



**MALLA REDDY COLLEGE OF ENGINEERING & TECHNOLOGY**  
**(An Autonomous Institution – UGC, Govt. of India)**

**B. Tech I Year**

**ENGLISH LANGUAGE COMMUNICATION SKILLS (ELCS) LAB**

**Name:** .....

**Roll No:** .....

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

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

**HOD'S SIGNATURE**

**FACULTY'S SIGNATURE**

## PROGRAM OUTCOMES

A B.Tech –graduate should possess the following program outcomes.

1. **Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
2. **Problem analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
3. **Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
4. **Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
5. **Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
6. **The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
7. **Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
8. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

9. **Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

10. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

11. **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

12. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

#### **COURSE OUTCOMES**

1. Learning with precision through computer-assisted individualized and independent language learning to work independently in engineering set up.
2. Improved conversational reception and articulation techniques in the course of repetitive instruction thereby gaining confidence both in institutional and professional environment.
3. Accuracy in pronunciation and restoring Standard English thereby crafting better command in English language so that the students have a cutting edge over others in society.
4. Imbibing appropriate use of language in situations to work as an individual and as a leader in diverse teams

## 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.

## MALLA REDDY COLLEGE OF ENGINEERING AND TECHNOLOGY

B. TECH I YEAR I SEM (ECE, CSE, IT, EEE)  
II SEM (MECH, AERO)

L T/P/D /C  
- / - / 3 / - / 1.5

**(R18A0081) ENGLISH LANGUAGE COMMUNICATION SKILLS LAB**

The Language Lab focuses on phonetic knowledge of the English language and its use in everyday situations and contexts.

### **Objectives:**

1. To expose students to a variety of self-instructional, learner-friendly modes of language learning
2. To enable students to learn accurate pronunciation through stress on word accent, intonation and rhythm.
3. To enable students to improve public speaking anxiety and equip them to become employable.

**Syllabus:** English Language Communication Skills Lab has two parts:

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

The following course content is prescribed for the English Language Communication Skills Lab.

### **UNIT –I**

**CALL Lab:** Introduction to Phonetics –Speech Sounds –Vowels and Consonants- Transcriptions

**ICS Lab:** Ice-Breaking Activity - JAM Session- Greetings – Taking Leave – Introducing Oneself and Others.

### **UNIT –II**

**CALL Lab:** Syllabification - Stress & Intonation- Rules of Stress Markings and Intonation

**ICS Lab:** Situational Dialogues/Role Plays - Making Requests and Seeking Permissions.

### **UNIT –III**

**CALL Lab:** Listening Activities (Its Importance – Purpose- Process- Listening for General and Specific Details.)

**ICS Lab:** Communication at work place-Professional Etiquettes, Telephone Etiquette

## **ELCS Lab:**

### **1. Computer Assisted Language Learning (CALL) Lab:**

The Computer aided Language Lab for 60 students with 60 systems, one master console, LAN facility and English language software for self-study by learners.

#### **System Requirement (Hardware component):**

Computer network with LAN with minimum 60 multimedia systems with the following specifications:

- i) P –IV Processor
  - a)Speed –2.8 GHZ
  - b)RAM –512 MB Minimum
  - c)HardDisk –80 GB
- ii) Headphones of High quality

### **2. Interactive Communication Skills (ICS) Lab :**

A spacious room with movable chairs and audio-visual aids with a public address system, a T. V, a digital stereo –audio & video system and camcorder etc.

## **DISTRIBUTION AND WEIGHTAGE OF MARKS**

1. The practical examinations for the English Language Laboratory shall be conducted as per the University norms prescribed for the core engineering practical sessions.
2. For the Language lab sessions, there shall be a continuous evaluation during the year for 25 marks and 50 year-end Examination marks. Of the 25 marks, 15 marks shall be awarded for day-to-day work and 10 marks to be awarded by conducting Internal Lab Test(s). The year-end Examination shall be conducted by the teacher concerned with the help of another member of the staff of the same department of the other institution.

## **OUTCOMES:**

Students will be able to:

1. understand the importance of learning phonetics.
2. learn how to pronounce words using phonetic transcription.
3. know the importance of speaking English with rhythm and intonation.
4. effectively participate in JAM session.
5. use polite expressions in all formal situations.
6. effectively communicate through telephone.

## INDEX

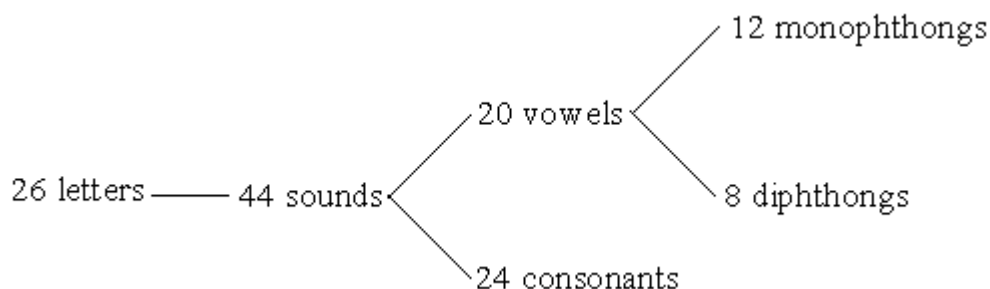
| <b>S.NO</b>                 | <b>TOPICS</b>                         | <b>Pg. No</b> |
|-----------------------------|---------------------------------------|---------------|
| <b>1. <u>UNIT – I</u></b>   |                                       |               |
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**UNIT – I****(CALL LAB)****INTRODUCTION TO PHONETICS**

Phonetics is the systematic study of speech sounds and their production, audition, and perception. It is the branch of linguistics that deals with the speech sounds and their combination, description and representation by written symbols. It is the systematic study of speech sounds of language. Phonetics can deal with the speech sounds of any language.

**Speech Sounds**

In English, there are twenty-six letters but **forty-four sounds** (44) the sounds of English are divided into two main categories; **the vowels and the consonants**. All these are represented by specific symbols. The source of symbols is the International Phonetic Alphabet (IPA), a system of transcription which attempts to represent each sound of human speech using symbols.

**VOWELS**

A vowel sound is unobstructed in articulation as it is produced without friction. Of the **20 vowel sounds, 12 are pure vowel sounds or single sounds** and are called **monophthongs**; while 8 are vowel glides from an **initial sound to a final sound** and are called **diphthongs**.

**These are of three types:**

- a) **Front:** A front vowel is that during the production of which the tongue is raised in the direction of the hard palate.
- b) **Central:** A central vowel is that during the production of which the centre of the tongue is raised towards that part of the roof of the mouth which lies at the meeting point of the hard palate and the soft palate



c) **Back:** A back vowel is that during the production of which the back of the tongue is raised in the direction of the soft palate.

| Pure Vowels  |                               |
|--------------|-------------------------------|
| Or           | Examples                      |
| 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    |
| /ɑ:/         | c <u>a</u> r, p <u>a</u> rk   |
| /ɒ/          | p <u>o</u> t, c <u>o</u> t    |
| /ɔ:/         | B <u>a</u> ll, f <u>a</u> ll  |
| /ʊ/          | p <u>u</u> t, g <u>oo</u> d   |
| /u:/         | sh <u>oo</u> t, r <u>oo</u> t |
| /ʌ/          | c <u>u</u> t, b <u>u</u> t    |
| /ɜ:/         | h <u>ea</u> rd, b <u>ir</u> d |
| /ə/          | <u>a</u> bout, <u>a</u> round |

### DIPHTHONGS

A diphthong is a combination of two pure vowel sounds which changes its quality in a syllable. A diphthong always occupies one syllable. Diphthong is not two vowels but one vowel sound leads to another vowel sound.

| Diphthongs | Examples                    |
|------------|-----------------------------|
| /eɪ/       | d <u>a</u> y, pl <u>a</u> y |
| /aɪ/       | fl <u>y</u> , t <u>i</u> e  |
| /əʊ/       | g <u>o</u> , n <u>o</u>     |

|       |                            |
|-------|----------------------------|
| /aʊ/  | <u>c</u> ow, <u>n</u> ow   |
| /ɔɪ/  | <u>o</u> il, <u>bo</u> il  |
| /ɪə/  | <u>f</u> ear, <u>de</u> ar |
| /eə/  | <u>f</u> are, <u>h</u> are |
| /ʊə / | <u>s</u> ure, <u>po</u> or |

### 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, nati <u>o</u> nal      |
| /ʒ/               | plea <u>s</u> ure, visi <u>o</u> n |
| /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 Place of Articulation

This refers to the articulators that are involved in the production of a particular sound.

These are divided into eight types:

**Bilabial:** Bilabial sounds are those sounds made by the articulation of the lips against each other. Examples of such sounds in English are the following: [b], [p], and [m].

**Labiodentals:** Labiodentals sounds are those sounds made by the articulation of the upper teeth towards the lower lip. Examples of such sounds in English are the following: [f], [v].

**Dental:** Dental sounds are those sounds made by the articulation of the tip of the tongue towards the back of the teeth. The sounds [θ] [ð] are pronounced with a dental articulation.

**Alveolar:** Alveolar sounds are those sounds made by the articulation of the tip of the tongue towards the alveolar ridge, the ridge of cartilage behind the teeth. Examples of such sounds in English are the following: [t], [d], [s], [z], [n], [l]

**Alveo-Palatal:** Alveo-palatal sounds are those sounds made by the articulation of the front of the tongue towards the area between the alveolar ridge and the hard palate. Examples of such sounds in English are the following [ʃ], [ʒ], [tʃ], [dʒ]

**Palatal:** Palatal sounds are those sounds made by the articulation of the body of the tongue towards the hard palate. An example of such a sound in English is [j].

**Velar:** Velar sounds are those sounds made by the articulation of the body of the tongue towards the velum. Examples of such sounds in English are the following: [k], [g]

**Glottal:** Glottal sounds are those sounds made at the glottis. An example of glottal sound in English is the [h].

### The Manner of Articulation

This refers to how a sound is produced and the way in which the air-stream is modified as it passes through the vocal folds/cords. These are of seven types:

**Plosive:** It is formed by a blockage of the vocal tract, followed by an explosive release of air. Examples of plosives in English are [p], [b], [t], [d], [k], [g]

**Fricative:** It is formed by slight contact between articulators, allowing turbulent airflow. Examples of fricatives in English are [θ], [ð], [f], [v], [s], [z], [ʃ], [ʒ], [h].

**Affricate:** It is formed by a blockage of the vocal tract, like plosive, followed by a gradual release of turbulent air, like a fricative. Examples of affricates in English are [tʃ] [dʒ]

**Nasal:** It is formed by the lowering of the velum, allowing air to flow through the nasal cavity. Examples of nasals in English are [m], [n], [ŋ].

**Approximant (laterals and glides):** It is formed by the constriction of the vocal tract, but with no blockage of the airflow. Examples of approximants in English are [l], [r], [j], [w]

**Tap:** It is formed by a quick contact between articulators. , for example, there is the tap [ɾ], which can be found in the middle of words such as ladder, and butter.

**Trill:** It is formed by the rapid vibration of the tongue tip by a current of air. For example, in varieties of British and Scots English it is also known as "rolled r" [r]

**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.

**THREE-TERM LABELS FOR OF CONSONANTS SOUNDS**

| <u>Consonant</u> | <u>Voice</u> | <u>Place of articulation</u> | <u>Manner of Articulation</u> | <u>Examples</u>                       |
|------------------|--------------|------------------------------|-------------------------------|---------------------------------------|
| /p/              | voiceless    | bilabial                     | plosive                       | <u>p</u> in, <u>sp</u> in             |
| /b/              | voiced       | bilabial                     | plosive                       | <u>b</u> ig, <u>ab</u> out            |
| /t/              | voiceless    | alveolar                     | plosive                       | <u>t</u> ank, ac <u>t</u>             |
| /d/              | voiced       | alveolar                     | plosive                       | <u>d</u> anger, <u>ad</u> apt         |
| /k/              | voiceless    | velar                        | plosive                       | <u>k</u> ing, <u>spea</u> ker         |
| /g/              | voiced       | velar                        | plosive                       | <u>g</u> one, <u>beg</u> in           |
| /tʃ/             | voiceless    | alveo palatal                | affricate                     | <u>ch</u> urch, <u>ba</u> ch          |
| /dʒ/             | voiced       | alveo palatal                | affricate                     | <u>j</u> ar, <u>br</u> idge           |
| /f/              | voiceless    | labio-dental                 | fricative                     | <u>f</u> ill, <u>fa</u> rm            |
| /v/              | voiced       | labio-dental                 | fricative                     | <u>v</u> ow, <u>vi</u> ne             |
| /θ/              | voiceless    | dental                       | fricative                     | <u>th</u> ick, <u>ei</u> gh <u>th</u> |
| /ð/              | voiced       | dental                       | fricative                     | <u>th</u> en, <u>wea</u> ther         |
| /s/              | voiceless    | alveolar                     | fricative                     | <u>s</u> ize, <u>su</u> m             |
| /z/              | voiced       | alveolar                     | fricative                     | <u>z</u> oo, <u>de</u> sert           |
| /ʃ/              | voiceless    | palato alveolar              | fricative                     | <u>sh</u> ee <u>p</u> , <u>ca</u> sh  |

|     |           |                   |           |                                 |
|-----|-----------|-------------------|-----------|---------------------------------|
| /ʒ/ | voiced    | palato-alveolar   | fricative | measure, provision              |
| /h/ | voiceless | glottal           | fricative | <u>h</u> ome, be <u>h</u> old   |
| /m/ | voiced    | bilabial          | nasal     | <u>m</u> an, cal <u>m</u>       |
| /n/ | voiced    | alveolar          | nasal     | <u>k</u> now, can <u>a</u> l    |
| /ŋ/ | voiced    | velar             | nasal     | ri <u>ng</u> , Eng <u>l</u> ish |
| /l/ | voiced    | alveolar          | lateral   | <u>l</u> ove, <u>l</u> ife      |
| /r/ | voiced    | post alveolar     | lateral   | <u>r</u> ed, <u>g</u> reat      |
| /j/ | voiced    | unrounded palatal | glide     | <u>y</u> ellow. <u>B</u> eauty  |
| /w/ | voiced    | rounded – palatal | glide     | <u>w</u> ater, <u>w</u> onder   |

### 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> te | _____  |
| T <u>ea</u> r | _____  |
| T <u>oy</u>   | _____  |

Around

\_\_\_\_\_

Dare

\_\_\_\_\_

Gold

\_\_\_\_\_

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**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) chat

\_\_\_\_\_

b) rest

\_\_\_\_\_

c) thin

\_\_\_\_\_

d) ship

\_\_\_\_\_

e) leisure

\_\_\_\_\_

f) judge

\_\_\_\_\_

g) laugh

\_\_\_\_\_

h) cathartic

\_\_\_\_\_

i) brother

\_\_\_\_\_

j) singing

\_\_\_\_\_

k) yacht

\_\_\_\_\_

**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 \_\_\_\_\_

**OBSERVATION NOTES**



**OBSERVATION NOTES**

**(ICS LAB)****ICE BREAKING ACTIVITY and JAM SESSION****OBJECTIVES:**

1. To start a training session or team-building event
2. To make everyone involved
3. To stimulate creative thinking

Ice Breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy into the purpose of the event. As a facilitator, the secret of a successful icebreaking session is to keep it simple: Design the session with specific objectives in mind and make sure the session is appropriate and comfortable for everyone involved.

**When to Use Icebreakers!**

As the name suggests, an ice breaker session is designed to "break the ice" at an event or meeting. The technique is often used when people who do not usually work together, or may not know each other at all, meet for a specific, common purpose.

Consider using an ice breaker when:

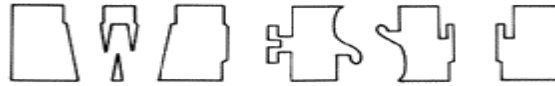
- Participants come from different backgrounds.
- People need to bond quickly so as to work towards a common goal.
- Your team is newly formed.
- The topics you are discussing are new or unfamiliar to many people involved.
- As facilitator you need to get to know participants and have them know you better

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

**ACTIVITY-1**

1. Find the hidden words from the following figures, and write a short paragraph based on that in the space provided below. (Word limit-100)

a)



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**ACTIVITY 2**

Can you relate yourself with the words you have found from the above figures!

Speak at least for two minutes on how you relate them with your life's experience.

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## JUST A MINUTE (JAM) SESSION

Just-A-Minute (or JAM) is an all-round-fun event that is all about the control of the mind over the mouth. A participant is expected to make it through sixty seconds of non-stop talking without **hesitation, repetition, or deviation**.

'Just a Minute' or JAM is an impromptu speech test conducted with the time limit of one minute.

### Elements of JAM

Effective impromptu speaking is a skill that can be honed through constant practice and deliberate, continuous training given to the brain.

### Some situations which demand impromptu speech are...

- Self introduction-introducing others-greetings and taking leave
- Where your instructor would like to know what you understood
- Viva-voce in a practical examination
- Decisions in a committee
- Introducing a celebrity/a person to an elite group of people
- Status of a Project
- Stating one's point of view/ analysis of a situation etc...

### Positives and Negatives in JAM

#### Positives

- Snatch every opportunity to make impromptu speeches
- Visualize what you would say in every situation.
- Analyze and assimilate your ideas in the given situation.
- Organize your ideas and stick to the topic.
- Be creative and express new ideas every time.
- Follow a sequence and be brief.
- Analyze audience needs, interests...(remember you could be talking to an informed audience)
- Sustain attention by including some interesting jokes, quotations anecdotes etc...
- Give examples from your life experience...it builds your confidence.
- Practice the use of one word substitutes, idiomatic expressions and vocabulary.
- Vary pace, pitch and tone of voice for greater impact.

**Negatives**

- Shy away from expressing your ideas.
- Seclude yourself from any situation in which you are present.
- Try and memorize what you will say.
- Deviate or detach your life experiences from your line of thought.
- Repeat the points or show lack of coherence.
- Ramble on or give too many pauses or excessively use 'fillers'.
- Use negative, ambiguous jargon.
- Talk at or talk down but talk to your audience.

**STEPS TO FOLLOW:**

1. Go back to background knowledge and gather all the necessary ideas related to the topic given to you.
2. Organize the ideas in a sequential order either thematically or chronologically.
3. Express them with clarity and cohesiveness.
4. Remember the three important rules:
  - **No deviation**
  - **No repetition**
  - **No hesitation**

**EXERCISES****JAM SESSION:**

- If I were invisible
- What I did during my last vacation?
- All that 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.

**OBSERVATION NOTES**

**UNIT – II**  
**(CALL LAB)**  
**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)

**Types of Syllables in English**

|        |     |            |                      |
|--------|-----|------------|----------------------|
| Type-1 | V   | I<br>A     | /aI/<br>/eI/         |
| Type-2 | VC  | An<br>at   | /æ/<br>/æt/          |
| Type-3 | CV  | know<br>go | /n ə θ /<br>/g ə z / |
| Type-4 | CVC | Cat<br>but | /kæt/<br>/bʌt/       |



|        |       |                  |                     |
|--------|-------|------------------|---------------------|
| Type-5 | CCV   | Try<br>grow      | /traɪ/<br>/grəʊ/    |
| Type-6 | CCCV  | Spray<br>spre    | /spreɪ/<br>/sprɪ:/  |
| Type-7 | CCCVC | Spread<br>scream | /spred/<br>/skri:m/ |
| Type-8 | CCCVC | strange          | /streɪndʒ/          |

### 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 - /pʊərə-tɪ/  
Pho-ne-tics - /fə-ne-tɪks/  
Te-le-phone - /tɛ-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        | _____           | _____            |

## STRESS & INTONATION

### WORD STRESS

#### Word Accent

In phonetics, accent / stress means expending extra breath on a particular syllable in a word. it is a matter of greater prominence and greater audibility. Accent is very important to make our speech intelligible. The mark (ˈ) on the top of a syllable in a word indicates that particular syllable is stressed.

#### Stress shifts

#### Rules of Word Stress in English

There are two very simple rules about word stress.

- One word has only one stress.
- We can only stress vowels, not consonants.

### Functional shift of stress

There are a number of words of two syllables in which the accentual pattern depends on whether the word is used as a noun, an adjective or a verb. When the word is used as a noun or an adjective, the stress is on the first syllable. When the word is used as a verb, the stress is on the second syllable. Here are a few examples-

#### **Noun / Adjective**

/absent

/object

/subject

/permit

#### **Verb**

ab'sent

ob'ject

sub'ject

per'mit

### **Rules of word stress**

Here are a few rules of word stress. These will help you locate stress in words.

1. In disyllabic words with weak prefixes, the stress is on the root.

**Examples:** a'bove      a'cross      be'fore      be'come

2. In disyllabic nouns or adjectives, the first syllable is stressed.

**Examples:** 'campus      'factor      'power      'duty

3. In disyllabic verbs, the second syllable is stressed.

**Examples:** per'form      re'fuse      es'cape      con'test

In many disyllabic words the stress pattern shifts according to the usage of that word as a 'noun' or a 'verb'.

**Examples:**      **Nouns**                      **Verbs**

'advent                                  ad'vent

'affix                                      af'fix

'digest                                    di'gest

4. If a compound word is a noun, or a combination of a noun and another noun (noun+noun) or an adjective and a noun (adj + noun) the stress is on the first part.

**Example:** 'pinpoint    'glasshouse    'palmtop    'counterpart

5. If a compound verb is an adjective or a combination of an adjective and the past participle of a verb (adj +p.p), the last part is stressed.

**Examples:** clear- 'headed    Out- 'bound    Far- 'sighted    Short- 'tempered

6. If a compound word is a verb or a combination of a preposition and a verb (prep+ verb), the last part is stressed.

**Examples:**    over'power            under'stand            draw'back            interre'late

7. In phrasal verbs the prepositions are stressed

**Examples:**    turn'off                    break'down            set'off

8. Words ending in derivational suffixes such as -ic, -ical, -ically, -ious, -ial, -ially have the stress on the syllable preceding the suffix.

**Examples:**    po'etic                    pa'thetic                    ener'getic                    eco'nomical

                  e'lectrical                    am'bitious                    con'fidential                    con'fidentially

9. Words ending with -tion, -cian, -sion, and -ion, have stress on the penultimate (last but one) syllable.

**Example:**    dramati'zation                    ma'gician                    in'version                    situ'ation

10. Words ending with -phy, -gy, -try, -cy, -fy, -al and -ity have accent on the third syllable from the end.

**Example:** ste'nography    a'cidify    tech'nology    ac'cidental

ge'ometry    responsi'bility    ac'curacy    pho'tography

11. Words ending with –meter have stress on the last syllable before –meter.

**Examples:** ther'mometer    spee'dometer    cen'timeter

12. Inflectional suffixes –s, –es, –d, –ed, –ing and derivational suffixes such as –age, –er, –ful, –ance, –ess, –hood, –ice, –ish, –ive, –less, –ly, –ment, –ness, –or, –ship, –ter, and –zen do not normally affect the stress pattern.

**Examples:** 'term    'terms    'bus    'buses

de'mand    de'manded    ac'cept    ac'ceptance

'child    'childish

13. Compound words of two different words when pronounced individually, stress is on both words; but when put together, then meaning changes and so does the stress pattern.

**Examples:** green'fly    a fly green in color    'greenfly    aphid

'black 'bird    a bird black in color    'blackbird    a singing bird

Similarly, 'black 'board    a board black in color    'blackboard

### ACTIVITY

**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

### 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. Its 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>v</sup>I , can (I am almost sure you can't)

**ACTIVITY:**

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.

### **OBSERVATION NOTES**



**(ICS LAB)****SITUATIONAL DIALOGUES / ROLE PLAY****Introduction:**

Situational dialogues /role-play is the core of the communicative approach. It is a practical dimension of enriching one's communication skills. Situational dialogues /role play refers to the changing of one's behavior to assume a role. Role play is one such method that creates a platform to improve the students' speaking skills, non-verbal communication and contextual usage of language and makes them understand how to face real life situations.

**What is a role-play?**

Role-play is the activity where one would be given a role to play. The students can assume the role of any one- such as managers, chef, officers etc. and experience the joy of learning by getting involved in the character chosen by him. While planning the role of someone else, the student reflects on the character. By being involved in the character the student has to think in a broader way, correct his attitude and find facts and responsibilities that are required for an ideal personality. Role- play allows a student to prepare thoroughly for real life situations and paves a way to think through the language at the initial stage.

**Self-correction:**

Audio visual recording of the Role-plays can be done. Students are given an opportunity to listen to and watch their performance; to spot their own mistakes; learn and correct them.

**Peer Evaluation:**

Fellow students will be able to correct some mistakes made by their peers. Students could be asked to listen for both great bits of language they would like to use themselves and some mistakes they hear.

**Conclusion:**

Role-play improves speaking and listening skills. Students develop non-verbal communication techniques. They learn to use appropriate language in real life communication.

**2.2 DO'S**

1. Understand and analyze the situation.
2. Identify your role and then act accordingly.
3. Frame 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.
7. Maintain a good eye contact with the other person.
8. Make use of shortened forms of words like 'shan't, don't etc., which are special for spoken form of language.
9. Understand the question and then answer.
10. Check voice modulation, stress, intonation and speed.

**DON'TS**

1. Be in a hurry to say something.
2. Keep yourself detached from the role given.
3. Speak unchecked
4. Put on an accent or look animated.
5. Plant yourself to a particular point, bend or move excessively.
6. Use your hand excessively.
7. Avoid eye contact; roll your eyes/stare continuously.
8. Read out the written form of communication.
9. Answer urgently.
10. Be too fast / slow or shout unnecessarily.

**2.2 Expressions used in different situations:****a) Self introduction and introducing others**

- Good Morning! / Hello / My name is .....
- Good Morning! / Hi .....
- I have joined.....
- I have Just moved.....

- I'm from...
- I work for...
- I am the new.....

**b) Greeting and Leave taking**

- Hi, how are you?
- Hello! What a lovely surprise!
- Hello! It's nice meeting you again.
- Hi! It's great to see you too.
- How're you and where have you been?
- Just fine, thanks. How're things with you?
- Everything's Okay. Thanks.
- Wish I could have stayed longer, but I must run.
- Sure, see you sometime. Bye, bye!
- Good bye/ see you/ so long/till we meet again, bye!

**c) Enquiring / make requests for help, to seek directions:**

- Excuse me, could you help me please.
- At what time will the show start?
- Is there a medical store close by?
- Can you tell me the departure time of the bus?
- Could I ask a favor of you?
- I'm sorry to trouble you, but I need your help.
- Would you mind helping me with this, please?
- Certainly, I shall be glad to help.
- Of course, by all means
- Sure. I'd be glad to help
- Thank you / thank you very much/ thanks a lot.
- You're most welcome

**d) Complaining:**

- I regret to bring to your notice that some of the items that you have supplied have been slightly damaged.
- I'm sorry to say this, but your music is too loud....
- I'm sorry to trouble you, but there's a problem I'd like to speak to you about.
- It would help if you have the leaking pipe repaired.
- That's very kind of you.
- I hope you don't mind...
- I have a complaint to make.
- My new washing machine is not working.
- Your dealer has not responded to my calls.
- I'd like to have the piece replaced...
- Thank you for being so understanding and helpful...
- I'm afraid that I have to make a complaint about the computer I bought last week.

**e) Offer suggestions, to advise or to persuade**

- Stop using polythene bags immediately.
- Let's stop now
- Why don't we stop now?
- If I were you, I'd stop now
- I suggest that you repeat these expressions twice each.
- I think you should repeat these expressions as often as you can.
- Let's repeat these expressions for practice.
- Why don't we repeat these expressions a few more times?
- I really advise you to repeat these expressions a several times.
- You should repeat these expressions in order to perfect them.
- They ought to repeat these expressions if they wish to speak fluently.
- Why don't you try repeating these expressions?
- Could I persuade you to repeat these expressions as many times as possible?

**f) Congratulate on an achievement, to express sympathy**

- Congratulations!
- We are proud of you.
- You really deserve this honor,
- Very well done! Keep it up!
- I'm sorry about what happened
- You mustn't let this depress you.
- I'm sure this won't happen again.
- I've no doubt that you'll do much better next time.
- I just got the sad news. This must be terrible blow to all of you.
- It is a great loss indeed.
- You must be brave.

**g) To extend invitations and also to accept and decline them.**

- There's some good news
- I'm so happy to hear that.
- My son is getting engaged
- I'll be happy if you and your family could come.
- Are you free tomorrow evening?
- Why don't you join us at a get-together?
- Thank you for the invitation. We'll certainly come.
- It'll be a pleasure.
- Oh, sure I'd love to come!
- Thank you for inviting me. I wish I could have come.
- I'm afraid I will not be able to come.
- I'm sorry, but I will have to miss the engagement.
- What a pity I won't be able to come!
- Thank you so much. We look forward to seeing you.
- Thanks for saying yes. Be there on time.
- It's disappointing that you won't be there.
- We'll all miss you.

- It can't be helped. I suppose. But we'll make it up some other time.

**h) Make apologies and respond to them.**

- I must apologize for .....
- I'm terribly sorry about.....
- Please accept my sincere apologies...
- I hope you'll excuse me...
- Please forgive me...
- I'm so sorry...
- It won't happen again, I promise.
- I'm really ashamed of myself.
- It's quite all right.
- I really hope it won't happen again.
- No need to feel so bad about it. These things happen.

**i) Asking people's opinions and giving opinions to others.**

- I don't think it's possible
- I'd say .....
- I think..... / I feel ..... / I believe.....
- In my mind ..... / In my opinion.... / In my view... / It seems to me
- As far as I can see ...../ As far as I am concerned.....
- I'm convinced .....
- What would you say about .....?
- What do you think of .....?
- What is your opinion of .....?
- What are your views on / about .....?
- Are you in favor of .....?

**j) Asking and giving directions.**

- How do I get to ..... ?
- What is the best way to .....?
- Where is .....?
- Go straight on (until you come to .....

- Turn back / go back
- Turn left / right ( in to ..... lone )
- Go along .....
- Cross ..... across ( across from the park )
- Take the first / second road to the left right.
- It's on the left /right
- Straight
- Opposite ( it's opposite to the book store )
- Near, ( it's near to the bank )
- Next to ( next to the bus station)
- Between ( between the post office & the law court )
- At the end ( of)
- On / at the corner ( it's on the corner of the fourth lane )
- Behind
- In front of
- Cross roads, junction.

#### ACTIVITY

**A) Write a conversation between two friends (one invites for the party and the other denies with reasons).**

#### OBSERVATION NOTES

**OBSERVATION NOTES**



**UNIT – III**  
**(CALL LAB)**  
**PRONUNCIATION**  
 (Listening Activities)

**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.

**The distinction between letters and sounds**

A lot of conscious and systematic effort will therefore be needed to acquire good pronunciation and to make one's own speech intelligible to the other. It is necessary and essential for Indian students to be able to distinguish between sounds and letters. The English word "next" for example, has four letters- n,e,x and t- but it has five sounds such as /n/,/e/,/k/,/s/ and /t/.similarly the word "debt" has four letters – d,e,b and t- but it has only three sounds such as /d/,/e/ and /t/.here, the letter 'b' is silent. The following explanation will help you understand the exact distinction between sounds and letters.

We are aware that the English alphabet has 26 letters and these represent 44 distinct sounds. For eg:the consonant sound /k/ is represented by different spellings as given below.

| Sound | Letters   | words             |
|-------|-----------|-------------------|
| /k/   | <b>k</b>  | <u>k</u> ind      |
|       | <b>c</b>  | <u>c</u> all      |
|       | <b>cc</b> | <u>cc</u> ord     |
|       | <b>ck</b> | <u>ck</u>         |
|       | <b>ch</b> | <u>ch</u> aracter |
|       | <b>qu</b> | <u>qu</u> een     |
|       | <b>qu</b> | con <u>qu</u> er  |

Similarly, different sounds are represented by consonant letters 'ch' in different words as given below.

| Letter | Sound | Words             |
|--------|-------|-------------------|
| ch     | /k/   | <u>ch</u> emistry |
|        | /tʃ/  | ben <u>ch</u>     |
|        | /ʃ/   | ma <u>ch</u> ine  |

Similarly, the vowel 'a' is represented by many sounds as given below.

| Letter | Sound     | Words           |
|--------|-----------|-----------------|
| A      | /eɪ/      | <u>A</u> ge     |
|        | /ə/, /ɑ:/ | ba <u>na</u> na |
|        | /æ/       | ma <u>t</u>     |
|        | /ɔ:/      | cha <u>l</u> k  |
|        | /ɪə/      | ea <u>r</u>     |

|  |     |                 |
|--|-----|-----------------|
|  | /i/ | vill <u>g</u> e |
|--|-----|-----------------|

Further, some letters do not represent any sound. These are silent letters. Here are some examples,

| Silent letter | Words      |
|---------------|------------|
| b             | tomb       |
| c             | rack       |
| d             | wednesday  |
| p             | psychology |
| t             | catch      |
| k             | know       |
| l             | talk       |

Another interesting feature of English language is that often we would find a letter or a group of letters representing different sounds but no indication graphically.

| Letter(s) | Words                          | sound |
|-----------|--------------------------------|-------|
| gh        | rou <u>gh</u> , enou <u>gh</u> | /f/,  |
| x         | ex <u>a</u> mine               | /gz/  |
| x         | bo <u>x</u>                    | /ks/  |
| x         | <u>x</u> erox                  | /z/   |

|    |                 |      |
|----|-----------------|------|
| x  | lux <u>u</u> ry | /kʃ/ |
| ph | ph <u>o</u> to  | /f/  |

### Past Tense Markers

The suffix –ed is used for making past and participle forms. These suffixes are always represented by the letter –d or the letters –ed. These suffixes are called inflexional suffixes. The inflexional suffixes are pronounced as /-t/, /-d/ and /-id/. The different pronunciations of these suffixes are governed by the following rules.

1. Whenever the past tense marker so called -d or –ed falls immediately after voiceless sounds except -t then it is pronounced as /t/ .

Ex: kickeded (t)      laugheded (t)      lockeded (t)      pusheded (t)      stoppeded (t)

Whenever the past tense marker so called -d or –ed falls immediately after voiced sounds (vowels also) except -d then it is pronounced as /d/ .

Ex: beggeded (d)      calleded (d)      loveded (d)      playeded (d)      carrieded (d)

2. Whenever the past tense marker so called -d or –ed falls immediately after the sounds -t and –d then the past tense marker is pronounced as /ɪd/

Ex: handeded (ɪd)      hunteded (ɪd) lamenteded (ɪd)      loadeded (ɪd)      wanteded (ɪd)

### Plural markers

Plurals, Possessives of nouns and simple present tense third person singular forms of verbs markers.

The inflectional suffixes –s or –es are pronounced as /-s/, /-z/ and /-iz/. The different pronunciations of these suffixes are governed by the following rules.

1. Whenever the plural marker so called -s or -es falls immediately after the voiceless sounds except /s/, /ʃ/ and /tʃ/ then it is pronounced as /s/.

Ex: cats          cooks          cakes          cups          months

2. Whenever the plural marker so called -s or -es falls immediate after the voiced sounds (vowels also) except /z/, /ʒ/ and /dʒ/ then it is pronounced as /z/

Ex: bags (z)          boards (z)          calls (z)          cities (z)          comes (z)

3. Whenever the plural marker so called -s or -es falls immediately after the six siblings /s/, /z/, /ʃ/, /ʒ/, /tʃ/ and /dʒ/ then it is pronounced as /-iz/

Ex: buses (iz)          bushes (iz)          catches (iz)          edges (iz)          roses (iz)

### Exercises

**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.

**I. 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 \_\_\_\_\_

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

1. Created \_\_\_\_\_
2. Granted \_\_\_\_\_
3. Locked \_\_\_\_\_
4. Pushed \_\_\_\_\_
5. Buzzed \_\_\_\_\_
6. Grabbed \_\_\_\_\_
7. Molded \_\_\_\_\_
8. Faded \_\_\_\_\_
9. Padded \_\_\_\_\_
10. Crowded \_\_\_\_\_

**III. 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)****COMMUNICATION AT WORK PLACE****(Etiquette)**

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 Etiquettes**

- **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!<br>Hello!<br>This is.....  | Good morning/hello!<br>Who is calling please?<br>Nice to hear from you.<br>May I ask who is speaking....?              |
| Warming up         | I'd like to speak to....<br>Could I speak to....?<br>I am calling on behalf of.....<br>May I speak with....? | Just a minute. I'll put you through.<br>Hold on please.<br>I am sorry she's not in.<br>The line's busy, will you hold? |
| Giving the message | I am phoning about....<br>Could you give her a message?  | I will give her a message.   |

|              |  |  |
|--------------|--|--|
|              | I am afraid he is not in his seat.<br>I am sorry he isn't in the office today<br>I am sorry the line is very bad....may I inform you later | I shall pass on the message.<br>May I pass on the information tomorrow...<br>I will connect him to you right away... |
| Rounding off | Thank you for your help.<br>Fine/great/ok.<br>I'll look forward to your call.  | Thank you for calling.<br>Ok/right/fine.   |
| Closing      | Have a good day...<br>Nice talking to you...   | With pleasure...<br>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

**OBSERVATION NOTES**

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