	'certainly
-er	at'tend	at'tender	-ment	a'chieve	a'chievement
-ess	'actor	'actress	-ness	bit'ter	bit'terness
-ful	'beauty	'beautiful	-or	col'lect	col'lector
-hood	'brother	'brotherhood	-ship	'scholar	'scholarship
-ice	'coward	'cowardice	-ish	'fever	'feverish
-ter	'laugh	l'aughter	-zen	'city	'citizen

Words ending in -ion take the primary accent on the penultimate syllable. E.g.

*admi'ration appli'cation comb'ination prepa'ration
 deco'ration determ'ination exami'nation 'nation*

Words ending in -ic, ical, -ically, -ious, -ial, -ially take the primary accent on the syllable preceding the suffix, for example:

-ic	ter'rific,	pa'thetic	-ical	bio'logical	op'tical
-ically	'chemically	sta'tistically	-ious	a'trocious	no'torious
-ial	com'mercial	me'morial	-ially	com'mercially	dra'matically

Words ending in -ity take the accent on the ante penultimate syllable or the third syllable from the end, for example:

a'bility ca'pacity elec'tricity e'normity, fu'tility o'pacity

Exercises**Mention the number of syllables in the given words**

He : _____
Above : _____
Beautiful : _____
Melancholy : _____
Communication : _____

Mark Primary stress for the given words:

Below : _____
Engineer : _____
Myself : _____
Whoever : _____
Hot water bottle : _____

MANUJEET

2.5 RHYTHM AND INTONATION: DIFFICULTIES OF INDIAN SPEAKERS WITH STRESS AND INTONATION

The literal meaning of rhythm is 'a strong regular repeated pattern of sounds or movements' (New Oxford Advance Learners' Dictionary 7th edition, 2005).

In order to be able to speak intelligible English and to be able to comprehend what is being spoken one needs to be aware of the various aspects of the English Rhythm. A failure to understand it, may lead to breakdown of communication.

The two most common rhythms noticed in the languages spoken around the world are:

- Syllable – Timed Rhythm
- Stress - Timed Rhythm

A. Syllable - timed rhythm

In syllable-timed rhythm there is a **regular time interval** between *each syllable*. Languages such as **Hindi** are syllable - timed. That means, that an equal time interval is observed between two syllables. Now, one can understand why Indians speak English in a different way? We often unknowingly make use of syllable timed rhythm while speaking English, uttering all syllables whether stressed or unstressed at equal interval of time.

B. Stress - timed rhythm

In languages with this type of rhythm, there is a **regular occurrence** of *stressed syllables*. Consequently the unstressed syllables are uttered quickly or eaten up. This regular occurrence of stressed syllables gives English its characteristic lucid rhythm and the length of the sentences doesn't affect its rhythm. A simple sentence and a fairly long one will take the same time to utter. For example the sentences:

- I am going to Delhi.
- You are **not going** to that **place**, are you?

will take the same time when spoken with stress timed rhythm. All the bold words are the ones which are stressed , whereas the rest are uttered quickly to fill up the gap .Thus ,the time duration between 'going ' and 'Delhi/place'(sentence 1 and 2)will remain same regardless of the fact that there is **one word** in between (sentence 1) or **two words**(sentence 2).

In order to master the English rhythm it is very essential for us to know which words are stressed and which are not. One must have noticed that while listening to English songs or dialogues in English, one is able to pick up only those words which sound prominent as compared to others. As content words have their own independent meanings and can be used independently and carry the encyclopedic information contained in the sentence, these words are stressed. They generally are:

Content Words

Nouns:paper,dictionary...

Adjectives:loud,beautiful...

Adverbs:hurriedly,slowly...

Demonstratives:some,that...

Action Words/Main Verbs: go, sing, and listen

Functional or Structural Words are those words in a sentence which are usually **not stressed** and are uttered quickly. Function words in contrast do not have independent encyclopedic meanings and can only be used in connection to content words. They usually signal grammatical relationships among content words in the sentence. These are the words which one finds difficult to follow while listening to English songs and dialogues. They generally include:

Determiners: the, a, some, a few...

Auxiliary verbs: don't, am, can, were...

Prepositions: before, next to, opposite...

Conjunctions: but, while, as...

Pronouns: they, she, us

In the examples cited above, one must have noticed that the content words have one /two or more than two syllables. If one wishes to be able to speak and comprehend good English conversations one should know which syllable in the word is to be stressed, otherwise one may be misunderstood.

While speaking in English, one has to be careful, which word in the sentence is being stressed and which syllable of that word is being stressed. Because any mistake in this area will lead to miscommunication. For instance:
Can I eat a 'sandwich,'mother ?
Can I eat a sand'wich , 'mother ?

While Sentence 1 communicates the meaning that the child is hungry and wants to eat a sandwich , in the second sentence the stress on 'wich' creates confusion (which ?). This brings one to a very important aspect - rules of word stress.

C. Intonation

Although Intonation exists in every language, it is often neglected as learners are often so busy finding their words that intonation suffers. Yet intonation can be as important as word choice – it can make a huge difference. Awareness of intonation aids communication. Incorrect intonation can result in misunderstandings, speakers losing interest or even taking offence!

What is Intonation?

In order to understand what intonation is, it is required to understand a few definitions:

Voice: It is the musical note (sound) that is produced by the vibration of vocal cords.

Frequency: The rate at which vocal cords vibrate is called Frequency

Pitch: The frequency of the vibration of the vocal cords determines the pitch. The more rapidly the vocal cords vibrate, the higher will be the pitch. One can therefore think of intonation as the way one uses the pitch of the voice to express particular meanings and attitudes.

Intonation is one of the features of pronunciation and common to all languages. Other features of pronunciation include stress, rhythm, connected speech and accent. As with these other features, intonation is about how we say something rather than what we say. It is a piece of utterance, a continuous stream of sounds, bounded by a fairly perceptible pause. At its simplest, intonation could be described as 'the music of speech'. A change or variation in this music (or pitch) can affect the meaning of what we say.

Intonation has the following features:

Tone-units/ Tone Group: It is dividing the utterance into groups by noting carefully structural and semantic clues. It can also depend on one's breath control and punctuation. The division of a sentence into tone groups can affect the meaning in some cases. For example:

The master said the servant had been disloyal.

/ The master said / the servant had been unfaithful. /
Meaning: The master said (that) the servant had been disloyal..

/ The master / said the servant had been unfaithful. /
Meaning: "The master," said the servant "had been disloyal.

Pitch Range: Meaning and emphasis is created in most languages by varying the pitch and inflection of the voice. Pitch range is the degree of variation in the pitch used to render the content. A voice with a small pitch-range will sound monotone, while a voice with high pitch range values will sound very animated.

Tonic-syllable: Within a tone group comprising more than one syllable, there is one syllable that stands out from amongst the rest of the syllables because it initiates a major change in the pitch direction. This important syllable is called the **tonic Syllable** or **nucleus** of the tone group. The tonic-syllable is usually a high-content word, near the end of the unit/group.

Look at these sentences:

1. Let's have **bread** and **butter** for breakfast.
2. I am going to the **market**.
5. **Neha** and **Ann** are **good** friends.

Note that only the content or lexical words which are essential for meaning making are stressed in these sentences. These words are pronounced strongly in connected speech.

I hate **Summer** (I may however, like Monsoon and Winter)

I **hate** Summer (I'm insisting on my emotion)

I hate Summer (although my brother is fond of it)

D. Different Functions of Intonation in English

There have been many attempts to explain what intonation does and how it is used in English. Let us take a look at two of its main functions:

Attitudinal

In many spoken languages around the world – but especially in British English – it is easy for the listener to understand the speaker's attitude: boredom, interest, surprise, anger, appreciation, happiness, and so on, are often evident in their intonation.

For instance, a waiter at a restaurant asks *'How's the Dosa madam?'* and you reply *'mMMMMmmmm'* with the intonation rising in the middle and falling towards the end.

The server nods with a smile. Why is it so? Because you have just expressed your appreciation for the item through the music of your voice – and without as much as a single word.

Another instance of a different type would be your intonation on receiving a surprise birthday cake at your work. *'Did you get that for me?'* you might say – your rising intonation, particularly on *'me'* at the end, expressing surprise and delight.

The feeling of boredom or indifference, on the other hand, might be expressed with a flat tone. Compare the *'thank you'* uttered to the postman delivering a utility bill (flat tone) and the *'thank you!'* said when someone helps you mend a flat tyre on the side of a road (expressive, heartfelt).

We often express gratitude and other emotions as much by our use of intonation as by the use of specific words.

Grammatical: There are some intonation patterns in English, which, for the most part, correspond to the use of particular grammar structures. The most common are mentioned below.

Falling Tone (\)

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words.

1. In ordinary statements made without emotional implications. Ex. It's seven o' **clock**.
2. In questions beginning with a question word which are said in a neutral and sometimes unfriendly way. E.g. why did you **do** it?
3. In commands. E.g. Do as I **say**.

Rising Tone (/)

Rising intonation describes how the voice rises at the end of a sentence

1. In incomplete utterances, very often as the first clause of a sentence
E.g. I have a lot of **students** (and some are quite bright)
The water's **warm** (so why don't you come in)
2. In questions which begin with a question word and which are said in a warm friendly manner. E.g. how's your **mother**?

5. In polite requests. E.g.: Would you open the **window**?

Falling- Rising (\ /)

Fall-rise intonation describes how the voice falls and then rises.

1. It is typically used for special implications, and gives the impression that the listener should understand more than the literal interpretation of the words it can cover a veiled insult, apology, unpleasant news, happiness, reassurance or doubt on the part of the speaker as to the validity of his remark. The fall- rise may take place on one syllable or it may be spread over several, in which case it is referred to as divided.

Ex: I'm going there this **evening**.

2. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:

E.g. :I don't support any football team at the **moment**. (but I may change my mind in future).

3. Fall-rise intonation is used with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:

E.g.: Is this your **camera**?

Rising-Falling (/ \)

Rise-fall intonation describes how the voice rises and then falls.

1. Statements with enthusiastic agreement .E.g.: It was **horrid**.
2. Questions showing suspicion, indignation, incredulity or mockery .E.g.: What has he been **doing**?
3. Imperative expressing, petulance. E.g. Go and do your **work**; Come and face the **music**.

E. In Indian English, intonation conveys social as well as emotional meaning Hence, it may also express social attitude of the speaker. The most complex problem of the intonation faced by the non-native speakers is positioning of the nuclear tones and in what directions they should move. Native speakers use the correct intonation pattern instinctively; whereas non-native speakers have to learn it on the basis of certain rules or sometimes most of them imply the intonation pattern of their own mother tongue on to the English language.

In English, a rise in pitch is most often used to indicate a yes/no question or to signal uncertainty. Most statements end with a fall in pitch, particularly when emphasising a point, and a fall is also common at the end of "wh" questions (e.g. what, when, where, why, how").

Interestingly, in many Indian languages, a rise in pitch signifies emphasis. Statements and questions both follow a rise-fall pattern of intonation, which gives rise to the melodious "sing-song" quality often heard from fluent English speakers from India.

Falling intonation plays an important function in English and is used to indicate finality. For speakers of Indian English, it is common to use level intonation pattern at the end of statements instead of a distinct fall. This feature may interfere with smooth turn-taking. The listener may think that there is more to

come and that the speaker is about to continue. Strategies for Improving your Intonation

- The best way to improve one's intonation is simply to become more aware of it. By listening carefully to a conversation on Television, Radio etc, one will begin noticing how other speakers use intonation to express themselves. Look for short interview clips with the actors. Listen to how they respond to humorous questions, serious topics and uncomfortable issues. Notice how the intonation in the voice changes with the change in topic.
- Another idea is to record one's own voice. These days, even the simplest mobile phones are equipped with a voice recorder. It is always fascinating to listen to one's own voice because it sounds so different to what one expects! Try recording a dialogue with a friend. Now listen to the intonation. Does it sound natural? Does it express the attitude in the way it was hoped? If not try a new version. Recordings are an excellent way to keep a track of one's progress. They clearly show how one has improved over time.

Even if the intonation sounds robotic, it is unlikely to be causing a breakdown in communication. But to be more confident and to use it with precision and subtlety, it is certainly worth spending time noticing how others use it and listening to a recording of one's own voice.

Exercises**Test your basic concepts****1. Write the symbols for the underlined letters****Ship** _____**Change** _____**Year** _____**Youth** _____**Think** _____Fur**th**er _____V**i**sion _____ju**d**ge _____**Win** _____**vase** _____**1. Transcribe the following words and mark Primary stress:**

Thick

Enjoy.....

Most.....

Polite

Few

China

Firm.....

Arrange.....

Zone.....

Hourly.....

Large.....

Match.....

Earth.....

Green.....

Thorn.....

Singer.....

Other.....

Ankle.....

Thirty.....

Yes.....

Load.....

Each

Movie.....

Destroy.....

Day.....

SPEAKING ACTIVITIES

MUNCEET

1. SPEAKING ACTIVITIES

1.1 SELF INTRODUCTION

It is not always easy to talk about yourself because you don't always know what to include. And when you don't feel comfortable, you make more mistakes. That's normal. Unfortunately, as adults in the real world, introductions in English can be terrifying because we don't want strangers to hate us, and we're scared that we're going to do something that makes them dislike us or think we're silly instead.

You can finally stop being nervous about meeting new people if you have the best introduction expressions ready to use. You'll be able to introduce yourself with confidence and move on to full English conversations.

Doesn't that sound awesome? Here are 6 Simple Steps for Confidently Introducing Yourself in English. Let us look at them.

A. Break the Ice



“Break the ice” is a common English expression. It means “to get comfortable with someone.” How can you do that? Here's the easiest one: just say hello and your name. Then, if possible, shake hands.

Amy: Hello. I'm Amy.

(Offer your hand.)

Brian: Hello, I'm Brian.

(Shake hands.)

Amy: Nice to meet you.

You can also break the ice by using other common greetings like “good morning,” “good afternoon” and “good evening.” Aside from asking questions, another good way

to break the ice is to ask for very basic information. This gives you a reason for starting the conversation.

Here are some examples:

Excuse me, do you know what time it is?

Sorry to bother you, but where is the meeting?

Excuse me, are you going to the restaurant?

Another great ice breaker is a compliment. Find something you like about them and tell them. Be a little careful here. Don't compliment them as a whole person, because they might be offended or think it's too forward (overly-friendly).

I love your **dress**.

You have a beautiful **dog**.

Is that your **car**? I really like it.

B. Ask Follow-up Questions

You need to keep the conversation going. Questions are always better than comments, because they make the *other person* talk, and this gives you time so that you can think of new things to say.

Where are you from?

What brings you here?

Are you having a good time?

C. Listen and Ask More Questions



If you aren't confident in your English skills, it's much easier to listen to the other person than it is to speak. Pay attention to the answers from your first questions and

ask for more details. People like talking about themselves, so this won't be a problem. Below are some sample conversations.

Amy: How are you?

Brian: A little tired.

Amy: Why is that?

Brian: I didn't sleep well last night.

Amy: I'm sorry to hear that. **What went wrong?**

Brian: I'm a bit jet-lagged from my flight.

Amy: I bet. **Where did you fly from?**

Brian: I came from London last night.

Amy: That's far! **Was it a long flight?**

Brian: Just a few hours. But I had a long layover in Frankfurt.

You can see how Amy keeps the conversation going each time by asking Brian for more information. When she does this, she also learns more about him.

Let's look at another example:

Amy: Where are you from?

Brian: I'm from England.

Amy: Wow! That's far! **When did you arrive?**

Brian: I flew in last night.

Amy: Was it a long flight?

Brian: Just a few hours. But I'm still feeling jet-lagged.

Amy: What's the time difference?

Let's look at one more example. Let's say Amy and Brian are both at a business conference.

Amy: What are you doing here?

Brian: I'm here for the conference.

Amy: So am I. **What company are you from?**

Brian: I'm with the Sales team from Samsung.

Amy: That's really interesting. **Do you like it?**

Brian: Most of the time, yes.

Amy: What do you like about it?

Brian: I get to travel to nice conferences like this!

When you're traveling for business, asking what people do for work is always a safe bet. However, be careful to keep the conversation positive. Don't say anything bad about their work in case they disagree with you!

D. Prepare Basic Answers about Yourself

Conversation isn't always about asking questions. Eventually, the people you're talking to are going to ask you the same questions that you're asking them. Because of this, it's very important that you can answer these questions easily. Keep your answers short and simple so you have less time to make mistakes.

Have answers ready for these questions:

Where are you from?

What do you do?

What are you doing here?

Do you like your job?

How was your trip?

Are you having a good time?

What do you think of the weather?

What do you think of the movie/event/conference/restaurant?

Even when questions are specific, you can have a general response prepared. Say something generally positive, then add in more detail. Adding the detail keeps the conversation interesting. Then you can ask a question.

Example 1:

Brian: What do you think of restaurant?

Amy: It's really nice. I especially liked the fish. Did you?

Example 2:

Brian: How do you find the conference?

Amy: It's really interesting. I especially liked the first speaker. What did you think?

Example 5:

Brian: How was your trip?

Amy: It was mostly fine. I only had one layover. How was yours?

E. Have an Exit Plan

Not all conversations are going to be good. If you find you have nothing more to say or you're not connecting with the person you're talking with, you need a way to leave politely. Otherwise, there could be a lot of awkward silences. Here are a few key lines for leaving politely:

Excuse me, I need to (find my friend/go to a meeting)

**Well, it's been lovely talking to you.
Best of luck.
Nice to meet you, Brian.
I hate to run off, but I need to go.
Let me give you my card before I go.
Enjoy your time here!**

As you say these phrases, hold out your hand for a handshake, making it clear that you're ending the conversation.

F. Smile and Be Confident



You're your own biggest judge. Most people will be happy that you came and talked to them. Even if you make a mistake, keep talking. People will remember your smile and your confidence more than any small errors.

Enjoy your time speaking English!

1.2 JAM

A learner is asked to talk for sixty seconds on a given subject, "**without hesitation, repetition or deviation.**" Attention is paid to the accent, grammar and sentence construction prefer simple sentences to long, complex sentences. Choose to speak with clarity, using simple language.

The following are the basic rules. The student must speak without hesitation repetition or deviation.

- Hesitation, pause in speaking, or tripping over one's words.
- Repetition of any word or phrase. Skillful speakers use synonyms to avoid repeating themselves.
- Deviation or deviating from the given subject

In addition to the above guidelines it will be useful to note that such a brief speaking activity is an example of impromptu speaking or speaking Extempore. Extempore is a performance which is carried out without preparation of any kind. Speaking without any preparation of any kind in front of an audience can give rise to anxiety.

The following points can be kept in mind with respect to or speaking extempore:

- Focus on one point or main areas. Understand that it will not be possible to cover all the points in a speech, therefore concentrate on a single point and take it forward.
- Do not memorize –this might make the speaker stiff and less conversational. Memorizing might also result in forgetting a point and getting stuck in a particular place, which can be avoided by impromptu speaking.
- Focus on opening and closing statements. 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.
- The ability to give an Impromptu speech is developed by constant practice. Confidence too helps one develop this method of communication to a large audience.

2.SPEAKING ACTIVITIES

2.1 Group Discussion



A.Objectives of a GD

To inculcate team spirit among the students

To remove speech anxiety and nervousness

To develop and promote meaningful interaction

To enable students to organize presentations of individual views in the target language

To enable the students to present ideas coherently, logically and with clarity

To develop cooperative, friendly and cordial atmosphere in order to avoid conflict

To create an atmosphere conducive to encourage each student to contribute to the activity

To inculcate objectivity among the participants and help them to be affirmative

To take the discussion towards the goal and reach a consensus

B. A group discussion is a verbal-oriented activity. The participants express themselves eloquently and forcefully to make an impact, arouse the interest of their audience and create a favorable impression. A group discussion can be informal or formal.

An informal group discussion occurs when a group of friends talk about things in general at their college canteen, outside the classroom, at a bus stop or any other place. In these discussions each one freely expresses his or her views on the subject. In formal contexts, GDs are increasingly used as a tool to identify candidates with the right abilities either for employment or for admission for various posts.

C.Why are GDs Conducted?

Employers need to determine if a candidate who has applied for a position has the skills and traits desirable for the job. A group discussion enables the employer to assess the following factors:

- the ability to fit into group
- to influence the group
- to solve problems
- to communicate effectively
- to remain calm and composed in a stressful situation
- to stay positive irrespective of his views being accepted or rejected.

These factors help the employer to assess candidates' skills.

D.How are GDs Conducted?

The candidates are given a topic. After about 10-15 minutes, the group is asked to discuss the topic for 20 to 25 minutes.

No one is designated as leader. The candidates themselves have to organize it by putting their minds together and trying to arrive at a consensus. The GD may last for about twenty minutes.

The observer will make a note of the participants who display initiative, tact, understanding, enterprise, persuasive ability, motivating and co-coordinating skill.

The group consists of candidates who sit together to express their views to the point, openly, in an audible and rational manner without being domineering or silent and passive.

The GD process is often used to assess a candidate's personality traits. Some of the important personality traits that a candidate should possess to do well at a GD are reasoning ability, leadership qualities, communication skills, conflict management and the ability to be an effective team player.

E.Types of GDs

There are three types of GDs i.e. Topic based GDs, Case Studies and Group tasks

Topic based GDs: These can be classified into three based on the kind of topic given: Factual topics (socio economic topics e.g. Environmental degradation, traffic chaos), Controversial topics (argumentative in nature e.g. Censorship must be abolished, Brian Drain should be stopped) and Abstract topics (abstract concepts to evaluate the candidates creativity and imagination e.g. Beauty lies in the eyes of the beholder)

Case Studies: An issue or situation is given to the candidates that they have to discuss and arrive at a solution which evaluates their ability to think about a solution from various angles.

Group tasks: These are an extension of case studies where specific objectives are to be achieved. E.g. draw some guidelines to set up an English Language Training Institute.

F.Features of a good GD

Effective communication: ideas are put forth effectively using appropriate communication strategies such as paraphrasing an idea.

In-depth discussion: the topic should be analyzed and the arguments should be put forth logically

Cooperative and friendly atmosphere should be maintained.

Equal participation – participants should neither be shy and hesitant nor should they try to dominate the conversation while arriving at a broad consensus.

Emergence of a leader: A leader should have the following qualities:

Show direction to the group whenever the group distracts from the topic.

Coordinate the effort of the different team members in the GD.
 Contribute to the GD at regular intervals with valuable insights.
 Inspire and motivate team members to express their views.
 Contribute to the GD with ideas and try to steer the conversation towards a goal.

G.Main Parts of a GD (initiating, continuing and concluding)

A GD can have three main parts: Initiation, Continuation and Conclusion

Initiation: After introducing themselves any one participant can take the initiative to start the discussion. Initiation can be done effectively by using proverbs, definitions, rhetorical questions, anecdotes and relevant quotes.

H.Continuation: The discussion should be continued in a meaningful way with each participant taking turns using expressions such as:

It's my turn now to say something

Let's give him/her an opportunity to say something now

May I draw your attention to one thing I wish to say (request)

You are quite right (agreement)

I beg to disagree with you (disagreement)

That's not really relevant here. Let's not deviate please. (Focusing on the topic)

The discussion must move along the right direction in a logical manner, so that the task is completed within a fixed time limit.

I.Conclusion: One of the participants can summarize what the group has discussed in a brief and concise manner without adding any new points.

What do evaluators look for?

Communication Skills

Knowledge of the topic

Appropriate body language

Positive personality traits (e.g. leadership, reasoning and analytical ability, ability to influence others, flexibility, assertiveness, creativity)

While participating in a GD exhibit leadership quality, reasoning and analytical ability, use relevant examples and logical arguments.

Leadership: reasoning and analytical ability: use of relevant examples and logical arguments

Ability to influence implies creating the right impression on the group and persuading them

Flexibility: Be open to other ideas as well as to the evaluation of one's own ideas.

Assertiveness: Put forth your point to the group in an emphatic, positive and confident manner.

Initiative: it is advisable to initiate a GD if well versed with the topic

Creativity/ Out of the box thinking: An idea or a perspective which opens new horizons for discussion on the GD topic is always highly appreciated.

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

Apart from these qualities, communication skills, confidence and the ability to think on one's feet are also very important.

2.2 DEBATE

A. Objective

- To enhance analytical skills
- To present views in a logical and rational manner
- To encourage critical thinking, personal expression, and tolerance of others' opinions
- To learn to be objective
- To develop the ability to disagree without being impolite
- To develop confidence to express their views before an audience
- To overcome speech anxiety
- To learn to interact effectively within a group
- To acquire positive personality traits like confidence and assertiveness



B. A debate is a discussion between sides with different views. Persons speak for or against something before making a decision. Debates are a means of encouraging critical thinking, personal expression, and tolerance of others' opinions.

Debates are conducted in governing assemblies, held in lecture halls and public arenas, presented in schools and universities, written in newspaper and magazine columns, heard on radio, or seen on the television. People argue about what is best for their societies and shape the course of law, policy, and action.

Debate engages the participants in a variety of cognitive and linguistic ways. It provides meaningful listening, speaking and writing practice. It is also highly effective for developing argumentation skills for persuasive speech and writing.

Davidson (1996) wrote that with practice, many students show obvious progress in their ability to express and defend ideas in debate and they often quickly recognize the flaws in each other's arguments and Nisbett (2005) declares that debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. This suggests that, although debate is quite challenging, non-native speakers can develop the debating skills.

C. Differences between a Debate and a Group Discussion

Debate is basically an argument where participants take a particular stand on a given topic and stick to it. The number of participants could vary from two to fifty. A Group Discussion on the other hand is a cooperative process in which members discuss a topic and reach a consensus. The number of participants is usually between five and fifteen.

D. Essentials of a Debate

The following are the essentials of a debate:

- **Content: appropriate** arguments should be made, using suitable examples to support the statements
- **Unity** of a debating team which is created by clear awareness of the definition of what other speakers have said and of what the team line or point of view is.

E. Structure of the Content

This refers to organizing the contents clearly by using the following two tips:

- **Use of signposts:** Each debater should clearly structure the presentation by first having a clear idea of the arguments and the examples to support them. Each argument should be differentiated and the opponents should know that the speaker is moving from one argument to the next. This is called **signposting**.
- **Use of clear links:** Debaters should ensure that their arguments are logical and linked to the team line (point of view) and that the examples used support the arguments. Similarly, while rebutting, each of the opponent's arguments are attacked in turn, spending time on each point and then moving to the next, thus completely demolishing the opponents.

DELIVERY

Debaters should pay attention to certain aspects of delivery or the manner of presenting the content such as eye contact, voice, use of appropriate gestures, proper enunciation and clarity of speech.

F. Participating in a Debate

A topic is given for a debate to individuals or teams. A team might consist of a minimum of two debaters and a maximum of fifty or more. If there are more than fifty participants, they can be divided into two teams.

It is possible to have a monitor who gives the topic and asks the teams to take stands and argue. After the teams have taken a stand on the topic the team that agrees with the topic may be called the **affirmative** and the team that disagrees may be called the **negative**.

The teams should arrive at a possible definition of the topic. The job of defining begins with the affirmative. The first speaker of the affirmative must explain in clear terms the meaning of the topic. The negative may agree with or choose to challenge the definition presented. In the latter case, the negative should clearly explain the reason for challenging the given definition and then propose a better definition.

If the debaters are large in number, the monitor lays down certain guidelines, norms of behavior; time allowed for each speaker and intervenes whenever there is chaos. If the number of debaters is small the role of the monitor is minimal i.e. the debaters are asked to pick a topic and time is given to prepare for debating. Then the members of each team can specify the roles that they wish to play.

Given below are the possible roles when each team has three members:

1st affirmative should define the topic and present the affirmative team's point of view, briefly present what the other two members will discuss and present the first half of the affirmative argument

1st negative should accept or reject the definition, present the point of view of the negative's team, briefly present what the other two members will discuss, rebut the main points of the first speaker of the affirmative team and present the first half of the negative team's argument

2nd affirmative should reaffirm the affirmative team's line or point of view, rebut the main points of the first negative and present the second half of the affirmative's argument

2nd negative should reaffirm the negative team's line, rebut the main points of the affirmative's argument and present the second half of the negative's argument

5rd affirmative should reaffirm the affirmative team's line, rebut all the remaining points of the negative's argument, present a summary of the affirmative's argument and round off the debate for the affirmative

5rd negative should reaffirm the negative team's line, rebut all the remaining points of the affirmative's argument, present a summary of the negative's argument and round off the debate for the negative

Rebuttal

When rebutting a debater voices views countering the arguments put forth by the opponents. Criticizing the opponents' arguments is called **rebuttal** which involves:

- Speaking logically
- Concentrating on major arguments
- Sparing the debater and criticizing only views of the opponent instead
- Making new points rather than merely opposing the points presented.

G. Topics for Debate

- **The New Optimism:** Every day, we are bludgeoned (beaten, hammered) by news of how awful things are. Yet when we examine the concrete data we see that things are actually better today. Therefore can you discuss on the topic :
- Life is better today than at any previous time in history.
- Is it justified to develop nuclear energy for commercial use?
- Is it effective to censor parts of the media?
- Are humans to blame for certain animal extinctions?
- Are alternative energy sources effective and justified?
- Do uniforms for college students make college a more effective place to learn?

2.5 PRESENTATION SKILLS



A Objective

- ❖ learn to speak concisely, clearly and confidently
- ❖ learn to be more sensitive and skilled communicator
- ❖ learn to consider what listeners want, need, like, care about
- ❖ learn the power of speech--words have emotional content
- ❖ learn to focus on the topic and structure it well, learn to listen, critically evaluate and discriminate various types of message
- ❖ be an active learner
- ❖ develop the ability to persuade others

A Presentation is a purposeful communication i.e. it is the process of presenting a topic to an audience with a specific purpose. For the Presentation to be effective, one needs to plan various aspects of it and make necessary preparations too.

B. Making effective presentations

Making an effective presentation constitutes: Planning, Preparing, Organizing, Practicing, Presenting

Planning

Choose the right topic
 Have a clear goal
 Have a central idea
 Know your audience
 Know the venue
 Know the time and length of presentation
 Decide on the methodology

Preparing

Preparation is EVERYTHING!

Gather the relevant material from primary and secondary sources

Prepare the central idea, the main ideas and the points to substantiate them

Organizing

Organize the material into three parts:

- Introduction (a beginning that introduces/announces the topic),
- Body (explains the structure of the presentation)
- Conclusion (summarizes the presentation)

Practicing

Rehearse the presentation to

- Be clear about the content
- Assess strengths and weaknesses
- Learn to pronounce difficult words correctly
- Manage time effectively
- Become confident
- Learn to use technology (OHP, PPTs)

Presenting

Overcome stage fear

Modulate the voice

Pay attention to appearance and body language

Maintain eye contact with the audience

Use the podium effectively

Be brief. Never exceed the allotted time slot

Using Pointers

Remember to focus pointers that have arrows! Focused arrows are easier and less annoying to follow than a bouncing light blob on the screen.

Point to things you want the audience to notice at the beginning of your slide exposure.

Handouts

Avoid distributing handouts before or during your talk unless you use them directly in the presentation. If your talk is very technical with too many jargons If you want the audience to walk away with a body of information, hand it out at the end.

If your talk is very technical with too many jargons, visuals and graphs, prepare handouts for the audience with your overheads or slides reproduced in miniature. The audience can listen to what you are saying and write notes on the handouts, instead of frantically trying to copy everything

C. Expressions used in Presentations

One should come up with effective lines that capture the attention of the audience instantly:

"Thank you for being here today. I'm here today to talk to you about ____"

Thank you for joining me here this evening/afternoon/morning

Preparation is essential for an effective presentation.

While making a presentation, certain keywords are used to signpost the different stages. It's a good idea to memorize them and practice using them, so that they come to mind easily during a presentation.

Starting the presentation

- Good morning/good afternoon ladies and gentlemen
- The topic of my presentation today is ...
- What I'm going to talk about today is ...

Sating the purpose of presentation

- The purpose of this presentation is ...
- This is important because ...
- My objective is to ...

Stating the main points

The main points I will be talking about are
 firstly ...
 secondly...
 next, finally... we're going to look at ...

Introducing the first point

- Let's start/begin with ...

Showing graphics, transparencies, slides etc.

- I'd like to illustrate this by showing you...

Moving on to the next point

- Now let's move on to ...

Giving more details

- I'd like to expand on this aspect/problem/point
- Let me elaborate on that
- Would you like me to expand on/elaborate on that?

Changing to a different topic

- I'd like to turn to something completely different

Referring to something which is off the topic

- I'd like to digress here for a moment and just mention that ...

Referring back to an earlier point

- Let me go back to what I said earlier about ...

Summarizing or Repeating the Main Points

- I'd like to recap the main points of my presentation
 - first I covered
 - then we talked about
 - finally we looked at
 - I'd now like to sum up the main points which were:

Conclusion

I'm going to conclude by... saying that/inviting you to/ quoting ...

In conclusion, let me... leave you with this thought/invite you to

Questions

Finally, I'll be happy to answer your questions.

Now I'd like to invite any questions you may have.

Do you have any questions?

D. Use of Non-verbal Communication

Eye contact helps and indicates the speaker's interest in the audience and increases credibility.

Gestures are another important form of non verbal communication. One should focus on making gestures natural and reflective of what is being said.

Posture and body orientation - Standing straight and looking directly at the audience indicates confidence. While using slides, speak to the audience and don't turn back completely to the audience. It is acceptable to look at a slide -- especially to draw the audience's attention to it, but always turn back to the audience after a few seconds.

Learn to modulate your voice. No one appreciates monotonous tone. This helps to improve the impact with the audience.

E.Coping with Stage Fright

The more one worries and thinks about stage fright, the worse it may get. Defuse stage fright with planning and preparation.

How to Overcome This: Since stage fright involves the mind and the body, they should be in harmony. Fear begins by allowing ourselves to believe that there is some threat. So we must learn to feed our brains with more positive and non threatening ideas.

One should be optimistic and visualize him/herself successfully presenting before an audience.

How to Overcome This: Since stage fright involves the mind and the body, both components need to be dealt with. Fear begins by allowing ourselves to believe that danger is present, so we must learn to feed our brains more positive, non threatening ideas.

Feeding oneself positive images of the upcoming event counters the mind's image of failure and embarrassment. Prepare the Material-Make sure you understand the topic thoroughly. Know the questions that might come up in a discussion and prepare the answers for them. Rehearse Lines-Rehearsing and practising will enhance your confidence. As your confidence increases your stage fright decreases.

Breathe Deeply- Long, slow breaths will give your brain the oxygen it needs to keep functioning, and to keep yourself calm. If you have stage fright, stop and take three slow, deep breaths.

Practice in front of the mirror-Use mirror to practice. Observe your body language and present it confidently as if you are doing it in front of the audience.

Dress comfortably- Avoid clothing that is new, too tight or uncomfortable.

F.Handling Question and Answer Session

Many presentations today are followed up with a question and answer period. These guidelines help to answer questions confidently:

- **Listen to the entire question** before answering any questions.
- REPEAT the question aloud so that the entire audience can hear it.
- Credit the **person** for asking the question by saying, "That was a great question" or, "Glad you asked that question"

- Respond to the **question** honestly and as well as possible. If you do NOT know an answer to a question be honest, and tell them that you do not know but DO promise to research the answer for them and DO get back to them.

G.Use of Audio-visual Aids

Visual aids include Over Head Projectors, PowerPoint Presentations, Hand Outs, Flip Charts etc. The following are guidelines for effective use of visual aids:

- Keep it simple.
- Check if the computer works properly before the presentation.
- Keep word slides BIG for the audience to read and follow anything. The "Rule of Six" is helpful: Per visual – six lines and six words in each line.
- Text arranged in a few sentences will be easier to read
- Try not to use cursive or unusual font
- Identify the acronyms and abbreviations used
- Use of too many colors distracts the audience from understanding a message.
- Maintain consistency in the title, sub- headings and font size of the words on the slides throughout.
- Keep your visuals simple, bold and graphic

H.Power Point Presentations

PowerPoint presentations are a great way to support a speech, visualize complicated concepts or understand a subject. However, badly designed slides with too much text or bad graphics can distract or worse, irritate the audience

Guidelines to a professional presentations:

Design: The first thing that gives a professional touch to any presentation is the design.

1. Compose Slides

Don't copy and paste slides from different sources.

Keep the design very basic and simple. It should not distract.

Choose a font size that is easily readable.

Carefully select font sizes for headers and text.

Leave room for highlights, such as images or take home messages.

Decorate scarcely but well.

Don't ever let the design restrict your messages

2. Maintain Consistency

Consistently use the same font face and sizes on all slides.

5. Match colours

You may use your company logo, highlight headers, create a special frame for figures/images or the whole slide but don't overload your slides with these elements.

- A poor choice of colours can shatter a presentation.
- Use Contrast-Black text on a white background will always be the best but also the most boring choice.
- Carefully use colour to highlight your message.
- Don't weaken the colour effect by using too many colors.
- Make a brilliant choice: match colours for design and good contrast to highlight your message

Text

- Keep It Straight and Simple.
- Use Keywords only.
- No sentences!
- Never read your slides, talk freely.
- Remember the slides are only there to support, not to replace the talk!

Take Home Message

Always express a Take Home Message.

It's your message, a summary of your data or story.

Make it a highlight that stands out.

Images

Images are key elements of every presentation. A good visual cue will help the audience to understand the message much better.

- Have more images in your slides than text.
- But do not use images to decorate!
- Images can reinforce or complement your message.
- Use images to visualize and explain.
- A picture can say more than a thousand words.

Animations & Media

A good animation can not only improve understanding, but can also make the message stay with your audience for long. Use animations and media sparingly to draw attention

Target & Content

The target audience defines the content of the presentation.

Keep the Audience in Mind

What do they know?

What do you need to tell them?

What do they expect?

What will be interesting to them?

What can you teach them?

What will keep them focused?

If one loses the attention of the audience, everything will be lost — it won't matter how ingenious the design is or how brilliantly one picks colours and keywords.

Practice

A well-prepared and enthusiastic talk will help to convince the audience and maintain their attention. There are some key points that define a good talk:

- One should know the slides inside out.
- Speak freely and with confidence – loud and clear.
- Don't speak too fast.
- Maintain eye contact with the audience.

3.LISTENING ACTIVITIES

Activities based on listening

Listening is an important communicative process and is crucial to effective communication. It is a process of receiving and interpreting messages. It involves four factors - sensing, message decoding, evaluating and responding. However, there is a clear distinction between hearing and listening. While the former is involuntary and happens automatically, the latter is a voluntary and active process which requires conscious effort.

Listening is important in both academic and professional interactions hence, mastering the art of effective listening is vital because the importance of listening extends far beyond academic and professional settings. It establishes relationship with friends, family, and others, fosters good self-esteem and maximizes productivity.

Listening is a complex process and as a result it is essential to take care of the barriers that may hinder effective listening. There can be various kinds of barriers to listening such as, physical barriers (noise, distance etc.), mechanical barriers (typographical errors, breakdown of microphone etc.), psychological barriers (anxiety, emotional disturbance etc), linguistic barriers (ambiguity, jargon etc.) and cultural barriers (different social norms, different values etc.). Hence, learners need to be aware of the barriers to listening to enable them to adopt effective strategies to avoid them. Here are some strategies that one may follow to ensure high degree of understanding and remembrance:

- Stop talking -- Remove distractions
- Control emotions
- Don't interrupt the speaker
- Don't complete the speaker's sentences
- Be mentally engaged with the speaker
- Put the speaker at ease
- Identify the fundamental points Be patient
- Do not pre-judge
- Empathize with the speaker
- Take notes -- Evaluate

Listening Exercise

- Listen to a speech/documentary
- Jot down the main points
- Write the main points in a brief paragraph
- Present it to your classmates
-

4. ROLE PLAY

A. Objective

To enable students to:

- ❖ Deal with real life situations
- ❖ Acquire convincing abilities and persuasive skills
- ❖ Use their creativity and innovativeness
- ❖ Be confident and courageous to speak and enact a role before an audience
- ❖ Overcome shyness and stage fear
- ❖ Use relevant words and appropriate language & gestures (according to the situation)
- ❖ Practice in what is a safer environment, where mistakes have no real world consequences, as it would be the case in on-the-job- practice.
- ❖ Work as a team

B. What Is a Roleplay?

Role-play is an activity where one would be given a role to play. It is any speaking activity where you either put yourself into somebody else's shoes or you may stay in your own shoes but put yourself into an imaginary situation. Role play could mean: to assume the attitudes, actions, and discourse of (another), esp. in a make-believe situation in an effort to understand a differing point of view or social interaction. For example *Management trainees may be given a chance to role-play labor negotiators.*

C. Do's

- ❖ Understand and analyze the situation.
- ❖ Identify your role and act accordingly.
- ❖ Frame your sentences, questions and answers properly.
- ❖ Be as natural as possible. Be yourself.
- ❖ Check body posture and move a little.
- ❖ Use your hands to express your point.
- ❖ Maintain very good eye contact with the other person.
- ❖ Understand the question before answering.
- ❖ Check your voice modulation, stress, intonation and speed.

D. Don't's

- ❖ Be in a hurry to say something.
- ❖ Keep yourself detached from the given role.
- ❖ Speak unchecked. Don't be too fast/slow or shout unnecessarily.
- ❖ Put on an accent or look animated.
- ❖ Plant yourself to a particular point, bend or move excessively.
- ❖ Use your hands excessively.
- ❖ Avoid eye contact; roll your eyes/stare continuously.
- ❖ Read out the written form of communication.
- ❖ Answer in urgency.

E. Use of Dialogues in a Variety of Situations and Settings

- ❖ Self Introduction
- ❖ At the Railway Station
- ❖ At the Bank

- ❖ At the Post Office
- ❖ At the Doctor -Making an Appointment
- ❖ Seeing the Doctor

Self Introduction

Geetha, a visitor introduces herself to the Divisional Manager of the organization where her father works.

Geetha: Good morning Madam.

Manager: Good morning. Please come in.

Geetha: I'm Geetha, Mr. R S Kumar's daughter.

Manager: Oh! You're Kumar's daughter! Nice to meet you, Geetha.

Geetha: I am pleased to meet you, Madam. I would like to speak to my father, if you don't mind?

Manager: Your father sits in the next room. I think he's there now. Please go ahead and meet him.

Geetha: Thank You.

Manager: You're welcome.

Shelly: Hi! My name is Shelly. I am from New York. What is your name?

Brian: I'm Brian Orland.

Shelly: And where are you from, Brian?

Brian: I am from Texas.

Shelly: Oh, really? Nice to meet you.

Brian: Nice to meet you, too.

Shelly: By the way, what do you do?

Brian: I am a sales manager. And how about you?

Shelly: I am a dance instructor.

Brian: Hey, Shelly, can I join your class?

Shelly: Sure. My dance institute is at Greenways. Please come over for more details.

Brian : Thank you . Let me take your card.

At the Railway Station

Rahul: Excuse me sir.

Booking Clerk: Yes please.

Rahul: I want to know the seat availability in Telangana Express to Delhi on 24th Feb.

Booking Clerk: Sure.I'll check it for you.

Booking Clerk: It looks like all the seats in I AC are booked Would you like to go for third AC?

Rahul: Not an issue.

Booking Clerk: Fill the form and give to me

Rahul: Here is the form Sir

Booking Clerk: Hmm...let me book it for you. Here is your ticket. Please take it

Rahul:Thank you.

At the Bank

A customer comes to a bank to apply for a bank loan and approaches the manager.
(Conversation between the Customer & the Manager)

Customer: Good Morning Sir.

Manager: A very good morning. Tell me how can I help you?

Customer: Sir, I would like to apply for a loan of 2 lakh Rupees.

Manager: Yeah sure, please fill this form. Do you have the required documents?

Customer: Yes, here they are. I brought all the documents you need.

Manager: We would verify these documents. If everything goes well, your loan will be sanctioned in a week's time.

Customer: Thank you Sir. Have a nice day!

Manager: A good day to you too!

At the post office

Postal office clerk: Good morning, what can I do for you today?

Karan: Good morning. I have to send this parcel to Thailand, please.

Postal office clerk: OK, pass me the parcel through the opened window and let's see how much it weighs. It weighs 5 kilos. You need to send it by airmail. It will get there in about 7 days.

Postal office clerk: You also have the option of using international signed for.

Karan: What is that?

Postal office clerk: Same as airmail, but the person in Thailand has to sign for it when the post man delivers it to them.

Karan: How much does that cost?

Postal office clerk: An extra 500 rupees

Karan: It's OK, 7 days by airmail is fine. How much will sending the parcel cost?

Postal office clerk: 1500 rupees. Do you need anything else?

Karan: Oh, I nearly forgot. I need to buy 10 Revenue stamps too

Postal office clerk: OK, that will be 1510 Rupees.

At the doctor -Making an Appointment

Mr. Gulcharan Singh: Hello. This is Gulcharan Singh. I'd like to make an appointment to see Dr.Habib.

Receptionist: Certainly. What seems to be the problem?

Mr. Gulcharan Singh: I'd like to have my annual check-up.

Receptionist: Fine. When would you be available to come in to see Dr. Habib?

Mr. Gulcharan Singh: Any day next week in the morning would be great.

Receptionist: How about next Thursday at 10 o'clock?

Mr. Gulcharan Singh: That sounds fine. Thank you.

Receptionist: We'll see you next Thursday Mr. SINGH. Goodbye.

Seeing the Doctor

1. Scenario one - The Flu

Doctor: How can I help you?

Patient: I don't feel well.

Doctor: In what way?

Patient: I have a constant headache and I'm always tired.

Doctor: Have you vomited?

Patient: No, but I have no appetite.

Doctor: Do you have a temperature?

Patient: Yes, sometimes I feel hot and sometimes I feel cold.

Doctor: Do you have a runny nose?

Patient: Yes.

Doctor: It sounds like you have the flu.

Patient: Okay, what medication can you give me?

Doctor: Here, take this for 5 days and get lots of rest.

Scenario Two – A Broken Leg

Doctor: What can I do for you?

Patient: I fell down from the stairs and now my leg really hurts.

Doctor: Can you show me where on your leg it hurts?

Patient: Here (patient points to his shin).

Doctor: Can you walk on it?

Patient: No.

Doctor: Does it hurt if I do this (Doctor pushes the patient's shin)?

Patient: Yes, it really hurts.

Doctor: I think your leg may be broken or fractured. I will send you for an X-ray. Please come and meet me with your X-ray report tomorrow evening.

Patient: Ok. Thank you doctor.

5. PUBLIC SPEAKING

*Speech is power: speech is to persuade, to convert, to compel.”
- Ralph Waldo Emerson*

5.1 INTRODUCTION

Public speaking is a process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners.

- Public speaking is commonly understood as a kind of face-to-face speaking between individuals and audience for the purpose of communication.
- In public speaking, as in any form of communication, there are five basic elements, often expressed as "*who* is saying *what* to *whom* using what *medium* with what *effects*"

5.2 OBJECTIVE

- ❖ Learn to speak concisely, clearly and confidently.
- ❖ Figure out the nuances of Public Speaking Tasks
- ❖ Understand and use the different patterns for structuring speeches
- ❖ Learn to be a sensitive and skilled communicator.
- ❖ Learn the power of speech-words that have emotional content.
- ❖ Words can hurt, heal, create, build, transform.
- ❖ Explore ways to make speeches interesting & captivating
- ❖ Learn to persuade others---change things for better.



5.3 PLANNING AND PREPARING A SPEECH

“Proper Planning and Preparation Prevents Poor Performance”

– Stephen Keague

- Focus on the occasion and audience
- Write out key notes
- Use various resources and collect data

5.4 REHEARSAL TECHNIQUES

- Rehearse the whole speech
- Make notes on your speech
- Rehearse in front of an audience and seek feedback
- Simulate the situation as closely as possible
- Visualize your speech

5.5 DELIVERY TECHNIQUES/METHODS

In public speaking, not only the pattern but the method of delivery also matters a lot. Broadly categorized, there are four major ways of delivering a speech.

1. Speaking From Memory: some public speakers rely heavily on their memory for delivering speeches. It suggests that the speaker has to memorize all the text.

Advantages:

- Memorizing helps the speaker put across his/her ideas with requisite flair, tone, and tenor
- Practice and Rehearsal helps the speaker to be well prepared
- Can maintain better eye contact and has the advantage of casting and recasting the entire text of the speech, making it as impressive and emphatic as possible

Disadvantages:

- Relying too much on memory becomes a problem if the speaker forgets some part of the speech
- Doesn't give much scope for creativity, improvisation and originality
- This method often smacks of a person's lack of experience
- Appears unnatural

2. Speaking From Manuscript: here the speaker walks with the entire manuscript of the speech written, which is read out word for word.

Advantages:

- It adds to the confidence of an inexperienced speaker
- As the entire speech is already written, the margin of error is minimal
- The written text can be edited and rewritten many times to create the right impact on the audience

Disadvantages:

- The entire speech making process looks too formal and monotonous



© Can Stock Photo

- Since the speech is written the speaker does not have the chance to make changes at the time of delivery, if required
- It lacks originality and spontaneity

3. Speaking Impromptu: they are speeches that are delivered at the spur of the moment. Though in one's professional life most of the things are planned in advance, an impromptu speech does not emanate from any such planning. At times you are invited to 'say a few words' without any intimation or prior notice.

Advantages:

- As its impromptu, nothing much is expected from you, from your listeners. They don't judge you strictly
- Audiences are always keen to see their speaker succeed
- The speaker enjoys tacit public consideration and sympathy
- Delivering well in impromptu situations is like investing minimum and accruing maximum, as the expectations are low and the level of emotional approbation quite high

Disadvantages:

- Speaker is bound to be nervous and jittery
- Speeches lack organization of ideas
- Even if the speaker says something meaningful and profound, it is not always taken seriously
- The patience of the audience runs short and they are in a hurry to judge the speaker and his/her ideas

4. Speaking From Notes: this has been regarded as the most favored method chosen by most of the speakers. The speaker prepares notes/points/slides and enumerates the main ideas with the help of these main points.

Advantages:

- The reader can afford to look natural and spontaneous
- The speaker looks well prepared yet flexible in approach
- The speaker can maintain eye contact most of the time
- The speaker has the advantage of making changes whenever required
- The speaker gives the impression of being professionally prepared and in control
- The speaker has the advantage of figuring out the response of the audience as he/she speaks, and can also change his/her ideas as per the expectations of the audience

5.6 SPEAKING STRATEGIES

The best way to learn to be an effective speaker is to speak as often as possible. Remember mistakes are the best teachers. Here are some of the strategies you can use to speak effectively:

- Have a clear message to deliver. Saying "I don't know" is better than saying, "I Don't know, but I will say something anyway".
- Your message needs to be short, simple, and clear.
- Different people have different tastes. Before you speak about something you need to know who your listeners are. It helps you to prepare good examples which easily relate them to your message.

- Remember most people like to listen to real examples rather than theories.
- Use a stronger voice/tone when it comes to important sentences, a lower /slow voice/tone when it comes to something sad.
- Be natural and also keep in mind the cultural differences of the listeners
- It's good etiquette to look at everybody and not just one person. Maintain eye contact with who you are speaking to
- Be flexible! Change your way of speaking, tell jokes which are related to the topic, or stop talking and start asking so that you can get your listeners involved in the topic
- Be confident in expressing your ideas. People trust confident speakers.
- Be up to date with the current national and international developments
- Be a good listener. People respect you when you listen to others

5.7 MAKING SPEECHES INTERESTING

A good speech is like pencil; it has to have a point.
--Unknown

- Prepare well
- Make your beginnings catchy
- Use humor and wit
- Use examples and personal experiences
- Surprise or shock the audience
- Make it purposeful
- End emphatically

5.8 SUGGESTED READING / VIEWING

- Abraham Lincoln – Gettysburg Address, 1865
- Winston Churchill – Blood, Toil, Tears and Sweat, 1940
- Martin Luther King Jr. – I Have a Dream, 1965
- Lyndon B. Johnson – The American Promise, 1965
- Mahatma Gandhi – Quit India, 1942
- John F. Kennedy – Inauguration Address, 1961

6- INTERVIEW SKILLS

Identifying Pre-Interview Preparation Techniques

6.1 OBJECTIVE

To enable the students to

- appear for the job interview with proper planning and preparation
- face interviews confidently
- use suitable expressions (during interviews)

6.2 WHAT IS AN INTERVIEW?

A job interview is a pre-arranged and planned conversation used for evaluating the suitability of a candidate for a particular position

Job interviews are arguably some of the most important meetings one will ever have in one's life. The outcome of an interview can greatly affect the career trajectory-it may allow one to continue along the planned path or start a new one to find a more fulfilling occupation.

6.3 PURPOSE OF THE INTERVIEW

The Interviewer wants to determine:

- Can the candidate do the job?
- Will the candidate fit in?
- Is this the best candidate for the position?

The Interviewee wants to determine:

- Do I want this job?
- Can I do this job?
- Does this job offer me the opportunities I want for advancement or experience?

6.4 WHAT EMPLOYERS WANT

Employers say they are impressed by those candidates who have:

- Excellent communication skills(verbal and written)
- Relevant work experience
- Trustworthy new hires who can move right in, get along with their co-workers, and get the job done without having to be babied at each step.
- Honesty/integrity
- Teamwork skills
- Interpersonal skills
- Motivation/initiative
- Strong work ethic
- Analytical skills
- Flexibility/adaptability
- Computer skills
- Organizational skills

6.5 PLANNING AND PREPARING FOR AN INTERVIEW

Growing competition in the job market, changing demands of the job market, growing professionalism, increased focus on the candidate's personal qualities, change in the interviewing techniques make today's interviews different. To cope with these changes, there are certain pre- interview preparation techniques which have to be followed.

6.6 PRE- INTERVIEW PREPARATION TECHNIQUES

Success in a job interview depends on these techniques. Some of them are listed below:

- Self- Analysis
- Skills Assessment
- Company Analysis
- Job Analysis
- Subject Revision and
- Developing the interview file
-

Self- Analysis; It involves identifying one's background, career goals, accomplishments, special interests and hobbies. Some of the Self- analysis questions that may be expected are:

- Tell me something about yourself?
- If you had to live your life again, what would you change?
- Describe a situation in which you were successful?
- Tell us about a problem you have faced and solved.
- Have you ever done anything that has given you a sense of achievement?

Skills Assessment: It is the process of analyzing the skills in terms of the skills required for the position one is seeking. There are two types of skills that might be assessed during an interview-

- learned skills Management, planning, computer programming
- Intuitive skills-adaptability, leadership, patience.

These are some of the questions that can be asked in this area:

- Do you possess the skills and knowledge required to carry out the functions associated with the job?
- Are you adapting your skills to fit the job?
- How will you rate yourself on a scale of one to ten?
- Why should we hire you?
- What are your strengths?
- What makes you fit for this job?

Company Analysis: Researching an organization involves gathering basic information about the nature, operations, status, structure, growth rate and activities of the organization.

- Thoroughly research the organization
- Know the basic information about the organization
- Visit the company's website, refer to company directories, magazines, brochures, annual reports etc
- Ask yourself a few questions to test your knowledge

The candidates must have some basic information about the organization since the questions may include:

- What do you know about our company?
- Why are you interested in our organization?
- Our company was recently in the news. Can you tell us why?
- What are the products and services we offer?

Job Analysis: One must know what the job is all about so as to adapt one's skills to fit the job. In short one should have broad information about the position he/she is seeking for. Use internet, library, organization's public relations office, and meet the people working in the organization to collect the information.

Try answering the following questions before facing the interview

- What does this job involve?
- What are the responsibilities associated with his job?
- What are the challenges of this position?
- What are the chances of career enhancement?
- What are the skills and abilities required for this job?

Subject Revision: One has to refresh one's subject knowledge since many organizations evaluate the subject competence in a candidate. Therefore

- Brush up general awareness
- Read newspapers, , watch news, visit informational websites
- Read up on the latest developments in the subject
- Discuss relevant topics with friends, classmates

Developing the Interview File: Preparing for an interview demands a professional approach, therefore one may make an interview file that contains the following:

- Interview letter
- Original degrees
- Experience certificates
- References
- Copies of resume etc.

6.7 INTERVIEW STRATEGIES - PROJECTING A POSITIVE IMAGE

Regardless of the position one is trying to get, it's important to thoroughly prepare for the interview.

- Enter the job interview with information and understanding
- Deal with interview anxiety effectively
- Be sensitive to the needs and expectations of the interviewers
- Strike up a positive interaction with the interviewers
- Dress formally
- Be relaxed
- Speak clearly and confidently
- Be polite
- Be flexible

- Do not argue
- Be interested
- Be attentive
- Be focused
- Display logical thinking

6.8 IMPORTANCE OF BODY LANGUAGE

Answers to job interview questions aren't the only thing that can make or break one's chances of landing in work. Body language - Facial expressions, posture and other physical behaviors can reveal more about job seekers than the words they use. A study revealed that nearly half of employers know within the first 5 minutes of an interview if a candidate is a good fit for a position. By minute 15, that number reaches 90 percent.

There are a variety of body language mistakes that candidates make. Few of them are:

- Failing to smile
- Failing to make eye contact
- Playing with something on the table
- Having bad posture
- Fidgeting too much in your seat
- Crossing your arms over your chest
- Playing with your hair or touching your face
- Having a weak handshake
- Using too many hand gestures
- Having a handshake that is too strong.

Never commit such mistakes!

6.9 ANSWERING STRATEGIES

1. Tell me something about yourself?

A. First of all, I thank you for calling me and giving me this opportunity to introduce myself to you. I am Manoj Prabhakar, from Coimbatore. I am pursuing my B.Tech final year in the stream of Information Technology with 7.1 CGPA. I love badminton and jogging. I am self motivated, committed and dedicated. My short term goal is to work for a reputed company and learn new technology. My long time goal is to grab a respectable position in the same organization.

2. Why should we hire you?

A. Since as a fresher I don't have any experience, you can mould me according to your organizational needs and utilize my skills for the growth and development of the organization. As I am a quick learner and have the ability to grasp everything quickly, my eagerness to learn new things will prove to be beneficial for the company as well as for my own self development.

B. I can be hired because I am reliable, flexible and object oriented and always complete my work on time.

(You should be able to establish how well your qualification, knowledge and skills match the needs of the organization).

3. What is your career objective?

A. I want to obtain a challenging position in a large software consulting organization, where I should be able to use my specialized qualification, understanding and experience in software and system level testing policies and procedures.

(The company would like to know whether working in the organization falls within the candidate's objective. Express your goals in relation to the targeted position and convey your motivation and interest in the job).

4. What are your strengths?

A. I have strong communication and interpersonal skills and the ability to get along with others. I can live up to commitments with a sense of urgency. (Your strengths should match the needs of the job).

5. What is your greatest weakness?

A. My weakness is my perfectionism. I become nervous when I'm not able to do anything perfectly. However, I know this might sometimes delay a work but I would compensate it with my hard work.

(Tell a weakness that is actually your strength).



**Communication - the human
connection - is the key to
personal and career success.**

Paul J. Meyer

MJCEFT