



LABORATORY MANUAL

English Language Lab

SUBJECT CODE: BAS 255

B.TECH. (CSE /CS IT/ CS AIML) SEMESTER-I /II

Academic Session: 2024-25 , Odd/Even Semester

Student Name:	
Roll. No.:	
Branch/Section:	

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Table of Contents

1. Vision and Mission of the Institute.
2. Vision and Mission of the Department.
3. Program Educational Objectives (PEOs).
4. Program Outcomes (POs).
5. University Syllabus.
6. Course Outcomes (COs).
7. Course Overview.
8. List of Experiments mapped with COs.
9. DO's and DON'Ts.
10. General Safety Precautions.
11. Guidelines for students for report preparation.
12. Lab Experiments.

Vision of the Institute

“Instilling core human values and facilitating competence to address global challenges by providing Quality Technical Education.”

Mission of the Institute

M1 - Enhancing technical expertise through innovative research and education, fostering creativity and excellence in problem-solving.

M2 - Cultivating a culture of ethical innovation and user-focused design, ensuring technological progress enhances the well-being of society.

M3 - Equipping individuals with the technical skills and ethical values to lead and innovate responsibly in an ever-evolving digital landscape.

Vision of Applied Science Department

- To inculcate a strong foundation in budding technocrats in the field of basic sciences and technology empowering them to learn engineering better and contribute to make a better world.

Mission of Applied Science Department

M1: To provide a strong foundation of knowledge and practical skills enabling technocrats to utilize scientific principles to give solutions to complex engineering problems.

M2: To guide students towards self-directed learning, self-discipline, and active engagement through innovative teaching and learning approaches.

M3: To inculcate values and ethics in students and make them responsible citizens of India.

Programme Educational Objectives (PEOs)

PEO1: Students basic concepts in applied science will be enhanced that is necessary for success in industry or in engineering practices as well as advanced study.

PEO2: Students will be equipped with problem-solving, laboratory, and design skills essential for technical careers focused on addressing critical challenges.

PEO3: Students will possess the ability to maintain the environmental serenity while adapting to the dynamic changes in the industry

Program Outcomes (POs)

PO1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

PO2: Problem analysis: Identify, formulate, review research literature, and analyze

complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

PO3: Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

PO4: Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5: Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

PO6: The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO7: Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

PO8: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice.

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

PO10: Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

PO11: Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

PO12: Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

University Syllabus

List of Practicals

1. Group Discussion: Practical based on Accurate and Current Grammatical Patterns.
2. Conversational Skills for Interviews under suitable Professional Communication Lab conditions with emphasis on Kinesics.
3. Communication Skills for Seminars/Conferences/Workshops with emphasis on Paralinguistic/Kinesics.
4. Presentation Skills for Technical Paper/Project Reports/ proposals based on proper Stress and Intonation Mechanics
5. Official/Public Speaking practice sessions based on suitable Rhythmic Patterns.
6. Theme Presentation/ Keynote Presentation based on correct methodologies of argumentation
7. Individual Speech Delivery/Conferencing with skills to defend Interjections/Quizzes.
8. Argumentative Skills/Role Play Presentation with Stress and Intonation.
9. Comprehension Skills based on Reading and Listening Practical's on a model Audio
10. Startup presentations, Video portfolio, Extempore, Role play, Just a Minute (JAM) etc.

Course Outcomes

1. Students will be enabled to understand the basic objective of the course by being acquainted with specific dimensions of communication skills i.e. Reading, Writing, Listening, Thinking and Speaking.
2. Students would be able to create substantial base by the formation of strong professional vocabulary for its application at different platforms and through numerous modes as Comprehension, reading, writing and speaking etc.
3. Students will apply it at their work place for writing purposes such as Presentation/official drafting/administrative communication and use it for document/project/report/research paper writing.
4. Students will be made to evaluate the correct and error-free writing by being well-versed in rules of English grammar and cultivate relevant technical style of communication & presentation at their work place and also for academic uses.
5. Students will apply it for practical and oral presentation purposes by being honed up in presentation skills and voice-dynamics. They will apply techniques for developing interpersonal communication skills and positive attitude leading to their professional competence.

CO	CO Statement	Bloom's Level
CO 1	Write professionally in simple and correct English.	Apply
CO 2	Demonstrate active listening with comprehension, and the ability to write clear and well-structured emails and proposals	Apply
CO 3	Learn the use of correct body language and tone of voice to enhance communication.	Apply
CO 4	Acquire the skills necessary to communicate effectively and deliver presentations with clarity and impact.	Apply
CO 5	Understand and apply some important aspects of core skills, like Leadership and stress management.	Apply

Course Overview

- To facilitate computer-assisted multi-media instruction enabling individualized and independent language learning
- To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm
- To bring about a consistent accent and intelligibility in students' pronunciation of English by providing an opportunity for practice in speaking
- To improve the fluency of students in spoken English and neutralize their mother tongue influence.
- To train students to use language appropriately for public speaking, group discussions and interviews.

List of Experiments mapped with COs

S. No	Aim of the	COs
1.	To expose the students to a variety of self-instructional learner friendly modes of language learning.	CO1
2.	To enable them to learn better pronunciation through stress on word accent, Intonation and rhythm and to increase vocabulary.	CO2
3.	To train them to use language effectively to face interviews, group discussions, public speaking.	CO3
4.	To train them to give a positive feedback in various situation, to use appropriate body language and to avoid barrier for effective communication	CO4
5.	To acquaint them with the uses of resume /CV preparation, report writing, format making etc. and to improve writing skills.	CO4
6.	To train them to use the basic concepts of communication in an organised set up and social context.	CO4
7.	To manage the stress at the work place.	CO3
8.	To facilitate software based learning to provide the required English Language proficiency to students.	CO1/ CO5
9.	To acquaint students with specific dimensions of communication skills i.e. Reading, Writing, Listening, Thinking and Speaking. .	CO1
10.	To train students to use the correct and error-free writing by being well versed in rules of English grammar.	CO1

DOs and DON'Ts

Do's

- Keep your bags and other belongings in the lab corridor.
- Conduct yourself in a responsible manner at all times in the laboratory.
- Switch off all the lights, fans and ACs before you leave the lab.
- Observe good housekeeping practices.
- Systematise your tasks.
- Before starting Laboratory work, follow all written and verbal instructions carefully.
- Any failure / break-down of equipment must be reported to the teacher.
- Use of cell phones and IPODs is forbidden.
- If you do not understand how to use the software, ask the teacher for help.
- Protect yourself from getting electric shock.
- Every student should know the location and operating procedures of all safety equipments available nearby.

Don'ts

- Students are not allowed to work alone in Laboratory or without presence of the teacher.
- Don't talk aloud or crack jokes in the lab.
- Do not wander around the room, distract / startle other students or interfere with the laboratory experiments of others.
- Do not eat food, drink beverages or chew gum in the laboratory.
- Do not open any irrelevant internet sites on lab computer.
- Do not use a flash drive on lab computers.
- Do not upload, delete or alter any software on the lab PC.

Guidelines to Students

All students are required to maintain a record of the experiments conducted by them. Guidelines for its preparation are as follows:-

- 1) Students should be in a proper Uniform.
- 2) Headphones should not be used for any other purpose except for listening to the software.
- 3) Students are not allowed into the lab without I.D. Cards.
- 4) After completion of any activity the student must record it in Lab record and get it signed by the faculty-in-charge.
- 5) Use of mobile phones during lab hours is strictly prohibited.
- 6) All students should actively participate in the lab activities.
- 7) You will not be allowed to copy any software in any format.
- 8) Marks will be awarded on the basis of the performance in each activity.

PRACTICAL - 1

GROUP DISCUSSION: PRACTICAL BASED ON ACCURATE AND CURRENT GRAMMATICAL PATTERNS

Objective:

To make students learn about the use of group dynamic processes in relation to communication, meeting, negotiation, feedback, leadership and teamwork.

Theory & Concept:

A group discussion is an exchange of information, opinion, views, perspectives and ideas about a topic among members of the group. The number of participants between five and nine is considered an appropriate number. A GD is an exercise and test of both your speaking and listening skills in addition to being an experience of being group dynamic in a face to face situation. GDs have become very important in job selection as well as for admission in professional courses.

Topics given in GDs can be broadly divided into two types:

- ❖ Concrete and fact oriented topics, which need factual content in combination with the right perspective to be successful.
- ❖ Abstract topics where more than facts, you need interpretation and creative thinking.

To make group discussion successful, it is important to pay attention to the following points:

- ❖ It is also important to make sure you **fulfil the tasks** of any role you've been given.
- ❖ If you are the leader of a group discussion, it is important to make sure all the members are given **equal amount of time** to voice their views or participate. Always **be the initiator and concluder** of the GD then being a participant, but if you are the participant always try to be the key participant.
- ❖ If you don't agree with the statement, instead of saying "that doesn't make any sense", it would be better to say "**I don't know if I agree. Could you elaborate?**" when you use this statement, it will not be as offensive as the other statement.
- ❖ **Be very polite**, people may try to provoke you to get more points but try to keep cool. Put points firmly and always try to get other's support too.
- ❖ To be successful in discussion, it is important to **avoid conflict** statements. It is very difficult to deal with. Everyone is different and will have strong beliefs about a topic that may differ from others.
- ❖ Most important don't **wait for your turn** to speak when discussion is on. Interrupt politely if you want to put forward your points.
- ❖ Last but not the least keeps a **tab on the time** given for discussion. Score points by wrapping up the discussion if you feel that the discussion is heating but the time is going to be over.
- ❖ During conclusion, do end with the conclusion note that **shows your leadership quality**.

Question to be solved based on practical

1. What are the Do's and Don'ts of Group Discussion?
2. Is listening also important in a Group Discussion? Why or why not?

Practical - 2

CONVERSATIONAL SKILLS FOR INTERVIEWS UNDER SUITABLE PROFESSIONAL COMMUNICATION LAB CONDITIONS WITH EMPHASIS ON KINESICS

Objective

To acquaint students with the interview skills.

Theory and concept:

You may have all the necessary technical skills and the expertise that can really attest that you deserve a good job, but if you haven't got the conversation skills to back it up, you might miss the opportunity to level up in your career. Conversation skills in it will not land you a career growth you aspire, but a lack of it will certainly lessen your likelihood of bagging a good job.

Conversation skills do not only deal with the fluent pronunciation, the good articulation or the well-versed array of words. Veering from the technical aspect it is the emotional correspondence which makes your eloquent speaking capabilities more felt by those who will hear you and converse with you. Body language (kinesics) is also a great factor which will either make or break your statements.

Interviews

The word interview is derived from *Intervue* that means *sight between*. It is a meeting of two people with a specific objective or purpose. It is a form of oral communication.

To meet the challenges of professional life, one has to be familiar with many skills to grab the attention of an interviewer, out of which Interview skills are the basic necessities to meet up the future challenges with success. It is the only way through which you can gain the trust of an interviewer. An interviewer always attempt to decide that why they should select you? What are the qualities, which you have and other do not have? How you can benefit their organization? If you can show your trust, your confidence, your commitment, and appropriate skills, then you could win a successful future.

To be successful in interview following points are important:

- ❖ On the day of interview **arrive 15 minutes** earlier to show you're prompt and serious. During interview start it off winner.
- ❖ Offer your hand and give a **firm shake**, else greet them with your pleasant smile. Take a permission to sit on a chair.
- ❖ Show a positive **confident attitude** and introduce yourself. Be comfortable and face the interviewer effectively.
- ❖ Listen to their questions **effectively** answer it **genuinely**. Answer every question with confidence.
- ❖ Have a proper eye contact towards your interviewer. Remember that the interviewer might be more than one, so keep your **eye contact** with every individual interviewer to make them feel unique.
- ❖ Whatever you want to answer, **speak clearly** with a normal tempo voice. Do not shout. Show your confidence level at every moment of an interview.

- ❖ **Show your certification or achievements** only when they ask you to show. Always sit straight. It might help them to analyze your personality and your traits.
- ❖ Use the medium of answer, in which you feel comfortable. Remember to use **good grammar** and **strong vocabulary** with neutral accent. Always clarify your answer. Do not say Yes or No,
- ❖ **Do not argue** and always give respect to your interviewer.
- ❖ Always keep **neutral thinking** and try to mould your answer according to your interviewer's personality.
- ❖ If they give you a chance to ask any question or query, only **ask relevant question**.

Few reasons for not getting a job

- ❖ Might be you lack oral communication skills or writing skills.
- ❖ Your inappropriate attitude could also let you down in your interview.
- ❖ Lack of knowledge about the working world.
- ❖ Lack of confidence.
- ❖ Inappropriate /fake degree.
- ❖ Lack of experience.
- ❖ Lack of motivation.

Question to be solved based on practical

1. What is the role of kinesics to succeed in an interview?
2. You happened to meet your old friend in a super market. Write the dialogues between you and your friend.

Practical - 3

COMMUNICATION SKILLS FOR SEMINAR/ CONFERENCE/ WORKSHOPS WITH EMPHASIS ON PARALINGUISTIC/KINESICS

Objective

Students have to be trained in conversational skills.

Theory and Concept

Communication takes place when one person transfers some information to another person. It also includes the exchange of thoughts, opinions, sentiments, facts and information between two or more persons. Feedback is very important part of communication as it assures that your message has been properly conveyed to the receiver.

The essential features of an effective communicative system are keys for productive communication. The chief principles or characteristics of an effective communication are as follows—

- ❖ Clearness and integrity of message to be conveyed.
- ❖ Adequate briefing of the recipient.
- ❖ Accurate plan of objective.
- ❖ Reliability and uniformity of the message.
- ❖ To know the main purpose of the message.
- ❖ Proper response or feedback.
- ❖ Correct timing.
- ❖ Use of proper medium to convey the message properly.
- ❖ Use of informal communication.

Seminar refers to the discussion of a small group in which result of original research is presented through oral or written presentation whereas conference as the name indicates is to confer- to confer with people having similar interest and to pool their experiences and opinions. The success of seminar or conference depends on the effective communication of the speakers.

The following are some important guidelines to make communication effective-

- ❖ Try to simplify your thoughts before communicating your message.
- ❖ You must analyze the intent of each message.
- ❖ Consider the overall physical setting whenever you communicate.
- ❖ You must discuss with others, where appropriate, in planning communication.
- ❖ Be careful while communicating, of the overtone as well as basic content of your message.
- ❖ Take the opportunity to suggest something of help or value of the receiver.
- ❖ Follow-up your communication.
- ❖ Prepare yourself for transmitting the message in a proper way.

- ❖ Be sure actions support your communication.
- ❖ Seek not only to be understood but understand.

Paralinguistic Features

Paralinguistic features are non-verbal vocal clues that help in giving urgency to our voice. It is a part of communication as it adds human touch to our words. Therefore, it is essential to understand the characteristic nuances of voice namely quality, volume, rate, pitch, pronunciation and pauses.

Voice modulation can be improved in the following ways—

- ❖ Variation in the speech should be used, as speech delivered at a static level becomes monotonous.
- ❖ Pauses must be at the right places.
- ❖ Rate of delivery must be normal.
- ❖ The speaker must loud enough so it could be audible to audience.
- ❖ The voice should be well modulated.

Whenever a speaker communicates through non-verbal means, **kinesics**, i.e. body language plays a very vital role. For good communication body language of a person is of great importance. It is an important feedback to not only decide how one's message has been accepted but also to determine whether it is right time to convey the message at all. The speaker must pay attention to eye contact, hand movements, hands, posture, gesture and appearance.

Question to be solved based on practical

What is the importance of paralinguistic features and kinesics in a conference/seminar?

Practical - 4

PRESENTATION SKILLS FOR TECHNICAL PAPER/ PROJECT REPORTS/ PROPOSALS BASED ON PROPER STRSS AND INTONATION MECHANICS

Objective

To make the students learn the way in achieving the purpose of presentation, i.e. to inform and to persuade.

Theory and concept

Scientists, engineers holding high positions are often required to communicate their views. The purpose of the presentation should be clearly defined before you start the presentation. It is essential to have the clear idea of the audience. The objective of the speaker should be to mould or shape the thinking process of the listeners to enable them to grasp the presenter's point of view.

There is the simple structure into which nearly all the presentations must fit. This comprises of the clearly identifiable parts- Introduction followed by the main body and finally the conclusion:

- ❖ Tell what you are going to tell them.
- ❖ Tell them.
- ❖ Tell what you have told them.

The good guide for breakdown of the presentation is **10/80/10 rule**. Where the introduction and the conclusion are each allotted of 10% of a presentation time with a main body comprising of about 80%. For example the 30

minutes presentation should have 3 minutes for introduction and conclusion each and the main body lasting for 24 minutes. This formula may be applied for any length of the presentation, as it does reflect the good breakdown from audience's perspective.

Stress and Intonation is important for effective presentation of technical report, technical paper or professional report. Stress literally means force or pressure by which a syllable is uttered. Stress in presentation means emphasizing on the important topic, headings, and sub headings for giving exact knowledge of the contents by proper pronunciation of words.

Intonation means the variations in the level at which the voice is pitched. These intonation patterns are different in different languages. There are two kinds of intonation pattern; **the rising tone and the falling tone**. The change in the intonation pattern depends on the nature and type of utterance or statement. Intonation helps the audience to understand the content with the tone of the speaker.

Stress and intonation works more in oral presentation than written presentation.

Question to be solved based on practical

- 1. How do various tones affect one's speech?**
- 2. Prepare a presentation on any interesting topic of your choice.**

PRACTICAL-5

OFFICIAL/PUBLIC SPEAKING PRACTICE SESSIONS BASED ON SUITABLE RHYTHMIC PATTERNS

Objective

To present an overview of the speaking, skills and drill the students to face the gathering from podium.

Theory & Concept

Public speaking although widely reviled, is a uniquely valuable skill to possess.

A good public speaker will meet a number of advantages that those who continue to quake and stutter will not be able to grab for themselves. Public speaking teaches one how to communicate ideas clearly. It also teaches its practitioners how to assess the reaction of listeners. It clarifies the best ways to construct a persuasive argument. The transferable skills present in public speaking can be of great benefit even when one is not behind the podium.

The communication skills developed via public speaking also tend to be transferable. When one develops stronger public speaking skills really do gain some significant rewards for their efforts. It is important to make speaking effective appropriate way must be adopts according to the situation. Public speaking has different forms:

- ❖ Short talk/ Presentation.
- ❖ Instruction/ briefing
- ❖ Group discussions/ discussions.
- ❖ Meeting.
- ❖ Debates.

- ❖ Symposium/ seminar.

In the above mentioned public speaking audience, play a very important role. The success in addressing people depends on the feedback of the audience. To make public speaking impressive following tips are important to be remembered:

- ❖ It is important to know the audience, as it is difficult to convince the strangers with your point of view.
- ❖ Concern on the basic idea, i.e. what is your motive.
- ❖ Prepare outline.
- ❖ Audio visual aids, charts, graphs may be used to make information effective.
- ❖ Invite questions from the audience.

Effective presentation forms a very important aspect of communication. To make public speaking appreciable it is essential that the speaker chooses a topic that one's personality and fits in situation and carefully prepare and present the information with the motive to give right information.

Question to be solved based on practical

What is the importance of rhythm in public speaking?

PRATICAL 6

THEME-PRESENTATION/ KEY-NOTE PRESENTATION BASED ON CORRECT METHODOLOGIES OF ARGUMENTATION

Objective

To prepare the students to speak on any theme confidently, accurately and forcefully.

Theory & concept

Today's world is one where speech abounds. Speaking manifests in society in various style. Some of-- these are formal, informal, polite, normal, strong, blunt, tentative and direct styles. These styles are context based and it is important for speakers to strike the right attitude and choose the right language.

Theme presentation is the straight forward presentation of facts. It is the inaugural speech delivered at the beginning of any program, presentation or function. The students through key note presentation learn about leadership qualities. It is important to develop intelligibility, force and flow during the key-note presentation. To master the presentation following strategies are important to follow:

- ❖ One must be aware of the theme and its direction clearly.
- ❖ One must arrange the words, sentences and paragraphs in an easy way.
- ❖ Addition of humour and anecdotes make the presentation more effective.
- ❖ Introduction, middle and conclusion must be blended with emphasis and coherence. The key-note must be concluded with the pre meditated target in view.

Question to be answer based on practical

What is theme presentation?

PRACTICAL - 7

**INDIVIDUAL SPEECH DELIVERY/CONFERENCING WITH SKILLS TO DEFEND
INTERJECTIONS/QUIZZES**

Objective

Student will be trained to start a speech and finish it effectively.

Theory & Concept

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. It is important to remember the concept of 3Cs, i.e. the information must be Concise, Correct & Complete. Concise means both to be brief and to be complete. It means saying all that means to be said and no more. The aimless verbiage, unnecessary details and heavy paragraphs make communication inadequate and ineffective. Speaking must be correct at all levels. It must be correct in tone, style of expression, spelling, grammar, format, content, etc. Effort must be made to avoid errors. It is also essential the sender should verify the correctness of the information before transmitting it. Correctness is an essential factor for effective communication. A message must be organized properly in the sense that it must include all important details. The completeness adds to the clarity of message.

To improve the speaking skill following points are important to be remembered:

- ❖ Pronounce the distinctive sound of the language clearly enough so that people can distinguish them. This includes making total distinction.
- ❖ Use stress and rhythmic patterns and intonation patterns of the language clearly enough so that people can understand what is said.

- ❖ Use the correct forms of the word. This may mean, for example, changes in the tense, case, or gender.
- ❖ Put words together in correct word order.
- ❖ Use vocabulary appropriately.
- ❖ Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- ❖ Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- ❖ Make the main ideas stand out from supporting ideas or information.
- ❖ Make the discourse hang together so that people can follow what you are saying.

Following elements of voice pattern should be taken into account for effective speakers.

- ❖ **Pitch of voice** is the tone of sound that depends upon the rate of vibration of the vocal chords.
- ❖ **Volume** refers to the power of the sound and ranges from loud to soft.
- ❖ **Quality** refers to the characteristic tone of the voice, Fast delivery confuses the audience, hence one should speak at a rate the audience can understand him.

The effectiveness of speech depends in the proper balancing of all the elements.

Question to be solve by the students based on practical

Name the various methods of delivery.

PRACTICAL-8

ARGUMENTATIVE SKILLS/ROLE PLAY PRESENTATION

WITH STRESS AND INTONATION

Objective

To familiarize students with fundamental dimension of thought pattern on the basis of various type of thought pattern.

Theory & Concept

Argumentative skill is required during debate on any subject where the speaker has to put his opinion in favour or in against and contradict other person point of view. To develop argumentative skill following points need to be remembered:

- ❖ Clear idea of the content.
- ❖ Argument must be clear (favour/against).
- ❖ Proper knowledge of the subject, visualize the questions need to be answered.
- ❖ Analysis of the topic must be reflected.
- ❖ Proper strategy must be adopted, i.e. from the strongest argument to the not so strong.
- ❖ Must give respect to other persons opinion.
- ❖ Voice modulation is important, your pitch and tone must vary.

Role-playing refers to the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. It may include monologue, soliloquy or individual solo speaking

.It is basically situation oriented and situation responsive, which provides you role and act accordingly. Followings things needs to be considered for dialogue presentation:

- ❖ Need to express thought in easy and natural construction.
- ❖ Learn to dramatize thoughts and expression.
- ❖ Monologue and dialogue need to be spontaneous.
- ❖ The style should be artistic so that audience is revealed, amazed or enthralled.

Question to be answer based on practical

What is the purpose of stress and pauses while presentation?

PRATICAL - 9

COMPREHENSION SKILLS BASED ON READING & LISTENING PRACTICAL ON A MODEL AUDIO

Objective

To improve the listening skill of the students and provide them an opportunity to practice authentic vocabulary' and 'common expression.

Theory & Concept

Reading comprehension refers to the ability of understanding information presented in written from. This skill usually develops understanding text books assignments, articles, newspaper and various business documents. Reading should be an active, fluent process that involves the reader and the reading material in buildings meaning.

Listening comprehension develops the listening and retaining capacity of the listener along with taking notes systematically and carefully. Effective listeners are able to recognize the speaker's main points or ideas and identify the supporting details. Comprehensive listening involves the understanding of speakers' accent, pronunciation, grammar, vocabulary and meaning.

For developing good comprehension following steps are required:

- ❖ Familiarize yourself with the content.

- ❖ Select important information.
- ❖ Paraphrase/re-write the information.
- ❖ Insert links between sentences and paragraphs.
- ❖ Insert links between sentences and paragraphs.
- ❖ Adjust the length of the summary.

To develop comprehension audio visual aids are also effectively used. Audio visual aids refer to the equipment available to us for amplifying or supplementing our message. An aid makes the communication lucid, vivid, stimulating and interesting and helps to arrest the attention of the listeners. Blackboard, OHP, filmstrip and slide projector, video tape recorder, are the devices used for making comprehension attractive.

Reading and listening is a simultaneous process. If the speaker is speaking/ reading clearly the listener will act accordingly and give positive feedback. It is also observed that the superior reader should be able to read at a rate of 400 words per min. and the normal reading has been estimated at 250 words per min.

Read the following comprehension carefully and fill the correct missing words from the option given below:

Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic surely should have never have happened. It was well designed and Carefully maintained. It carried the proper number of lifeboats. It had been thoroughly inspected the day of its fatal voyage. Yet hours later, the Estonia rolled over and sank in a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves. Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before the rescuers could pluck them from the cold sea. The final death toll amounted to 912 souls. However, there were an unpleasant number of questions about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children and the elderly.

1. One can understand from the reading that ----.

- A) the lifesaving equipment did not work well and lifeboats could not be lowered
- B) design faults and incompetent crew contributed to the sinking of the Estonia ferry
- C) 139 people managed to leave the vessel but died in freezing water
- D) naval architects claimed that the Estonia was unsinkable

E) most victims were trapped inside the boat as they were in their cabins

2. It is clear from the passage that the survivors of the accident ----.

- A) helped one another to overcome the tragedy that had affected them all
- B) were mostly young men but women, children and the elderly stood little chance
- C) helped save hundreds of lives
- D) are still suffering from severe post-traumatic stress disorder
- E) told the investigators nothing about the accident

3. According to the passage, when the Estonia sank, ----.

- A) there were only 139 passengers on board
- B) few of the passengers were asleep
- C) there were enough lifeboats for the number of people on board
- D) faster reaction by the crew could have increased the Estonia's chances of survival
- E) all the passengers had already moved out into the open decks

PRATICAL - 10

STARTUP PRESENTATIONS, VIDEO PORTFOLIO, EXTEMPORE, ROLE PLAY, JUST A MINUTE

(JAM)Etc.

Objective

Role plays highlight on the practical applicability of the usage of language in different occasions.

Theory & Concept

Role-playing can be thought of as unstructured drama. In these exercises, a student looks at the topic from the perspective of a character. The instructor provides the setting and the characters, but the students have to decide their characters' lines and directions. Generally, the students will need to do some research to make informed decisions from their characters' perspectives. This research opportunity can easily become an inquiry element. These exercises require the students to use imagination, background knowledge appropriate to the character being role-played, and communications skills.

Types of Role Play

1. Situation Role Plays: Situation Role Plays give you practice speaking English with correct sentences and pronunciation. Examples: At the Markets, Clothes Shopping, Airport Check-in, Job Interview
2. Story Role Plays: In Story Role Plays, you and your partner are characters in a story.
3. Short Discussions: Short Discussions give you practice in asking and answering questions about a topic. Examples – Introduction, Talk about Food, Talk about America, NEWS! Global Warming
4. Long Discussions: Long Discussions give you practice in asking and answering questions about a topic, as well as discussing the opinions of other people. Examples: Environment, Movies.

Non-verbal Communication in Role-Play

- Chronemics – Timing of verbalizations and pauses.

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

Example

OPENING A BANK ACCOUNT

CLERK: Good morning. May I help you?

Mrs. Jayanthi : Yes. My husband and I have just moved here from Florida. We're just down the street, and you seem to be the closest bank. I'd like to open an account.

CLERK: Well, we're not only the closest bank, but we're also the most modern and convenient bank in the whole metropolitan area. Let me take you to our new accounts manager, Ms. Vanaja. (He leads her to a desk near the window). You sit here and as soon as Ms. Vanaja is off the phone, she'll be glad to help you.

Ms. Vanaja : Good morning. I'm Vanaja. What may I do for you today?

Mrs. Jayanthi : I'm here to open an account for my husband and myself. My name is Jayanthi Natarajan.

Ms. Vanaja : Do you want a joint account, Mrs. Jayanthi?

Mrs. Jayanthi : Yes, we've always had a joint account. Tell me about your checking account policy. Is there a minimum balance required?

Ms. Vanaja : Yes and no. There is no minimum deposit required, but if you open your account with five hundred rupees or more and keep at least that much in it at all times, then there is no service charge. Also, we now pay interest on your checking account, so there's no need to keep a separate savings account.

Mrs. Jayanthi : I'm not sure I understand about the five hundred rupees part. Could you explain that to me again, please?

Ms. Vanaja : Of course. Accounts are charged a monthly service charge of five rupees if the minimum balance in them falls below five hundred rupees at any time during the statement period. You may keep as little as three rupees in your account, but if you do, then we charge you five rupees at the end of the month since it went below the five hundred rupee minimum.

Mrs. Jayanthi : I see. Now, since we'll be writing checks throughout the month, our balance will vary from day to day. How will you know what amount to use to figure our interest? I'd also like to know how much interest you pay.

Ms. Vanaja : The rate varies. Right now, it's six percent. It has gone as low as four and a half percent and as high as seven percent. Our computer adds all the daily figures and then divides by the number of days in your statement period. That's called your average daily balance. We use the average daily balance to figure the interest you've earned and credit it automatically to your account. The interest is printed on your statement so you'll know to add it into your checkbook yourself. All bank charges and credits are recorded on your monthly statement.

Mrs. Jayanthi : If you mean that five rupee service charge, I can tell you that I'm going to try to avoid that charge. We should be able to keep more than five hundred rupees in our account all the time.

Ms. Vanaja : Yes, that's one type of bank charge, but there are others. The checks you'll be ordering today are an example. We'll decide what kind of checks you want and then charge your account for them. It will appear on your first month's statement. Of course, if a check of yours should be returned for insufficient funds, there would be a charge for that too.

Mrs. Jayanthi : Do you mean bouncing a check? Unfortunately, I once had that experience. For a time both my husband and I were careless about recording the checks we had written. We overdrew our account twice and our checks bounced. Needless to say, we were embarrassed. We're much more careful these days.

Ms. Vanaja : You'd be surprised at how many people forget to record the checks they write. As you said, it's often a matter of carelessness; no one would bounce a check on purpose. Speaking of checks, why don't we look at the various styles available?

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Please spare some time to provide your valuable feedback