



LENDI INSTITUTE OF ENGINEERING AND TECHNOLOGY

An Autonomous Institution

Approved by AICTE & Permanently Affiliated to JNTU, GV
Accredited by NAAC with an “A” Grade and NBA (CSE, EEE, ECE & ME)
Jonnada (Village), Denkada (Mandal), Vizianagaram Dist – 535 005
Phone No. 08922-241111, 241112

E-Mail: lendi_2008@yahoo.com

Website: www.lendi.org

DEPARTMENT OF ENGLISH

CERTIFICATE of completion of the Lab Work

SEMESTER I/II

This is to certify that Mr/Ms _____
bearing Register No. _____ of **I B-Tech** has successfully completed the
Laboratory Practical Work for **Semester I/II** of the course **Communicative English Lab** in the
Department of **English** during the academic year **2024-2025**.

Signature of Lab-in-Charge

Signature of the Head of the Department

Signature of Internal Examiner _____
(During Lab External Examination)

Signature of External Examiner _____
(During Lab External Examination)



LENDI INSTITUTE OF ENGINEERING AND TECHNOLOGY

An Autonomous Institution

Approved by AICTE and permanently Affiliated to JNTU, GV
Accredited by NAAC with an “A” Grade and NBA (CSE, EEE, ECE & ME)

Jonnada (Village), Denkada (Mandal), Vizianagaram Dist – 535 005

Phone No. 08922-241111, 241112

E-Mail: lendi_2008@yahoo.com

Website: www.lendi.org

DEPARTMENT OF ENGLISH

Contents

S. No.	Particulars	
1	Syllabus & Assessment	6-8
2	Professional Certificate Course Tracking page	9
3	Self-Analysis for Communicative English Course Readiness	10-12
4	Module 1	13-18
5	Module 2	19-23
6	Module 3	24-29
7	Module 4	30-37
8	Module 5	38-40
9	Preparation Material	41-50
10	Space for listening tasks	51



LENDI INSTITUTE OF ENGINEERING AND TECHNOLOGY

An Autonomous Institution

Approved by AICTE and permanently Affiliated to JNTU, GV
Accredited by NAAC with an “A” Grade and NBA (CSE, EEE, ECE & ME)

Jonnada (Village), Denkada (Mandal), Vizianagaram Dist – 535 005

Phone No. 08922-241111, 241112

E-Mail: lendi_2008@yahoo.com

Website: www.lendi.org

DEPARTMENT OF ENGLISH

Assessment

S.No	Date of Submission	Module	Grade	Signature of the Instructor
1.				
2.				
3.				
4.				
5.				

Scan it for Results



SYLLABUS
COMMUNICATIVE ENGLISH LAB
(Common to All Branches of Engineering)

Course Code	Course Name	L	T	P	Credits
R23BSH-EN1002	Communicative English Lab	0	0	2	1

Course Objectives:

The main objective of introducing this course, *Communicative English Laboratory*, is to expose the students to a variety of **self-instructional, learner-friendly modes of language learning**. It is to train the students in **oral communication skills in real situations**. Students will get trained in **basic communication skills to be ready to face job interviews**. They will be helped to **overcome the mother tongue/local language influence and neutralise their accent** which makes their speech **more intelligible** to all listeners.

Course Outcomes:

By the end of the course, the students will be able to

- Understand the different aspects of the English language oral communication with emphasis on Listening and Speaking Skills.
- Apply communication skills through various language learning activities.
- Analyse the English speech sounds, stress, rhythm and intonation for better listening and speaking comprehension.
- Evaluate and exhibit professionalism in participating in debates and group discussions with polite turn-taking strategies and sound more professional while communicating with others
- Create effective resonance and prepare them to face interviews and communicate appropriately in corporate settings.

List of Topics:

1. **Vowels & Consonants** (*Not rules but use of them in various syllable structures*)
2. **Neutralisation/Accent Rules** (*No rules again, required more practice*)
3. **Communication Skills & JAM**
4. **Role Play or Conversational Practice**
5. **Resume Writing, Cover letter, SOP** (*This can be part of theory course*)
6. **Group Discussions-methods & practice**
7. **Debates- Methods & Practice**
8. **PPT Presentations/ Poster Presentation**
9. **Interviews Skills**

Suggested Software:

- Walden Infotech
- Young India Films

Reference Books:

1. Meenakshi Raman, Sangeeta-Sharma. Technical Communication. Oxford Press.2018.
2. Grant Taylor: English Conversation Practice, Tata McGraw-Hill Education India, 2016
3. Hewing's, Martin. Cambridge Academic English (B2). CUP, 2012.
4. T. Balasubramanyam, A Textbook of English Phonetics for Indian Students, (3rd Ed) Trinity Press.

Web Resources:**Spoken English:**

1. www.esl-lab.com
2. www.englishmedialab.com
3. www.englishinteractive.net
4. <https://www.britishcouncil.in/english/online>
5. <http://www.letstalkpodcast.com/>
6. https://www.youtube.com/c/mmmEnglish_Emma/featured
7. <https://www.youtube.com/c/ArnelsEverydayEnglish/featured>
8. <https://www.youtube.com/c/engvidAdam/featured>
9. <https://www.youtube.com/c/EnglishClass101/featured>
10. <https://www.youtube.com/c/SpeakEnglishWithTiffani/playlists>
11. https://www.youtube.com/channel/UCV1h_cBE0Drdx19qkTM0WNw

Voice & Accent:

1. <https://www.youtube.com/user/letstalkaccent/videos>
2. <https://www.youtube.com/c/EngLanguageClub/featured>
3. https://www.youtube.com/channel/UC_OskgZBoS4dAnVUgJVexc
4. https://www.youtube.com/channel/UCNfm92h83W2i2jc5Xwp_IA

Assessment Procedure: Laboratory

1. Every Practice Session (100 minutes) should be handled by not less than two teachers (three would be ideal) where each faculty has to conduct a speaking activity for 20/30 students.
2. The teachers are to assess each learner in a Practice Session for not less than 3 speaking activities.
3. As part of Practice Sessions of the whole Semester, a minimum of 20 speaking activities should be conducted and each one is to be assessed for 10 marks or 10%. The average of any 10 activities are scaled down to 10 in mid-I and other 10 in mid II
4. An Internal test is conducted for 10 marks.

The rubric given below has to be filled in for all the students for all activities.

Body language (Gestures & Postures) (Eye Contact)	Fluency & Audibility	Clarity in Speech	Neutralisation of accent	Appropriate Language (Grammar Accuracy & appropriate Vocabulary)	Total 10 marks	Remarks

Assessment Method	Marks
Continuous Internal Assessment	30
Semester End Examination	70
Total	100

- a) For practical courses, there shall be a continuous evaluation during the semester for 30 sessional marks and end examination shall be for 70 marks.

- b) Day-to-day work in the laboratory shall be evaluated for 15 marks by the concerned Laboratory Teacher based on the regularity/record/viva and 15 marks for the internal test.
- c) The end examination shall be evaluated for 70 marks, conducted by the concerned laboratory teacher and a senior expert in the subject from the same department.
 - Procedure: 20 marks
 - Experimental work & Results: 30 marks
 - Viva voice: 20 marks.

ASSESSMENT: INTERNAL EXAM

Day to Day Performance (10M)	Record (5M)	Internal Exam(15M)	Final Total (30 M)
<i>In lab Activity Participation and day to day Assessment performance (10)</i>	<i>Completing the exercises in Lab Manual cum Record (5)</i>	<i>Written Exam (10) +Oral (5)</i>	30(M)

NOTE:

- 10 day to day Assessments based on five modules carry grades which can be scaled to 10 marks.
- Similarly All Modules Practice Work is graded that can be scaled to 5 marks for the Record
- Written Exam is on Listening, Reading & Writing along with Grammar & Vocabulary.
 - a) **Listening:** (Note taking/inference meaning/watching Video clips & Listening to Audio Clip) 5 marks
 - b) **Reading Comprehension: From all Units of the Textbook** (Multiple-Choice/Multiple cloze/right, wrong, doesn't say) -5 Marks
 - c) **Writing:** Emails,/Letter writing/CV -10 Marks
 - d) **Grammar & Vocabulary:** Common errors in grammar (5M) Vocabulary from Word power Made Easy (5 M)-10 Marks

Note: The written exam is for 30 marks and the final score will be scaled for 15 marks.

- Oral Examination is on (Group Discussion/Debate/Presentation Skills / Interview technique tasks from Lab Manual)

EXTERNAL EXAM PATTERN

- **Written test: 30 marks.(Listening+Reading+Writing+Grammar & Vocabulary)**
Note: LRWGV Activities are given from the entire Syllabi.
- **Oral Exam: 20 marks** (Debate/GD/Oral presentation) (**Speaking**)
- **Viva-Voce by the External Examiner: 20 marks**
Note: Total marks allotted for the exam is 70

Details of the Professional Certificate :

(to be filled in by the Candidate)

Name of the Body & Certificate	
Have you chosen a certification? (Yes/No)	<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, why did you choose it? <i>(Provide reasons for choosing the certification, including your learning goals and outcomes.)</i>	
If No, why have you not chosen a certification? <i>(State reasons for not opting for a certification yet, and any challenges or factors involved.)</i>	
Course Opted for: <i>(Provide details of the course related to the certification, if applicable.)</i>	
Teacher's Approval Status: <ul style="list-style-type: none">• Approved: (Yes/No)• Date of Approval: <i>(Provide the date of approval if applicable.)</i>	
Registration Status	<input type="checkbox"/> Registered <input type="checkbox"/> Yet to register (Date : _____)
Whatsapp Group joining Status	<input type="checkbox"/> Yes
Signature of the Candidate	

Self-Analysis for Communicative English Course Readiness

Instructions:

1. **Evaluate:** Rate your level (1-5) for each English skill: Speaking, Listening, Writing, Reading, Grammar, Vocabulary, and Confidence.
2. **Use Criteria:** Refer to the provided descriptions to guide your ratings. Be honest.
3. **Give Examples:** In the "Self-Assessment" column, add examples that justify your rating.
4. **Set Goals:** In the "Comments/Goals" column, note areas for improvement and set specific goals.
5. **Review:** Use this analysis throughout the course to monitor your progress and adjust your goals as needed.

Aspect	Rubric Level (1-5)	Criteria Description	Student's Self-Assessment	Comments/Goals
Speaking Skills	1 - Beginner	Limited vocabulary, basic sentence structure, lacks fluency		
	2 - Basic	Simple sentences, moderate fluency, hesitates during conversation		
	3 - Intermediate	Comfortable with everyday conversations, occasional errors, needs more fluency		
	4 - Proficient	Good fluency, minimal errors, can engage in most topics confidently		
	5 - Advanced	Fluent, complex sentence structure, can discuss abstract or complex topics smoothly		
Listening Skills	1 - Beginner	Struggles to understand basic conversations, unfamiliar accents cause confusion		
	2 - Basic	Understands familiar topics, misses some details, struggles with fast speech		
	3 - Intermediate	Can follow most conversations, needs to ask for clarification occasionally		
	4 - Proficient	Understands varied accents, can follow fast conversations with minimal difficulty		

	5 - Advanced	<i>Follows complex discussions, rarely needs clarification, excellent with different accents</i>		
Writing Skills	1 - Beginner	<i>Basic grammar, short and simple sentences, lacks coherence</i>		
	2 - Basic	<i>Simple paragraphs, some errors in grammar and punctuation, limited sentence variety</i>		
	3 - Intermediate	<i>Clear writing, uses varied sentence structures, occasional errors</i>		
	4 - Proficient	<i>Good structure, complex sentences, minor errors, able to write essays</i>		
	5 - Advanced	<i>Sophisticated writing, varied vocabulary, excellent grammar, coherent essays</i>		
Reading Skills	1 - Beginner	<i>Understands basic texts, struggles with unfamiliar vocabulary</i>		
	2 - Basic	<i>Can understand main ideas in simple texts, some difficulty with complex texts</i>		
	3 - Intermediate	<i>Understands most texts, infers meaning from context, occasional difficulty with academic texts</i>		
	4 - Proficient	<i>Easily understands academic and technical texts, can summarise effectively</i>		
	5 - Advanced	<i>Analyses and critiques complex texts, excellent comprehension</i>		
Grammar	1 - Beginner	<i>Basic sentence structure, frequent errors</i>		
	2 - Basic	<i>Simple sentences, occasional errors, struggles with complex structures</i>		
	3 - Intermediate	<i>Mostly correct grammar, minor errors, understands complex structures</i>		
	4 - Proficient	<i>Strong command of grammar, occasional slips, good understanding of advanced rules</i>		

	5 - Advanced	Excellent grammar, almost no errors, complex structures used effectively		
Vocabulary	1 - Beginner	Limited to basic words and phrases		
	2 - Basic	Knows everyday vocabulary, struggles with academic or technical terms		
	3 - Intermediate	Adequate vocabulary for most situations, still learning advanced terminology		
	4 - Proficient	Broad vocabulary, good with technical and academic words, uses context well		
	5 - Advanced	Extensive vocabulary, easily adapts to different registers and fields		
Confidence in Communication	1 - Beginner	Very hesitant, avoids speaking in unfamiliar situations		
	2 - Basic	Speaks in familiar settings, nervous in formal situations		
	3 - Intermediate	Confident in most situations, still nervous in public speaking		
	4 - Proficient	Speaks confidently in varied settings, minor nerves in high-stakes situations		
	5 - Advanced	Confident and persuasive in all settings, excellent public speaking skills		

MODULE-1

1.1 INTRODUCTION TO PHONETICS

1.1.1: Read the sets of words in the boxes. Underline the common letter/letters in the words in each set. Do the letters sound the same in all the words? Listen to the words again from your peers.

a.	Ball	take	apple	ask	woman	village	what
b.	Through	bough	bought	tough	thorough	through	

Peer Evaluation (Do the letters sound the same in all the words)	<input type="checkbox"/> Yes <input type="checkbox"/> No
--	---

Outcome: This activity shows you how the same letter or group of letters sometimes stands for different sounds.

1.1.2. *Underline the letter or letters that stand for the same sound in all the words in each set.*

a.	Song	scent	descend	brass	assume	cement
	Fancy	pace	practice	tax	psychology	
b.	Bead	weep	seize	believe	piece	theme
	People	key	police	ski	quay	mean

Outcome: This activity shows you how different letters or groups of letters sometimes represent the same sound.

1.1.3. *Write another word with the same pronunciation of the word but a different spelling in the blank given opposite to the following words. (one is done for you)*

- | | |
|------------------------|-----------------------|
| a. write: right | b. So |
| c. break | d. Might |
| e. Team | f. Bear |

Learning Outcome: *Through these activities, we have learnt that the twenty-six letters of the English alphabet are not enough to represent the forty-four sounds in the language. Spelling and sound do not, therefore, fully correspond with each other. We can learn how to pronounce words correctly by using the phonetic alphabet, which is a special set of symbols that represent a different sound. These symbols are used in dictionaries to give the pronunciation of words. Each of the phonetic symbols represents a single sound.*

1.1.4. Accent Reduction and Pronunciation Practice:

Learn **how to correct your pronunciation** by accessing the QR code for step-by-step guidance and practice tips. Record a **1-minute video** of your speaking practice and post it on Padlet for feedback.

Note: Follow the link / Scan the QR Code for detailed instructions on how to complete the activity.



<https://shorturl.at/tmJbF>

Outcome: This will help you refine your pronunciation and accent while enhancing your speaking skills

1.2 LISTENING:

(Your teacher will play an audio clip for you. Listen to it and complete the task.)

<https://learnenglish.britishcouncil.org/skills/listening/a1-listening/finding-library>

How well do you listen?

S.No	Habit/Attitude/Action	Frequency of occurrence			
		Always	Often	Rarely	Never
1	I tend to look for something else to do when someone is talking about something that has upset him/her.				
2	My mind wanders away when someone is talking with me.				
3	I look at the speaker and make eye contact while listening to someone.				
4	I make notes when I attend lectures/ talks				
5	I give my undivided attention to the speaker talking to me.				
6	I ask relevant, meaningful questions based on what a speaker is communicating.				

1.3 Speaking

1.3.1 Conversation or A Role Play

Here is a dialogue between Rahul and Tina. Practice engaging in informal conversation using the provided dialogue between Rahul and Tina as a model and enact it

Rahul : Hi there! How's your day going?

Tina : Hey! It's going pretty well, thanks. How about yours?

Rahul : Not too bad. Just a bit busy with work. Is anything exciting happening with you?

Tina : Not really, just the usual routine. But I did start a new book, so that's been fun.

Rahul : Nice! What book are you reading?

Tina : It's called "The Night Circus." I've heard great things about it.

Rahul : Oh, I've heard of that one. It's supposed to be really enchanting. Enjoy!

Tina : Thanks! So, any plans for the weekend?

Rahul : Not much planned yet, maybe catch up on some Netflix. How about you?

Tina : I'm thinking of going for a hike if the weather holds up. It's been a while.

Rahul : That sounds refreshing. Well, enjoy your book and the potential hike!

Tina: Thanks! You have a great day too!

CHECK YOUR PERFORMANCE BY USING THE BELOW GIVEN RUBRIC

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always willing and focused during group work and presentation.	Usually willing and focused during group work and presentation.	Sometimes willing and focused during group work and presentation.	Rarely willing and focused during group work and presentation.
Presentation of Character	Convincing communication of character's feelings, situation and motives.	Competent communication of character's feelings, situations and motives.	Adequate communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives.
Achievement of Purpose	Purpose is clearly established and effectively sustained.	Purpose is clearly established and generally sustained.	Purpose is established but may not be sustained.	Purpose is vaguely established and may not be sustained.
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way.	Good variety of non-verbal cues are used in a competent way.	Satisfactory variety of non-verbal cues used in an acceptable way.	Limited variety of non-verbal cues are used in a developing way.
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play.	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate awareness and developing acceptably enhanced role play.	Choices demonstrate little awareness and do little to enhance role play.
Name & the Regd. No of the Peer Evaluator: Grade given with the inputs of observation:				

1.3.2 Natural Conversation Study: *Sharpen your ear for natural spoken language and boost your speaking fluency and accuracy by closely examining your own speech and analyzing real-world conversations. Tune in to how people talk and improve your speaking skills.*



Note: Follow the link / Scan the QR Code to understand the activity better:

<https://bit.ly/3SPr4TN>

Self-Observation Rubric

Criteria	Excellent	Good	Needs Improvement	Remarks
Language features	Accurately identifies and uses a variety of colloquial expressions, idioms, phrasal verbs, and contractions.	Identifies and uses some colloquial expressions, idioms, phrasal verbs, and contractions, but may make errors.	Struggles to identify or use colloquial expressions, idioms, phrasal verbs, and contractions.	
Discourse markers	Uses discourse markers effectively to structure the conversation and show connections between ideas.	Uses some discourse markers, but may overuse or misuse them.	Rarely uses discourse markers or uses them incorrectly.	
Turn-taking	Takes turns appropriately and shows respect for other speakers.	Takes turns generally, but may interrupt or dominate the conversation.	Struggles to take turns or may be overly passive.	
Repair strategies	Uses effective repair strategies to clarify misunderstandings or correct errors.	Uses some repair strategies, but may struggle to be clear or concise.	Rarely uses repair strategies or uses them ineffectively.	
Pragmatics	Understands and uses implicit meaning, politeness strategies, and cultural nuances appropriately.	Shows some understanding of implicit meaning, politeness strategies, and cultural nuances, but may make mistakes.	Struggles to understand or use implicit meaning, politeness strategies, and cultural nuances.	

Reflection:

1.4 VOCABULARY

A Test on **Vocabulary Range** (Practice in Word Power Made Easy)

Learn 60 brief phrases by finding the closest definition of each word given from Pg. 192 to 196 in Word Power Made Easy.

Activity: Write a Paragraph Using New Words.

Practice using these new words in your own sentences by writing a short story or paragraph.

What to Do:

1. Write a short paragraph (5-8 sentences) using **all** the words below.
2. Use each word in a way that shows you understand its meaning.
3. Underline the words in your paragraph.

Words to Use:

- Titillate
- Disparaging
- Militate
- Equivocating
- Maligning

Example Idea:

"Write about a time when someone tried to convince others in a group or an argument between two

people. Use the words to describe their actions or words.

How You'll Be Graded:

- Did you use all the words correctly?
- Does your story make sense and flow well?
- Is it your own original work?

Space for Your Paragraph:

Email Writing

Instructions: Choose a Scenario: *Select a scenario for your email. This could be a professional inquiry, a thank-you email, a request for information, or any other relevant situation.* **Write Your Email:** *Compose and send an email to elcslablendi@gmail.com based on your chosen scenario. Pay attention to **clarity, tone, grammar, and etiquette**. After doing all this, Paste the screenshot of it in the space given below for your self-evaluation. This activity brings you **5 Marks** in the vertical of Record writing.*

Self-Evaluation Criteria:

<p>Paste the screenshot of your email here:</p> <p>Self-Review: Review your email based on the following criteria. Take notes on what you did well and areas where you could improve</p>	Email Content:	Tone and Politeness:	Grammar and Spelling:
	Is the purpose of your email clear?	Does your email use a polite and respectful tone?	Are there any grammatical or spelling errors?
	Is your message well-organized with a clear introduction, body, and conclusion?	Are your greetings and sign-offs appropriate for the context?	Are verb tenses consistent and correct?
	Are your main points expressed clearly and concisely? Are there any irrelevant details that could be omitted?	Is your language professional and free from offensive or insensitive remarks?	Are there any typos or punctuation mistakes?

Outcome: *This self-evaluation exercise allows you to practice and improve your email writing skills independently. It emphasizes the importance of self-assessment and continuous improvement in effective communication.*

MODULE-2

2.1 Vowels (Monophthongs & Diphthongs)

The differences between monophthongs and diphthongs are: A monophthong is when there is **only one vowel sound** in a syllable. A diphthong is the combination of **two vowel sounds** together.

Monophthongs are transcribed with the International Phonetic Alphabet, with just **one symbol**, for example [ʊ]. While diphthongs are transcribed with **two symbols**, for example [aʊ] Diphthongs represent a combination of two vowel sounds within a syllable and are therefore usually long sounds. They are also called **Vowel Glides**.

2.1.1: Read the words given below with a peer next to you and underline the letters which are producing Monophthong & Diphthong sounds. (Listen to the sounds while your peer is reading) Use a dictionary if needed.

Vowels	Monophthongs (one sound)				Diphthongs (2 sounds)		
	/ɪ/ ship	/ʊ/ look	/e/ pen	/ʌ/ fun	/eɪ/ rain	/ɪə/ fear	/aʊ/ house
	/i:/ tree	/u:/ shoot	/æ/ mat	/ɑ:/ car	/aɪ/ cry	/eə/ chair	/əʊ/ go
	/ɒ/ on	/ɔ:/ horse	/ə/ teacher	/ɜ:/ bird	/ɔɪ/ boy	/ʊə/ tourist	

2.1.2 Vowel Walk :

Activity 1: Observe the lyrics in the song and practise the rhythm.

<https://www.youtube.com/watch?v=kAJz7c97Cyo>

Instructions: *Your teacher will play a song for you, listen to that song and identify the sounds patterns of vowels in that song and mention them in the workspace given below. (Do it with a peer if needed.)*

Monophthongs	Peer Evaluation
Diphthongs	Peer Evaluation

Activity 2: *Now, Listen to another song you like and mention words with a few long and short vowel sounds in the workspace given below.*

Activity 3:

A.Monophthongs Practice Test

Take an authentic material (Story books/news paper/articles/blog) and identify the vowels and listen to the sounds of vowels with the help of digital dictionaries and write down those words in workspace. Use digital Cambridge (<https://dictionary.cambridge.org>) Oxford dictionary (<https://www.oxfordlearnersdictionaries.com>)

Sound	Example	Sound	Example	Sound	Example
[ɪ]		[e]		[ɑ:]	
[i:]		[ɜ:]		[ɒ]	
[ʊ]		[ə]		[ʌ]	
[u:]		[ɔ:]		[æ]	

B. Diphthongs Practice Test:

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

Important Note:- All the three activities of the Vowel walk should be orally performed in the Padlet as soon as it is ended here.(5 Marks are allocated for this work.)

2.2 Listening

<https://www.youtube.com/watch?v=OrEEVZa3f98>

(Your teacher will play an audio clip for you. Listen to it and take notes in the given space below. This activity is aiming at listen for the gist)

Your notes on the 4Cs:

2.3.1 Speaking:

JAM

Identify at least 3 drawbacks from your Just A Minute session with reference to hesitation, deviation, and repetition.

No.	Drawbacks
1	
2	
3	

2.3.2. Enhancing Your "Just a Minute" Session with AI:

Interact with AI and Perform a "Just A Minute" session with it. While you are engaging... record it and upload it to PADLET. Take a photograph of the feedback provided by AI after your interaction, and paste it in the given space

Note: Follow the link/Scan the QR code for the instructions to do the task.

<https://bit.ly/3SPr4TN>



2.4 Vocabulary

A) Chapter-4: HOW TO TALK ABOUT ACTIONS (sessions 19-20)-Pg.no 192-205 (Practice)

Activity: "Vocabulary in Action"

<p>Instructions: <i>Choose ONE of the following vocabulary words:</i></p> <ul style="list-style-type: none">○ Pacify: Changes hostility into friendliness○ Condone: Overlook or forgive a transgression○ Malign: Spread malicious rumors about○ Maltreat: Act to disadvantage of○ Adulate: Worship; flatter fulsomely <p>2. Write a short sentence (5-10 words) using the chosen word correctly.</p> <p>3. Explain the meaning of the word in your own words.</p> <p>Example:</p> <ul style="list-style-type: none">● Word: Malign● Sentence: The jealous coworker tried to malign his rival by spreading false rumors.● Explanation: Malign means to say or write bad things about someone that are not true. <p>Assessment:</p> <ul style="list-style-type: none">● Accuracy: Correct use of the vocabulary word in the sentence.● Clarity: Clear and concise explanation of the word's meaning.	<p><u>Your Sentence:</u></p>
---	-------------------------------------

B) Chapter-4 HOW TO TALK ABOUT ACTIONS (sessions 19-20)-Pg.no 192-205 (Practice)

Activity: "Vocabulary News Report"

<ul style="list-style-type: none">● Instructions:<ul style="list-style-type: none">○ Students imagine they are news reporters covering a significant event.○ They must write a short news report (or create a video newscast) using at least five of the vocabulary words. <p>Words: Proscribe, Obviate, Militate, Placate, Disparage, Titillate, Equivocate, Malign</p> <p>For example: <i>"The mayor attempted to equivocate when questioned about the city's budget, avoiding a direct answer."</i></p>	<p><u>Your Report</u></p>
--	----------------------------------

2.5 Writing: (Submit this Task's Screenshot on the Padlet)

Task - Email Writing- Write an email to congratulate your friend as he/she has won the first prize in an inter-college cultural event.

Record: Do you think the subject line plays an important role in E-Mail Writing? If so, in your task, how have you worked out to pick up the best subject line, give a little summary below:

Your Email:

To:

CC:

BCC:

Subject

Your Record:

MODULE-3

3.1 PHONIC PATTERNS/ PHONETIC PATTERNS:

3.1.1 CONSONANTS :

Consonants are produced when there is either a closure or narrowing of the air passage in the oral cavity. For example, /t/ is pronounced with the front of the tongue pushing against the palette. There are 24 consonants in English and here we have some of those listed below.

/p/ → pet

/b/ → bag

/t/ → table

/d/ → door

/k/ → car

/g/ → gap

* Please access this Link for all Consonant sounds: <https://youtu.be/312yOW1YoII?si=7JbKFks2QifJiAgW>

ACTIVITY :

Name: Word Scavenger Hunt

Instructions: Your teacher will play a video clip for you, listen to that video and identify the consonant sound words and note it down below. (Do it with a peer if needed)

<https://youtu.be/vwjzfm0asZs?si=qxLc4hoc7F6W-xPo> or https://youtu.be/KWPT0YIS_0o?si=pm5EopCqkCvNMmT9 or <https://youtu.be/uVeEAFy1z68?si=NhBr3NPmCTJzMYkG>

Aim: To improve the pronunciation skills to make speech more effective.

Level: Beginner/Intermediate. **Organisation:** Individual/ pair/ group. **Time:** 15- 25 Minutes

Procedure: Read the below word patterns ALOUD and pay attention to the consonant sounds. Use to record yourself saying the consonant words and pairs at a moderate pace. Listen to your recording and assess your pronunciation. (This activity will bring you 5 Marks)

EXAMPLE:

consonant sound words such as Cat, Blue Bag (/b/ sound in both the words), Big Black Bullet, Betty bought a bitter butter.

Rubric:

Fluency & Audibility	Clarity in Speech	Neutralisation of the accent	Appropriate pronunciation	Name and the Regd. No of the Peer Evaluator:	Remarks
Yes No Not Exactly	Good Average Poor	Good Average Poor	Yes No Not Exactly		

Outcome: This self-instructional activity engages students in practising word consonant patterns. It helps students become more aware of consonant sounds and how they affect pronunciation and fluency. By recording and reflecting on their attempts, students can track their progress over time.

Important Note:- The above activity called Word Scavenger Hunt should be orally performed in the **PADLET** as soon as it is ended here. (5 Marks are allocated for this work.)

3.2 LISTENING:

(Your teacher will play an audio clip for you. Listen to it and complete the task)

TASK:

[Living in London](#) | [LearnEnglish](#)

A. How does Luke feel about living in London?

--

B. What does Luke say about Hackney, the area where he lives now?

--

C. For Luke, what is the best thing about living in London?

--

3.3.1 SPEAKING

Post Presentation Exercise: Please provide detailed self-feedback on your Padlet. Identify specific areas where you believe you can enhance your presentation skills. Jot down here.

No	Error
1	
2	
3	

Rubric for Peer & Teacher Evaluation - Presentations

Name: Regd. No: Branch: Date:	Parameters <i>Parameter 1 (P1) - Aesthetics of the Slides and Appearance of the Presenter (2M)</i> <i>Parameter 2 (P2) - Originality of the Content (2M)</i> <i>Parameter 3 (P3) - Effectiveness of the oral Presentation and the display of Body Language (4M)</i> <i>Parameter 4 (P4) - Quality of answering the Questions (2M)</i> Description of Scales: <i>G - Good, A - Average, P - Poor</i>
--	---

1. Name and Regd. No.		G	A	P	2. Name and Regd. No.		G	A	P	3. Name and Regd. No.		G	A	P
	P1					P1					P1			
	P2					P2					P2			
	P3					P3					P3			
	P4					P4					P4			

4. Name and Regd. No.		G	A	P	5. Name & Regd. No.		G	A	P	6. Name and Regd. No.		G	A	P
	P1					P1					P1			
	P2					P2					P2			
	P3					P3					P3			
	P4					P4					P4			

7. Name and Regd. No.		G	A	P	8. Name and Regd. No.		G	A	P	9. Name and Regd. No.		G	A	P
	P1					P1					P1			
	P2					P2					P2			
	P3					P3					P3			
	P4					P4					P4			

10. Name and Regd. No.		G	A	P	11. Name and Regd. No.		G	A	P	12. Name and Regd. No.		G	A	P
	P1					P1					P1			
	P2					P2					P2			
	P3					P3					P3			

Rubric for Peer & Teacher Evaluation - Presentations

	P4					P4					P4			
--	----	--	--	--	--	----	--	--	--	--	----	--	--	--

13. Name and Regd. No.		G	A	P	14. Name and Regd. No.		G	A	P	15. Name and Regd. No.		G	A	P
	P1					P1					P1			
	P2					P2					P2			
	P3					P3					P3			
	P4					P4					P4			

16. Name and Regd. No.		G	A	P	17. Name and Regd. No.		G	A	P	18. Name and Regd. No.		G	A	P
	P1					P1					P1			
	P2					P2					P2			
	P3					P3					P3			
	P4					P4					P4			

19. Name and Regd. No.		G	A	P	20. Name and Regd. No.		G	A	P	21. Name and Regd. No.		G	A	P
	P1					P1					P1			
	P2					P2					P2			
	P3					P3					P3			
	P4					P4					P4			

Questions asked:

1. _____
2. _____
3. _____
4. _____

Teacher's Remarks with Signature & Date

3.3.2 Interviewing a Presentation Expert

To learn the secrets of delivering powerful presentations, interview experienced professionals. Ask them about their preparation strategies, delivery techniques, audience engagement tactics, and how they overcome stage fright. Use their insights to improve your own presentation skills.

Note: Follow the link / Scan the QR Code to understand the activity better.

<https://bit.ly/3SPr4TN>



"Once you've interviewed presentation experts, put their advice into practice. Prepare, practice, and perfect your presentation, ensuring it's engaging, informative, and well-delivered."

Use this self-assessment to refine your presentations and become a more effective speaker.

Plan	Prepare	Practise	Present

3.4 VOCABULARY

Chapters: 5 & 6 - **How to Talk insult your Enemies**- Pg.no 81-115 (Word Power Made Easy).

Record: Can you work with the words? (without referring to Word Power Made Easy.)

Activity: Match the Definitions with that of the words given opposite to them

<ol style="list-style-type: none">1. A strict disciplinarian2. A self-centered patriot3. A superficial dabbler in arts or a field of knowledge4. A nagging, loud-mouthed woman5. A person obsessed with one thing6. Someone who challenges or rejects traditions7. A person who denies the existence of God8. Someone consumed by lust9. A person who imagines illnesses10. A servile flatterer	<ol style="list-style-type: none">A. Martinet,B. Sycophant,C. Dilettante,D. Virago,E. Chauvinist,F. Monomaniac,G. Iconoclast,H. Atheist,I. Lecher,J. Hypochondriac
--	---

Match the words with the correct descriptions.

1	2	3	4	5	6	7	8	9	10

3.5 WRITING

Activity Name: Cover Letter Puzzle Challenge https://youtu.be/hrZSfMly_Ck?si=wRNuAt-g7kxrilcl

Instructions: *Your teacher will play a video clip for you, listen to that video , understand how to write a cover letter and mention them in the workspace given below. (Do it with a peer if needed.)*

Objective: To engage participants in a fun activity that reinforces the correct order of cover letter components.

Outcome: *By solving this cover letter puzzle, you'll reinforce your understanding of the proper order of cover letter components and how they contribute to creating an effective cover letter.*

Here we have hints in jumbled format, rearrange it to write beautiful cover letter:	Cover Letter Format
Salutation,	1.
Thank you note	2.
Closure	3.
Your Name	4.
Contact Information	5.
Introduction	6.
Body of cover letter	7.
Paragraphs.	

Important Note:- As soon as the task is ended here, taking this format write A Cover Letter on and place that on padlet . (5 Marks are allocated for this work.)

MODULE-4

4.1 PHONETIC PATTERNS (SYLLABLES, STRESS, AND INTONATION)

4.1.1 Syllables

Activity: Syllable Counting Practice

Aim: The aim of this activity is for students to practise counting syllables in words using a list of words with varying syllable counts.

Organising : Individual/ pair

Time : 20 to 30 minutes

Procedure:

STEP 1: Look at the list of Words with Varying Syllable Counts:

Happy Dog Apple Education Elephant
Butterfly Sunshine Computer Pencil Umbrella

STEP 2: Pick a word from the list and say it out loud. Try to say it slowly and clearly.

As you say the word, clap for each part of the word that you say in one breath.

For example, for the word "cat" (one syllable), clap once. For the word "banana" (three syllables), clap three times.

Note: Practise this activity in **PADLET**

STEP 3: Write down the number of claps you made for that word in the space given below.

STEP 4: After recording your answer, ask your peer to correct the syllable count from a dictionary or online sources. (Award 0.5 x 10 =5 Mark for each correct answer)

Word	No of syllables identified	Correct syllable	Words that I found challenging
Cat			
Dog			
Apple			
Banana			
Elephant			
Butterfly			
Sunshine			
Computer			
Pencil			
Umbrella			

Outcome: This simplified syllable counting practice activity helps students understand the concept of syllables and improve their ability to count them. It uses a list of words with varying syllable counts to make the practice engaging and accessible.

4.1.2 STRESS

Activity: *Stress Pattern Tongue Twisters*

Aim: The aim of this activity is for students to independently practise recognizing and applying word stress patterns through tongue twisters, improving their pronunciation and fluency.

Organising : Individual/ pair

Time : 20 to 30 minutes

Procedure: Read the below tongue twisters ALOUD and pay attention to the stressed syllables. Use <https://flip.com/eef0155c> to record yourself saying the tongue twister at a moderate pace. Listen to your recording and assess your pronunciation and word stress. **(This activity will bring you 5 Marks)**

1. **PEter PIper** picked a peck of pickled peppers.
2. **FUZzy WUZzy** was a **BEAR**. **FUZzy WUZzy** had no **HAIR**. **FUZzy WUZzy** wasn't very **FUZzy**, was he?
3. **PERhaps PERcy** preferred **PRACTical perSONS**
4. **DELicate DELicacies** are quite de**LI**cious.
5. **SUsan SOld SUgar SWEET**, she **SUperVI**sed the **SUgar SWEET** sale.

Reflect on your recorded attempt here. Consider whether you effectively stressed the correct syllables. Analyse any challenges you faced and areas where you can improve.

Outcome: *This self-instructional activity engages students in practising word stress through tongue twisters. It helps students become more aware of stress patterns and how they affect pronunciation and fluency. By recording and reflecting on their attempts, students can track their progress over time.*

4.1.3: Intonation:

Activity: Intonation Exploration

Aim: The aim of this self-instructional activity is to improve your understanding and usage of intonation in spoken communication. You will practise conveying different emotions and intentions through intonation.

Organising : Pair

Time : 20 to 30 minutes

Procedure: Choose a scenario from the given list. Enact a role-play with your language learning partner by using proper intonation and post it in PADLET. Assess how well you conveyed the intended emotions through intonation in the role-play by using the following Rubric. (This activity will bring you 5 Marks)

Scenario	Description
Giving Directions	A tourist asks you for directions to a popular landmark in your city.
Meeting Someone New	You are introduced to someone new at a social gathering, and you want to make a positive first impression.
Receiving Good News	You receive a call and learn that you've won a contest with a big cash prize.
Apology	You need to apologise to a friend for missing their important event.
Comforting a Friend	Your friend is feeling stressed, and you want to offer words of comfort and support.

Rubric for Intonation

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Write any two challenges that you faced and any three strategies or techniques that worked best for you.

OUTCOME: This self-instructional activity will help you improve your intonation skills in spoken communication. By practising with different emotions and reflecting on your performance, you'll become more proficient at conveying emotions and intentions through intonation.

4.2 : Listening:

Name: Meeting face-to-face

Aim: Listen and Respond.

Organisation : Pair/Group

Time : 30 minutes

Procedure: Listen to the audioclip

(<https://learnenglish.britishcouncil.org/skills/speaking/b1-speaking/meeting-face-face>)

Try to understand the conversation and note down the phrases you have listened to and do in the space given below.(This activity will bring you 5 marks).

Phrases that I identified in the audio clip:

What is the most common strategy people often use to get out of a conversation when their listening skill is poor?

4.3 SPEAKING

★ Group Discussion

Manual: During the time of Group Discussion, have you identified any two persons in your team who have done a good discussion?

- ★ Write at least 4 to 5 observations on the two candidates justifying that their discussions are good.

Observations:

★ Debates

Manual: Why do we debate? What are the different kinds of debates and what does a debate teach?

4.3.2 The ELCS Lab Lens

Watch and analyze a group discussion from the ELCS Lab Lendi channel, evaluating its content, communication effectiveness, group dynamics, and leadership. Provide a comprehensive commentary based on these criteria.

Note: Follow the link / Scan the QR Code to understand GD better. A beautiful Research paper was published by Dr. Haribabu Thammineni.

<https://bit.ly/3WWCLtn>



4.4 VOCABULARY

★ Chapter-7 - **How to Flatter your Friends** (Sessions 32-37) - Pg.no 341

Test:

1. **CONVIVIAL** means

a) Sociable b) Unsociable

Ans: _____

2. **Indefatigable** means

a) Exhausted b) Tireless

Ans: _____

3. **Perspicacious** means

a) Insightful b) Oblivious

Ans: _____

4. **Magnanimous** means

a) Selfish b) Generous

Ans: _____

5. **Versatile** means

a) Adaptable b) Inflexible

Ans: _____

6. **Stoical** means

a) Emotional b) Resilient

Ans: _____

7. **Intrepid** means

a) Fearless b) Cowardly

Ans: _____

8. **Scintillating** means

a) Dull b) Sparkling

Ans: _____

9. **Urbane** means

a) Sophisticated b) Unrefined

Ans: _____

10) **Ingenuous** means

a) Naive b) Devious

Ans: _____

4.5 WRITING

Statement of Purpose:-

When applying for graduate or professional programs, you may be asked to provide a “Statement of Purpose” or “Personal Statement”. This statement is your opportunity to share your achievements, qualifications and goals with the admissions committee. Use this

worksheet to help you brainstorm and reflect on your experiences that should be highlighted in your statement.

1. What's special, unique, distinctive, and/or impressive about you or your life story?

2. What details of your life (personal or family challenges, history, people or events that have shaped you or influenced your goals) might help the committee better understand you or help set you apart from other applicants?

3. When did you become interested in this field and what have you learned about it (and about yourself) that has further stimulated your interest and reinforced your conviction that you are well suited to this field?

4. What insights have you gained? How have you learned about this field—through classes, readings, seminars, work or other experiences, or conversations with people already in the field?

5. What are your academic/career goals?

6. Are there any gaps or discrepancies in your academic record that you should explain (great grades but mediocre LSAT or GRE scores) or a distinct upward pattern of your GPA if it was only average in the beginning?

7. Have you had to overcome any unusual obstacles or hardships (for example, economic, familial, or physical) in your life?

8. What personal characteristics (for example, integrity, compassion, and/or persistence) do you possess that would improve your prospects for success in the field or profession?

9. Is there a way to demonstrate or document that you have these characteristics?

10. What skills (for example, leadership, communication, analytical) do you possess?

11. Why might you be a stronger candidate for graduate school—and more successful and effective in the profession or field than other applicants?

12. What are the most compelling reasons you can give for the admissions committee to be interested in you?

MODULE-5

5.1 PHONIC PATTERNS:

5.1.1 INTONATION:

Listen carefully to the following pairs of sentences on the audio link: (18th minute to 19th)

https://drive.google.com/file/d/1TsGtK1BMnhvYoTRjYl9o5QRh0ITA0SJ5/view?usp=drive_link

Note the changes in pitch as the sentences are spoken aloud. Repeat each sentence with the correct intonation.

A. He is coming.

A. I can help you.

B. Is he coming?

B. Can I help you?

A. It is hot today.

B. You must leave now.

B. Is it hot today?

B. Must you leave now?

ACTIVITY :

Name : **INTONATION SENTENCE STRIPS** Objective : **To teach students how changes in intonation can alter the meaning and mood of sentences.** Level: **Beginner/Intermediate.**

Organisation: **Individual/ pair/ group.** Time: **15- 25 Minutes**

EXAMPLE:

Start by modelling a few sentences with varying intonations. For example, take a simple sentence like “ I love icecream “ and say it with different intonations to show how it can express excitement, surprise, and doubt .

Outcome : Pronunciation will be improved and students will also learn how to pronounce the sentences correctly with the help of Activity.

Rubric:

<i>Fluency & Audibility</i>	<i>Clarity in Speech</i>	<i>Neutralisation of the accent</i>	<i>Appropriate pronunciation</i>	<i>Name and the Regd. No of the Peer Evaluator:</i>	<i>Remarks</i>
Yes No Not Exactly	Good Average Poor	Good Average Poor	Yes No Not Exactly		

Outcome: *This self-instructional activity engages students in practising varying intonations . It helps students become more aware of **Intonation and mood of sentences** and how they affect pronunciation and fluency. By recording and reflecting on their attempts, students can track their progress over time.*

Important Note:- The above activity called **Intonation Sentence Strips** should be orally performed in the **PADLET** as soon as it is ended here. (5 Marks are allocated for this work.)

5.2 LISTENING

(Your teacher will play an audio clip for you. Listen to it and note down all the important points that you have come across).

https://drive.google.com/drive/folders/16C119emqp_WTkDw8tgPrWx_2PrBMQRM9

(audio clip 4)

- | | |
|--|---------------------|
| a. The speaker has two siblings. | (i) True (ii) False |
| b. The speaker's brother lives in Hyderabad. | (i) True (ii) False |
| c. The speaker is from a village near Bangalore. | (i) True (ii) False |
| d. The speaker has many hobbies. | (i) True (ii) False |
| e. The speaker's brother is pursuing an MBA. | (i) True (ii) False |

5.3.1 INTRODUCTION TO INTERVIEW TECHNIQUES

How do you introduce yourself to an interviewer? List out five important points below.

5.3.2 Master the Art of Self-Introduction

Analyze effective self-introduction techniques through video examples.

Note: Follow the link/Scan the QR code for the instructions to do the task.

<https://bit.ly/3SPr4TN>



5.4 . An LOR usually consists of 400-500 words and fits on one page. It is divided into 4-5 paragraphs: an introduction, 2-3 body paragraphs and a conclusion.

★ 2.Group Discussion

Manual: During the time of Group Discussion, have you identified any two persons in your team who have done a good discussion?

Write at least 4 to 5 observations on the two candidates justifying that their discussions are good.

5.4 VOCABULARY

Word Power Made Easy (Pg no: 282-391) Test - (Will be given on Socrative). Write down 3 crucial points that tell you about the level of vocabulary.

1	
2	
3	

Write your grade (if you have achieved it from Google classroom) here. **Grade:** _____

Preparation Material

(JAM, Debate, Group Discussion, Presentation Skills)

JAM (Just a Minute)

INTRODUCTION:

Listening and speaking are the basic language skills that we experience and take part in from the time we are born. We express our ideas in our mother tongue spontaneously without much effort as we listen to the same language extensively. The learners and users of English as a second language often shutter to speak, unable to express their ideas in a flow and in an organised way. The influence of their mother tongue, fear of English grammar and inability to use the right words spontaneously force them to develop fear of speaking in English.

JAM (Just A Minute) is actually a speaking game show that was started by BBC (British broadcasting corporation) in 1967 that demands the ability to speak on a given topic for one minute with clarity and accuracy. It has turned out to be a very popular and useful language activity for learners of English as a foreign language.

The objective of JAM:

To inculcate in the users, flexibility with language, spontaneous thinking, organisation of thoughts and proficiency in expression. The purpose of any communication is, fundamentally to inform, to inspire and finally to entertain the listeners.

Note: The **JAM** Session is to see how the candidates overcome the situation and how they start and speak about a topic with no hesitation, no repetition, and no deviation.

DEBATE

In this unit, you will learn:

- The basics of debating
- How to present your point of view effectively
- How to support your arguments
- How to counter the opponent's arguments

A debate is a competitive event in which there is an exchange of ideas and arguments between two teams or individuals who must take opposing positions on a given topic. Debating is an excellent way to improve your communication skills. Taking part in a debate will help you to:

- Sharpen your listening and speaking skills
- Show your ability to argue forcefully and convincingly
- Show your ability to stand your ground and defend your position

The main features of a debate are given here.

- There are two teams or two speakers speaking 'for' or 'against the motion of the House.
- Both teams are given a chance to rebut each other's arguments.
- The language could be firm, forceful but polite.
- The arguments are supported by facts.
- Signpost expressions like the first point...', 'this logically follows...' could be used
- Points are given for clarity, knowledge of the subject, reasoning and communication skills, and the ability to quickly come up with arguments against the points of the speakers taking the opposing view.

THE BASICS OF DEBATING

There are certain important features of a debate you need to keep in mind in order to be a good debater.

Rebuttal

Rebuttal involves criticising the stand taken by the opposing team and proving that their arguments are unsound. You can make quick notes while the opposite team members are speaking so that you remember to address these issues in your rebuttal.

Organising the structure and the delivery of the subject matter

1. Make your statement and then add your argument or reason for your statement. For example, "Education destroys creativity because it does not allow us to follow our natural inclination or talents but insists that we follow the beaten path."
2. Follow this up with an example, such as, 'Look at the number of inventors and scientific thinkers who developed their talent and genius outside the walls of the school --Albert Einstein, Charles Darwin, Thomas Edison and Isaac Newton, to name only a few. Make sure that the examples you give are relevant to the topic.'
3. Your arguments should have a strong line of reasoning backed up by facts that support your argument. A long list of facts is just useless information, where an argument without supporting facts is a weak one. Together they will work to weaken your opponent's case.
4. Since many debates are about current issues and ideas, reading the newspapers, watching the news and other informative programmes on television will help you! Keep up-to-date with what is happening in the world.
5. Make sure that all the team members are aware of the team's point of view so that every member carries the argument forward in a consistent manner rather than contradicting what has been said by others in the team. Each speaker must remember to remind the audience of the team's stance.
6. As an individual speaker, you must be clear about what you want to say and the examples you will use to support your arguments.
7. Make sure that your audience understands your argument, especially when you move from one point to the next. It is a good idea to use words like, 'the first point I'd like to make...', 'my next point is...', 'it follows from this, that...', and 'finally...'.
8. Organise your time well. Do not spend too much time on one point so that you end up having to rush through your other points.
9. Use cue cards to help you remember the important points. However, never write your entire speech on cards because you will give the impression of reading rather than speaking.
10. Be aware of your body language. Make eye contact with your audience in order to get and retain their interest in your speech.
11. Stand straight and tall but not stiffly. A rigid posture gives the impression that you are nervous and a slouching posture may show that you are not confident.
12. Use your voice well. You do not need to shout to emphasise a point nor should you speak in such a low tone that your audience has to strain to hear you.

13. Use words and phrases that you are comfortable with. Using big words and complicated phrases may lead you to mispronounce them or use them in the wrong context, and you will be distracted from the content of your speech.

GROUP DISCUSSIONS

OBJECTIVES

In this unit, you will learn to

- Prepare for a group discussion
- Take turns in speaking
- Interrupt politely
- Conclude a discussion

INTRODUCTION

A group discussion (or GD, as it is sometimes called) is a formal discussion among five to six participants who analyse a topic and share information and opinions on it. The group is given a few minutes to think about a topic and then asked to discuss among themselves for a fixed period of time, say for 10-15 minutes. One or more experts will observe the discussion and evaluate the members of the group. Group discussion topics are usually of four kinds:

- factual, for example, 'the dangers of passive smoking'
- a social or political issue, for example, 'moral policing' c. abstract, for example, 'conscience
- case-study based, where the group discusses a case study and analyses it or offers solutions

When you participate in a group discussion, you:

- show your knowledge and your communication skills as well as your ability to work as a part of a group
- lead others towards conclusions and solutions
- show your understanding of a subject
- show your ability to support your ideas with logical arguments

Since communication is a two-way process, it is important that, besides speaking, listen to the other participants in the group discussion and respond to their ideas or them forward. You can contribute to a group discussion in some of the following ways: helping it start, giving direction to it, making sure that everyone's views are heard and thought about so that the group moves towards some kind of agreement, and closing it with a summary or a conclusion.

PREPARING FOR GROUP DISCUSSIONS

The guidelines given here will help you prepare for and participate meaningfully in a Group discussion, and will also tell you what to do and not do in order to ensure a good performance.

BEFORE

- Keep yourself updated on current events, issues and topics. Topics for a group discussion can be chosen from any field, such as sports, politics, media, science and business.
- If you have any doubts or questions about the topic, check before the discussion begins.
- Take a notepad and a pen to jot down points.

DURING

- Before speaking, think about what you are going to say so that the statements you make are relevant, or connected to the topic, and you are able to express your ideas briefly and clearly.
- Speak neither too much nor too little in a group discussion.
- Use formal, but simple language that everyone can understand.
- Speak clearly so that those who listen to you will understand you and will not have to ask you to repeat what you said.
- Present your ideas and arguments cohesively and logically to convince others.
- You can display your creativity in a group discussion by putting forward a completely new idea or viewpoint.
- Be brief and clear.
- If you are the one to start a discussion, it is best to begin with a simple, general statement that will get the discussion going.
- Do not take a strong position at the beginning of the discussion, before you have had a chance to listen to the views of others and weigh all the sides of the issue. Doing this would mean that you have made up your mind about an issue without discussing it with your team members. Do not keep waiting for your turn to speak. You will have to be alert and quick to make use of every chance you get to say what you have to.
- Interrupt someone if necessary but be polite.
- Do not shout or use impolite language.
- Listen to others carefully.
- Avoid conflicts by being flexible and open to the points of view of others.
- When you agree with a point made by someone, say so and try to support it or Add to it with another argument or example.
- Just as you may agree or disagree with the ideas of the other participants, be prepared for yours to be accepted or rejected by the others.
- Do not exceed the allotted time but prepare to conclude as soon as you hear the moderator announce that only a few minutes remain. Prepare a summary in your mind, which you can present if you get a chance. Do not bring in a new point at this stage.
- Sum up the discussion in a simple, clear manner. It does not matter if the group members do not reach complete agreement-this often happens in discussions

LANGUAGE

Here are some expressions you can use to perform different functions during a group discussion.

Expressing opinions

I believe...

I think...

Could I make a point, please?

In my opinion...

It seems to me...

Asking for opinions

- What is your opinion on...?
- How do you feel about...?
- I wonder what you think about...
- I'd like to know your stand on...

Expressing agreement

- Absolutely
- You're right...
- I fully agree with...
- That's true.

Expressing disagreement

- I'm afraid I don't agree with...
- I'm sorry but I see it a little differently.
- I can see your point but...
- You may have something there but...
- I respect your point of view, but I'm sorry I can't go along with you on...

Suggesting

- I think we should...

- Why don't we...
- Let's....
- Couldn't we...
- Don't you think we could...
- How about...

Interrupting

- I'm sorry to interrupt but...
- Excuse me. Could I add something, please.
- Sorry, but...

Handling interruptions

- Just a moment, please. Could I finish what I am saying?
- If you would just let me finish...
- Could you wait for a minute, please.

Concluding

- To summarise/conclude, ...
- We can conclude by saying...
- Let's run quickly through the main ideas before concluding the discussion

PRESENTATION SKILLS

OBJECTIVES

In this unit, you will learn to:

- Plan a presentation
- Structure the content of a presentation
- Use signposts in organising points
- Invite and answer questions

INTRODUCTION

A presentation is a talk giving a group of people information about an idea, a subject, or a product. It has become an important form of oral communication in the spheres of education and work, and is closely linked to career and personal growth. Reports, proposals, policy statements and feasibility studies are presented to the audience. Students, teachers, scientists, researchers, managers, sales and marketing executives, and administrators need this skill in the course of their everyday work.

The goals of presentations could largely fall into three areas:

- to give new information to the audience
- to update them about a subject they are already familiar with
- to persuade them to do something, like buying a product

You may use certain props to help you make a presentation come alive.

- a real object (like a product of your company)
- video films or film clippings
- PowerPoint slides

There are essentially three steps involved in making presentations:

- Planning
- Preparation
- Presentation.

PLANNING A PRESENTATION

- Decide on the subject. This, of course, is usually given to you, but when it is not; choose a topic that suits the occasion and the audience.
- Put down the objective, or purpose: is it meant to inform, to persuade or to report?
- Know your audience. The level of the content, formality and style will depend on this.
- List the main points you want to make in your presentation. This depends on the time you will get.
- After you have a final list of points, arrange them in a logical sequence. Finally, plan what you are going to wear. You must dress formally for your presentation.

PREPARATION

- Read your points again and revise.
- Prepare graphs, tables or pie charts that you want to include in your slides.
- Develop each point. Think of examples and illustrations that go into each point.
- Structure the content in a logical sequence.
- To make you feel sure of yourself, you can prepare cue cards, which are numbered cards with key words and phrases related to what you want to say on each point in your presentation. Mark on your cards the visual aids that go with them so that the right slide is shown at the right time.
- Number the cue cards so that they can be arranged sequentially.
- Keep everything ready in a file folder.

PRESENTATION

- Stand erect, smile first.
- Greet the audience.
- Introduce yourself (if the context demands).
- Introducing the topic.
- Present the purpose of your talk and the points you are going to deal with

- Present the topic point by point
- Conclude your talk.
- Thank the audience.
- Invite questions.

VISUAL AIDS

- All the visuals you put up or show on screen must be related to your talk.
- The slides, charts or transparencies must be in the right order, matching the sequence of points in your presentation.
- Do not put in too much information on one slide. It will make the slide unreadable.
- Put only key words or phrases, points or short sentences on the slides. You can expand on each of the points when you explain the visual.
- Avoid errors in spelling, punctuation and typeface. • Show only one visual or point at a time.
- Do not move from one visual to another without giving the audience time to absorb the information on it.
- Practise moving forwards and backwards within your presentation. You or someone in the audience may want to look at an earlier slide
- It is useful to give the audience handouts at the end of your presentation-they will be able to watch the slide show and listen to you without having to worry about taking down notes.
- Visuals must be clear and well designed, and the letters large enough for people even at the back of the room to read easily.
- Use a minimum 20-point Times Roman or any other friendly typeface that can be read from the back of a room.
- Before you start, check if the projector you will be using works and is kept in the right position. Also make sure that the room is neither too bright nor too dark.

Here are some expressions you can use when making a presentation:

Opening remarks

- Hello, everyone. (Specially appropriate for an informal presentation for a small group of people you interact with everyday)
- Good morning/Good afternoon/Good evening. Welcome to (name of organisation)/Thank you for giving me the opportunity to talk to you today.
- Good morning. My name is... and I'm from...
- Good morning. I'm from. Thank you for inviting me to talk to you this morning.

Stating the purpose

- As you know, the subject of my presentation today is...
- I'm here this morning to...
- My aim is to...
- The purpose of my talk today is to...

- In my presentation today, I'll/I'm going to

Giving an outline

- I've divided my presentation into....
- I'll first then we'll... Finally, I'll..
- I'll begin by and after that I'll deal with it before going on... The presentation will conclude with...
- I'll be talking about. (issues/areas). Firstly, Secondly, Thirdly.....
- My talk has four parts: first, I'll introduce you to... second, we'll discuss third, you'll learn about and, finally, I'll conclude by giving you...

Giving other preliminary information and starting with the content

- My presentation will take about half an hour or so. If you don't mind, could I deal with questions after the please
- I'll take only about fifteen minutes of your time. We'll have a question-and answer session after that.
- The presentation is going to take around forty minutes. Please feel free to interrupt if you have a question.
- You don't need to/needn't take notes. I'll give you a set of handouts with all points we discuss today. .
- There's no need for you to copy down/Don't worry about copying down the visuals. Handouts containing all of them will be distributed.
- I hope everyone has a copy of the handout with the examples we' be looking at today.
- Let's get started then.
- Right, I'll begin by...
- Shall we begin?
- Let's begin, shall we?

Moving to another point and going back to an earlier one

- Let's now turn to...
- I'd like to move on to...
- Turning/moving on now to.....
- This takes me to my next point about...
- Next, I'd like to consider...
- Let me go back briefly to an earlier point.
- As I said earlier.....
- To recap what we discussed under the last point...

The -ed Sound: A Pronunciation Puzzle

Verb Ending	Pronunciation	Example	Your words
-ed after a voiced consonant	/d/	<i>lived, loved, worked</i>	
-ed after a voiceless consonant	/t/	<i>walked, talked, baked</i>	
-ed after /t/ or /d/	/id/	<i>wanted, needed, ended</i>	

Voiced vs. Voiceless Sounds

In English, sounds are classified as voiced or voiceless based on whether the vocal cords vibrate during production.

Voiced sounds require vocal cord vibration. Many consonants and all vowels fall into this category. For example, the /b/ in "bet" is voiced.

Voiceless sounds are produced without vocal cord vibration. They involve air passing through the mouth at various points. The /p/ in "pet" is a voiceless sound.

Scan this QR code to access valuable tips on improving your pronunciation.

<https://bit.ly/46XeA2o>



<https://bit.ly/3z0CsWa>

