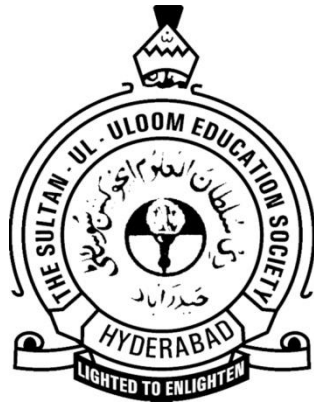


# DEPARTMENT OF ENGLISH LAB MANUAL

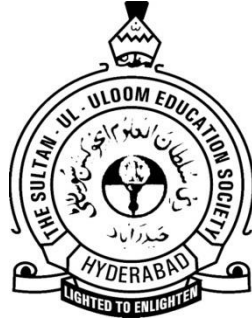
Common to all Branches (B.E. SEM 1 & 2)  
Academic Year 2024-25



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

# LAB MANUAL

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Name \_\_\_\_\_

Branch \_\_\_\_\_ Section \_\_\_\_\_

Roll No \_\_\_\_\_

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# INTRODUCTION TO ENGLISH PHONOLOGY

## A. Introduction

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

Phonetics and phonology are interconnected fields essential for examining language aspects. Phonetics focuses on speech sounds, while phonology explores how sound patterns generate meaning.

**Phonetics** is divided into three branches:

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

## B. Brief Definitions

i) **Phonetics** is a branch of linguistics that deals with the study of human speech sounds.

ii) **Phonology** is concerned with the abstract, grammatical characterization of systems of sounds.

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

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

**Unvoiced and voiced sounds**: English sounds are organized into unvoiced sounds and voiced. With unvoiced sounds, the vocal cords are not vibrated, so there is no vibration in the throat. The sounds during the utterance of which the vocal cords vibrate are called voiced sounds.

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

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

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

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

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

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

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

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

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

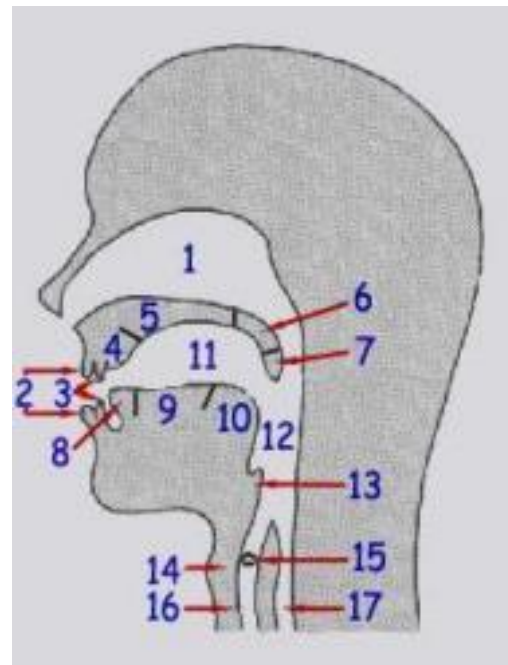
## 1.1 ORGANS OF SPEECH

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



## The Organs of Speech

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



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

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

2) **The Articulatory system** comprises the oral cavity and nasal cavity. The chief articulators in this system are lips(upper and lower), teeth (upper and lower), hard palate, soft palate/velum, uvula and the tongue.

3) **The Phonatory system** comprises the larynx which is commonly called Adam's apple. Vocal cords and glottis are situated in the larynx.

## SOUND SYSTEM IN ENGLISH PHONETICS

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

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

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

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

### 2.1. INTRODUCTION TO INTERNATIONAL PHONETIC ALPHABET

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

International Phonetic Alphabet for English as per RP

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

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

#### **Vowel sounds**

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

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

Let us closely look at the IPA chart representing vowel sounds.

Monophthongs / pure vowels (12)

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

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



## **Consonant Sounds**

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

## **SYLLABLE**

The unit that comes next in the hierarchy of speech sounds is the syllable. Every word in English is made up of one or more syllables. A syllable consists of vowels and consonants. The nucleus or the central element of a syllable is normally a vowel sound and the marginal elements are usually consonant sounds. For example, in a syllable like “cat”, the vowel sound represented by the letter ‘a’ is the nucleus.

### **Examples:**

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

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

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

It is noticed that in the word about the first syllable is just a vowel.

This means that a single vowel sound itself can constitute a syllable.

## **DIFFERENCES BETWEEN BRITISH ENGLISH & AMERICAN ENGLISH**

Although people speak in English all over the world, we know the language isn’t spoken exactly the same way everywhere. The two most common and widely-accepted variations of English are British and American English.

As is the case in many countries around the world, American music, TV shows and Hollywood films have a large and appreciative audience in India and as a result, we are quite familiar with American English. At the same time, learners in India are taught British English from a young age and we use British English spelling and vocabulary in our daily and professional lives.

Although you can communicate – whether in speech or writing – in either British or American English and be understood by English speakers everywhere equally well, it is very useful to be aware of the differences between the two. Let us go over some of these differences in this post.

### **Different Spellings for the Same Words**

One of the main differences between American and British English is the different spellings of the same words.

American: –ense

British: –ence

Words end in in –ense in American English and in –ence in British English.

<b>American</b>	<b>British</b>
-----------------	----------------

Defense	defence
---------	---------

Offense	offence
---------	---------

License	Licence
---------	---------

American: single ‘l’ vs British: double ‘ll’

In British English, words that have a vowel before the letter L double the L when adding –ed or –ing to the end. American English retains the single L, in most cases.

<b>American</b>	<b>British</b>
-----------------	----------------

canceled	Cancelled
----------	-----------

Traveling	travelling
-----------	------------

American: -er vs British: -re

This is a tricky one that often confuses us every time we spell these words. Words end in –er in American English and in –re in British English.

<b>American</b>	<b>British</b>
-----------------	----------------

theater	theatre
---------	---------

Center	centre
--------	--------

Fiber	Fibre
-------	-------

American: -or vs British: -our

Here’s one of the most well-known differences between American and British spellings: the use of -our in British spellings and –or in American ones of the same word.

<b>American</b>	<b>British</b>
-----------------	----------------

Color	colour
-------	--------

Behavior	behaviour
----------	-----------

Favorite	Favourite
----------	-----------

American: -ize vs. British: -ise

Although there are some exceptions, verbs that end in –ise or –yse in British English change to –ize or –yze in American English.

**American      British**

Organize      organise

Familiarize      Familiarize

Apologize      Apologise

**Different Words for the Same Things**

There are many words in British and American English that appear completely different but refer to the same thing.

Here are a few:

**American                      British**

soccer                      football

pants                      trousers

cookies                      biscuits

movie theater              cinema

movie Drugstore          chemist

store                      shop

Truck                      lorry

College                      university

**Same Words with Different Usage**

Some words, despite retaining the same spelling, are used differently by speakers of British and American English.

**Quite**

In American English, quite (good) implies very (good) but in the British English, it means fairly (good), not very.

Example:

American: I am quite tired now. I could sleep for days.

British: I'm quite certain her flight has landed, but you could call the airline to make sure.

Shall

Used more commonly in the UK, shall is considered formal in the US where the use of will is preferred.

Example:

American: I will finish teaching this class in ten minutes.

British: I shall finish teaching this class in ten minutes.

Needn't and Shan't

The British English use of needn't and shan't is practically non-existent in the US, where don't need and won't are used more frequently.

American: You don't need to worry about this problem anymore.

British: You needn't worry about this problem anymore.

American: I won't be long.

British: I shan't be long.

Use of Prepositions

If you listen carefully while watching TV shows or the news on British or American channels, you'll notice slight differences in the way prepositions are used.

American: on the weekend

British: at the weekend

Example:

What did you do on the weekend?

What did you do at the weekend?

American: in college

British: at university

Example:

She majored in Physics in college.

She studied Physics at university.

American: different than

British: different from

Example:

This is different than what I expected

This is different from what I expected

### Pronunciation

The clearest difference between General American (GA) and General British (GB) pronunciation is the omission of r in the latter. The r is only pronounced in GB if it is at the beginning of a word or if there is a vowel after it. In GA, the r is always pronounced.

For example, the r in the words park, sort, horse and further would be pronounced in GA and not pronounced in GB.

There are also differences in vowel and consonant sounds that you will learn to distinguish clearly after listening extensively to English speakers with GA and GB pronunciation.

### Issues with Indian English, including:

- Pronunciation

Indian languages are syllable-timed, while English is stress-timed. This can lead to speakers putting stress on the wrong syllables, or accenting every syllable of a long word.

- Mother tongue influence

Indian languages have different phonetic structures than English, making it difficult for students to adapt to standard English pronunciation.

- Intelligibility

Indian English writers may use literal translations or interpretations from their mother tongue, which can be difficult for foreign readers to understand.

- Accent

Students may feel self-conscious about their accents or dialect, which can impact their confidence and engagement in the classroom.

### Indianism in the English language with corrections

Did you spot all the Indianisms and come up with their alternatives? Check your answers below.

1. Many **cinema halls** have been forced to close due to the pandemic.  
In British English, the standard term is cinema; in American English, the term is movie theater
2. We had lunch with our friends at a small roadside **hotel**.  
In standard English, hotel doesn't refer to an eatery. Alternatives include café, restaurant, or diner.
3. Our organization places great stress on knowledge **upgradation**.  
In standard English, we'd use upgrading knowledge rather than knowledge upgradation.
4. Please **revert** with the required information.  
In standard English, revert means to return to a previous state. You could use "please get back to me" instead of "please revert."
5. Bus windows should be kept closed at all times to prevent **chain-snatching**.  
Chain-snatching only happens in India! A similar sign in standard English might read: "Please keep the bus windows closed to prevent theft." Chain-snatching is also very similar in meaning to the more standard term pick-pocketing.
6. No one is available at 2 p.m. Let's **prepone** the meeting to 11 this morning.  
You can only prepone something in India! Elsewhere in the world, you would bring it forward. As in: Let's bring the meeting forward to 11 a.m.
7. Good morning, Madam! What's your **good name**?  
It may be a good name, but it's not correct. What's your name? or Can you tell me your name, please? are both better alternatives.
8. I **passed out** of college in 2017 and I'm doing my graduation in **Scotland**.  
Two Indianisms here. First of all, passed out. In standard English, passed out means fainted, or lost consciousness, while graduation refers to the ceremony at which you receive an academic degree. Here's the sentence in standard English: I finished college in 2017 and now I'm doing my undergraduate degree in Scotland.
9. "Where are you originally from?"  
**"I belong to Kolkata."**  
You can belong to a club, but you can't belong to a city in standard English. I'm from Kolkata, is a better answer.
10. I'll speak to you later – Susmita is **eating my brain** here!  
This seems to be a direct translation from the Hindi. One equivalent is "chewing my ear off," which means talking non-stop.
11. The entrance is on the **backside** of the building.  
Careful with this one! In standard English, backside has only one meaning – your bottom. The correct expression is at the back of the building.
12. He didn't **reply back** to any of my emails.  
In this sentence, the word back is redundant. He didn't reply to my emails is fine.

13. Have you got five minutes, Vikrant? I need one help.  
Only one help? Not two? Try replacing one with some.
14. It was very quiet in the office today, so I had **very less work**.  
Less is a degree of little: little – less – least. The correct phrase is very little work.
15. Let's **discuss about** the pay rise at this morning's meeting.  
In standard English, the verb is discuss – not discuss about.
16. **I gave** my English exam yesterday – it was really difficult.  
In standard English, we don't give an exam, rather we take an exam.
17. "What do you want for dinner?" "Let's **order for** pizza."  
This one also has an unnecessary word – this time it's for. The correct expression is "Let's order pizza."
18. Five **into** two is ten.  
This can get very confusing. The correct way to say this in standard English is "five multiplied by two is ten" or "five times two is ten."
19. They require copies of all the contract documents and annexes, so **please do the needful**.  
Although not technically wrong, this phrase sounds extremely archaic (i.e. like something from a hundred years ago). You could replace it with "please take care of it" or "please make sure this gets done."
20. "What do you do for **timepass?**"  
"I watch Netflix."  
There's no equivalent word in standard English. Try using, "What do you do to pass the time?" or "How do you spend your (free) time?" instead.

## EXERCISE

### Transcribe the following words

1. English
2. Meet
3. Past
4. Text
5. Moist
6. Chance
7. Reply
8. Join
9. Earth
10. Sure

### Write the orthographic expressions

1. /ɪk'saɪtɪŋ/
2. /mi:t/
3. /pɑːst/
4. /tekst/
5. /əʊɪst/
6. /tʃɑːns/
7. /rɪˈplaɪ/
8. /dʒɔɪn/
9. /səʊθ/
10. /ʃʊə/



# WORD STRESS

The degree of force applied to a particular syllable is called word stress. It is of two types: Primary stress and secondary stress.

## 1. Primary Stress

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

The syllable with the heaviest stress is called the **primary stress**. It is generally marked with a vertical bar that is placed above and before the syllable to which it refers e.g. 'problem.

## 2. Secondary Stress

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

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

### A few words with both primary and secondary stress

,Examɪ'neɪʃən ,Depo'sɪʃən ,Bu'reaʊkrəsi

,ɪntə'neɪʃənəl ,Notɪfɪ'keɪʃən ,Cere'moʊniəl

### C. Functional Stress (Accent changes with word function)

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

'Import	ɪm'pɔːt	'Object	ɒb'ʃekt
'Perfect	pə'fekt	'Permit	pə'rɪt
'Present	pre'sent	'Conduct	kən'dʌkt

## Rules of Word Stress

### 1. Words with weak prefixes always take the accent on the root.

E.g.

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

### 2. Prefixes with negative connotations get stressed. E.g.

Dis'loyal      Un'kind      Ill 'tempered      In'sincere

Half'finished      Il'logical      Un'couth

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

Recom'mend      Rrecom'mended

Re 'late-re'lated      Ad'vance-ad'vancing

Com 'pose-com 'poses      Co'mmit -com'mitting

### 4. Certain derivational suffixes do not normally affect the accent.

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

-age      'carry      'carriage      -ive      a'buse      a'busive

-ance      an'noy an'noyance      -less      'colour      'colourless

-en      'bright 'brighten      -ly      'certain 'certainly

-er      at 'tend      at 'tender      -ment      a'chieve  
a'chievement

-ess      'actor      'actress      -ness      bit'ter      bit'terness

-ful      'beauty      'beautiful      -or      col'lect col'lector

-hood      'brother      'brotherhood -ship      'scholar      'scholarship

-ice      'coward      'cowardice      -ish      'fever      'feverish

-ter      'laugh      'laughter      -zen      'city      'citizen



# INTONATION

## What is Intonation?

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

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

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

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

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

Intonation has the following features:

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

***The master said the servant had been disloyal.***

/ The master said / the servant had been unfaithful. /

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

/ The master / said the servant had been unfaithful. /

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

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

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

Look at these sentences:

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

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

I hate **Summer** ( I may however, like Monsoon and Winter)  
I **hate** Summer (I'm insisting on my emotion)

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

#### **A. Different Functions of Intonation in English**

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

##### ***Attitudinal***

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

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

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

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

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

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

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

### **Falling Tone ( \ )**

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

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

### **Rising Tone ( / )**

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

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

### **Falling- Rising ( \ / )**

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

1. It is typically used for special implications, and gives the impression that the listener should understand more than the literal interpretation of the words it can cover a veiled insult, apology, unpleasant news, happiness, reassurance or doubt on the part of the speaker as to the validity of his remark. The fall- rise may take place on one syllable or it may be spread over several, in which case it is referred to as divided.  
Ex: I'm going there this **evening**.
2. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:  
E.g. :I don't support any football team at the **moment**. (but I may change my mind in future).
3. Fall-rise intonation is used with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:  
E.g.: Is this your **camera**?

## Rising-Falling (/ \ )

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

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

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

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

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

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

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

way to keep a track of one's progress. They clearly show how one has improved over time.

4. Even if the intonation sounds robotic, it is unlikely to be causing a breakdown in communication. But to be more confident and to use it with precision and subtlety, it is certainly worth spending time noticing how others use it and listening to a recording of one's own voice.
5. E.g.: I don't **support any football team** at the <sup>v</sup>**moment**. (but I may change my mind in future).

## 2. Rising-Falling (Λ)

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

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



# INTERACTIVE ACTIVITIES

## **LISTENING ACTIVITIES**

- Listening is an important communicative process and is crucial to effective communication. It is a process of receiving and interpreting messages. It involves four factors - sensing, message decoding, evaluating and responding. However, there is a clear distinction between hearing and listening. While the former is involuntary and happens automatically, the latter is a voluntary and active process which requires conscious effort.
- Listening is important in both academic and professional interactions hence, mastering the art of effective listening is vital because the importance of listening extends far beyond academic and professional settings. It establishes relationship with friends, family, and others, fosters good self-esteem and maximizes productivity.
- Listening is a complex process and as a result it is essential to take care of the barriers that may hinder effective listening.
- There can be various kinds of barriers to listening such as, physical barriers (noise, distance etc.), mechanical barriers (typographical errors, breakdown of microphone etc.), psychological barriers (anxiety, emotional disturbance etc), linguistic barriers (ambiguity, jargon etc.) and cultural barriers (different social norms, different values etc.). Hence, learners need to be aware of the barriers to listening to enable them to adopt effective strategies to avoid them. Here are some strategies that one may follow to ensure high degree of understanding and remembrance:
  - Stop talking -- Remove distractions
  - Control emotions
  - Don't interrupt the speaker
  - Don't complete the speaker's sentences
  - Be mentally engaged with the speaker
  - Put the speaker at ease
  - Identify the fundamental points Be patient
  - Do not pre-judge
  - Empathize with the speaker
  - Take notes -- Evaluate
- Listening Exercise
- Listen to a speech/documentary
- Jot down the main points
- Write the main points in a brief paragraph
- Present it to your classmates

## SELF INTRODUCTION

- Self-introductions are important because they help others learn about you and form a first impression. They can also help you create connections, build trust, and make a positive impression.
- Here are some reasons why self-introductions are important:
- **Make a good first impression:** A strong self-introduction can help you control the first impression you make on others.
- **Build connections:** A good self-introduction can help you create connections with others in personal and professional settings.
- **Establish trust:** A strong self-introduction can help you establish trust with others.
- **Make a memorable impression:** A self-introduction can help your name, expertise, and story be memorable.
- **Boost your confidence:** When you have a solid self-introduction prepared, you'll feel more confident in your ability to make a great impression.
- **Stand out from the crowd:** A powerful self-introduction can help you stand out from the crowd

Here are 6 Simple Steps for Confidently Introducing Yourself in English. Let us look at them.

### A. Break the Ice

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

**Amy:** Hello. I’m Amy.

(Offer your hand.)

**Brian:** Hello, I’m Brian.

(Shake hands.)

**Amy:** Nice to meet you.

You can also break the ice by using other common greetings like “good morning,” “good afternoon” and “good evening.” Aside from asking questions, another good way to break the ice is to ask for very basic information. This gives you a reason for starting the conversation.

Here are some examples:

**Excuse me, do you know what time it is?**

**Sorry to bother you, but where is the meeting?**

**Excuse me, are you going to the restaurant?**

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

I love your **dress**.

You have a beautiful **dog**.  
Is that your **car**? I really like it.

### B. Ask Follow-up Questions

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

**Where are you from?**

**What brings you here?**

**Are you having a good time?**

### C. Listen and Ask More Questions

If you aren't confident in your English skills, it's much easier to listen to the other person than it is to speak. Pay attention to the answers from your first questions and ask for more details. People like talking about themselves, so this won't be a problem. Below are some sample conversations.

**Amy:** How are you?

**Brian:** A little tired.

**Amy:** **Why is that?**

**Brian:** I didn't sleep well last night.

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

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

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

**Brian:** I came from London last night.

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

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

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

Let's look at another example:

**Amy:** Where are you from?

**Brian:** I'm from England.

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

**Brian:** I flew in last night.

**Amy:** **Was it a long flight?**

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

**Amy:** **What's the time difference?**

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

**Amy:** What are you doing here?

**Brian:** I'm here for the conference.

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

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

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

**Brian:** Most of the time, yes.

**Amy:** **What do you like about it?**

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

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

#### D. Prepare Basic Answers about Yourself

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

Have answers ready for these questions:

**Where are you from?**

**What do you do?**

**What are you doing here?**

**Do you like your job?**

**How was your trip?**

**Are you having a good time?**

**What do you think of the weather?**

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

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

Example 1:

**Brian:** What do you think of restaurant?

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

Example 2:

**Brian:** How do you find the conference?

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

Example 5:

**Brian:** How was your trip?

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

#### E. Have an Exit Plan

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

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

**Well, it's been lovely talking to you.**

**Best of luck.**

**Nice to meet you, Brian.**

**I hate to run off, but I need to go.**

**Let me give you my card before I go.**

**Enjoy your time here!**

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

#### F. Smile and Be Confident

## EMCEEING

An emcee is the host and facilitator of the event. The role of an emcee is to warm up the crowd to prepare them for the program ahead. Here are some of the tips to be a successful emcee

Arrive early to do a sound check and ensure everything is in order Let there be no dead air on the stage

Prepare the closing for the event

Bring on stage positive and energetic vibes

Always introduce the speaker's bio

Remember to introduce yourself

Bring pace to your delivery

Share key event information

Breathe steadily and deeply

Practise Practise Practise

Smile, even if you don't mean it

Be prepared if you (or anyone else) make a mistake

## JAM

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

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

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

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

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

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

## ROLE PLAY

### *Creating a Make-believe situation*

#### **OBJECTIVE :**

To enable students to:

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

#### **WHAT IS A ROLE-PLAY?**

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

#### **DO'S**

- ❖ Understand and analyze the situation.
- ❖ Identify your role and act accordingly.
- ❖ Frame your sentences, questions and answers properly.
- ❖ Be as natural as possible. Be yourself.
- ❖ Check body posture and move a little.
- ❖ Use your hands to express your point.

- ❖ Maintain very good eye contact with the other person.
- ❖ Understand the question before answering.
- ❖ Check your voice modulation, stress, intonation and speed.

## **DON'TS**

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



## **USE OF DIALOGUES IN A VARIETY OF SITUATIONS AND SETTINGS**

- ❖ Self Introduction
- ❖ At the Railway Station
- ❖ At the bank
- ❖ At the post office
- ❖ At the doctor -Making an Appointment
- ❖ Seeing the Doctor

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

**Geetha:** Good morning Madam.

**Manager:** Good morning. Please come in.

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

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

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

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

**Geetha:** Thank You.

**Manager:** You're welcome.

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

**Brian:** I'm Brian Orland.

**Shelly:** And where are you from, Brian?

**Brian:** I am from Texas.

**Shelly:** Oh, really? Nice to meet you.

**Brian:** Nice to meet you, too.

**Shelly:** By the way, what do you do?

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

**Shelly:** I am a dance instructor.

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



### At the Railway Station

**Rahul:** Excuse me sir.

**Booking Clerk:** Yes please.

**Rahul:** I want to know the availability of berth.

**Booking Clerk:** Where to?

**Rahul:** To Delhi.

**Booking Clerk:** When?

**Rahul:** 15th or 16th of this month.

**Booking Clerk:** Do you need berth in A/c or non A/c?

**Rahul:** In any class.

**Booking Clerk:** Hmm...let me check. You have III A/c in Tamil Nadu Express.

**Rahul:** When?

**Booking Clerk:** On both days.

**Rahul:** Ok I shall go on 15th.

**Booking Clerk:** Fill the form and give to me.

**Rahul:** Sir one more thing. I want to book for return journey.

**Booking Clerk:** When?

**Rahul:** After 28th of this month.

**Rahul:** May use the same form?

**Booking Clerk:** No. you have to use two forms.

**Rahul:** Give me two minutes. In which train?

**Booking Clerk:** Tamil Nadu express.

**Rahul:** For return journey?

**Booking Clerk:** That too in Tamil Nadu Express.

**Rahul:** Here is the form.

**Booking Clerk:** Give me Rs. 1550/=.

**Rahul:** Sir here is the money.

**Booking Clerk:** Here are your tickets.

### At the Bank

A customer comes to a bank to apply for a bank loan and approaches the manager.

(Conversation between the Customer & the Manager)

**Customer:** Good Morning Sir.

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

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

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

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

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

**Customer:** Thank you Sir. Have a nice day!

**Manager:** A good day to you too!

### At the post office

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

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

**Postal office clerk:** OK, pass me the parcel through the opened window and let's see how much it weighs. It weighs 3 kilos. You need to send it by airmail. It will get there in about 7 days.

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

**Karan:** What is that?

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

**Karan:** How much does that cost?

**Postal office clerk:** An extra 500 rupees

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

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

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

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

### At the doctor -Making an Appointment

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

**Receptionist:** Certainly. What seems to be the problem?

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

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

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

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

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

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

### Seeing the Doctor

#### 1. Scenario one - The Flu

**Doctor:** how can I help you?

**Patient:** I don't feel well.

**Doctor:** in what way?

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

**Doctor:** have you vomited?

**Patient:** no, but I have no appetite.

**Doctor:** do you have a temperature?

**Patient:** yes, sometimes I feel hot and sometimes I feel cold.

**Doctor:** do you have a runny nose?

**Patient:** yes.

**Doctor:** it sounds like you have the flu.

**Patient:** okay, what medication can you give me?

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

#### 2. Scenario Two – A Broken Leg

**Doctor:** What can I do for you?

**Patient:** I fell down some stairs and now my leg really hurts.

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

**Patient:** Here (patient points to their shin).

**Doctor:** Can you walk on it?

**Patient:** No.

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

**Patient:** Yes, it really hurts.

**Doctor:** I think your leg may be broken or fractured. I will send you for an x-ray.

## **Group Discussion**

*A Formal Extensive Discussion*

### **OBJECTIVES OF A GD**

- To inculcate team spirit among the students
- To develop interpersonal communication skills  
To develop and promote meaningful Interaction
- To enable students to organize presentations  
Of individual views in the target language
- To enable the students to present ideas coherently, logically and with
- clarity
- To develop cooperative, friendly and cordial atmosphere in order to avoid  
Conflict
- To create an atmosphere conducive to encourage each student to  
contribute to the activity
- To inculcate objectivity among the participants and help them to be  
Affirmative
- To take the discussion towards the goal and reach a consensus

### **INTRODUCTION**

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

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

### **WHY ARE GDS CONDUCTED?**

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

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

These factors help the employer to assess candidates' skills.

### **HOW ARE GDS CONDUCTED?**

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

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

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

The group consists of candidates who sit together to express their views freely, frankly and to the point speak in an audible manner speak what is relevant, in a rational manner, avoid being domineering and avoid keeping silent and passive.

The GD process is often used to assess a candidate's personality traits. Some of the important personality traits that a candidate should possess to do well at a GD are Reasoning Ability, Leadership qualities, communication skills, conflict management and the ability to be a Team Player.

### **TYPES OF GDS**

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

**Topic based GDs:** These can be classified into three based on the kind of topic given:

- Factual topics: socio economic topics e.g. environmental degradation, traffic chaos
- Controversial topics: argumentative in nature e.g. Censorship must be abolished, Brian Drain should be stopped
- Abstract topics: abstract concepts to evaluate the candidates creativity and imagination e.g. Beauty lies in the eyes of the beholder

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

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

### **FEATURES OF A GOOD GD.**

- Effective communication: ideas are put forth effectively using appropriate communication strategies such as paraphrasing an idea.
- In-depth discussion: the topic should be analyzed and the arguments should be put forth logically
- Cooperative and friendly atmosphere should be maintained.



- Equal participation – participants should neither be shy and hesitant nor should they try to dominate the conversation.
- Arriving at a broad consensus.
- Emergence of a leader: A leader should have the following qualities:
  - Show direction to the group whenever group moves away from the topic.
  - Coordinate the effort of the different team members in the GD.
  - Contribute to the GD at regular intervals with valuable insights.
  - Inspire and motivate team members to express their views.
  - Contribute to the GD with ideas and try to steer the conversation towards a Goal.

### **MAIN PARTS OF A GD (INITIATING, CONTINUING AND CONCLUDING)**

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

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

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

- *It's my turn now to say something*
- *Let's give him/her an opportunity to say something now*
- *May I draw your attention to one thing I wish to say (request)*
- *You are quite right (agreement)*
- *I beg to disagree with you (disagreement)*
- *That's not really relevant here. Let's not deviate please. (Focusing on the topic)*

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

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

### **PRACTICING CASE STUDIES**

#### **What is a Case Study?**

- A problematic faced by an organization/ manager, is given in less than a page.
- The same case is given to everybody thus all the participants possess an equal level of information about the situation.
- Participants have to discuss the situation and recommend the appropriate course of action.
- Here the evaluators test the information processing and analytical skills of the participants as well as the group skills.
- "A case study is all about analysis, since everybody is given the same information and thus starts from the same base."
- The idea is to scrutinize the candidate's perspective, logical approach, quick thinking and problem solving attitude.

- It helps to make decision making easier, improve the analytical quality of decisions, reduce the time required to make decisions, and increase the frequency of correct decisions.
- Often candidates are given small case files to analyze during group discussion (GD), instead of general topics.
- Case lets require no prior knowledge of the subject. It is considered to be an effecting way of judging a candidate's managerial qualities.

### **Conducting a case study**

Candidates are given 10 minutes to read a case summary followed by 10 minutes to write whatever they understood.

This is followed by a discussion on the GD topic for 20 minutes in a group of seven students.

### **How to approach Case Study:**

1. Read the case thoroughly.
2. Define the central issue.
3. Define the firm's goals.
4. Identify the constraints to the problem.
5. Identify all the relevant alternatives.
6. Select the best alternative.
7. Develop an implementation plan.

### **Examples of Case Studies at IIMs:**

1. In a company X, a woman is facing some problem as she is the only working member in her home. She takes frequent leaves and is quite insincere in her work. She is not able to deliver quality in her work. Her husband is idle and does not support her and asks her to continue her job. She does kitchen work, takes care of her kids and also works in the office. You are the manager of this company, so how will you solve her problem. (IIM Indore)

2. Ramu has been working with XYZ Co. Ltd. for the last six years and has been rated as one of the efficient in the job. One day he is caught with a stolen bulb leaving the duty. The management is in a predicament. What should it do? (IIM Indore)

3. A handloom company is running in heavy losses and its sales have gone down. You as a head of the team have to discuss various reasons for the same. The group also supposed to suggest possible solution to the identified problems. (IIM Ahmadabad)

4. The case was on a textile manufacturing co. established in 1984 having a global presence in the industry with its clientage consisting of big companies like Wal-Mart etc. The company is presently managed by the son (MBA from Stanford) of the owner. The father doesn't believe in recruiting MBAs while the son is of the converse opinion. Suggest arguments that the son can use to convince his father. (IIM Bangalore)

## **PRACTICING TOPIC BASED GDS**

### **TOPIC BASED GD'**

Topic based GD's can be classified into 3, they are as below:

#### **Factual Topics:**

Factual topics are about practical things, which an ordinary person is aware of in his day-to-day life. Typically these are about socio-economic topics. These can be current, i.e. they may have been in the news lately, or could be unbound by time. A factual topic for discussion gives a candidate a chance to prove that he is aware of and sensitive to his environment.

Examples: The education policy of India, Tourism in India, State of the aged in the nation.

#### **Controversial Topics:**

Controversial topics are the ones that are argumentative in nature. They are meant to generate controversy. In GDs where these topics are given for discussion, the noise level is usually high, there may be tempers flying. The idea behind giving a topic like this is to see how much maturity the candidate is displaying by keeping his temper in check, by rationally and logically arguing his point of view without getting personal and emotional.

Examples: Reservations should be removed, Women make better managers

#### **Abstract Topics:**

Abstract topics are about intangible things. These topics are not given often for discussion, but their possibility cannot be ruled out. These topics test your lateral thinking and creativity.

Examples: A is an alphabet, Twinkle Twinkle little star, the number 10

### **CASE-BASED GD'**

Another variation is the use of a case instead of a topic.

The case study tries to simulate a real-life situation. Information about the situation will be given to you and you would be asked as a group to resolve the situation. In the case study there are no incorrect answers or perfect solutions. The objective in the case study is to get you to think about the situation from various angles.

To give you more information - IIM A, IIM Indore and IIT SOM Mumbai have a case-based discussion rather than topic-based discussion in their selection procedures.

In topic based group discussions, the group members are given a topic to discuss. A topic is typically in the form of a statement (sometimes, the statement may not be complete. for example, the topic could be worded "The biggest problem faced by our country is....."). By the end of the discussion, the group should strive to arrive at a consensus on the issue that is covered by the topic. In case studies, a short description of a situation (called a "case") is given to all the participants. The case will typically be a problem situation that requires a solution. The participants have to study the case, analyze the problem and then discuss various situations to the problem. Article-based GD covers wide range of areas, like current affairs, politics, economics, technology etc. The participants are given 4-5 minutes to read the article and are then asked to hold a regular group discussion of around 10-15 minutes on the article.

In this type of topics, you should be very strong in content. In order to exhibit good knowledge, you should be thorough with facts and figures about the national economy. You should be familiar with critical economic indicators such as GDP, the plan outlay, sectoral allocations from the budget, trade and fiscal balances, export and import items and values, banking concepts and interest rates, stock indices, etc...E.g.: "India should slow down the pace of liberalization" "The economics of technology driven systems do not help developing nations" "When you are discussing social topics, you should be clear about both the 'generic' nature of the topics and the specific 'manifestations of the social issue. E.g.: "Dowry continues to haunt Indian brides"

"Education should become a fundamental right" "Topics with politics as the basic content frequently feature in group discussions. These topics can easily drag the not-very-careful participant into a trap of emotional expressions.

E.g.: "Coalition on politics in a poor country like India is a drain on the national economy" "Plans to attract foreign investment"

Topics concerning films or sports are also common in number of GDs. Recently included tournaments like the world cup or the Olympics games can be the subject matter for a number of GD topics.

E.g.: "Should India announce a sports holiday?" "Cricket is like opium to India masses?" In this era of the information technology revolution, it is natural that topics based on IT or IT enabled service like BPO feature prominently amongst the list of topics for discussion.

E.g.: we need more money to fertilize crops rather than to increase band width"

"The BPO bubble will also burst the way the dot-com bubble did" Common, day-to-day knowledge is sufficient to do a good job of talking about such topics  
Concrete topics

Abstract topics are those about which the interpretation itself can vary from person to person. Here you don't need any formal knowledge to discuss such topics and your worldly knowledge is sufficient.

E.g.: "The farther we look the closer we are"  
"Green is better than red"

## **Giving Feedback**

The main objective of any GD is to provide wide range of solutions to a particular problem and then streamlining and creating a viable consensus solution by means of discussion. Discussions always provide more knowledge base. GD generates ideas by way of sharing and exchanging and, at times, it unlocks many things unconsciously as everyone has hidden potential.



After the completion of group discussion the moderator provides feedback to the participant in the scale of 1 to 5 with 5 being the excellent, 4 being the very good, 3 being good, 2 being average and 1 being the below average. It is rated on various parameters such as attitude, confidence, communication, interpersonal skills, and flow of thoughts.

1. **Attitude:** When assessing the attitude it is done by looking at three dimensions such as attitude, liveliness and mute spectator. While looking at the attitude it is weighed in various sub categories such as whether the participant is considerate or inconsiderate or accommodative or sympathetic or ruthless or dominative. Then the ball is gradually shifted to check liveliness and it is weighed in various sub categories like vivacious or spontaneous or lively or cheerful or dull or gloomy. Subsequently if the participant is a silent spectator then judgment is made in the sub categories like tense or cheerful or keen or interested or disinterested. Ultimately the overall grading is made against attitude after averaging each sub category and the most predominant category is recorded.

2. **Confidence:** While judging confidence, usually it is done in three dimensions such as entry, participation and interest. Whether the participant is a starter or early or middle or late is analyzed. With regard to participation the subcategories like active or frequent or in between or when asked are critically observed. Subsequently the interest towards discussion is casual or keen or indifferent are observed by the moderator and comments are made accordingly.

3. **Communication:** Communication is the key to any group discussion and the same is rated in three categories such as expression, politeness and tact. Under the expression the traits noticed are eloquent, fluent, expressive, strained, coherent, dumb, halting, polite, and impolite. Again under politeness it is observed whether polite or impolite. And with regard to tact the areas to be observed are skillful, clever, understanding, aggressive, too passive, tactless and bully. At the end the predominant and average of the same is recorded for final comments.

4. **Interpersonal skills:** Interpersonal skills are another key component either that makes or mars the prospects of the participant in Group Discussion. It is further divided into three segments such as encouraging, interactions and impact on group. In the segment of encouraging whether the participant is natural or artificial or genuine are noticed. Then the focus is on interactions such as whether the participant is adaptable, sociable, conservative, rigid, timid or tactless are critically observed. In the segment of impact on group whether the participant is marginal, conspicuous, hurts others or whether he is punchy or pushy in his approach are recorded.

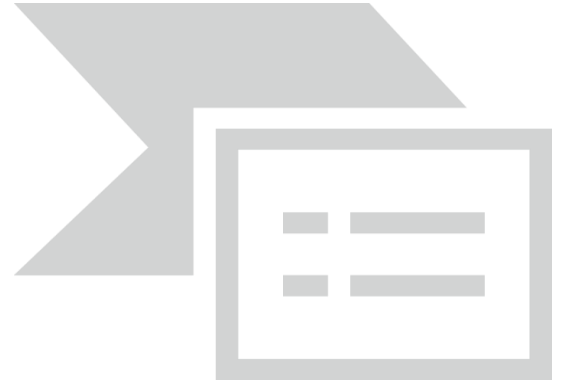
5. **Flow of thoughts:** In the area of 'flow of thoughts' the moderator looks at the reasoning ability, content, relevance, logic, originality, quality of ideas, assimilation ability, general awareness and offers his comments.

# DEBATE

*A healthy deliberation of differing perspectives*

## Objective

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



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

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

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

Davidson (1996) wrote that with practice, many students show obvious progress in their ability to express and defend ideas in debate and they often quickly recognize the flaws in each other's arguments and Nisbett (2003) declares that debate is an important educational tool for learning analytic thinking skills and for forcing self-conscious reflection on the validity of one's ideas. This suggests that, although debate is quite challenging, non-native speakers can develop the debating skills.

## Differences between a Debate and a Group Discussion

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

topic and reach a consensus. The number of participants is usually between five and fifteen.

## ESSENTIALS OF A DEBATE

The following are the essentials of a debate:

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

## STRUCTURE OF THE CONTENT

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

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

## DELIVERY

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

### Participating in a Debate

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

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

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

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

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

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

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

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

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

**3<sup>rd</sup> affirmative** should reaffirm the affirmative team's line, rebut all the remaining points of the negative's argument, present a summary of the affirmative's argument and round off the debate for the affirmative

**3<sup>rd</sup> negative** should reaffirm the negative team's line, rebut all the remaining points of the affirmative's argument, present a summary of the negative's argument and round off the debate for the negative

## **Rebuttal**

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

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

## **TOPICS FOR DEBATE**

- **The New Optimism:** Every day, we are bludgeoned (beaten, hammered) by news of how awful things are. Yet when we examine the concrete data we see that things are actually better today. Therefore the topic for debate is :

***Life is better today than at any previous time in history.***

Few other Topics are:

- Is it justified to develop nuclear energy for commercial use?
- Is it effective to censor parts of the media?
- Are humans to blame for certain animal extinctions?

- Are alternative energy sources effective and justified?
- Do uniforms for college students make college a more effective place to learn?

## PUBLIC SPEAKING

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

### INTRODUCTION

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

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

### OBJECTIVE

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

### PLANNING AND PREPARING A SPEECH

*“Proper Planning and Preparation Prevents Poor Performance”*  
 — Stephen Keague

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

### REHEARSAL TECHNIQUES

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



## **DELIVERY TECHNIQUES/METHODS**

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

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

### **Advantages:**

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

### **Disadvantages:**

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

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

### **Advantages:**

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

### **Disadvantages:**

- The entire speech making process looks too formal and monotonous
- Since the speech is written the speaker does not have the chance to make changes at the time of delivery, if required
- It lacks originality and spontaneity

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

### **Advantages:**

- As its impromptu, nothing much is expected from you, from your listeners. They don't judge you strictly
- Audiences are always keen to see their speaker succeed
- The speaker enjoys tacit public consideration and sympathy



- Delivering well in impromptu situations is like investing minimum and accruing maximum, as the expectations are low and the level of emotional approbation quite high

**Disadvantages:**

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

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

**Advantages:**

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

**SPEAKING STRATEGIES**

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

- Have a clear message to deliver. Saying “I don’t know” is better than saying, “I Don’t know, but I will say something anyway”.
- Your message needs to be short, simple, and clear.
- Different people have different tastes. Before you speak about something you need to know who your listeners are. It helps you to prepare good examples which easily relate them to your message.
- Remember most people like to listen to real examples rather than theories.
- Use a stronger voice/tone when it comes to important sentences, a lower /slow voice/tone when it comes to something sad.
- Be natural and also keep in mind the cultural differences of the listeners
- It’s good etiquette to look at everybody and not just one person. Maintain eye contact with who you are speaking to
- Be flexible! Change your way of speaking, tell jokes which are related to the topic, or stop talking and start asking so that you can get your listeners involved in the topic
- Be confident in expressing your ideas. People trust confident speakers.
- Be up to date with the current national and international developments
- Be a good listener. People respect you when you listen to others

## **MAKING SPEECHES INTERESTING**

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

*--Unknown*

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

## **SUGGESTED READING / VIEWING**

- Abraham Lincoln – Gettysburg Address, 1863
- Winston Churchill – Blood, Toil, Tears and Sweat, 1940
- Martin Luther King Jr. – I Have a Dream, 1963
- Lyndon B. Johnson – The American Promise, 1965
- Mahatma Gandhi – Quit India, 1942
- John F. Kennedy – Inauguration Address, 1961

## **INTERVIEW SKILLS**

*Identifying Pre-Interview Preparation Techniques*

### **OBJECTIVE**

To enable the students to

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

### **WHAT IS AN INTERVIEW?**

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

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

### **PURPOSE OF THE INTERVIEW**

The Interviewer wants to determine:

- Can the candidate do the job?
- Will the candidate fit in?



- Is this the best candidate for the position?

The Interviewee wants to determine:

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

### **WHAT EMPLOYERS WANT**

Employers say they are impressed by those candidates who have:

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

### **PLANNING AND PREPARING FOR AN INTERVIEW**

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

### **PRE- INTERVIEW PREPARATION TECHNIQUES**

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

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

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

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

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

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

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

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

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

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

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

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

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

Try answering the following questions before facing the interview

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

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

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

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

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

### **INTERVIEW STRATEGIES - PROJECTING A POSITIVE IMAGE**

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

- Enter the job interview with information and understanding
- Deal with interview anxiety effectively
- Be sensitive to the needs and expectations of the interviewers
- Strike up a positive interaction with the interviewers
- Dress formally
- Be relaxed
- Speak clearly and confidently
- Be polite
- Be flexible
- Do not argue
- Be interested
- Be attentive
- Be focused
- Display logical thinking

### **IMPORTANCE OF BODY LANGUAGE**

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

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

- Failing to smile
- Failing to make eye contact
- Playing with something on the table
- Having bad posture
- Fidgeting too much in your seat

- Crossing your arms over your chest
- Playing with your hair or touching your face
- Having a weak handshake
- Using too many hand gestures
- Having a handshake that is too strong.

Never commit such mistakes!

## **ANSWERING STRATEGIES**

1. Tell me something about yourself?

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

2. Why should we hire you?

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

B. I can be hired because I am reliable, flexible and object oriented and always complete my work on time.  
(You should be able to establish how well your qualification, knowledge and skills match the needs of the organization).

3. What is your career objective?

A. I want to obtain a challenging position in a large software consulting organization, where I should be able to use my specialized qualification, understanding and experience in software and system level testing policies and procedures.  
(The company would like to know whether working in the organization falls within the candidate's objective. Express your goals in relation to the targeted position and convey your motivation and interest in the job).

4. What are your strengths?

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

5. What is your greatest weakness?

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

# PRESENTATION SKILLS

*Half The World Is Composed Of People Who Have Something To Say And Can't; The Other Half Have Nothing To Say And Keep Saying It.*

- LENNY LASKKOWSKI

## OBJECTIVE

- ❖ learn to speak concisely, clearly and confidently
- ❖ Learn to be purposeful, interactive, formal & audience oriented
- ❖ learn to be a sensitive and skilled communicator
- ❖ learn to consider what listeners want, need, like, & care about
- ❖ learn the power of speech-words, that have emotional content
- ❖ learn the ability to persuade others - change things for better

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

## MAKING EFFECTIVE PRESENTATIONS

*"A speaker should approach his preparation not by what he wants to say, but by what he wants to learn." — Todd Stocker*

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

### Planning

- Choose the right topic & title
- Have a clear goal
- Have a central idea
- Analyze the audience
- Analyze the occasion
- Know the venue
- Know the time and length of presentation
- Decide on the methodology

### Preparing

Preparation is EVERYTHING!

- Develop the Central Idea
- Develop the Main Ideas
- Gather Supporting Material
- Plan visual aids

### Organizing

Organize the material into three parts:

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

### **Practicing/Rehearsing**

Rehearse the presentation to

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

### **Presenting**

- Overcome stage fear
- Modulate the voice
- Pay attention to appearance and body language
- Maintain eye contact with the audience
- Use the podium effectively
- Be brief. Never exceed the allotted time slot

### **EXPRESSIONS USED IN PRESENTATIONS**

One should say something that will cause the audience to listen NOW and capture their attention instantly:

- "Thank you for being here today. I'm here today to talk to you about \_\_\_\_"  
"Thank you for joining me here this evening/afternoon/morning \_\_\_\_"
- When giving a presentation, certain keywords are used to signpost the different stages.
- It's a good idea to memorize them and practice using them, so that they come to mind easily during a presentation.

### **Starting the Presentation**

- Good morning/good afternoon ladies and gentlemen
- The topic of my presentation today is ...
- What I'm going to talk about today is ...
- The purpose of this presentation is ...
- This is important because ...
- My objective is to ...

### **Stating the Main Points**

- The main points I will be talking about are
- Firstly ...
- Secondly...
- Next,
- Finally... we're going to look at ...

### **Introducing The First Point**

- Let's start/begin with ...
- Showing graphics, transparencies, slides etc.
- I'd like to illustrate this by showing you...

### **Moving On To The Next Point**

- Now let's move on to ...

### **Giving More Details**

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

### **Changing To A Different Topic**

- I'd like to turn to something completely different

### **Referring To Something Which Is Off The Topic**

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

### **Referring Back To An Earlier Point**

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

### **Summarizing Or Repeating The Main Points**

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

### **Conclusion**

- I'm going to conclude by... saying that/inviting you to/ quoting ...
- In conclusion, let me... leave you with this thought/invite you to....

### **Questions**

- Finally, I'll be happy to answer your questions.
- Now I'd like to invite any questions you may have.
- Do you have any questions?

## **USE OF NON-VERBAL COMMUNICATION**

### **Non Verbal Communication**

- **Eye contact** helps indicates the speaker's interest in the audience and increases credibility.
- **Gestures** are another important form of non verbal communication. One should focus on making gestures natural and reflective of what is being said.
- **Posture and body orientation** - Standing straight and looking directly at the audience indicates confidence. If using slides, speak to the audience, not the slide. It's OK to look at a slide -- especially to draw the audience's attention to it, but always turn back to the audience after a few seconds.
- **Tone** - Voice should be animated and not in a monotonous tone. This helps to improve the impact with the audience.

## COPING WITH STAGE FRIGHT

*Best way to conquer stage fright is to know what you're talking about." Michael H Mescon*

Stage fright is very common among people who are new to getting up in front of a crowd, as well as for professionals who speak to large groups on a regular basis. E.g. public speakers, actors, singers, dancers. The more one worries and thinks about stage fright the worse it may get. Defuse stage fright before it starts with just a bit of planning and preparation.

**How to Overcome Stage Fright:** Since stage fright involves the mind and the body, both components need to be dealt with. Fear begins by allowing ourselves to believe that danger is present, so we must learn to feed our brains on more positive thoughts, non threatening ideas. Feeding oneself with positive images of the upcoming event counters the mind's image of failure and embarrassment.

- **Prepare the Material**-Make sure you understand the topic thoroughly. Know the questions that might come up in a discussion and prepare answers for them.
- **Rehearse Lines**-Rehearsing and practicing will enhance your confidence. As your confidence increases your stage fright decreases.
- **Breathe Deeply**-Long, slow breaths will give your brain the oxygen it needs to keep functioning, and to keep you from passing out. If you feel stage fright coming on, stop and take three slow, deep breaths.
- **Practice in the Mirror**-Use your home mirror to practice your speech. Look yourself in the eyes and try to talk just like you will when you are in front of the audience.
- **Dress comfortably**- Avoid clothing that is new, too tight or uncomfortable.

## HANDLING QUESTION AND ANSWER SESSION

Many presentations today are followed up with a question and answer period.

These guidelines help to answer questions confidently:

- Listen to the entire question BEFORE answering any questions.
- REPEAT the question out loud so the entire audience can hear it.
- Credit The Person for asking the question by saying something like, "That Was a great question" or, "Glad you asked that question".
- Respond to the question honestly and as well as possible? If you do NOT know an answer to a question be honest, and tell them you do not know but DO promise to research the answer for them and DO get back to them.

## USE OF AUDIO-VISUAL AIDS

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

- Relevant visual aids must be chosen
- Keep it simple.
- Make certain the computer works before the presentation.
- Keep word slides BIG for the audience to read and follow
- The "Rule of Six" is helpful: "Maximum of six words per six lines per visual."
- Try not to use cursive or unusual font
- Identify the acronyms and abbreviations used



- Use of too many colors distracts the audience from your message.
- Maintain consistency in style, font and color of the slides
- Keep your visuals simple, bold and graphic. People won't read a page of text on the wall even if they could.



