



# **MALLA REDDY COLLEGE OF ENGINEERING & TECHNOLOGY**

**(Autonomous Institution – UGC, Govt. of India)**

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Accredited by NBA & NACC-‘A’ Grade – ISO 9001:2008 Certified)

Maisammaguda, Dhulapally (Post Via. Hakimpet), Secunderabad -500100, Telangana State, India

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## **ENGLISH LANGUAGE COMMUNICATION SKILLS LAB**

### **B. Tech- Semester 1 & 2**

**Student Name:.....**

**RollNo :.....**

**Branch:.....Section.....**

**Year ..... Semester.....**

**FACULTY SIGNATURE**

# **FOREWORD**

## **Your Dimension of Greatness**

*One can know the potential,  
Of a life that is committed to win;  
With courage - the challenge it faces,  
To achieve great success in the end!  
So, explore the Dimension of Greatness,  
And believe that the world CAN be won;*

*By a mind that is fully committed,  
KNOWING the task can be done!  
World has no place for the skeptic,  
No room for the DOUBTER to stand;*

*We must have VISION TO SEE*

*Our Potential*

*To strengthen our firm resolution  
that we CAN EXCEL in this land!*

*And*

*FAITH TO BELIEVE that we can;  
Then COURAGE TO ACT with conviction,  
To become what GOD MEANT us to be!  
So, possess the strength and the courage,  
To conquer WHATEVER you choose;  
It's the person WHO NEVER GETS STARTED,  
That is destined FOREVER to lose!*

## **OBJECTIVE**

Communication is the real work of leadership. Economy has been transformed from manufacturing based economy into information/communication/services based economy. The higher an individual in an organizational hierarchy, the higher he depends on his soft skills for personal and organizational excellence. So quality performance depends on how well the individual conducts himself individually and with others. Team work plays a pivotal role in the present job market. Communication skills thus become important for individual's success and the success of the company. The manual endeavors to fulfill the various demands of soft skills of the present day globally challenging needs of communication skills, much sorted by the companies.

The manual provides Five units with exclusive exercises of Computer Assisted Language Learning (CALL LAB) followed by activities of Interactive communication Skills (ICS LAB) . Exercises are followed for mastering the soft skills, apart from oral exercises in the lab through the use of software. Chapter wise space is provided for student to practice one or two exercises in written form. The rest of the exercises are done orally in the lab hours allotted to them. Chapter wise teacher evaluation on various aspects of verbal and non verbal communication helps the student to perform better as he progresses in practicing his communication skills. Thus the student slowly realizes the importance of professional communication and etiquettes which are now in demand. Hope the manual fulfils the desire of the readers in acquiring soft skills required for their success.

This manual definitely supports the students in improving their standards of language with correct pronunciation and written skills.

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# **SEMESTER - I**

**UNIT – I****(CALL LAB)****INTRODUCTION TO PHONETICS**

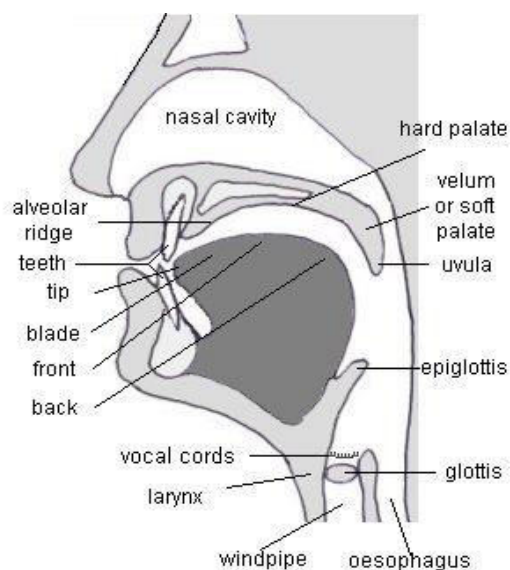
The power of speech is so enormous that one can make effective impact on the others mind. It's a well known fact that there are different English dialects in the world such as British, American, and Australian etc. We in India, follow standard British English, recognized as R.P- Received Pronunciation.

We use spoken English in day-to-day life more often than the written language. While speaking utmost care of language in terms of grammar, structure and usage is taken, but pronunciation is generally ignored. To acquire good soft skills one has to concentrate on pronunciation too. To master English pronunciation you should learn the Sound system, Structure of word, Stress and Intonation. This chapter highlights on certain aspects of pronunciation which will help you to use them in one's own speech.

***“Phonetics is the scientific study of Speech sounds”***. The air stream is either regularized or obstructed by speech organs at various stages in the mouth for producing different sounds. To understand the unit of each sound one must know the organs of speech first. Figure 1.illustrates the different organs of speech.

**ORGANS OF SPEECH**

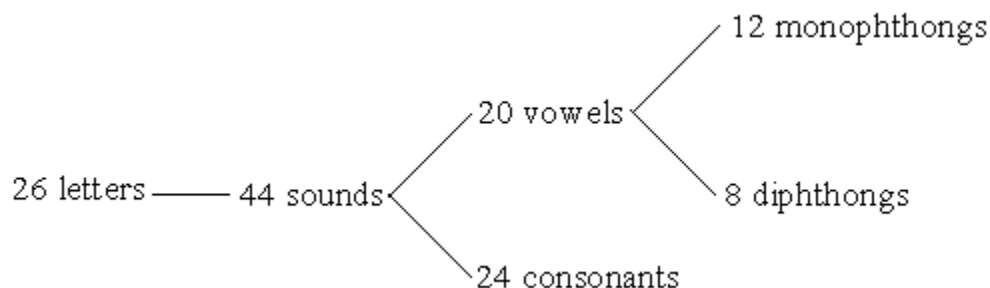
Fig .1



We as human beings possess the ability to produce sounds by using certain organs of our body. Vocal cords, hard palate, soft palate, alveolar, teeth, lips, tongue are some of the organs of speech (look at the Fig.1). They play an important role in producing the sounds. For example, to produce a sound /p/ the involvement of upper lip and lower lip is required. Thus The organs that are involved in producing sounds are referred to as organs of speech.

### SPEECH SOUNDS:

Unlike in other languages English letters represent many sounds. For example, the letters *ch*, can be pronounced in different ways as in *character*, *machine* and *church* .There are 26 letters which represent 44 sounds. They are divided into vowel sounds and consonant sounds.



### VOWELS

***Vowel sounds are the sounds which are produced through the mouth freely without any obstruction.*** Vowel sounds are divided into Monophthongs (12) and Diphthongs (8). Let us look at Monophthongs with examples.

Pure Vowels	Examples
Or	
Monophthongs	
/ɪ/	k <u>ill</u> , f <u>ill</u>
/i:/	f <u>ee</u> l, m <u>ee</u> t
/e/	b <u>e</u> t, s <u>e</u> t
/æ/	c <u>a</u> t, m <u>a</u> t

/ɑː/	car, park
/ɒ/	pot, cot
/ɔː/	Ball, fall
/ʊ/	put, good
/uː/	shoot, root
/ʌ/	cut, but
/ɜː/	heard, bird
/ə/	about, around

### DIPHTHONGS

*Diphthong is the combination of two pure vowels sounds* even called as Vowel glide, (i.e., the tongue moves from one position to another vowel position). There are eight diphthongs in English language. They are listed below with examples.

Diphthongs	Examples
/eɪ/	day, play
/aɪ/	fly, tie
/əʊ/	go, no
/aʊ/	cow, now
/ɔɪ/	oil, boil
/ɪə/	fear, dear
/eə/	fare, hare
/ʊə/	sure, poor



**CONSONANT SOUNDS**

*Consonant sounds are the sounds which are produced with obstruction of air.* There are 24 consonant sounds in English according to the RP of England and production of them involves some friction. They are given below with examples.

<u>Consonants</u>	<u>Examples</u>
/p/	pen, copy, happen
/b/	back, baby, job
/t/	tea, tight, button
/d/	day, ladder, odd
/k/	key, clock, school
/g/	get, giggle, ghost
/tʃ/	church, match, nature
/dʒ/	judge, age, soldier
/f/	fat, coffee, rough, photo
/v/	view, heavy, move
/θ/	thing, author, path
/ð/	this, other, smooth
/s/	soon, cease, sister
/z/	zero, music, roses, buzz
/ʃ/	ship, sure, national
/ʒ/	pleasure, vision
/h/	hot, whole, ahead
/m/	more, hammer, sum
/n/	nice, know, funny, sun
/ŋ/	ring, anger, thanks, sung
/l/	light, valley, feel
/r/	right, wrong, sorry, arrange

/j/                    yet, use, beauty, few  
/w/                    wet, one, when, queen

### THREE TERM LABEL

Usually, consonant sounds can be described in terms of the following:

1. Place of articulation
2. Manner of articulation
3. Voice of articulation

The 24 distinctive consonants are tabulated below

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

\*vd = Voiced sounds    vl =: voice less sounds

### Place of Articulation:

Place of articulation simply involves the activity and passive articulators used in the production of a consonant. They are several types of consonants depending on the place of articulation. They are given below

**Bilabial:** The two lips are the articulators.

**Labio-dental:** It is produced by the lower lip and upper teeth.

**Dental:** The tip of the tongue and upper front teeth are the articulators.

**Alveolar:** The tip or blade of the tongue and the teeth ridge are the articulators.

**Post alveolar:** Tip of the tongue and back of the teeth ridges are the articulators.

**Palatal:** The front of the tongue and the hard palate are the articulators.

**Palatal alveolar:** The tip, blade and front of the tongue and teeth ridges and hard palate are articulators.

**Velar:** The back of the tongue and soft palate are the articulators.

**Glottal:** Produced at the glottis and the two vocal cords are the articulators.

### **Manner of Articulation:**

It refers to the type of the structure (i.e., the way in which the passage of air is restricted by the various organs of speech) involved in the production of a consonant. Consonant sounds are of six types depending on their manner of articulation.

**Plosive/stop:** It is a consonant produced with a structure of complete closure in the mouth and sudden release of air. Ex: /p/, /b/, /t/, /d/, /k/, /g/.

**Nasal:** A nasal consonant is articulated with a structure of complete oral closure and air passed through the nose. Ex: /m/, /n/, /ŋ/

**Fricative:** In the production of a fricative consonant the structure is one of close approximation, for the escape of air stream to produce strong friction.: **Ex: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/.**

**Affricate:** If the stop is not held for any appreciable time and released slowly, we get an affricate: /tʃ/, /dʒ/

**Lateral:** It is a consonant produced by a structure of complete closure in the centre of the vocal tract but the air has a free passage on the sides. /l/.

**Approximants:** It refers to sounds that are articulated with a structure of open approximation. They are also called semi-vowels.: /j/.

**Voice of Articulation:**

Voice of Articulation can be divided into two-voiced and voiceless. *Voiced*: Voiced sounds are produced when the vocal cords vibrate in the larynx. *Voiceless*: Voiceless sounds are produced without the vibration of the vocal cords.

**EXERCISES****I. Give five examples for each of the following sounds.**

Sounds	Examples
/ʊ/	_____
/ɪ/	_____
/ʌ/	_____
/ə/	_____
/ɒ/	_____
/ɜ:/	_____
/e/	_____

**II. Identify and write the phonetic script of the underlined diphthongs in the following words.**

Words	Sounds
B <u>i</u> e	_____
T <u>e</u> ar	_____
T <u>o</u> y	_____
A <u>ro</u> und	_____
D <u>a</u> re	_____
G <u>o</u> ld	_____

**III. Give one example for each of the following sounds:**

Sound	Example
/d/	_____
/p/	_____
/f/	_____
/j/	_____
/ʃ/	_____
/dʒ/	_____

**IV. Identify the sound and write the phonetic script of the underlined sound in the following words.**

Word	Sound
a) <u>ch</u> at	_____
b) re <u>s</u> t	_____
c) <u>th</u> in	_____
d) <u>sh</u> ip	_____
e) lei <u>s</u> ure	_____
f) ju <u>d</u> ge	_____
g) lau <u>gh</u>	_____
h) <u>c</u> athartic	_____
i) bro <u>th</u> er	_____
j) sing <u>in</u> g	_____
k) ya <u>ch</u> t	_____

**V. Transcribe the following words**

a) Fish	_____
b) Oath	_____
c) Zero	_____
d) Water	_____
e) Forget	_____

- f) Hair \_\_\_\_\_
- g) Idea \_\_\_\_\_
- h) Bag \_\_\_\_\_
- i) Phonetics \_\_\_\_\_
- j) English \_\_\_\_\_
- k) Manual \_\_\_\_\_
- l) Food \_\_\_\_\_
- m) Car \_\_\_\_\_
- n) Machine \_\_\_\_\_
- o) Judge \_\_\_\_\_
- p) Measure \_\_\_\_\_
- q) Kitchen \_\_\_\_\_

**(ICS LAB)****ICE BREAKING SESSION**

Ice-breakers can be an effective way of starting a communicative session. It can play an important role in helping young people integrate and connect with one another in a group. Ice-breakers help to stimulate cooperation and participation in the group. They can provide positive momentum for small group study and healthy discussion. It helps in

- Helping a new group get to know one another.
- Helping new members to integrate into a group.
- Helping young people feel comfortable together.
- Encouraging listening to others and cooperating.
- Encouraging working together and developing social skills.
- Building a rapport with leaders.
- Creating a good atmosphere for learning and participation.

**ACTIVITY:** Introduce to each other in a group of five and know each other in terms of likes, dislikes, hobbies and interests.

**TIPS FOR EFFECTIVE COMMUNICATION**

Communication is an art which includes verbal and non-verbal communication. An effective communicator communicates 75 percent non-verbally and 25 percent verbally. So, for an effective communication, one has to understand two terms: verbal and non-verbal communication. Verbal communication has four aspects, mainly, syntax, vocabulary, pronunciation, enunciation and intonation.

**Syntax:** Communication requires proper structure of sentences to convey the thoughts completely and meaningfully.

**Vocabulary:** Synonyms, antonyms, one-word substitutes, phrasal verbs, and idiomatic expressions, help in expressing one's thoughts effectively. To improve one's vocabulary, extensive reading, listening and speaking are required.

**Pronunciation and Enunciation:** To avoid any misunderstanding or doubt in expressions, clarity and audibility are the main requisites.

**Intonation:** It involves voice modulation through which one puts across the thought process confidently and lucidly.

Non-verbal language includes the following aspects.

1. Dress code: It is very important to appear ourselves pleasant and professional to become a successful communicator. So, our attire, hairstyle, jewellery, make-up, etc play a pivotal role in making ourselves presentable.
2. Gestures: While we speak, balanced hand movements are desirable to make the audience focus on what one speaks. Fidgeting with a pen or a pencil, quick movements of hands, display nervousness or restlessness.
3. Facial expressions: Appropriate eyes, lips and head movements are appreciable while communicating to express the interests and passion.
4. Postures: The way one stands and sits display a lot about one's attitude.
5. Eye-contact: The eye is the index of mind and it is necessary that one maintains an eye contact with the audience to show confidence from within.

### **JUST A MINUTE (JAM) SESSION**

JAM or Just a Minute is spontaneous thoughts expressed well within one minute. It helps in quick analysis and inventive decision making. There is no extensive preparation and one has to speak innovatively at the spur of the moment. These situations occur many times in one's professional career.

**Points to be remembered:**

- No repetition, no hesitation, no deviation, and no fillers.
- Analyze your ideas according to the situation.
- Quickly arrange the ideas logically.



- Be ready to speak in any situation.
- Depend on the knowledge acquired from general and specific reading done till then.
- Time management and brevity is essential.
- Do not deviate from the topic.
- Use examples from life experiences relevantly to hold the attention of the audience.
- Observe the pace, pitch and pronunciation according to the audience.
- Use suitable vocabulary, grammar, idiomatic expressions, to bring cohesiveness and clarity in the subject.
- Do not hesitate in expressing and do not repeat the same point.
- Be positive in approach. Be clear about the use of verbal & non-verbal communication

### **ICS EXERCISES**

#### **JAM SESSION:**

- If I was invisible
- What I did during my last vacation?
- All the glitters is not gold
- Most memorable moment
- My goal in life
- Women are good managers

#### **Student's Worksheet:**

Choose one of the topics given above and write at least ten sentences on that.



**UNIT – II****(CALL LAB)****PRONUNCIATION****Importance of Pronunciation**

In order to speak correct English, pronunciation should be used correctly. By using careful speech habits in one's speech, simple mistakes can be avoided. Learning appropriate pronunciation techniques give one the confidence to avoid common errors in speech.

**Sounds Mispronounced**

Some of the sounds are often mispronounced by speakers whose native language is not English. For example,

- 'temple' is pronounced as 'temble'
- 'van' is pronounced as 'bhan'
- 'zoom' is pronounced as 'hoom'
- 'school' is 'ischool' for some

**Silent Letters**

In English language, the pronunciation of several words requires the silencing of certain letters at the beginning, within, or at the end. These letters are known as silent letters.

Examples:

- Honest – 'h' is silent
- Guess – 'u' is silent
- Rendezvous – 'z' and 's' are silent

**Past Tense Marker**

To form the past simple and past participle of regular verbs we add 'ed'

Show -----→ showed ----- /ʃəʊd/

Work-----→worked ----- /wɜ: kt/

Started-----→ started ----- /stɑ:tɪd/

**Rules for past tense marker**

- Voiceless /t/ is pronounced after voiceless consonants other than /t/.

Eg. Kicked /kɪkt/, locked /lɒkt/

- Voiced /d/ is pronounced after voiced sounds other than /d/.

Eg. Begged /begd/, called /kɔ:ld/

- /ɪd/ is pronounced when the root verb ends with /t/ and /d/.

Eg. Handed /hændɪd/, wanted /wɒntɪd/

### Plural Markers

There are three rules for forming regular plurals in English, exemplified by: book/books ([-s]), dog/dogs ([-z]), and bus/buses [-əz]). The same rules also apply to adding the /-s/ marker for possessives, e.g. Mark/Mark's, Bob/Bob's and Trish/Trish's, as well as for the third person singular form of verbs, as in take/takes, drag/drag, and push/pushes.

In English, the sound of "s" depends on which sound comes before it

- If the noun ends in an unvoiced consonant sound: /f/, /k/, /p/, /t/, /th/-(thin), pronounce "s" as /s/. Examples: Taps, parts, kicks, paths
- When it ends in a voiced consonant sound, /b/, /d/, /g/, /l/, /m/, /n/, /ng/, /r/ or with a vowel sound, /a/, /e/, /i/, /o/, /u/, pronounce "s" as /z/.
- If it ends with /s/, /z/, /sh/, /ch/-chair, /zh/-the second "g" in garage, /dz/-(j), pronounce "s" or "-es" as /ɪz/.

In other words, if the noun ends with a sound other than the 5 unvoiced consonants, pronounce "s" with a /z/ (or with an /ɪz/ as the case may be).

### EXERCISES

#### I. Tick the appropriate word in the following sentences.

1. He wants to sell / sail his boat.
2. The ship is ready to sell / sail.
3. My hurt / heart aches.
4. I am hurt / heart.

5. That's what he thought / taught by the teacher.
6. That's what he thought / taught in his mind.
7. Don't you want to leave / live this room?
8. Don't you want to leave / live your life fully?
9. Their / There is a dog in the farm.
10. It is their / there domain of activity.

**II. Underline the silent sounds and write the phonetic script.**

1. Wednesday \_\_\_\_\_
2. Handkerchief \_\_\_\_\_
3. Plumber \_\_\_\_\_
4. Hour \_\_\_\_\_
5. Honest \_\_\_\_\_
6. Listen \_\_\_\_\_
7. Island \_\_\_\_\_
8. Pneumatic \_\_\_\_\_
9. Psychology \_\_\_\_\_
10. Knowledge \_\_\_\_\_
11. Subtle \_\_\_\_\_
12. Bouquet \_\_\_\_\_
13. Aisle \_\_\_\_\_
14. Womb \_\_\_\_\_
15. Know \_\_\_\_\_

**III. Transcribe the following words, giving the correct past tense marker**

Transcribe the following words

1. Created \_\_\_\_\_
2. Granted \_\_\_\_\_
3. Locked \_\_\_\_\_
4. Pushed \_\_\_\_\_s
5. Buzzed \_\_\_\_\_
6. Grabbed \_\_\_\_\_

7. Molded \_\_\_\_\_
8. Faded \_\_\_\_\_
9. Padded \_\_\_\_\_
10. Crowded \_\_\_\_\_

**IV. Give the word its plural and transcribe into plural markers**

1. Page \_\_\_\_\_
2. Judge \_\_\_\_\_
3. Buffalo \_\_\_\_\_
4. Kilo \_\_\_\_\_
5. Baby \_\_\_\_\_
6. Monkey \_\_\_\_\_
7. Book \_\_\_\_\_
8. Kite \_\_\_\_\_
9. Class \_\_\_\_\_
10. Bench \_\_\_\_\_

**(ICS LAB)****SITUATIONAL DIALOGUES / ROLE PLAY****SELF INTRODUCTION**

Here are expressions to introduce oneself.

- My name is.....
- Nice to meet you, I am .....
- Pleased to meet you. I am .....

**INTRODUCING OTHERS**

- Jack, please meet Benny.
- I would like to introduce you to Megha.
- Leila, this is Mohan. Mohan, this is Leila.
- Meet my friend Sikha.

**GREETINGS**

Almost all conversations start with a greeting. There are several expressions that are commonly used as greeting, some formal and some informal. There are a number of standard expressions that can be used for introductions. Take a look at some of them.

**When you meet:**

Good morning / afternoon / evening  
How are you?  
How do you do?  
Hello / Hi

**When you take leave:**

Nice to see you.  
It was nice talking to you.  
Hope we meet again.  
Have a good day.  
Have a great weekend.  
See you soon.  
Take care.  
Good night.

**APOLOGIES**

We all make mistakes and sometimes we say and do things that hurt or upset other people. More often than not, we end up feeling bad about these events and the emotion of regret takes over

from our feeling of anger. When we feel the need to say sorry for our actions or behaviour, there are many ways of saying sorry:

I am terribly sorry for what I said to you.

I deeply regret my actions.

Please accept my sincerest apology.

I am so very sorry for what I did.

### **REQUESTING**

(Simple imperative verb): - *Help me.*

Please + verb (more polite) - *Please help me.*

Will you . . . ? - *Will you help me?*

Could you (please) . . . ? - *Could you help me?*

Would you (please). . . ? - *Would you please help me?*

### **REFUSAL**

I am sorry .....

I am so / extremely sorry .....

I am afraid I cannot .....

Please don't mind .....

I regret that .....

### **CONGRATULATING**

1. I congratulate you on .....

2. My warmest congratulations for....

3. It was great to hear about....

4. Hearty congratulations on.....



**COMPLEMENTING**

1. You look great...
2. All admirations for your .....
3. Good grades.....
4. Good job.....
5. Excellent achievement....
6. I compliment you for your great achievement.....

**GRATITUDE**

1. I am so grateful to you.....
2. I am obliged for your kind consideration of my application...(formal)
3. I really appreciate your kindness....
4. I can't thank you enough.....
5. Thanks a bunch/a million.....
6. I owe you big time....
7. I am really indebted to you.....

**CONSOLATIONS**

1. I am sorry to hear that.....
2. I deeply regret the demise of your dear ones.....
3. Hard luck this time...better luck next time...
4. My heartfelt consolations....
5. I am so sorry for the great loss; please accept my condolences.....
6. I pray for the peace of the departed soul .....
7. My deep sympathies to the bereaved family.....

**Student's Worksheet:**

**UNIT – III****(CALL LAB)****SYLLABLES AND SYLLABIFICATION****Syllables**

Syllables are the phonological building blocks of words. There is at least one syllable in a word. Whenever we speak a word it spontaneously breaks into syllables. A syllable consists of one vowel sound and two or more consonant sounds as one unit. To understand this, look at the words below. When you pronounce them their syllables in them become quite clear.

- Example- 1. Go - one syllable  
 2. Ta-ble - two syllables  
 3. Au-di-tor - three syllables

When we describe the structure of a syllable the symbol C is used to represent consonant and V is used to represent a vowel.

Example- Book-/buk/ (It has the structure of CVC)

**Syllabification**

The number of vowel sounds generally indicates the number of syllables in a word. Let us take a look at the different types of syllables in different words. A word can be mono syllabic disyllabic poly syllabic in nature.

*Monosyllabic:* If a word has only one syllable, it is called as monosyllabic.

- Ex- Hut - /hʌt /  
 Fight - /faɪt/  
 Screeched - /skri:tʃt/

*Disyllabic:* If a word consists of two syllables, it is called as disyllable.

- Ex- Tea-cher- /ti:tʃə/  
 Eng-lish- /ɪŋg-lɪʃ/  
 Mem-ber- /mɛm-bə/  
 I-tem - /aɪ-təm/

*Trisyllabic :* If a word consists of three syllables, it is called as trisyllable.

- Ex- pu-ri-ty - /pjʊə-rə-tɪ/  
 Pho-ne-tics - /fə-ne-tɪks/  
 Te-le-phone - /te-lɪ-fəʊn/

Note- To divide a word into syllables always go by the pronunciation but not by the spelling of the word.

## EXERCISES

### **SYLLABLE STRUCTURE:**

Activity -1

Transcribe the following words, and divide them into syllables.

Word	Syllabification	No. of syllables
1. Management	_____	_____
2. Linguistics	_____	_____
3. Register	_____	_____
4. Day	_____	_____
5. Episode	_____	_____
6. Interview	_____	_____
7. Pronunciation	_____	_____
8. Raider	_____	_____
9. Click	_____	_____
10. Cooked	_____	_____

**(ICS LAB)****ETIQUETTES**

Human Being is a social animal and it is really important for him to behave in an appropriate way. Etiquette refers to behaving in a socially responsible way.

Etiquette refers to guidelines which control the way a responsible individual should behave in the society.

**Types of Etiquette**

- **Social Etiquette-** Social etiquette is important for an individual as it teaches him how to behave in the society.
- **Restroom Etiquette-** Bathroom etiquette refers to the set of rules which an individual needs to follow while using public restrooms or office toilets. Make sure you leave the restroom clean and tidy for the other person.
- **Corporate Etiquette-** Corporate Etiquette refers to how an individual should behave while he is at work. Each one needs to maintain the decorum of the organization. Don't loiter around or peep into other's cubicles.
- **Wedding Etiquette-** Wedding is a special event in every one's life. Individuals should ensure they behave sensibly at weddings. Never be late to weddings or drink excessively.
- **Meeting Etiquette-** Meeting Etiquette refers to styles one need to adopt when he is attending any meeting, seminar, presentation and so on. Listen to what the other person has to say. Never enter meeting room without a notepad and pen. It is important to jot down important points for future reference.
- **Telephone Etiquette-** It is essential to learn how one should interact with the other person over the phone. Telephone etiquette refers to the way an individual should speak on the phone. Never put the other person on long holds. Make sure you greet the other person. Take care of your pitch and tone.
- **Eating Etiquette-** Individuals must follow certain decorum while eating in public. Don't make noise while eating. One should not leave the table unless and until everyone has finished eating.
- **Business Etiquette-** Business Etiquette includes ways to conduct a certain business. Don't ever cheat customers. It is simply unethical.

## **PROFESSIONAL ETIQUETTE**

### **Meeting and Greeting**

Etiquette begins with meeting and greeting. A limp handshake sends the message that you're not interested or qualified for the job. "Good social skills include having a firm handshake, smiling, making eye contact and closing the meeting with a handshake."

The following basic rules will help you get ahead in the workplace:

- Always rise when introducing or being introduced to someone.
- Provide information in making introductions—you are responsible for keeping the conversation going. Unless given permission, always address someone by his or her title and last name.
- Practice a firm handshake. Make eye contact while shaking hands.
- Wait for people to finish their sentences and listen to what they are saying instead of waiting for your turn to speak. If all you are waiting for is a chance to interject, you will inevitably interrupt and quite possibly offend the person you are with.

## **TELEPHONE ETIQUETTE**

Phone etiquette is important, especially in professional life and there are a few things everyone who is a working professional need to keep in mind while taking or making calls. Here are some things you may want to think about and practice next time you receive or make calls.

### **First Impressions:**

Yes, even on the phone first impressions make a difference. The way you speak, your tone, vocabulary and language all make a lasting impression on the person at the other end of the line. The correct way to answer a phone call is "Hello". A curt "Yes" is not appropriate for phone calls especially at the work place. You can even add your name to the greeting; this is common during official calls.

- answer the phone in the first couple of rings
- smile when you talk over the phone; the person on the other side can make out your smile

in your voice

- make sure you get the callers details in case you are taking a message for someone

**During the call:**

- official calls should be handled professionally
- don't get informal over the call - during conference calls ensure that you never speak out of tone
- if you want to make a point, wait for the other person to finish.
- be calm while answering a phone call; handle difficult situations tactfully.
- make sure that you do not speak colloquial English; it is considered highly unprofessional

**After the call:**

- make sure you have taken down important details if the call was meant for someone else
- Messages should be clear and should make sense, so ensure that you ask twice if you have to jot down any message .
- If you have promised to call back, follow up and do so within 24 hours.
  - Summarize your objective of calling and confirm if the receiver has understood the subject correctly.
  - Close the conversation with formal thanks.

**Tips on Telephone Etiquette:**

- Speak Clearly
- Modulate your voice to exhibit your polite and positive attitude.
- Confident, clear, audible and composed voice indicates balanced and assertive personality.
- Use your normal tone of voice when answering a call.
- If you have a tendency to speak loud or shout avoid doing so on the telephone.
- Pace of speech, pitch of voice, stress, intonation, and pronunciation play a key role in achieving the desired result.
- Address the caller properly by his/her title
- Never address an unfamiliar person by his/her first name.  
(i.e. Good Morning Mr. Brown, Good Afternoon Miss. Sanders).
- Respond pleasantly, positively, and do not keep the speaker wait too long.
- Listen to the caller and what they have to say.
- Clarity, aptness and presence of mind is required.
- Always ask if you can put the caller on hold.

## Useful Phrases

Stage	Phrase	Response
Opening	Good morning! Hello! This is.....	Good morning/hello! Who is calling please? Nice to hear from you. May I ask who is speaking....?
Warming up	I'd like to speak to..... Could I speak to....? I am calling on behalf of..... May I speak with.....?	Just a minute. I'll put you through. Hold on please. I am sorry she's not in. The line's busy, will you hold?
Giving the message	I am phoning about.... Could you give her a message? I am afraid he is not in his seat. I am sorry he isn't in the office today I am sorry the line is very bad....may I inform you later	I will give her a message. I shall pass on the message. May I pass on the information tomorrow... I will connect him to you right away...
Rounding off	Thank you for your help. Fine/great/ok. I'll look forward to your call.	Thank you for calling. Ok/right/fine.
Closing	Have a good day... Nice talking to you...	With pleasure... Pleasure is mine.....

### Sample Conversations:

- 1) A:** My name is Reni. I'd like to speak to Anjuma, please.  
**B:** Hold the line, please. I'll see if she's in.
- 2) A:** Good afternoon. This is Sunitha here. Can I speak with Arati, please  
**B:** Yes, just a moment.
- 3) A:** Hello! I'm Ashish, calling from HDFC Bank. Can you put me through to George in the marketing division?  
**B:** Hold the line, please. I'll see if he's available.



**Professional etiquette:****Activity**

List any 10 ways in which you exhibit professional etiquette

**Telephone etiquette:****Activity**

Write the dialogues for one of the following situations in at least ten exchanges.

1. Making an appointment with the ABC company sales manager to advertise your product.
2. A wrong number
3. Ordering a Pizza

# SEMESTER - II

**UNIT - IV****(CALL LAB)****WORD STRESS****Stress:**

By understanding the concept of syllable you have come to know that words are made up of syllables. All the syllables are not equally prominent in a word; one of the syllables is more prominent than the others. The syllable that is prominent will receive the stress.

The first aspect of a word stress is that stress in English is quite often irregular and unpredictable so you must make a conscious effort to learn them by using good dictionary. Listening to good models of English also helps.

**Stress in English Words:**

What is more difficult for non-native speakers of English is to place the stress on the correct syllable(s) of a word. In English words the stress is both free and fixed. It is free in the sense that it is not tied to any particular syllable in the chain of syllables constituting a word. For example, English words can be stressed on first syllable as in *miserable*, on the second syllable as in *agree*, and on the third syllable as in *understand* and so on. It is fixed in the sense that the stress always falls on a particular syllable in a given word. For example, in the word *miserable*, the stress is on the first syllable i.e., *mis*, whether the word is said in isolation or in connected speech. However, here are a few rules of word stress. These will help you to locate stress in English words.

**Rules of Word Stress:**

1. There are a number of disyllabic words in English in which word-stress depends on whether the word is used as a noun /adjective/ or a verb. When the word is used as a noun /adjective/, the stress is on the first syllable. When the word is used as a verb, the stress is on the second syllable. For example,

**Noun/ Adjective**

'Present

'increase

**Verb**

pre'sent

in'crease

2. Words with weak prefixes are stressed on the root word. For example,

a'round

be'side

be'low

be'cause

a'side

a'cross

3. Most compound words have the primary stress on the first element. For example:

'dining-room

'black-berry

'black-board

'tea-party

'wrist-watch

'gel-pen

4. Words ending in -ion, -ic, -ial, -ious, -eous have the primary stress on the penultimate (i.e., the last but one) syllable.

*-ion**-ic**-ial*

appli'cation

scien'tific

'social

exami'nation

sympa'thetic

fi'nancial

communi'cation

e'lectric

re'medial

*-ious**-eous*

'anxious

cou'rageous

in'dustrious

'gorgeous

in'jurious

'righteous

5. Words ending in -ate, -ise/-ize, -ify, -ity, -cracy, -crat, -graph, -graphy, -meter, -logy.

- A. Words of more than two syllables ending in -ate, -ise/ize, -ify are stressed on the ante-penultimate syllable (i.e., third from the end).

*-ate**-ise/-ize**-ify*

'complicate

'colonize

'justify

'educate

'realize

'satisfy

'cultivate

'recognize

'certify

6. Words ending in -ity, -cracy, -crat have the stress on the ante-penultimate syllable (i.e., that is third from the end)

*-ity*

e'quality

ac'tivity

a'bility

*-cracy*

de'mocracy

aris'tocracy

tech'nocracy

*-crat*

'democrat

'bureaucrat

'technocrat

7. Words ending in -graph, -graphy, -meter, -logy have the stress on the ante-penultimate syllable (i.e., third from the end)

*-graph*

'autograph

'photography

*-graphys*

pho'tography

bi'o'graphy

*-meter*

lac'tometer

pa'rame

*-logy*

bi'ology

psy'chology

### Exercises

Syllabify and mark the stress on the following words.

Enrich      Orthography      Authorized      Guardian      Optical

Opportunity      Remedial      Courteous      Construct (Verb)      Picnic

Present (Noun)      Cupboard      Education      Photography      Teacher

## (ICS LAB)

### DESCRIPTIONS

Describing objects, situations and people is very much a part and parcel of our daily life. We observe that we engage in describing people, objects and situations to others for various reasons. However, we tend to take it in a light way without thinking of improving the skill of doing it. The objective of this chapter is to hone the students in this area. After the completion of the class, one should be able to describe objects, situations and people in an effective manner.

#### **Why do we need to describe an object?**

There are various reasons for which we need to describe an object. And in all of them there is a need for accuracy, brevity and clarity. A scientist may need to write about a newly discovered object. We may need to describe an object to a shopkeeper, in case it is not visible on the stall. While penning for an advertisement regarding an object say, a newly launched mobile phone, we are required to describe it in detail. If we have seen a new product in the market or elsewhere, we may feel the need to describe it to our friends. In all such circumstances, the skill of describing objects comes handy.

Some suggestions for an effective description:

1. Employ appropriate language and not a roundabout one.
2. Speak to the point and don't digress much.
3. Provide factual information only. Avoid emotional and imaginative statement.
4. Try to include a good number of details while describing objects, situations and people.

#### **Describing an Object**

The skill of describing an object requires collecting as much information about the object as possible. As a guideline, following things can be observed.

**1. Physical appearance:** In physical appearance, one can note down the following aspects to describe an object.

Size	small, medium, large
Color	black, brown, blue, etc.
Weight	light, heavy
Material	glass, silver, platinum
Shape	circular, oval, spherical, cylindrical
Age	old, new
Cost	Cost of the article

**2. Any special quality:** An object can be of special use or it can have some unique features. An identification of such qualities always helps to describe it effectively. It indicates that the person knows the object intimately.

**3. Uses:** An object has varied uses. While describing object, an attempt should be made to point out all the important and significant uses of the object under scanner.

**4. History:** A specific product will have manufacturer or brand name. Also, some objects carry interesting stories like who made them, why and when. Mentioning them makes the description attention-grabbing and fascinating.

**5. Part-Wise Description:** It is preferable to divide an object into parts to describe each of them separately and later as a whole. This allows the audience to understand the object in a better way. After collecting details, it is necessary to arrange them in a systematic order, connecting one element with the other. In other words, there should be a flow in the presentation.

Some words useful for describing an object are rectangular, square, rounded, oval-shaped, long, tall, small, tiny, big, cubed, straight, circular, spherical, cylindrical, curved, conical, and angular.



#### Illustration

Look at the wrist watch and describe it:



Puma Men's Race Stainless Steel Watch is the latest in the market. It has some excellent features like scratch resistance, three sundials, and water resistance to 330 feet. Moreover, it has luminous hour and minute hands and date window. The attractive style and design make it popular among the users. It is available in different colors such as red, silver, gold etc. The one given is in black color. Its price is only \$44.97. It is a watch worth buying or giving to someone.

### **Describing Situation**

We come across many events in our life which we would like to share with others. Take for instance, there is a road accident, a reporter needs to survey this situation, makes necessary notes and write down in detail before sending the report to the newspaper. In this case, the reporter can make his or her personal observations and can also ask others. People who have witnessed the event will narrate it to the reporter. Describing events is very common in newspapers. Students can improve the skill of describing situation by frequently reading newspaper.

In describing situation, following aspects can be considered.

- date and time of the situation
- place of occurrence
- people who witness the situation
- any facts related to the situation
- outcome of the situation

### **Illustration**

Surprise test: NADA raid at NIS

(Express India)

The athletes camped in the premises were in for a surprise on **Saturday afternoon** when a four-member team of doctors from the **National Anti Doping Agency (NADA)** came calling at their doorsteps for random tests. The development comes on the back of the doping scandal that has hit Indian athletics, with high-profile quarter-milers, among others, testing positive. It was the **first such raid** by the national anti-doping body at the institute where **172 athletes** are

training for the London Olympics in track & field, boxing, weightlifting and wrestling categories.

The NADA team led by Dr Ankur Gupta and also accompanying a woman official, searched the rooms of athletes and coaches for unauthorized supplements and steroids, besides randomly collecting urine samples of players for testing. The operation, which started around 1 pm in the afternoon, continued till late in the evening. The team, however, remained tightlipped when asked if they found anything during the search operation.

### Describing People

We are surrounded by people, some of them who are close and some who are not. We cannot simply avoid interacting with them unless in rare cases of illness etc. The art of describing people focuses on those elements which are useful for identifying the person. In newspapers, magazines, and novels etc we see the need of such skills.

Often the following words and phrases can be used in describing people

Age	young, teens, teenaged, teenager, middle-aged, elderly (early, mid, late) forties/fifties/sixties, old
Complexion	fair, whitish, dusky
Hair	Wavy, curly, straight, thick, thin, long, short, grey, black, brown, blond, blonde, silver.
Build	slim, thin, well-built, fat, plump, stocky
Height	tall, short, medium, (160cms/ 5'6") tall
Face	round, square, long thin, wrinkled
Nose	big, small, straight, flat, snub-nosed hooked nose
Mouth/lip	small, wide, thin, thick, full
Looks	good-looking, attractive, beautiful, charming, cute, pretty, handsome, smart, distinguished, homely, ordinary, ugly
Character	generous, friendly, soft-spoken, kind, aggressive, ambitious, reserved, talkative, rude, cheerful, polite, frank, considerate, polite, shy, ambitious

We will examine the process of describing people through selected illustrations.

**Let us describe an imaginary doctor. We can describe him as follows:**

**Appearance:** Mr. Ram is a popular doctor in our locality. He dresses himself neatly. He is **fair** and **tall** with a **sharp** nose. He is 42.

**Qualification:** He is a **surgeon**, having obtained his M.S. degree from the U.S.

**Qualities:** He is **kind** to all. He gives a **patient** hearing to all. He is never in a hurry. Before undertaking a surgery, he plans well about it. He is a poor man's Doctor and charges patients very moderately.

**Achievements:** Even when he was a medical student, he had obtained credentials. As a doctor, he has performed **many** surgeries successfully. He has a well equipped hospital of his own and is recruiting efficient Doctors.

**Habits:** He has **clean** habits. He is very punctual. He leads a **systematic** life and advices others also to cultivate good habit. He reads a lot and loves to be a student always.

**Interest:** He was a **cricket** player during his college days. Even now he is much interested in cricket. His hobby is **reading** books. He is interested in **gardening** and has reared a garden in front of his house.

**Describing Place:**

**While describing a place the following features may be kept in mind as explained in below example: (description about kallanai dam near Trichy)**

**Location:** Kallanai is **around 15 kms west** of Trichy. It has built **across the river** cauvery.

**History:** It was **built by Karykala chola**, a popular chola king in the **10<sup>th</sup> -11<sup>th</sup> century**. It was built with a view to **improve irrigation** in Tanjore and Trichy districts. It is **an imposing structure**.

**Popularity:** It is a great picnic spot often visited by tourist. It **attracts foreigners** too, thus bringing a lot of foreign exchange. **Built of burial bricks**, it stands today as a **great monument**. It is a wonder how such a structure could be built in the days when there were no modern engineering skills.

**Soil Type:** The lands around kallanai contain **alluvial** soil, and the water from kallanai is used for **irrigation**. Rice, plantain and millets are grown in **large quantities**.

**Climate:** The Trichy and Tanjore districts lie in the **Tropical zones** and enjoy good **sunshine and heat**.

**Student's Worksheet:**

Describe any one of the following.

1. Describe your friend whom you know closely, take hints from the exercise practiced above. Use 150 words.
2. Describe this object in 150 words.



3. Try to recollect a memorable occasion in your life and describe the situation in detail.
4. Describe the beauty of your native place in 150 words

**UNIT-V**  
**(CALL LAB)**  
**INTONATION**

Beauty of English language lies in using an appropriate tone which conveys the meaning according to speaker's intention. When we hear someone's voice while speaking, we find that he does not speak always in the same tone. We also hear constant variations in the pitch of the voice (the pitch of the voice is determined by the frequency of the vibration of the vocal cords) which is continuously in the process of falling or rising. That is to say, sometimes the pitch rises and sometimes it falls. The patterns of variation of the pitch of the voice (i.e., the fall or the rise) constitute the intonation of the language.

The tone is decided by number of important words in a word group and by the attitude we wish to express. Let us see what tones you must learn to use while speaking. There are three important tones and they are the falling tone, the rising tone and the falling-rising tone.

**The Falling Tone:**

It is used when the pitch of the voice moves from a high level to a low level .It is marked as [∨].

The falling tone is generally used in:

1. Ordinary statements.
  - a. It was quite \good .
  - b. I liked it very \much .
2. Exclamations:
  - a. \splendid !
  - b. How extra \ordinary!
3. Commands
  - a. Go and open the \window .
  - b. Take it a \way .

4. Questions beginning with words like what, how , where, and why.
  - a. What is the \matter?
  - b. Where are you \going?
  
5. Question tags (expecting agreement)
  - a. It was a good film, \wasn't it?
  - b. It's pleasant today, \isn't it?

### The Rising Tone:

It is used when the pitch of the voice moves from a low level to a high level .It is marked [/].  
The rising tone is generally used in:

1. Polite requests
  - a. Go and open the ,window.
  - b. Close the ,door.
2. Incomplete statements.
  - a. I'll buy you a ,dress (If I go there).
  - b. It's seven o' clock (and she hasn't got up as yet).
3. Yes/No Questions
  - a. Are they ,coming?
  - b. Is father at ,home?
4. Question Tags (Expecting disagreement).
  - a. You are a \gardener, ,aren't you?
  - b. It was a good \film, ,wasn't it?
5. Greetings, partings, apologies, encouragement, etc.
  - a. Good ,bye.
  - b. I'm so ,sorry.
  - c. Good /evening.

**The Fall – Rise Tone:**

The falling-rising tone is normally used for special implications, not verbally expressed. It consists of a fall from high to low and then a rise to the middle of the voice. This tone can be used either on one syllable or different syllables of a word or sentence. It is marked as [<sup>V</sup>]. Let us look at the following examples.

- a. She is <sup>V</sup>beautiful. (But not very clever)
- b. The houses are <sup>V</sup>nice (but perhaps the people are not).
- c. <sup>^</sup>I / can (I am almost sure you can't)

**Activities:**

1. Try and say the following utterances using falling tone.
  1. Sit down
  2. What is the time?
  3. She is a doctor
  4. He dances very well, doesn't he?
  5. What a pretty girl!
2. Try and say the following utterances using rising tone.
  1. Shut the window.
  2. Are you married?
  3. Good Morning.
  4. You should keep on trying.
  5. He is a good student, isn't he?
3. Try and say the following utterances using falling-rising tone
  1. When are you coming?
  2. Sachin has retired.
  3. The train has left.
  4. What are you saying?
  5. Sumanth was sick.

**(ICS LAB)****GIVING DIRECTIONS AND GUIDELINES**

In Business Communication we have to either give directions orally or in written form. The presenter not only must demonstrate an operation, but also must teach techniques and ideas, present information, and persuade the audience to follow directions. The key to effective oral instructions is planning.

**Tips for giving Location Instructions**

When giving location instructions, follow these guidelines:

- Identify the starting point and destination.
- Give the distance between the starting point and the destination in terms of space (two miles or blocks) or time (about five minutes).
- Indicate the general direction between the starting point and the destination. If appropriate, use compass points (northeast, south).
- Give specific, step-by-step directions in chronological (time) order. Note Landmarks and places where mistakes might occur.
- Include enough detail to make the instructions easy to follow, but eliminate unnecessary detail that may only confuse your audience.
- Using Maps to give Instructions – A clear, accurate, well-designed map is often the most effective way to present location instructions. If you cannot find a suitable map, you may have to draw one yourself. Drawing a simple map does not take artistic ability, but it does take time and patience. As in all instructions, accuracy is the most important factor.

**Useful Phrases:**

Seeking instructions	Giving instructions
Can you tell me where.....?	Yes, I can,..... listen to me.
Can you guide me to.....?	Turn right/left.
Would you please,.....?	Go straight.
I would like to go to.....	Take this bus or take an auto.
Can you help me.....?	You will see a park(such landmarks)
I seek guidance, please help me.	The pan-shop owner can guide you.



**Example:**

Wally: Excuse me, could you tell me how to get to the city hospital?

Sally: Sure, the hospital is on Tenth Street, about 20 minutes away on foot. Go south on this street two blocks until you come to the stop light.

Wally: Go south two blocks to the stop light.

Sally: Correct, then, take left and go three more blocks, until you come to the end of the road. A park will be in front of you.

Wally: Turn left and go for three blocks to the park.

Sally: Right, then turn right again and go seven blocks to Lipton Avenue.

Wally: Turn right and go seven blocks to Lipton Avenue.

Sally: Next, turn left at Lipton Avenue and go two blocks. The hospital is on your left, from the baseball stadium.

Wally: OK, let me see if I've got this straight. Go south on this street for two blocks to the stop light. Turn left at the light and go three blocks to the park. Turn right at the park and go seven blocks to Lipton Avenue. At Lipton Avenue take right and...

Sally: No, turn left at Lipton Avenue.

Wally: OK, turn left at Lipton Avenue, the hospital is two blocks down, on my left.

Sally: You got it.

Wally: Thanks.

**Direction for Effective Instruction:**

- Title- should briefly explain the purpose of the instruction
- Introduction- It should provide the overview of the task.
- Definition- Give the definition immediately after you use the term to avoid confusion
- Preparation- Be specific in telling the details of preparation
- Warnings and Precautions- To avoid hazardous condition explain in before itself the possibilities of precaution to be taken to avoid risk
- Steps- Explain in brief point wise the steps to do the task
- The closing- To tell the audience how to test the results.

In both written and oral the ideas should have proper logical thinking. Clarity and cohesiveness are very important in giving directions. There should be connectivity. Use pictorial representations wherever required. Apt vocabulary should be used to avoid ambiguity.

**Activity:**

Choose any one of the following and give suitable instructions or directions.

1. Direct your friend to your house from railway station over a telephone.
2. Direct the stranger to Paradise Hotel from your college.
3. You are asked to demonstrate how to prepare your favourite dish. Give instructions accordingly.
4. Direct your customer about the basic operations of a camera phone.

**Student's Worksheet:**

**UNIT- VI**  
**(CALL LAB)**

**NEUTRALIZATION OF MOTHER TONGUE INFLUENCE**

The 'accent neutralization', in speech training refers to the module in which the participant is taught how to get rid of his/her MTI (Mother Tongue Influence). This kind of training is mostly used in businesses where interaction with over-seas customers/clients is a prerequisite. accent means " an accent the world understands".

**Steps for Neutralization of Mother Tongue**

- **Get familiar with the sounds of English, and learn about the International Phonetic Alphabet.** For example: “day” and “they”, or “bark” and “back”. Once you become acquainted with the sounds, it will be priceless instrument to see frail points and make them stronger.
- **Keep in mind that in English there is no matching association amid letters and sounds, as in different languages** That is to say that the letter “p” for example doesn’t entirely relate to the /p/ phoneme. The sound will change conditional on the syllable where it is situated, on the intonation, and on the prior and following sounds.
- **Practice translates into perfect.** Once you get acquainted with the English phonemes - this is how sounds are known, phonemes-, you need to train, not merely your accent, but your ear. Study how to listen. Try to face the English language as often as possible. A good idea is to remove subtitles from movies. Study how to make out sounds, teach your ear to identify those critical pairs we mentioned above.
- **Nothing beats a live show.** For sure, in your town there’s an English studies group or Institute that presents theater plays going on. They are amazing chances to mingle with English speakers. Moreover, if you have the opportunity to chat with tourists, given your work, or because you simply happen to be in contact with them and conversation occurs, seize the chance and train your English accent. Request comments.

- **Enjoy singing?** This is your occasion. Get the lyrics of your favorite songs and, let yourself go. Keep in mind to constantly be conscious of your accent and the sounds you release.

**Examples** that show mother tongue or regional influence:

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Very/wary/vary

Friend/farend

The snacks are in the hall / the snakes are in the hole

Thirty / thiraty

HR / Yech R

There/dare

Matter/mutter

Want/won't

---

The Consonant sound K is aspirated sound, which is to be pronounced like “kh” with puff of air thrown out.

Examples:

Colour        khalar

Contribute    khantribute

Customer     khustomer

**(ICS LAB)****ORAL PRESENTATIONS**

An oral presentation is a formal address by a person to a group of people with or without using visual aids and other tools like slide show, video and audio clip. 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.

Oral presentation serves various purposes for students and others. Considering students, effective oral presentation skill can improve his or her chances of landing in a good career. It has become an important medium to gauge the strength of a candidate with regard to aspects like language competency, arrangement of ideas and persuasive skills. It is, therefore, advisable to improve oral presentation skill in a proper manner.

**Procedure:****Preparation:**

1. Be neatly turned out.
2. Find out who your audience are
3. Be familiar with working of the machine you are going to make the presentation about and prepare accordingly.
4. Take into account the external aids you are going to use example-flip cards, white board, overhead projector, computer projector etc...
5. Rehearse

**Structure:**

1. Salutation... (dear friends, Ladies and gentlemen)
2. Opening-introduce what you are going to speak on.
3. Main body –a. Information (explanation, description with the help of aids)  
b. Explain the relation with different parts  
c. So on and so forth .....
4. Conclusion
5. Question answer session

**Elements of Oral Presentation:**

We can discuss the structure of an oral presentation in three parts: introduction, body and conclusion. Introduction is an important part of an oral presentation. It is a valuable opportunity for the speaker to capture the attention of the audience for further engagement. The introduction therefore should be attractive, attention drawing and thought provoking. There are various ways to start off a presentation effectively:

- Put a question. For example, if we are speaking on global warming, we can put a question like – can we stay outside for half an hour without feeling uncomfortable during daytime in summer?
- Provide a situation where the audience can effectively relate. For example, if we are speaking on conservation of energy we can mention that our future generation may never know the existence of petroleum products. They may become objects of past.
- A quote can also start off a presentation effectively. Suppose, we are speaking on the importance of right attitude, we can begin the speech by quoting Winston Churchill- “Attitude is a little thing that makes a big difference.”

Greeting and Self Introduction are necessary to begin a presentation.

**Steps Involved in Oral Presentation:**

1. The first step is to decide the topic. It is good to choose a topic which is recent and relevant. It should be interesting for the speaker and the audience.
2. The next step involves collecting materials and data based on the topic chosen. We can access internet, visit library and discuss with people etc.
3. After collecting information, we need to arrange them in a proper manner. The aim should be to provide coherent and meaningful discussion.
4. A draft should be made keeping in view the length (or time) given. The draft should be revised again and again to make it more appropriate.
5. Lastly, we need to practice. Rehearsing the speech before presenting it in front of the audience helps in boosting confidence. Practice provides an opportunity to understand flaws in the speech and at the same time to correct them. While practicing, time taken should be noted down. We can practice in front of our friend or even alone before the

mirror. The point however is to improve the delivery by identifying mistakes and removing them.

### **Some Important Suggestions for Effective Oral Presentation**

- Formal language should be preferred. Use simple sentence structure rather than a complex one. Slang should be avoided. Jargons and technical words are to be carefully used so as not to give a wrong sense. Jargons carry specific meaning according to the areas concerned. If needed, they should be explained to the audience.
- We should wear appropriate dress. A formal dress which gives a smart and comfortable look is recommended.
- Body language of the speaker needs to be natural and comfortable. Eye contact, facial expression, use of hands, posture and other gestures convey message to the audience even if the speaker is not aware of it.
- A good body language means
  - Keeping eye contact with the audience
  - Having a warm facial expression with a smile
  - Standing or sitting erect.
  - Using hand gestures to emphasize points made
  -

### **Activity:**

**Write down the main points of your oral presentation:**





**GRAMMAR****EXERCISES****Articles:**

**Fill in the blanks using the correct article, wherever necessary.**

1. I dreamt of \_\_\_\_ unicorn
2. Please wait for \_\_ hour for the test results
3. India is the second most populous country in \_\_\_\_ world
4. Amit is \_\_\_\_ M.B.A. from Rajdhani university
5. Do you have \_\_\_\_ pen?
6. Is this \_\_\_\_ pen given by Mr. Singh?
7. How do I go \_\_\_\_ Lajpat nagar?
8. Mr. Reddy is wearing \_\_\_\_ blue shirt
9. This is \_\_\_\_ unique coin
10. I saw \_\_\_\_ elephant on the road today.
11. I only have \_\_\_\_ hour for lunch.
12. Does his name begin with \_\_\_\_ 'F'?
13. Because there was \_\_\_\_ huge rainstorm, the flight was delayed for more than \_\_\_\_ hour.  
The airport was full of \_\_\_\_ angry passengers.
14. You said that he was \_\_\_\_ well known player on \_\_\_\_ European football team, his name started with \_\_\_\_ "E", and his jersey had \_\_\_\_ "18" on it. I don't know who you are talking about.
15. There is a book in my bag. \_\_\_\_ book is very heavy.

**Prepositions:**

**Use appropriate preposition to fill in the blanks:**

1. The woman is looking \_\_\_\_ her daughter.
2. I graduated \_\_\_\_\_ university a month ago. I studied \_\_\_\_\_ Oxford. Last week, I had an interview \_\_\_\_\_ a programming position \_\_\_\_\_ Google. They noticed on my CV that I had very little experience, however they promised not to hold that \_\_\_\_\_ against me. The interview went well but I am not sure I will be hired. I was tired

- so I had a hard time paying attention \_\_\_\_ the interviewer. Also I am a woman and that are few woman in my field. I fear I will be discriminated \_\_\_\_\_. Hopefully being a woman won't prevent me \_\_\_\_\_ having a successful career.
3. Lucy is arriving \_\_\_\_\_ February the 13<sup>th</sup> \_\_\_\_\_ eight o'clock \_\_\_\_\_ the morning.
  4. The weather is often terrible in London \_\_\_\_\_ January.
  5. It is better to get taxi is you are out alone \_\_\_\_\_ night.
  6. She got married \_\_\_\_\_ September.
  7. They usually go to the south of France \_\_\_\_\_ the summer.
  8. Columbus sailed to the Americas \_\_\_\_\_ the 16<sup>th</sup> century.
  9. The Beatles were popular \_\_\_\_\_ the 1960s.
  10. I graduated from university \_\_\_\_\_ 2001.
  11. The train leaves \_\_\_\_\_ tomorrow morning \_\_\_\_\_ 8.00 am.
  12. The class is \_\_\_\_\_ 9 am \_\_\_\_\_ Monday mornings.
  13. There is nothing \_\_\_\_\_ TV tonight.
  14. Unfortunately, she is \_\_\_\_\_ the hospital.
  15. I read the story \_\_\_\_\_ the newspaper.

**Affixes:**

**Make new words by adding a suffix or prefix and fill in the blanks, according the instructions given in brackets:**

1. I will have to wait till my birthday to \_\_\_\_\_ these gifts. (antonym of wrap)
2. He was punished by his parents because he \_\_\_\_\_ with a girl. (antonym of behaved)
3. We have to \_\_\_\_\_ the oven before cooking. (add prefix to heat)
4. He always behaves \_\_\_\_\_. (adverb of childish)
5. I couldn't sit there \_\_\_\_\_. (adverb of comfortable)
6. Jacob almost fell down because his shoelaces were \_\_\_\_\_. (antonym of tied)
7. She was being \_\_\_\_\_ when she did not tell the truth. (antonym of honest)
8. Women need to be strong and \_\_\_\_\_. (antonym of fearful)
9. When we write, we should make sure it is \_\_\_\_\_. (add suffix to read)
10. Nothing is \_\_\_\_\_. (antonym of possible)

11. The teacher asked me to be \_\_\_\_\_ with the pottery we made. (adjective of care)
12. She is the \_\_\_\_\_ girl in the whole class. (add suffix to tall)
13. I think there is some \_\_\_\_\_ between them. They are not talking to each other. (add both prefix and suffix to understand)
14. There is small \_\_\_\_\_ explaining the new hostel rules. (add suffix to book)
15. The party was \_\_\_\_\_. Everything went wrong. (add suffix to disaster).

### **Synonyms & Antonyms:**

Choose the word that is most nearly **opposite in meaning** to the word in capital letters.

- |                 |  |
|-----------------|--|
| 1. DEBATE       | agree, tame, dispute, ignore                 |
| 2. SOLITARY     | friendly, lonely, isolated, together         |
| 3. HAVOC        | wonder, peace, chaos, warfare                |
| 4. SOAR         | elevate, float, mount, land                  |
| 5. EXCAVATE     | scrape, hollow, bury, mask                   |
| 6. ATHLETIC     | frail, muscular, energetic, intelligent      |
| 7. ABSURD       | batty, sensible, certain, insane             |
| 8. CRITICIZE    | punish, praise, blame, approve               |
| 9. PEDESTRIAN   | motorist, hiker, galloper, sailor            |
| 10. ACCOMPLISH  | exhaust, manage, blunder, cease              |
| 11. FATIGUE     | liveliness, exhaustion, weakness, excitement |
| 12. EXHIBIT     | conceal, uncover, distort, display           |
| 13. TAUNT       | ridicule, gratify, abuse, compliment         |
| 14. PERISH      | crumble, revive, construct, destroy          |
| 15. INDUSTRIOUS | tireless, eager, idle, awkward               |

Choose the best **synonym** for the following words

- |         |                            |
|---------|----------------------------|
| 1. KIND | nice, wild, funny, best    |
| 2. GLAD | broken, happy, open, round |
| 3. FAST | clear, main, clean, quick  |

4. SHINY	extra, careful, bright, angry
5. JUVENILE	apathetic, immature, painful, fawning
6. HARSH	strange, cruel, pleasant, angry
7. GENUINE	personal, generous, authentic, lame
8. BRAVE	reckless, loose, valiant, ardent
9. STEADY	certain, complete, mild, consistent
10. KEEN	articulate, loose, rapid, sharp
11. OFFENSIVE	cruel, unpleasant, aware, studious
12. CONTEMPLATE	learn, ponder, forget, study
13. ENCOURAGE	predict, produce, promote, dampen
14. PERMIT	hide, protect, allow, stay
15. DISCOVER	announce, seek, find, see

**One-word Substitutes:**

**Match column A with column B and find out the meaning of the given one-word substitutes.**

1. POLYGLOT	One who has multiple talents
2. AMBIDEXTROUS	Clear enough to read
3. OPTIMIST	One who can use both the hands with equal ease
4. TEETOTALER	So good or unusual as to be impossible to copy
5. EXTROVERT	One who loves to serve the human kind
6. PHILANTHROPIST	One who believes that there is only one god
7. PROTAGONIST	Rule by a group of powerful men
8. INIMITABLE	The main character in a fiction with positive traits
9. LEGIBLE	One who abstains from alcoholism
10. MONOTHEIST	Instrument used to check earthquakes
11. SOMNAMBULIST	One who takes care of funeral ceremonies
12. OLIGARCHY	One who walks in the sleep
13. UNDERTAKER	One who sees the positive side of everything
14. VERSATILE	One who knows many languages
15. SEISMOGRAPH	One who mingles boldly with people

**Active and Passive Voices:****Change the following sentences into passive voice:**

1. They make shoes in that factory.
2. They built that skyscraper in 1934.
3. The students will finish the course by July.
4. They make these tools of plastic.
5. They were cooking dinner when I arrived.

**Change the following sentences into active voice:**

1. At dinner, six chicken pieces were eaten by Harry.
2. The savannah is roamed by beautiful giraffes.
3. A movie is going to be watched by us tonight.
4. The entire stretch of highway was paved by the crew.
5. A scathing review was written by the critic.

**Change the following sentences to the opposite voice.**

1. Someone will finish the work by 5.00 pm.
2. A beautiful dinner is going to be made by her tonight.
3. Recently, John has been doing the work.
4. Many cars had been repaired by George.
5. Once a week, the house is cleaned by Tom.

**Common Errors in English****Identify the errors and rewrite the sentences.**

1. Don't loose your temper.
2. I enjoy the sceneries here.
3. If I am a bird, I would fly.
4. Everyday I go to college by walk.
5. I have seen yesterday.
6. Are you familiar about the rules in force here?
7. I and Gopi attended the meeting.
8. When will you return back from Mudnepalli?
9. He is tall than me.
10. My clerk and typist are coming.
11. They were classmates in the London School of Economics.
12. The child jumped on the wall.
13. We shall be ready to a few minutes.
14. Have you heard on Albert Hitchcock?
15. The thief was arrested with the police.

**Idioms and Phrases:** Find the meanings of the following idioms and then make sentences with them.

1. Every cloud has a silver lining
2. Couch potato
3. Beat around the bush
4. Action speaks louder than words
5. Ball in your court
6. Bite off more than you can chew
7. Blessing in disguise
8. Cry over spilt milk
9. Give the benefit of doubt
10. Bone of contention
11. Curiosity kills the cat
12. On the ball
13. Keep something at bay
14. Hearing from horse's mouth
15. Black sheep

## PROJECTS

Students have to choose one of the following proposed projects for their internals, and submit before the end of the semester. This project carries 10 marks.

### **1. Conduct interview using interrogative sentences.**

Students should interview any teacher, or HOD, or Principal, record their responses and submit the project with those questions and answers. The questions asked should not be less than ten.

### **2. Project on differences between group discussion and debate.**

Students are supposed to do research on the differences between GD and debate and submit a project on it. There should be a minimum of ten points with detailed explanation. Students can use pictures as well.

### **3. Book Review**

Choose any fiction of your choice and write a book review on the following parameters.

- Characterization, plot, theme, message

Please note that the review is not the summary of the story. The project should not be less than 250 words.

### **4. Idioms and Phrasal Verbs**

Collect at least ten idioms and ten phrasal verbs and concoct a story using those expressions. Word limit is 250.

### **5. Project on Kinesics**

Students are expected to read and research on body language and their implications. You have to make a list of at least ten body movements with pictures and explain them properly.

### **6. UK and US vocabulary**

Find words that are used differently in UK and US English. Make separate lists for different spellings and different pronunciations. The project can answer one or more of the following questions:

- Which pronunciation do you think are Indians following?



- Which one is your choice? Which one do you feel comfortable in speaking?
- Are we Indians influenced by both UK and US English? How can you prove it?

### **7. Magazine Article Review**

Pick a magazine article with a social relevance, which has around 2500 words. Write a review of 250 words as a project. Make sure you voice your opinion in the review.

### **8. Career Guidance Project**

Browse the net and gather information on any professional competitive exam of your choice, like UPSC or GRE. Prepare and present a paper on the scope and relevance of the exam of your choice. The paper should have a minimum of 300-400 words. Students are expected to answer the questions asked by the audience after the paper presentation.

### **9. Mother Tongue Influence**

Choose a particular paragraph of 250 words and ask five of your friends, from different states, to read that. One has to record their accent and pronunciation to check the difference. Make a list of ten words that each one pronounces differently. Find out the reasons behind the differences in pronunciations.

Also, mention the correct pronunciation in your project with transcription.

### **10. Correction of Letter Writing: Language, Sentences, Spelling, Tone and Format**

Teacher will distribute a set of five letters with errors in spelling, tone, grammar and sentence construction. Give the correct form of the letters as the project.

**Teacher's Evaluation and Remarks:**