

## 6. COURSE INFORMATION SHEET (CIS)

### a) Course Description

COURSE TITLE	ENGLISH LANGUAGE COMMUNICATION SKILLS LAB			
COURSE CODE				
REGULATION	R18-JNTUH			
COURSE STRUCTURE	LECTURES	TUTORIALS	PRACTICALS	CREDITS
	-	-	3	2
COURSE COORDINATOR	ZAREENA ZAMEER, ASSISTANT PROFESSOR, H & S.			

### b) Course Plan

Division of Experiments	List of experiments	Name of the Equipments	Course outcomes
Linked lists	<b>WEEK 1</b>		CO1,CO3
	<b>WEEK 2</b>		
stacks	<b>Week-3:</b>		CO1,CO3
Queues	<b>Week-4:</b>		CO1,CO3
Binary search tree traversals	<b>Week-5</b>		CO1,CO2
Searching techniques	<b>Week-6:</b>		

<b>Sorting techniques</b>	<b>Week-7</b>		<b>CO1,CO2</b>
	<b>Week-8</b>		
	<b>Week-9</b>		
	<b>Week-10</b>		
	<b>Week-11</b>		
	<b>Week-12</b>		
	<b>Week-13</b>		
<b>Binary search trees</b>	<b>Week-14</b>		<b>CO1,CO2</b>

	<b>Week-15</b>		

**c) Additional Experiments**

Division of Experiments	List of experiments	Name of the Equipments	Course outcomes

**d) Marks Distribution**

Sessional marks	End semester exam	Internal marks
There shall be a continuous evaluation during the semester for 25 marks. Day-to-day work in the laboratory shall be evaluated for 15 marks and internal practical examination conducted by the concerned teacher shall be evaluated for 10 marks.	<b>75</b>	<b>25</b>

**e) Evaluation Scheme**

<b>S.No.</b>	<b>Component</b>	<b>Duration</b>	<b>Marks</b>
<b>1</b>	<b>Day-to-day Evaluation</b>	<b>-</b>	<b>15</b>
<b>2</b>	<b>Internal Practical Examination</b>	<b>3hours</b>	<b>10</b>
<b>3</b>	<b>End Semester Examination</b>	<b>3 hours</b>	<b>75</b>

**f)Text books & Reference books :**

## 7. MICRO LESSON PLAN

S.No.	Topic	Plan date	Actual date
1			
2			
3			
4			
5			
6			
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8			
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13			
14			
15			

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## 8. LAB MANUAL

### ELCS LAB MANUAL

#### EXERCISE – I

##### CALL Lab :

**Understand:** Listening Skill- Its importance –Purpose- Process- Types- Barriers- Effective Listening.

**Practice:** Introduction to Phonetics –Speech Sounds – Vowels and Consonants – Minimal Pairs- Consonant Clusters- Past Tense Marker and Plural Marker. Testing Exercises.

##### ICS Lab:

**Understand:** Spoken vs. Written language- Formal and Informal English.  
**Practice:** Ice-Breaking Activity and JAM Session- Situational Dialogues – Greetings – Taking Leave –Introducing Oneself and Others.

#### EXERCISE – II

##### CALL Lab:

**Understand:** Structure of Syllables – Word Stress– Weak Forms and Strong Forms – Sentence Stress – Intonation.

**Practice:** Basic Rules of Word Accent - Stress Shift - Weak Forms and Strong Forms- Sentence Stress – Intonation. Testing Exercises

##### ICS Lab:

**Understand:** Features of Good Conversation – Strategies for Effective Communication. **Practice:** Situational Dialogues – Role-Play- Expressions in Various Situations –Making Requests and Seeking Permissions - Telephone Etiquette.

#### EXERCISE - III

##### CALL Lab:

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

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

**ICS Lab:**

Understand: Descriptions- Narrations- Giving Directions and Guidelines.  
Practice: Giving Instructions – Seeking Clarifications – Asking for and Giving Directions – Thanking and Responding – Agreeing and Disagreeing – Seeking and Giving Advice – Making Suggestions.

**EXERCISE – IV**

**CALL Lab:**

**Understand:** Listening for General Details.

**Practice:** Listening Comprehension Tests. Testing Exercises

**ICS Lab:**

Understand: Public Speaking – Exposure to Structured Talks - Non-verbal Communication- Presentation Skills. Practice: Making a Short Speech – Extempore- Making a Presentation.

**EXERCISE – V**

**CALL Lab:**

**Understand:** Listening for Specific Details.

**Practice:** Listening Comprehension Tests. Testing Exercises

**ICS Lab:**

Understand: Group Discussion- Interview Skills.

Practice: Group Discussion- Mock Interviews.

**SESSION PLAN**

<b>S.No</b>	<b>EXERCISE</b>	<b>NAME OF THE TOPIC</b>	<b>Lecture No.</b>
<b>1</b>	<b>I</b>	INTRODUCTION TO PHONETICS	<b>1</b>
<b>2</b>		Formal and Informal Language	<b>2</b>
<b>3</b>		ICE-BREAKING ACTIVITY AND JAM SESSION	<b>3</b>
<b>4</b>	<b>II</b>	WORD STRESS AND INTONATION.	<b>4</b>



5		SITUATIONAL DIALOGUES – ROLE-PLAY	5
6		TELEPHONE ETIQUETTE	6
7	III	INFLUENCE OF MOTHER TONGUE (MTI).	7
8		DESCRIPTIONS AND GIVING DIRECTIONS	8
9	IV	LISTENING COMPREHENSION	9
10		PRESENTATION SKILLS	10
11	V	GROUP DISCUSSION	11
12		INTERVIEW SKILLS	12

## UNIT—1

### 1. English Phonology ( Sounds of English )

#### Objectives:

- Understanding listening skills
- Practicing Phonetics
- Improving Communication skills

The scientific study of sounds that can be produced by the human vocal tract is known as Phonetics. There are forty-four sounds in English. There is no one-to-one correspondence between the alphabet and the sounds of English.

The forty-four sounds in English are broadly classified into consonants and vowels. There are 24 consonant sounds and 20 vowel sounds. To identify these sounds we use a system of written symbols called the International Phonetic Alphabet (IPA ). The exact representation of the pronunciation of words using these symbols is called Phonetic Transcription.

# PHONETICS

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

## 2. Formal And Informal Language

Both spoken and written language can be formal or informal. The vocabulary for each varies, as well as the structure of the sentence. While incomplete sentences may be acceptable in informal speech, formal speech requires complete and comprehensible sentences. The context in which we use language determines whether we use formal or informal language.

## 3. Ice-breaking Activity and Jam Session

**Ice breaking Activity:** Ice Breakers are an effective way of starting a training session or team-building event. They can be interactive and fun sessions, which run prior to the main event or day's activity. The activities can form a number of varieties including problem solving, facilitation, communication, leadership, trust and decision making. Ice Breaker Activities are aimed at adding some energy and fun, allowing your team to think and look differently at how they can work together. Icebreakers can play an important role in helping young people integrate and connect with one another in a group environment.

Activities:

- If you had a time machine that would work only once, what point in the future or in history would you visit?
- If you could go anywhere in the world, where would you go?
- If your house was burning down, what three objects would you try and save?

- If you could talk to any one person now living, who would it be and why?
- If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
- If you were an animal, what would you be and why?
- Do you have a pet? If not, what sort of pet would you like?
- Name a gift you will never forget?
- . Name one thing you really like about yourself.
- What's your favorite thing to do in the summer?

## Jam Session\

JAM is the acronym for Just A Minute. In this process, students are asked to speak on a topic of their choice or on a given topic for a minute. It is conducted for students to improve their communication skills. It helps the introvert and shy students to take initiative and speak on the topic for a minute. It helps students condense the entire essence precisely in their mind, and speak only the relevant aspects within a minute

The following two steps can be best used to master the art of giving an effective JAM session:

The first step is to go back to background knowledge and gather all the necessary ideas related to the topic given to you. Once you gather all the necessary ideas organize them in a sequential order either chronologically or thematically. Then express them with clarity and cohesiveness.

Three important rules to be followed in JAM are:

- No deviation
- No repetition
- No hesitation

For an effective JAM session...

1. Be ready to speak in any given situation
2. Utilize every opportunity as a suitable one to express yourself
3. Authorize your ideas and stick to the topic
4. Be creative and express new ideas
5. Follow sequential order
6. Be brief and to the point
7. Maintain good flow of sentences

8. Maintain good body language
9. Be cautious of time
10. Use positive and appropriate vocabulary.

Topics for Jam sessions:

1. Bifurcation of states into smaller units
2. India's money in Swiss Bank
3. Business ethics
4. Stitch in time saves nine
5. Money saved is money earned
6. Growing threat of global warming

## UNIT—2

### 1. Word Stress & Intonation

#### **Objectives:**

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

**Word stress**, also called **lexical stress**, is the emphasis a speaker places on a specific **syllable** in a multi-syllable word. To communicate clearly when you are speaking in English, it's important to stress the correct syllables in each word. This is called word stress, which means pronouncing one syllable of a multisyllabic word with greater emphasis (stress) than the other syllables in the word. Here are four general rules to keep in mind about word stress

#### **1. Stress the first syllable of:**

- Most two-syllable nouns (examples: CLImate, KNOWledge)
- Most two-syllable adjectives (examples: FLIPpant, SPAcious)

#### **2. Stress the last syllable of:**

- Most two-syllable verbs (examples: reQUIRE, deCIDE)

#### **3. Stress the second-to-last syllable of:**

- Words that end in -ic (examples: ecSTATic, geoGRAPHic)
- Words ending in -sion and -tion (examples: exTENsion, retriBUtion)

#### **4. Stress the third-from-last syllable of:**

- Words that end in -cy, -ty, -phy and -gy (examples: deMOCracy, unCERtainty, geOGraphy, radiOLogy)
- Words that end in -al (examples: exCEPtional, CRItical)

Intonation:

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

### **Types of Intonation:**

English has different intonation patterns:

1. Falling intonation (the glide-down)
2. Rising intonation (the glide-up)
3. Falling-Rising intonation
4. Rising-Falling intonation
5. Neutral (level) intonation

**Falling Tone:** In the falling intonation, there is a gradual and rhythmical fall in the pitch of the speaker, with a considerable duration and tempo. Falling tone is commonly used in:

- a. Giving commands.
- b. Making statements.
- c. Asking questions that demand information.

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

### **Rising Tone is commonly used in:**

1. questions that demand 'yes' or 'No' answers,
2. questions that show warm personal interest,
3. enumerating items,
4. polite requests,
5. greetings,
6. indicating uncertainty, and
7. incomplete statements.

### **Falling – Rising Tone:**

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

She is beautiful ( but not intelligent )

I saw him ( but I didn't speak to him )

## 2. Situational Dialogues – Role-play

Conversation is a form of interactive, spontaneous communication between two or more people. Typically, it occurs in spoken communication, as written exchanges are usually not referred to as conversations. The development of conversational skills and etiquette is an important part of socialization.

### **Improving Conversation Skills:**

Genuine Interest in People

Diplomacy

Information

Experience

### **Do's in Conversation:**

Recognize Basic Needs

Be Supportive

Be Sensitive

Give Feedback

Develop Mutual Respect

### **Don'ts in Conversation:**

Dominate a Conversation

Use Inappropriate Volume/Pitch

Use Excessive Small Talk

Visually Ignore Someone

Constantly Interrupt

### **Effective communication strategies:**

1. **Listening:** Good listening skills and showing a genuine interest are attributes of a successful communicator. Sales associates who actively listen to customers inquires and complaints are more able to solve problems and gain customer loyalty.

2. **Use Names:**

When meeting people make sure you hear the person's name and use it right away so you will remember it. If you are not sure what the person said, ask him/her to repeat it.

3. **Get to the Point:** Show value for people's time by being as concise as possible when giving information. Do not give lengthy, unnecessary details and don't make excuses for your mistakes. Answer the question and give important information only.

4. **Let Others Talk:** Don't be a person who does all the talking. What you are saying may be of interest to you only. Keep the other person in mind, giving him/her a chance to be a part of the conversation. Look for signals that you may be boring your listener and ask questions to involve them in the conversation.

5. **Non-verbal Language:** Nine-five percent of our communication is non-verbal, which includes: eye movement, tone of voice, posture, facial expressions and hand gestures. When talking to someone keeping eye contact without staring shows a sense of confidence. Be aware of non-verbal communication and keep it consistent with your message.

6. **Vocal Cues:** Do not use an excessive amount of 'filler' words (sayings or words repeated often), sounds such as "uh, um" or use lengthy pauses during conversation. The listener will lose interest in what you are saying and will become bored.

7. **Create an Atmosphere of Openness:** To establish a good relationship with customers and create a comfortable atmosphere be attentive to the number of interruptions. Give your customer/acquaintance your undivided attention by not keeping physical barriers (such as desks) between you. Avoid trying to communicate in a busy area and keep your focus on the listener.

### *Role—play*

*Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment.*

Characteristics:

- Role playing games, exercises and activities can enhance business projects, giving specific business outputs and organizational benefits.
- It uses scripts that you read with your partner, like actors in a movie.
- It gives you information about your role. You can then talk with your partner using this information.

- It helps you speak English in full sentences.
- It makes you think about what you are saying, so you remember the language.
- It gives you many things to think and talk about.

## Non-verbal Communication in Role-Play

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

### DO'S

1. Understand and analyze the situation.
2. Identify your role and act accordingly.
3. Frame your sentences, questions and answers properly.
4. Be as natural as possible. Be yourself.
5. Check the posture and move a little.
6. Use your hands to express your point.
7. Maintain very good eye contact with the other person.
8. Make sure of shortened forms of words like \_shan't, don't etc., which are vital for spoken form of language.

### 3. Telephone Etiquette

Learning how to communicate well on the telephone is one of the top priorities for many students who need to use English at work. Learning the common phrases that are used on the telephone helps students know what to expect. However, what students often need most is practice, practice, and more practice. While helpful, practicing a role-play in the classroom is not always the best way to improve telephoning skills.

### Telephone etiquettes



- Do not let the telephone ring for the long time.
- Understand that he might be not in a position to receive your call.
- Before starting the conversation, greet the other person with an appropriate greeting.
- Be polite while introducing yourself and while taking/giving information.
- Do not use unparliamentary or objectionable language.
- Thank the caller while closing the conversation.
- Even while rejecting any favour or help, be polite in your language.
- Attend the call without long pauses.
- Finish the call and take leave formally.

### UNIT—3

#### Influence Of Mother Tongue (MTI).

##### **Objectives:**

Neutralize mother tongue influence.

Get fluency in the second language.

Sounding like a native English speaker.

When we begin speaking in the second language (i.e. English), we initially use sounds from our mother tongue. Thus, everyone has mother tongue influence (MTI) to begin with. With more and more listening to those fluent in the second language, practicing speaking yourself and correcting mistakes, you slowly learn to replace your mother tongue sounds with the original sounds of English.

Heavy mother tongue influence happens because your native language sounds have not yet been replaced with the second language sounds.

This, in turn may happen due to one or more of the following reasons:

1. You have not heard enough English
2. You have not spoken enough English
3. You have not been corrected enough

**Observe the mouth movements of those who speak English well and try to imitate them.**

When you are watching television, observe the mouth movements of the speakers. Repeat what they are saying, while imitating the intonation and rhythm of their speech.

**Until you learn the correct intonation and rhythm of English, slow your speech down.**

If you speak too quickly, and with the wrong intonation and rhythm, native speakers will have a hard time understanding you. Don't worry about your listener getting impatient with your slow speech -- it is more important that everything you say be understood.

**Listen to the 'rhythm' of English.**

Do not use the 'music' of your native language when you speak English. Each language has its own way of 'singing'.

**Use the dictionary.**

Try and familiarize yourself with the phonetic symbols of your dictionary. Look up the correct pronunciation of words that are hard for you to say.

**Make a list of frequently used words that you find difficult to pronounce and ask someone who speaks the language well to pronounce them for you.**

Record these words, listen to them and practice saying them. Listen and read at the same time. Record yourself reading some sections of the book. Compare the sound of your English with that of the person reading the book on the tape.

**Pronounce the ending of each word.**

Pay special attention to 'S' and 'ED' endings. This will help you strengthen the mouth muscles that you use when you speak English.

**Read aloud in English for 15-20 minutes every day.**

Research has shown it takes about three months of daily practice to develop strong mouth muscles for speaking a new language.

**Record your own voice and listen for pronunciation mistakes.**

Many people hate to hear the sound of their voice and avoid listening to themselves speak. However, this is a very important exercise because doing it will help you become conscious of the mistakes you are making.

**Be patient.**

You can change the way you speak but it won't happen overnight.

Improve pronunciation and diction. There are a few tricks to making a vernacular accent more globally understandable.

## 2. Descriptions and Giving Directions

Describing:

## **Objectives:**

To develop skills in describing

To master effective communication

To understand the depth of the situation

Describing is something which involves recreating your experiences and impressions. It includes perceiving the subject of your description accurately. Use a flowchart to identify the flow of events in the process you are examining. Collect the data for describing the situation. This data can be collected from existing sources.

## **Describing Objects:**

A paragraph to describe objects consists of 5 parts as follows:

Function/ Use

Components/ Parts

Characteristics (material/shape/ figure /dimensions /property /colour)

Position

Connection between parts

## **Language Focus: Function/Use**

A drum is used for making music.

A drum is used to make music.

## **Components/Parts**

A hammer consists of a handle and a head.

is made up of

is composed of

hammer includes a handle and a head.

A hammer has two parts: a handle and a head.

sections: one is a handle, the other is a head.

components: one is a handle, the other is a head.

## **Characteristics Material**

A chair is made of wood.

Bread is made from wheat.

This kind of car is made by a big company in Japan.

Shape

Describing a Person:

## **Height**

He is tall. He is short. He is normal height.

+ He is very tall. He is quite short. He is relatively normal height.

## **Build**

She is skinny. (negative) She is fat. (negative)

She is underweight. (negative) She is overweight. (negative)

She is thin. (negative) She is plump. (neutral)

She is slim. (positive) She is stocky. (neutral)

She is slender. (positive) She is bonny. (positive)

if a man is fat (especially round the waist) we often say he has a beer belly.

## **Hair**

blonde/fair hair brown hair red hair black hair grey hair

blonde brunette redhead - -

Eyes

grey eyes green eyes blue eyes brown eyes dark eyes

## **Type of hair**

She has long hair. She has short hair. He has no hair. = He is bald. She has medium length hair. She has short hair.

+ She has long, black hair. She has short, black hair. - She has medium length, blonde hair. She has medium length, red hair. She has short, blonde hair.

## **Type of complexion**

He is Asian. He has light-brown skin. She is black. She has dark skin. He is white. He has fair skin. She is white. She has lightly tanned skin. She is white. She has very pale skin.

## **Other features**

moustache beard chin forehead nostrils

eyebrows cheeks lips teeth

bald, black, blonde, blue, brown, curly, fat, grey, long, medium,

overweight, pale, plump, red, short, skinny, slim, stocky, straight, tall, tanned, thin, wavy and white are all adjectives – they describe things

very, quite and slightly are all modifiers – they change (modify) the adjectives

## **Giving Directions**

Giving and receiving directions in English is great because it is useful, easy, and can be modified to suit different levels and abilities

## **Suggestions for giving directions**

Giving street directions is really very easy when you remember to follow these points. When giving directions you are actually giving two sets of instructions.

In the first set- “Go To” – you are telling the listener what street to go to or how far to go.

In the second set- “Then”, you are telling the listener what to do when they get there. (turn right/left, go straight, on the left, etc.)

Giving even very complicated directions is just a repetition of these two basic steps.

Another good idea is to use easily identifiable landmarks; instead of the amount of time to get someplace (time is relative, after all). Easily identifiable landmarks are street lights, stop signs, parks, tall building standing alone, etc.

Prepositions of location most commonly used when giving directions:

go straight	go to	turn right	turn left
cross	on your right	on your left	beside
next to	behind	across from	in front of

caddy corner on the corner of (to be very specific NE, SE, NW, SW corners)

If you're giving directions over the phone, remember to speak slowly to allow the other person to write things down.

Check that the other person has understood.

If you're speaking face-to-face with someone, use your hands to show left, right, or straight on.

Use "please" when you ask someone to give you directions. It's polite, and will normally get you what you want!

Unit—4

Listening comprehension

**Objectives:**

To master listening comprehension

To improve public speaking skills

Listening comprehension is more than just hearing what is said; rather, it is a child's ability to understand the meaning of the words he hears and to relate to them in some way. This is an important skill to develop even at an early age, because good listeners grow up to become good communicators. Basic listening skills are critical to any teaching or tutoring situation. They are the skills that build the relationship and allow other things to happen.

## **Types of Listening Comprehension Tasks**

***Listening for Gist:*** This part of the examination, Listening for Gist, tests the candidates' ability to extract and understand the overall message of a text without getting too involved in the actual details and without necessarily being able to understand all the lexical and structural content of the text.

***Listening for Detail:*** This part of the examination, Listening for Detail, tests the candidates' ability to understand important details in a text.

***Selective Listening:*** This part the Selective Listening tests the candidates' ability to listen to short recorded texts for the information they need in order to solve a task, e.g. make a decision.

## **2. Presentation Skills**

### **Objectives:**

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

Successful presentations are designed to meet the needs and expectations of the audience. The information and delivery should be relevant and presented in a way so that the audience will listen and keep listening

### **Strategies for Publics Speaking & Successful Presentations:**

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

2. **Focus** – Help your audience grasp your message by focusing on your message. Stories, humour, or other “sidebars” should connect to the core idea. Anything that doesn't needs to be edited out.

3. **Organize ideas logically** – A well-organized presentation can be absorbed with minimal mental strain. Bridging is key.

4. **Employ quotations, facts, and statistics** – Don't include these for the sake of including them, but do use them appropriately to complement your ideas.

5. **Master metaphors** – Metaphors enhance the understandability of the message in a way that direct language often can not.

6. **Tell a story** – Everyone loves a story. Points wrapped up in a story are more memorable, too!

7. **Start strong and close stronger** – The body of your presentation should be strong too, but your audience will remember your first and last words (if, indeed, they remember anything at all).

8. **Incorporate humour** – Knowing when to use humour is essential. So is developing the comedic timing to deliver it with greatest effect.

9. **Vary vocal pace, tone, and volume** – A monotone voice is like fingernails on the chalkboard.

10. **Punctuate words with gestures** – Gestures should complement your words in harmony. Tell them how big the fish was, and show them with your arms.

11. **Utilize 3-dimensional space** – Chaining yourself to the lectern limits the energy and passion you can exhibit. Lose the notes, and lose the chain.

12. **Complement words with visual aids** – Visual aids should *aid* the message; they should not *be* the message.

13. **Analyze your audience** – Deliver the message they want (or need) to hear.

14. **Connect with the audience** – Eye contact is only the first step. Aim to have the audience conclude “This speaker is just like me!” The sooner, the better.

15. **Interact with the audience** – Ask questions (and care about the answers). Solicit volunteers. Make your presentation a dialogue.

16. **Conduct a Q&A session** – Not every speaking opportunity affords a Q&A session, but understand how to lead one productively. Use the Q&A to solidify the impression that you are an expert, not (just) a speaker.

17. **Lead a discussion** – Again, not every speaking opportunity affords time for a discussion, but know how to engage the audience productively.

18. **Obey time constraints** – Maybe you have 2 minutes. Maybe you have 45. Either way, customize your presentation to fit the time allowed, and respect your audience by not going over time.

19. **Craft an introduction** – Set the context and make sure the audience is ready to go, whether the introduction is for you or for someone else.

20. **Exhibit confidence and poise** – These qualities are sometimes difficult for a speaker to attain, but easy for an audience to sense.

21. **Handle unexpected issues smoothly** – Maybe the lights will go out. Maybe the projector is dead. Have a plan to handle every situation.

22. **Be coherent when speaking off the cuff** – Impromptu speaking (before, after, or during a presentation) leaves a lasting impression too. Doing it well tells the audience that you are personable, and that you are an expert who knows their stuff beyond the slides and prepared speech.

23. **Seek and utilize feedback** – Understand that no presentation or presenter (yes, even you!) is perfect. Aim for continuous improvement, and understand that the best way to improve is to solicit candid feedback from as many people as you can.

24. **Listen critically and analyze other speakers** – Study the strengths and weakness of other speakers.

25. **Act and speak ethically** – Since public speaking fears are so common, realize the tremendous power of influence that you hold. Use this power responsibly.



## UNIT—5

### 1. Group Discussion

#### **Objectives:**

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

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

Dynamics of GD:

**Flexibility:** You must be open to other ideas as well as to the evaluation of your ideas. That is what flexibility is all about. But first, remember: Never ever start your GD with a stand or a conclusion. By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members.

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

**Initiative:** A general trend amongst students is to start a GD and get the initial kitty of points earmarked for the initiator. But that is a high risk-high return strategy. Initiate a GD only if you are well versed with the topic.

**Creativity:** An idea or a perspective which opens new horizons for discussion on the GD topic is always highly appreciated. When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive

**Team Player:** It lays great emphasis on this parameter because it is essential for managers to be team players. Management aspirants who lack team skills cannot be good managers.

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

**Leadership:** A leader would have the following qualities:

S/he shows direction to the group whenever group moves away from the topic. S/he coordinates the effort of the different team members in the GD. S/he contributes to the GD at regular intervals with valuable insights. S/he also inspires and motivates team members to express their views.

**GD Techniques:**

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

**Prepare:** If you know what the topic of the discussion will be, there is a lot you can do to prepare in advance. You can read round the topic to make sure you are aware of the main issues and arguments, and spend some time deciding what your own position is.

**Listen:** An effective discussion is one in which people listen to each other. Listening is a very important discussion skill and make sure you listen and respond to what other people have to say.

**Be polite:** In a discussion, it's important to stay calm and be polite, even if you feel strongly about the topic under discussion. Using words like please, thank you, I'd like to... May I...? Would you mind...? Could you...? Make you sound polite and respectful.

**Take / make notes:** It's a good idea to have a pen and paper handy. You can jot down any useful or important words or ideas that might come in handy later in the discussion – or afterwards.

**Speak clearly:** Practise your pronunciation and speak clearly and confidently. If you need time to collect your thoughts, you could say something like Hmm... just let me have a minute to think about this.

Do's of participating in a GD:

- Listen to the subject carefully
- Put down your thoughts on a paper
- Initiate the discussion if you know the subject well
- Listen to others if you don't know the subject

- Support your point with some facts and figures
- Make short contribution of 25-30 seconds 3-4 times
- Give others a chance to speak
- Speak politely and pleasantly. Respect contribution from other members.
- Disagree politely and agree with what is right.
- Summarize the discussion if the group has not reached a conclusion.

### Don'ts of participating in a Group Discussion

- Initiate the discussion if you do not have sufficient knowledge about the given topic.
- Over speak, intervene and snatch other's chance to speak.
- Argue and shout during the GD
- Look at the evaluators or a particular group member
- Talk irrelevant things and distract the discussion
- Pose negative body gestures like touching the nose, leaning back on the chair, knocking the table with a pen etc.
- Mention erratic statistics.
- Display low self-confidence with shaky voice and trembling hands.

## 2. Interview Skills

Interview skills are the basic necessities to meet up the future challenges with success.

### **Before the Interview**

- Identify your strengths and weaknesses, goals, skills, etc
- Research the company
- Rehearse what you plan to say
- Practice answers to common questions
- Prepare questions to ask the employer

### **During the Interview**

- Make sure you arrive a few minutes early
- Be aware of nonverbal communication. Sit up straight, look alert, speak clearly and forcefully, but stay relaxed. Make good eye contact, avoid nervous mannerisms, and try to be a good listener as well as a good talker. Smile!
- Follow the interviewer's lead, but try to get the interviewer to describe the position and duties to you fairly early in the interview so that you can then relate your background and skills in context

- Be specific, concrete, and detailed in your answers. The more information you volunteer, the better the employer gets to know you
- Offer examples of your work and references which will document your best qualities
- Answer questions as truthfully and as frankly as you can. Answer honestly, while trying not to say more than is necessary

### **After the Interview**

- Take notes on what you feel you could improve upon for your next interview
- Write a brief thank-you letter to the interviewer indicating your interest within 24 hours of your interview
- If offered the position, one to two weeks is a reasonable amount of time to make a decision. All employment offers deserve a written reply whether or not you accept them.

### **Interview Preparation**

Research is a critical part of preparing for an interview. If you haven't done your homework, it is going to be obvious. Spend time researching and thinking about yourself, the occupation, the organization, and questions you might ask at the end of the interview.

**Know Yourself:** Following is a list of the ten most marketable skills. You will notice that they are all generic.

- Analytical/Problem Solving
- Flexibility/Versatility
- Interpersonal
- Oral/Written Communication
- Organization/Planning
- Time Management
- Motivation
- Leadership
- Self-Starter/Initiative

**Know the Occupation:** The second step in preparing for an interview is to research the occupation. This is necessary because in order to present a convincing argument that you have the experience and skills required for that occupation, you must first know what those requirements and duties are. It is also in your best interest to identify the approximate starting salary for that position, or those similar.

**Know the Organization:** The more you know about an organization, the better prepared you will be to discuss how you can meet its needs. Some of the characteristics that you should know about an organization are:

Where is it located?

How big is it?

What are its products and who does it serve?

How is the organization structured?

What is its history?

Have there been any recent changes, new developments?

### **Prepare Questions:**

Having completed your background research, you are now ready to prepare questions to ask the interviewer(s). Try to think of questions for which the answer was not readily available in company literature. Intelligent well thought-out questions will demonstrate your genuine interest in the position. Some sample questions are:

- What future direction do you see the company taking?
- Where is the greatest demand for your services or product?
- How do you differ from your competitors?
- How much responsibility will I be given in this position?
- Can you tell me more about the training program?
- Have any new product lines been introduced recently?
- What criteria will be used to evaluate my performance?
- Will I work independently or as part of a team?
- What are the career paths available in this organization?
- When can I expect to hear from you regarding this position?

### **Entrance and Introduction:**

In fact, the best way to enter an interview is to knock, ask for permission to enter and then wait for a while before you actually sit down. Few interviewees know this but the interview panel needs a little quiet time to discuss the previous candidate before they get around to the next one. So your silence till you actually get seated would be very valuable. Try and keep a bag with you for all your papers and certificates.

### **Ten Things That an Interviewer Looks in You:**

1. Family Background
2. Education

3. Experience
4. Stability
5. Initiative
6. General Ability
7. Interpersonal Skills
8. Confidence
9. Aptitude
10. Pleasant Looks

## **9. VIVA QUESTION AND ANSWERS**

### **Q1. Introduce yourself.**

**Ans:** The student should cover these points :

- Greeting/wishing.
- Name with nativity.
- Educational background. ( descending order )
- Work Experience.
- Strengths & weakness.
- Hobbies.
- Family background.
- Ambition in life.
- Show gratitude.

### **Q2. Tell something about yourself in brief.**

**Ans:** The above points in brief.

### **Q3. Talk about your achievements.**

**Ans:** All that you have done to get attention and appreciation from the organizations you worked for.

### **Q4. Describe a day in your everyday routine.**

**Ans:** From the time you wake up till you go back to sleep what do you do on an casual day.

### **Q5.**

**What are the qualities an employer is searching in a candidate in an interview ?**

**Ans:** An employer searches for these qualities in a candidate during an interview :

- Impressive personality.
- Pleasing but assertive nature.
- Leadership qualities.
- Team Player traits.
- Good academic background.
- Previous achievements.
- Positive Attitude.
- Right Body Language.
- Adaptability.
- Flexibility.
- Responsibility / Accountability.
- Trust worthiness.

**Q6. Define Phonetics.**

**Ans:** The science of Speech sounds is Phonetics.

**Q7. How many Vowel and Consonant sounds are there ?**

**Ans:** There are 44 Vowel sounds in English Language.

**Q8. What are they ?**

**Ans.**

## PHONETICS

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

**Q9.**

**Ans:** Sorting is not possible in Deletion. Using insertion we can perform insertion sort, using selection we can perform selection sort, using exchange we can perform the bubble sort (and other similar sorting methods). But no sorting method can be done just using deletion.

**Q10.**

**Ans:**