

ENGLISH LANGUAGE AND COMMUNICATION SKILLS LABORATORY MANUAL

Subject Code : 17CHS101
Regulations : R17
Class : I MCA – I Semester



CHADALAWADA RAMANAMMA ENGINEERING COLLEGE
(AUTONOMOUS)

Chadalawada Nagar, Renigunta Road, Tirupati – 517 506

Department of Master of Computer Applications



CHADALAWADA RAMANAMMA ENGINEERING COLLEGE (AUTONOMOUS)

Chadalawada Nagar, Renigunta Road, Tirupati – 517 506

Department of Master of Computer Applications

INDEX

S. No	Name of the Experiment	Page No
1	Unit-I - Sounds Phonetics-Importance	03-05
2	Vowel and Consonant Sounds	06-11
3	Phonetic Transcription	12
4	Unit-II – Techniques to Develop Effective Word Accent Word Stress	13-16
5	Syllabification	16-17
6	Intonation	18-22
7	Unit-III – Fundamentals of Interpersonal Communication Situational Dialogues	23-29
8	Role Plays	30-35
9	JAM – (Just-a-Minute)	36
10	Describing persons/objects/places	37-40
11	Unit-IV – Group Activities Debates	31-46
12	Unit-V – Technical Presentation Power Point Presentation	47-55

UNIT I - PHONETICS

1. INTRODUCTION TO PHONETICS

Introduction

Phonetics is the science or study of speech sounds and their production, transmission, and reception, and their analysis, classification, and transcription. Phonetics includes the description and classification of the actual sounds that speakers produce. Phonology concerns itself with those sounds that can convey different meanings as well as how sounds combine with other sounds. The sounds that distinguish meaning are called phonemes.

Phonetic alphabet: An alphabet containing a separate character for each distinguishable speech sounds.

The world of sounds, especially so of speech sounds, is an exciting world. It's a new experience to realize the sound qualities of words and tunes in sentences. This awakens us a vivid sense of the rhythm of English speech. The human speech mechanism is capable of producing a considerably large number of sounds.

The sounds of English: English has 26 letters in its alphabet, among them there are 5 vowel letters (a, e, i, o, u) and 21 consonant letters. British speakers use 44 sounds in their speech.

44 sounds from 26 letters:

English has 20 vowel sounds and 24 consonant sounds. Generally, one letter will have to be pronounced in different ways, but certainly there cannot be any one-to-one correspondence between them. Speaking is organized sound which should be taken in by the ear. How can a book, which is nothing but marks on paper, help anyone to make their English sound better? Generally language starts with the ear, it is never easy to establish good habits, it is always the bad ones which come more naturally. All we need is a little determination and concentration to master the art of good pronunciation. We may never sound like a native speaker, but at least we will have get as close to it as we can.

Initial Teaching Alphabet(ITA): 44 character phonetic alphabet for simplifying the teaching of reading to young children, adopted from basic ideas of Isaac Pitman by his grandson James Pitman, member of British Parliament; contains 24 letters of standard alphabet; used notably in United Kingdom and United States.

What is Pronunciation? We mean speaking a language by taking care of stress, rhythm and intonation the language.

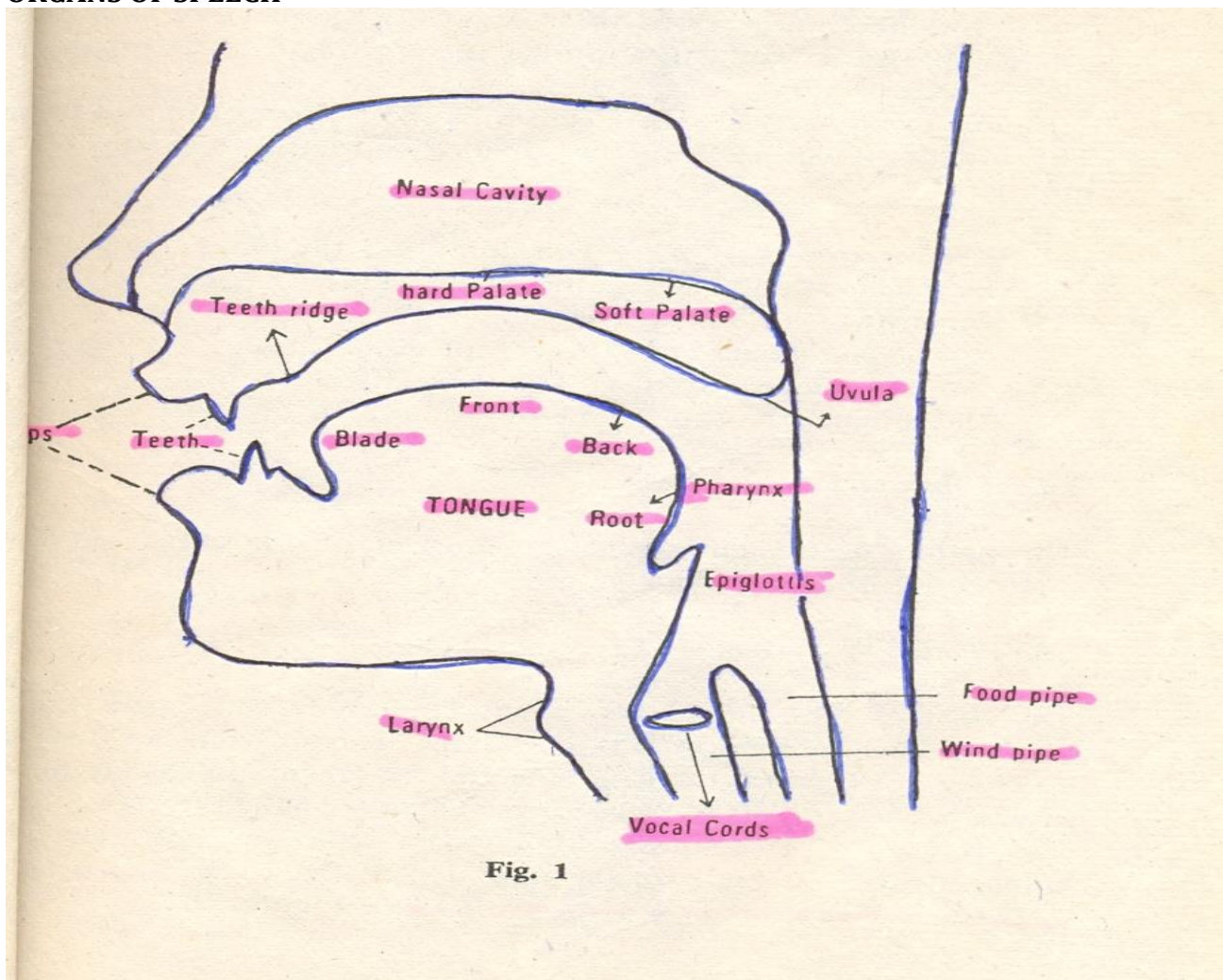
Pronunciation: The correct production of the speech sounds.

Importance of Pronunciation: good pronunciation undoubtedly an ornament to the speech and passport to the sophisticated society.

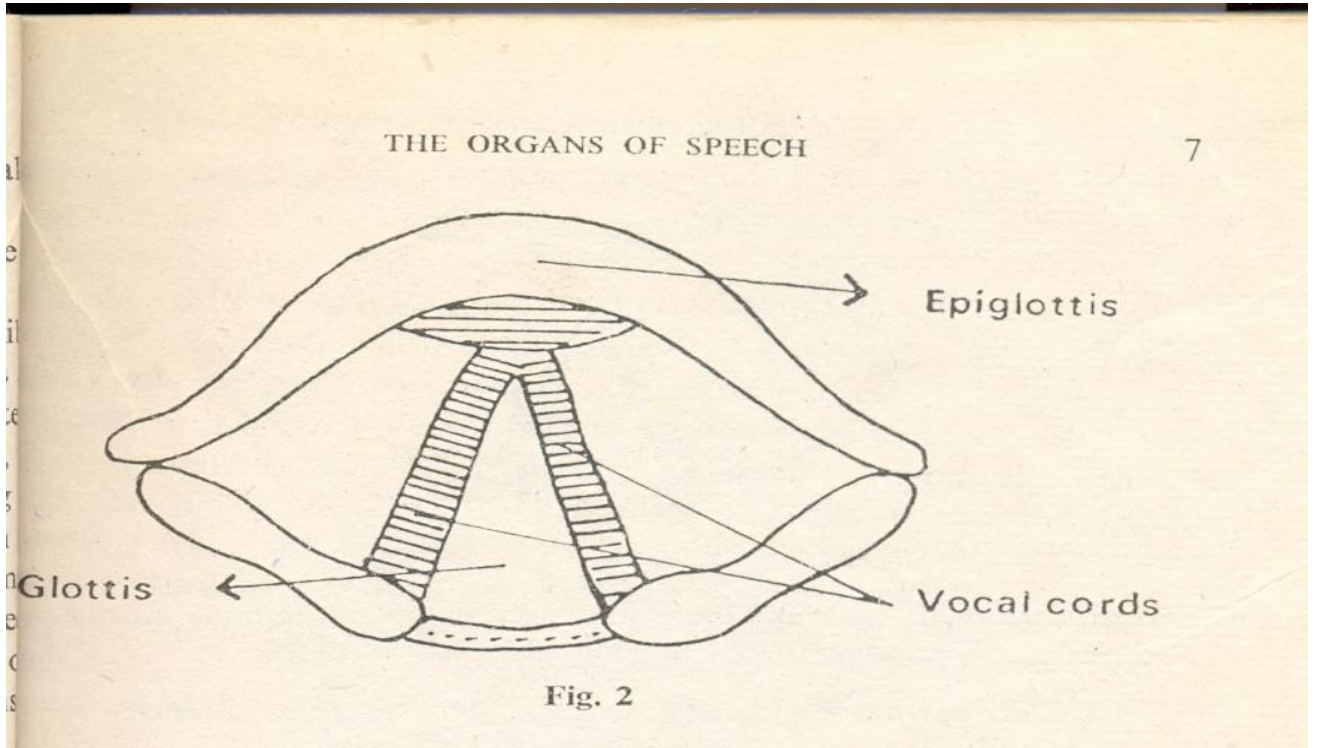
Need for Teaching Pronunciation: India is a very vast country. The pronunciation of English of the Indian people differs from North to South and from East to West. In order to make Spoken English intelligible, a standardized form of English sound should be produced and some knowledge of the English Phonemes is necessary for that purpose. Ears should be trained to listen well to English sounds.

Stress and Intonation: The force (Accent) used in speaking the different syllables is stress. The rise and fall off the voice (speech melody) is intonation.

ORGANS OF SPEECH



VOCAL CORDS



2. CONSONANTS

We can define a consonant by reference to three characteristics:

- The point of articulation - where in the vocal tract it is made
- The type of articulation - how we make it
- Whether the sound is voiced or unvoiced

Classification of Consonant sounds

Place of → Articulation Manner of Articulation ↓	Bilabial	Labio Dental	Dental	Alveolar	Post Alveolar	Palatal Alveolar	Palatal	Velar	Glottal
Plosives	/p//b/			/t//d/				/k//g/	
Affricatives						/tʃ/ /dʒ/			
Fricatives		/f//v/	/θ/ /ð/	/s/ /z/		/ʃ/ /ʒ/			/h/
Nasals	/m/			/n/,				/ŋ/	
Lateral				/l/					
Continuants	/w/				/r/		/j/		

Plosives:

One way of making a consonant is to block the flow of air so that pressure builds up, and then suddenly release it. Consonants formed in this way are referred to as plosives or stops.

Point of articulation	Voiced	Voiceless	Examples
The two lips (bilabial)	b	p	bat/pat
Tongue tip and tooth-ridge (alveolar)	d	t	dug/tug
Back of tongue and soft palate or velum (velar)	g	k	big/pick

Fricatives

Some consonants are produced when air is forced through a narrow opening. These are known as fricatives.

Point of articulation	Voiced	Voiceless	Examples
Lip and teeth (labio-dental)	v	f	vat/fat
Tongue-tip and teeth (dental)	ð	θ	that/think
Tongue and tooth-ridge	z	s	peas/peace
Tongue and hard palate (palatal)	ʒ	ʃ	measure/mesh
The glottis is partially constricted (glottal)		h	hat

Affricates

A plosive and a fricative are pronounced together.

Point of articulation	Voiced	Voiceless	Examples
Palate and tooth-ridge	dʒ	tʃ	judge/church

Nasals

The air exits through the nose rather than the mouth. All nasals are voiced.

Point of articulation	Voiced	Voiceless	Examples
The two lips (bilabial)	m	-	mine
Tongue tip and tooth ridge (alveolar)	n	-	nine
Tongue and soft palate (velar)	ŋ	-	sing

Approximants: The remaining four consonants of English are less clear-cut. Some may be realised in a number of ways. There are several quite distinct /l/ and /r/ sounds.

Point of articulation	Voiced	Voiceless	Examples
Tooth-ridge (alveolar)	l	-	lot
Hard palate (palatal)	r	-	rot

Two consonants are similar to vowels in that there is no real contact between vocal organs. These two are known as **glides**.

Point of articulation	Voiced	Voiceless	Examples
The two lips (Bilabial)	w	-	Win
(Palatal)	J	-	you

VOWELS

Phoneticians also identify vowels by their point of articulation. Vowels are classified into three groups: short, long and diphthong.

Short vowels

/ɪ/	pit
/e/	pet
/æ/	pat
/ʌ/	cut
/ɒ/	cot
/ʊ/	put
/ə/	about

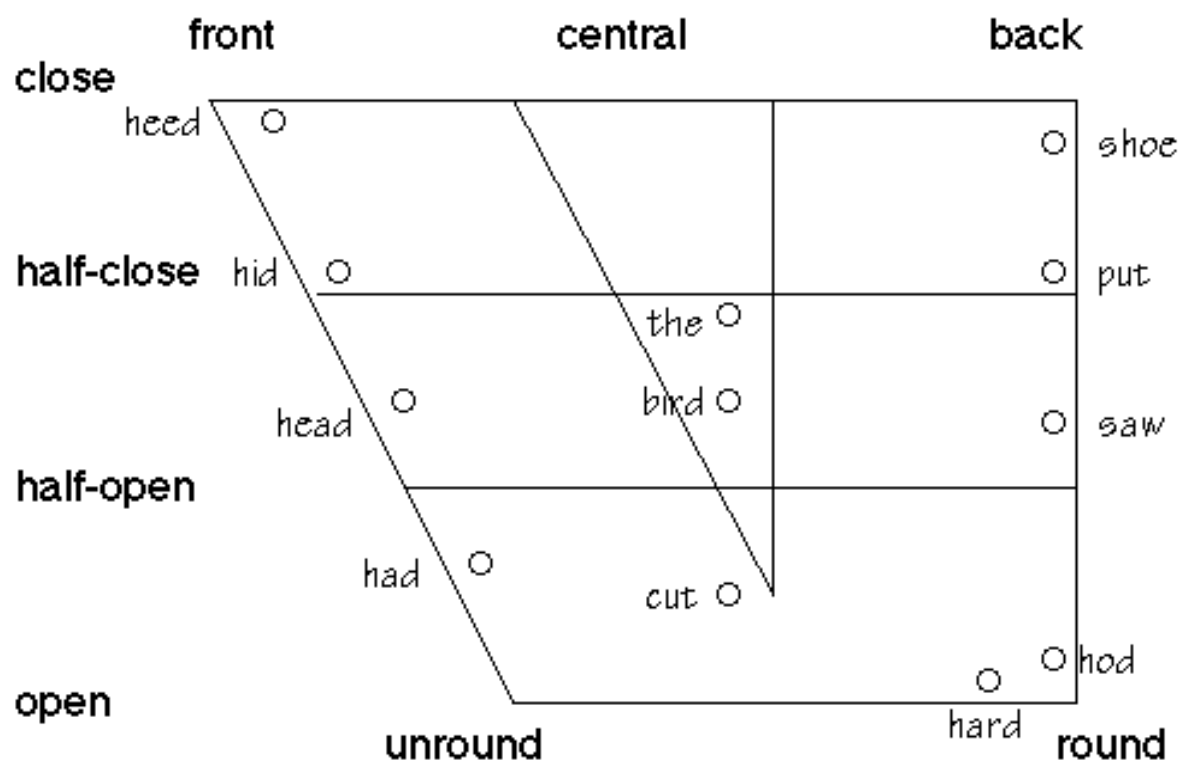
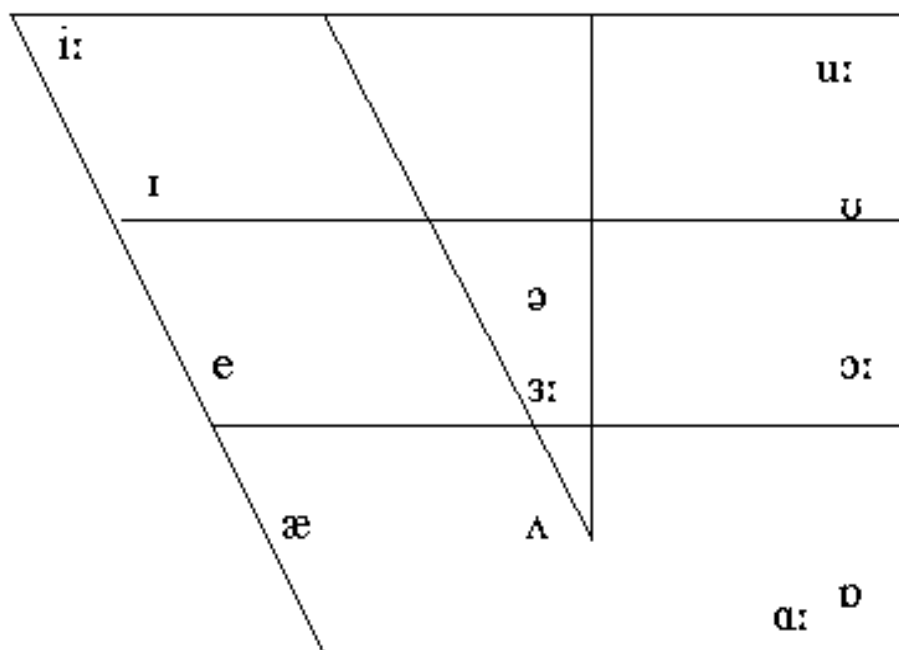
The vowel in "pet" is sometimes represented by the symbol /ɛ/ but this is unnecessary unless you wish to compare English with another language. The vowel /æ/ represents the RP vowel in "pat". For some accents, the symbol /a/ would be more accurate. Finally, /ə/ is the vowel known as

the schwa. Always unstressed, /ə/ is very frequent in English.

Long vowels

iː	lean
ɜː	learn
ɑː	lark
ɔː	lawn
uː	loot

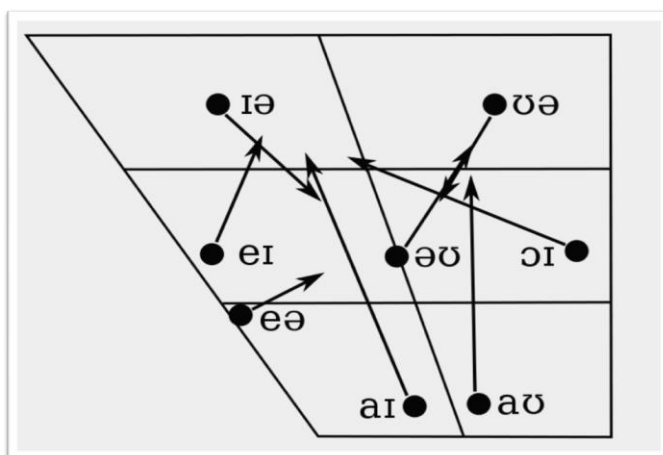
The colon-like symbol indicates length. The example words are all intended to be pronounced in RP.



Diphthongs

eɪ	fail
ɔɪ	foil
əʊ	foal
aʊ	foul
ʊə	poor
ɪə	pier
eə	pair

A diphthong consists of two vowels pronounced consecutively in one syllable. The mouth moves smoothly from one position to the other.



PHONETIC CHART:

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY	John & Sarah Free Materials 1996	
e MEN	ə AMERICA	ɜ: WORD	ɔɪ SORT	ʊə TOUR	ɔɪ BOY		
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	ɑɪ MY		
p PIG		b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO
g GO		f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO
ʃ SHORT		ʒ CASUAL	m MILK		n NO	ŋ SING	h HELLO
l LIVE		r READ	w WINDOW	j YES			

3. Phonetic Transcription

Write phonetic transcription for the following paragraph:

When you prepare for a presentation, you organize your thoughts and prepare your words. When the moment arrives to present, your adrenaline starts pumping and produces extra energy. Mastering key techniques allows you to channel your nervous energy in a way that brings life to your presentation. Using your body language properly will help your presentation become interesting and engaging. Keep your weight balanced equally over both feet. Stand facing the audience. Gestures add visual emphasis to your words and help your listeners remember the content.

Phonetic transcription

/wɛn ju prɪpɛr fɔr e prɛzəntɛʃən ju ɔrgənəɪz jɔr θɔts ænd prɪpɛr jɔr wɜrdz
wɛn ðə momənt əraɪvz tu prɛzənt jɔr ədrenələn stɑrts pʌmpɪŋ ænd
prədusəz ɛkstrə ɛnərdʒi məstərɪŋ ki tɛknɪks əlɔwz ju tu tʃænəl jɔr nɜrvəs
ɛnərdʒi ən e we ðæt brɪŋz laɪf tu jɔr prɛzəntɛʃən juːzɪŋ jɔr bɑdi læŋgwədʒ
prapərli wɪl hɛlp jɔr prɛzəntɛʃən bɪkəm ɪntrəstɪŋ ænd ɛŋɡedʒɪŋ kɪp jɔr wɛt
bælənst ɪkwəli ovər boθ fɪt stænd fɛsɪŋ ðə ɑdiəns dʒɛstʃərz æd vɪʒəwəl
ɛmfəsɪs tu jɔr wɜrdz ænd hɛlp jɔr lɪsənərz rəmɛmbər ðə kəntɛnt/

Phonetic transcription with stress:

/wɛn ju prɪpɛr fɔr é prɛzəntɛʃən ju ɔrgənəɪz jɔr θɔts ænd prɪpɛr jɔr wɜrdz
wɛn ðə mómənt əraɪvz tú prɛzənt jɔr ədrɛnələn stɑrts pʌmpɪŋ ænd
prədúsəz ɛkstrə ɛnərdʒi məstərɪŋ kɪ tɛkníks əlɔwz ju tú tʃænəl jɔr nɜrvəs
ɛnərdʒi ən é wé ðæt brɪŋz láɪf tú jɔr prɛzəntɛʃən júːzɪŋ jɔr bádi læŋgwədʒ
prápərli wɪl hɛlp jɔr prɛzəntɛʃən bɪkəm ɪntrəstɪŋ ænd ɛŋɡédʒɪŋ kíp jɔr wét
bælənst ɪkwəli óvər bóθ fɪt stænd fésɪŋ ðə ádiəns dʒɛstʃərz æd vɪʒəwəl
ɛmfəsɪs tú jɔr wɜrdz ænd hɛlp jɔr lɪsənərz rəmémber ðə kántɛnt/

Unit II – TECHNIQUES TO DEVELOP EFFECTIVE WORD ACCENT

4. STRESS AND RYTHM

Stress is defined as using more muscular energy while articulating the words. When a word or a syllable in word is produced louder, lengthier, with higher pitch or with more quality, it will be perceived as stressed. The prominence makes some syllables be perceived as stressed. Words including long vowels and diphthongs or ending with more than 1 consonant are stronger, heavier and stressed. English words have one or more syllables. A syllable is a complete sound unit. In words containing more than one syllable, one or sometimes two syllables prominent, that is, they receive the stress or accent. The more prominent of the syllable receives the primary accent and the other receives the secondary accent. While the primary accent mark comes above the syllable the secondary accent mark comes below the syllable. The accentual pattern of English words does not rigidly conform to any set of rules and one should learn to speak with the right accent by being exposed to the right models of speech. A few conventions for accent patterns are given below.

To have good pronunciation means 1) to pronounce correctly all the individual speech sounds in English; 2) to pronounce correctly the speech sounds in their combinations in isolated words as well as in sentences; 3) to speak fluently with correct rhythm, including the correct placement of stresses and pauses and the transition of sounds according to the context; and 4) to speak with appropriate intonation according to the context.

In words of more than one syllable, one of them will receive more stress than the others. Stressed syllables are those that are marked in the dictionary as stressed. Stressed syllables are usually longer, louder, and higher in pitch.

In English, stressed syllables are usually long syllables with clear vowel sounds. The word “banana”, for example, has 3 syllables. Syllable 1 is not stressed and so is short. Syllable 2 is stressed and so is long with a clear vowel sound. Syllable 3 is not stressed and so is also short.

Stressed syllables are strong syllables and unstressed syllables are weak syllables. Stressed syllables are usually long, have a pitch change and have full vowel sounds while unstressed syllables are short and often have a reduced vowel sound.

In an English utterance, stressed words give information to the listener and unstressed words join the information words together. Correct pronunciation of stressed and unstressed words is thus extremely important for effective communication in English.

Information words in a sentence are usually nouns, verbs, adjectives, and adverbs. They give information about who, what, when, where, why, and how. They express the main idea or content of the phrase or sentence. They carry the message and therefore usually stressed. Unstressed words are usually function words like articles, pronouns, possessives, prepositions,

auxiliary verbs, and conjunctions. These words connect the information words to form grammatical sentences.

If you stress all the words in an utterance, you may sound unpleasant or even cause misunderstanding because you are giving too much information, and English speakers usually stress all words only when they are impatient or angry.

Words that are often stressed

1. Nouns
2. Main Verbs
3. Adjectives
4. Possessive Pronouns – mine, yours, etc.
5. Demonstrative Pronouns – this, that, these, those*
6. Interrogatives – who, what, when, where
7. Not / negative contractions – can't, isn't, etc.
8. Adverbs – always, very, almost, etc.
9. Adverbial particles – take off; do away with Words that are usually Unstressed
10. Articles – a, an, the, etc.
11. Auxiliary (Helping) Verbs – be, do, have, etc.
12. Personal Pronouns – I, we, you, he, she, it, they.
13. Possessive adjectives – my, your, his, her, its, etc.
14. Demonstrative adjectives – this, that, these, those
15. Prepositions – to, for, with, etc.
16. Conjunctions – and, or, but, etc.

RHYTHM:

- "In music, the **rhythm** is usually produced by making certain notes in a sequence stand out from others by being louder or longer or higher. . . . In speech, we find that syllables take the place of musical notes or beats, and in many languages the stressed syllables determine the rhythm. . . .

"What does seem to be clear is that rhythm is useful to us in [communicating](#): it helps us to find our way through the confusing stream of [continuous speech](#), enabling us to divide speech into words or other units, to signal changes between topic or speaker, and to spot which items in the message are the most important."

- **Recognizing Rhythmic Defects**

"The writer is not advised to try consciously for special **rhythmic** effects. He ought, however, to learn to recognize rhythmic defects in his own prose as symptoms of poor or defective arrangement of sentences and sentence elements. . . .

"The following sentence will illustrate:

Oriental luxury goods--jade, silk, gold, spices, vermillion, jewels--had formerly come overland by way of the Caspian Sea; and a few daring sea captains, now that this route had been cut by the Huns, catching the trade winds, were sailing from Red Sea ports and loading up at Ceylon.

The sentence is passable, and is perhaps not noticeably unrhythmical. But if we read this sentence in the form in which Robert Graves actually wrote it, we shall find that it is not only clearer, it is much more rhythmical and much easier to read:

Oriental luxury goods--jade, silk, gold, spices, vermillion, jewels--had formerly come overland by way of the Caspian Sea, and now that this route had been cut by the Huns, a few daring Greek sea captains were sailing from Red Sea ports, catching the trade winds and loading up at Ceylon.

(Cleanth Brooks and Robert Penn Warren, *Modern Rhetoric*, 3rd ed. Harcourt, 1972)

- **Rhythm and Parallelism**

"[Parallelism](#) builds **rhythm**, and nonparallelism kills it. Imagine that Marc Antony had said: 'I came for the purpose of burying Caesar, not to praise him.' Doesn't exactly roll off the tongue.

"Inattentive writers muck up [lists](#) badly, throwing imbalanced cadences together and leaving their sentences scrambling. The elements of a list should echo each other in length, number of [syllables](#), and rhythm. 'A government of the people, by the people, for the people' works. 'A government of the people, that the people created, for the people'

doesn't."

- **Rhythm and Meter**

"Meter is what results when the natural rhythmical movements of [colloquial](#) speech are heightened, organized, and regulated so that pattern — which means [repetition](#) — emerges from the relative phonetic haphazard of ordinary [utterance](#). Because it inhabits the physical form of the words themselves, meter is the most fundamental technique of order available to the poet."

- **Rhythm and Syllables**

"Pitch, loudness, and tempo combine to make up a [language's](#) expression of **rhythm**. Languages vary greatly in the way in which they make rhythmical contrasts. English uses stressed syllables produced at roughly regular intervals of time (in fluent speech) and separated by unstressed syllables-- a *stress-timed* rhythm which we can tap out in a 'tum-te-tum' way, as in a traditional line of poetry: *The **curfew tolls the knell of parting day***. In French, the syllables are produced in a steady flow, resulting in a 'machine-gun' effect--a *syllable-timed* rhythm which is more like a 'rat-a-tat-a-tat.' In Latin, it was the length of a syllable (whether long or short) which provided the basis of rhythm. In many oriental languages, it is pitch height (high vs. low)."

- **Virginia Woolf on Style and Rhythm**

"[Style](#) is a very simple matter; it is all **rhythm**. Once you get that, you can't use the wrong words. But on the other hand here am I sitting after half the morning, crammed with ideas, and visions, and so on, and can't dislodge them, for lack of the right rhythm. Now, this is very profound, what rhythm is, and goes far deeper than any words. A sight, an emotion, creates this wave in the mind, long before it makes words to fit it; and in writing . . . one has to recapture this and set this working (which has nothing apparently to do with words) and then, as it breaks and tumbles in the mind, it makes words to fit in."

5. SYLLABICATION

Syllables: - English is a stress – timed language. To understand the stress pattern of this language, we need to understand the concept of syllables.

A syllable is a group of one or more sounds with the Vowel sound as its essential part. Words are made of syllables where each word can have any number of syllables. For example, the word ‘new’ has one syllable whereas the word ‘new book’ has two syllables. To tell you the secret, the number of Vowels in a word determines the number of syllables it has.

Read the following words according to their syllable division:

S. No.	Monosyllabic words	Disyllabic words	Tri-syllabic words	Poly-syllabic words
1.	two	Pre.sen.t	Re.la.tive	Re.mar.ka.ble
2.	pay	Per.mit	Pho.to.graph	A.me.ri.ca
3.	sing	Per.fect	Ob.jec.tion	Es.ta.blish.ment
4.	run	An.swer	Wan.ted.ly	A.vai.la.ble
5.	set	Mon.soon	Re.co.llect	Ma.chi.ne.ry
6.	bird	Com.bine	Im.pre.sion	Im.med.iate.ly
7.	back	Win.dow	Sub.sec.tion	Pho.to.graphic
8.	next	Con.vent	Pa.ssen.ger	E.lec.tri.ci.ty
9.	text	Ga.rage	Re.se.llect	Lon.gi.tu.di.nal
10.	end	To.day	Cha.rac.ter	Cha.rac.te.ra.sa.tion

Syllabication Rules

1 Every syllable has one vowel sound.

2 The number of vowel sounds in a word equals the number of syllables
home=1 sub* ject=2 pub* lish* ing
=3 of syllables

3 A one syllable word is never divided. stop feet bell

4 Consonant blends and digraphs are never separated. rest* ing bush* el reach* ing

5 When a word has a ck or an x in it, the word is usually divided after the ck or x. nick* el tax* i

6 A compound word is divided between the two words that make the compound word. in* side
foot* ball tooth* brush

- 7 When two or more consonants come between two vowels in a word, it is usually divided between the first two consonants. sis* ter but* ter hun* gry
- 8 When a single consonant comes between two vowels in a word, it is usually divided after the consonant if the vowel is short. lev* er cab* in hab* it
- 9 When a single consonant comes between two vowels in a word, it is usually divided before the consonant if the vowel is long. ba* sin fe* ver ma* jor
- 10 When two vowels come together in a word, and are sounded separately, divide the word between the two vowels. ra* di* o di* et i* de* a
- 11 When a vowel is sounded alone in a word, it forms a syllable itself. grad* u* ate a* pron u* nit
- 12 A word that has a prefix is divided between the root word and the prefix. dis* count mis* fit un* tie
- 13 When be, de, ex and re are at the beginning of a word, be* came de* fend ex* hale they make a syllable of their own. re* main
- 14 A word that has a suffix is divided between the root word and the suffix. kind* ness thank* ful stuff* ing
- 15 When a word ends in le, preceded by a consonant, the word is divided before that consonant. pur* ple fum* ble mid* dle
- 16 When -ed comes at the end of a word, it forms a syllable only when preceded by d or t. start* ed fund* ed
- 17 When a word or syllable ends in al or el, these letters usually form the last syllable. lev* el us* u* al
- 18 When ture and tion are at the end of a word, they make their own syllable. lo* tion pos* ture
- 19 A word should be divided between syllables at the end of a line. When they got to the supermar- The hyphen (-) stays with the syllable at the end of the line. ket, it was already dark.

6. INTONATION

English intonation: structures, functions and use

We call the melody of language intonation. Intonation refers to the total pattern of pitch changes, i.e., the rising and falling of the voice when a person is speaking, within an utterance. Intonation is another important element of spoken English. It is the English intonation which makes English sound really English.

Intonation makes speech meaningful. English intonation adds the meaning of an utterance in two ways:

It shows the relationship of words within and between sentences;

It tells something about the feeling of the speaker.

In other words, different pitches may indicate different meanings for the same utterance. Different pitches help us express our feelings: happiness, sadness, surprise, annoyance, anger, and so on. In listening to the meaning of an utterance, therefore, we listen to how speakers talk as well as to what they say. The HOW and WHAT together give us the meaning of an English utterance.

We now see the importance to use the appropriate intonation patterns when we speak. Otherwise, we may be sending messages using intonations that contradict what we want words to say. Intonation patterns that disagree with the content of the utterance may indicate doubt, sarcasm, or confusion.

English has two basic intonation patterns: rising and falling. When they go together, they can make a falling-rising tone.

Intonation units are also called intonation-groups, tone groups or tone-units. An intonation unit usually corresponds to a sense group (or word group). An intonation unit may contain several syllables, some of them stressed and some unstressed. The last stressed syllable is usually a marker of the highest importance and has the focus stress. On this syllable, there takes place a change of pitch, either an upward or downward movement, or a combination of the two.

A nucleus refers to the syllable in an intonation unit which carries maximal prominence. For example, this is the normal way of saying the following sentence:

I am WRItIng a LETter to him NOW.

There are ten syllables in this sentence among which three are stressed syllables. The last stressed syllable is NOW. So we say that NOW has the focus stress, and is the tonic syllable and therefore is the nucleus of the intonation unit. The nucleus is the essential part of the

intonation unit. It is still present even if the unit consists of a single syllable, as is the case with many sentence words like yes, no, why, etc.

Tail, Head & Pre-head of an intonation unit:

Any syllable or syllables that may follow the nucleus in an intonation unit are called the “tail”. In the sentence “I am WRItIng a LETter to him”, the nucleus of this intonation unit is on the tonic syllable “LET”. There are three unstressed syllables after the nucleus. These syllables are called the “tail” of this intonation unit.

The part of an intonation unit that extends from the first stressed syllable up to the nucleus is called the “head” of the intonation unit. In the sentence “I am WRItIng a LETter to him”, the “head” of this intonation unit is made up of three syllables: “writing a”.

Any unstressed syllable or syllables that may precede the “head”, or the “nucleus” if there is no head, are called the “pre-head”. In the sentence “I am WRItIng a LETter to him”, “I am” comprises the “pre-head” of this intonation unit.

So if you analyze the following sentence, we will come up with the structure of an intonation unit like this:

I am WRItIng a LET ter to him.

P H N T

P = Pre-head

H = Head

N = Nucleus

T = Tail

Following are the important functions of English intonation:

A. The attitudinal function

Intonation is used to convey our feelings and attitudes. For instance, the same sentence can be said in different ways, which might be labeled “happy”, “grateful”, “angry”, “bored”, and so on. Usually, intonation units with high heads sound more lively, interesting than those with low heads. A few generalisations are often made here: the falling intonation is said to be more often associated with completeness and definiteness; the rising intonation is more often associated with incompleteness and uncertainty or questioning; the falling-rising is said to have feelings of hesitation, contrast, reservation or doubt.

B. The accentual function

The location of the tonic syllable is of considerable linguistic importance. The most

common position for this is on the last information word of the intonation unit. For contrastive purpose, however, any word may bear the tonic syllable.

C. The grammatical function

Some sentence may be ambiguous when written, but this can be removed by the use of intonation. An often cited example is the sentence “Those who sold quickly made a profit”.

This sentence can be said in at least two different ways:

- a. A profit was made by those who sold quickly.
- b. A profit was quickly made by those who sold.

Another example is the use of rising tone in statements. The sentence “They’re going to have a picnic” is usually said as a statement like this:

The sentence serves as a question here.

The intonation used in question-tags can have a rising tone or a falling tone:

When it has a falling tone, as in (a), the speaker is comparatively certain that the information is correct, and simply asking for conformation, while the rising tone in (b) is said to indicate a lesser degree of certainty, so the speaker is asking for information.

D. The discourse function of intonation

‘absent – ab’sent ‘accent – ac’cent ‘conduct – con’duct ‘content – con’tent
‘contrast – con’trast ‘contract – con’tract ‘convert – con’vert ‘abstract – ab’stract
‘compress – com’press ‘conflict – con’flict ‘contact – con’tact ‘defect – de’fect
‘desert – de’sert ‘dictate – dic’tate ‘export – ex’port ‘frequent – fre’quent
‘impress – im’press ‘progress – pro’gress ‘object – ob’ject ‘produce – pro’due

Disyllabice words – Accent on the first syllable

‘able ‘agent ‘army ‘artist ‘beauty ‘body ‘butter ‘any ‘beggar ‘color

Disyllabice words – Accent on the second syllable

a’bout a’dmit a’dvance a’go al’tough a’gree be’gin
be’tween con’firm de’ceive pos’ses re’ceive de’fend

Trisyllabice words – Accent on the first syllable

‘beautiful ‘customer ‘nobody ‘company ‘agency ‘article

Trisyllabic words – Accent on the second syllable

Ag’reement a’ppointment at’tention con’nection des’tuctive di’rector

Trisyllabic words – Accent on the third syllable

After’noon ciga’rette de’compose repre’sent under’sand

Words having four syllables

A’blity a’pologise de’velopment ‘popularity pho’tography
sim’plicity diplo’matic unim’portant circu’lation in’tentional

Words having more than four syllables

Affili’ation au’toritative identi’fication exami’nation oppor’tuny

Observe :‘January ‘February March ‘April May JuneJu’ly ‘August Sep’tember

In speech, people often use intonation to focus the listener’s attention on aspects of the message that are most important. So the placement of nucleus or tonic stress depends on the “information content”: the more predictable a word’s occurrence is in a given context, the lower its information content is. For example, people would say:

The (telephone’s ringing.

The (kettle’s boiling.

In speech, people often use the falling tone to indicate new information and rising tone (including falling-rising) to indicate “shared” or “given” information.

People also use intonation to indicate to others that they have finished speaking and that another person is expected to speak.

Placement of word accent:

In a number of disyllabic words, the stress depends upon whether the word is used as a noun or adjective or a verb. The accent is on the first syllable if the word is a noun or adjective and on the second syllable if it is a verb.

Oc’tober No’vember De’cember

UNIT III- ORAL ACTIVITIES

Successful presentations are designed to meet the needs and expectations of the audience. The information and delivery should be relevant and presented in a way so that the audience will listen and keep listening.

Many presenters get caught up in the details of the topic and what they want to say, and lose sight of the audience and what they need to gain. The emphasis should be on the listener, not the presenter. Analyzing your audience will help you decide what to include in the presentation and how to best present the information. You will have determined what information will appeal to them and this will increase your persuasiveness.

There is no question about the importance of content. A presentation without good content will always fall flat. However there are many skills that must be applied to bring good content to life.

Even with solid research, subject expertise, good planning and excellent facilities, some presentations fail. If a presenter does not have a confident, enthusiastic delivery style, the audience quickly loses interest and becomes bored.

Research has shown that an audience's opinion of a presentation is based 7% from the presentation content, 38% from voice and 55% from facial expressions and gestures.

Presenters need to use their own personality while focusing on their delivery skills to project the professional and confident style needed to create a successful presentation.

Utilizing an interactive and lively presentation style uses nervous energy in a positive way instead of as an inhibitor.

Delivery skills are comprised of effective eye contact, volume, pacing, tone, body language, word choice, and appearance.

PRESENTATION CONTENT

- Focus their attention

- Start with a clear, relevant purpose statement that shows the benefit to them

- Use language that is clear and easily understood

- Start with the familiar

Use examples and analogies

→ Stay focused on your main objective(s)

→ Use concrete examples

→ Make it memorable

PHYSICAL ENVIRONMENT

→ Keep room temperature on the cooler side

→ Give them a break if they have been sitting more than 1 hour

→ If a break isn't possible, ask them to stand up and stretch

→ Eliminate unnecessary noise distractions

→ Lighting should be bright

→ Visuals should be easily viewed by all audience members

THE SPEAKER

→ Create an attention-getting introduction

→ Make a positive first impression

→ Use your voice, gestures, and facial expressions for emphasis to increase retention

The sound of your voice can be a major detractor from the content of your presentation, or it can be one of your most effective tools. The pitch, tone and volume of your voice is crucial for effective delivery.

7. SITUATIONAL DIALOGUES

What is conversation?

Every one of us takes part in some kind of Conversation, formal or informal. Conversation is an interactive process involving speakers and listeners. While talking to someone, we use audible and visible symbols in order to communicate meaning in the minds of our listeners. Conversation links people together, as it is probably the most important factor that makes social interaction possible. It establishes, maintains, improves, and consolidates social as well as professional relations.

Types of Conversation: Formal and Informal

There are two types of Conversation: formal and informal. Formal conversation differs from informal conversation in content, approach, style, attitude, and in language. Formal Conversation is the type of conversation that we have in formal situations while informal conversation involves exchange of personal information with friends and relatives. Formal conversation may include making inquiries and exchanging information at public offices, shopping, and the transaction of academic, business, professional, and other official work, informal conversation, on the other hand, includes greetings, simple social exchanges, and general inquiries during social interactions and everyday informal situations.

STRATEGIES FOR GOOD CONVERSATION

A good conversation with someone we like provides much-needed relaxation and peace of mind that recharges us and fills us with renewed energy and vigour. It makes time pass pleasantly. Moreover, if we can converse well, we can persuade people and get things done. It gives us power.

Good conversation largely depends on our ability to adjust to other people and our good attitude. Most students cannot converse well and face difficulties in talking to their teachers, colleagues, and even friends. Conversation skills can be improved by following some basic tips

regarding good conversation and learning effective conversation techniques. The following suggestions will help in this regard.

Good conversation could be both pleasure and power.

Be an Active Listener: One should learn to be an active and efficient listener. A person can never be an effective conversationalist without being an effective listener. When you talk to someone, whether in a formal or informal oral situation, you must listen to the person carefully and attentively. You cannot respond to the person unless you listen and understand. You should not interrupt the person while he or she is speaking. This is unacceptable and reflects bad manners.

Be a Subtle Speaker: One should be careful about what one tells and how it is told. A speaker should not just speak whatever comes to his/her mind and he/she should never tell things that he/she is not supposed to. A speaker should be pragmatic and always think in terms of the results of what he/she is telling. He/she should use an appropriate style of speaking because the way he/she speaks creates an image in the listener's mind.

Speak with Clarity: The speaker should be clear and effective, and should use effective speaking techniques. He/she should take care of articulation and pronunciation and speak distinctly. He/she should focus attention on his/her message, while taking care of his/her voice quality, accent, and intonation.

Be Simple: It plays to be simple during a conversation. One cannot impress others by being difficult, vague, and abstract; you should in fact, use simple and familiar language while talking to people. You may use informal vocabulary during an informal and casual conversation but use only formal vocabulary during a formal situation.

Use Appropriate Pauses: Speaking too quickly may result in lack of comprehension on the part of the listener. This will result in confusion. There is a general feeling that Indians speak too fast, and there is some truth in this perception. So it is essential to speak slowly with appropriate pauses.

Be Polite: Politeness is the key to good conversation. Someone rightly said that good conversation is good manners. Never be rude and impolite. Be courteous and use polite expressions and phrases during oral interaction.

Be Friendly: It is easy to talk to friendly people. If you are dogmatic and unfriendly during a conversation, the other person talking to you might find it difficult to continue the conversation. By the way, no one likes to talk to unfriendly people. So, be friendly. Be cheerful and smile. Make the other person comfortable. Avoid making a remark that might hurt the other person. It is important to understand the point of view of the other person. Do not jump to conclusions. Do not be in a hurry to make judgments. As a general rule, do not make generalizations such as ‘All business people are cunning’ or ‘Women are foolish’. They might lead to arguments. Use moderate statements.

Be Positive: We should express positive feelings during a conversation and avoid criticizing others. It is important to learn to appreciate the good and positive qualities of other people and express our appreciation.

Be Flexible: It is essential to be flexible during a conversation. A good conversationalist is always flexible in approach, attitude and style. Rigidity goes against the spirit of good conversation. We may need to change our approach to a topic of conversation or even the topic itself if we are getting bored or if it is leading to a heated argument. Effective conversation requires clarity, simplicity, politeness, Flexibility, tact, good manners, and positive Attitude.

Be Tactful: It is necessary to be very tactful during conversation, especially when talking to one’s teacher, boss, senior colleague, or someone who matters. It is better to think before speaking than to suffer afterwards. Choose the topics carefully and avoid controversial issues that may lead to unnecessary arguments.

Do not argue: Most people argue for argument’s sake. They do so without realizing what they intend to achieve by it and end up wasting their strength and time. However, a good conversationalist never argues during a conversation. We may disagree with the person we are

talking to but there is no need to impose our point of view on the other person. Everyone has a right to express his/her views. So it is important to respect the views expressed by other persons and express our disagreements and reservations in a friendly way.

Be interested: We interested in the conversation and our behaviour and attitude should reflect our interest. We should also take keen interest in the other person or persons talking to us. Maintain eye contact with each one of them and contribute to the conversation in a lively manner. Some people remain lifeless during a conversation. They sit just without contributing anything to the conversation. That might show a lack of interest and should be avoided at all costs. We should take active part in the conversation by contributing to it in a meaningful way.

Dialogues for Practice:

Dialogue 1

- Hello. My name's Prince Sundar. What's yours?
- Sona
- Nice name. I like it very much.
- Thank you. Your name's good, too.
- It was nice meeting you.
- Thanks. It was nice meeting you.

Dialogue 2

- What's the date today, I wonder?
- Sunday, the 8th of March.
- What is it famous for?
- Don't you know? It's International Women's Day.

Dialogue 3

- Are lessons over?
- Yes, they are.
- Where're you going? Home?
- No, to the pictures. My friend's waiting for me there.
- Good luck, then. Good bye.
- Well, I'm off. See you later.

Dialogue 4

- Have you got any hobbies? I have. I like English.
- So do I.
- Do you read much?
- Yes, because I want to know English well.
- Oh, let's talk English for a bit.
- No objections to it.

Dialogue 5

- Oh, dear, hurry up!
- I'm trying to.
- Well, come on. It's your first day at school.
- Do you want to be late?
- I'm ready now.
- Off we go!

Dialogue 6

- I don't think English is easy.
- Why do you think so?
- Because I have to work hard learning a lot by heart.

Dialogue 7

- I'm going to be an English language teacher.
- Why?
- For a number of reasons.
- What reasons, I wonder?
- The main one is I like English.

Dialogue 8

- What do you think the best sort of job is?
- Engineering, I think.
- I like medicine.
- To my mind the best one is the one you like the most.

Dialogue 9

- I say, where're you going?
- To school, as you see.
- Why so early, I wonder? It's only 12 o'clock now.
- That's right, but I'm on duty, you know.
- I see.
- Where're you going?
- To a friend of mine to play chess. Bye-bye.
- Bye-bye.

Dialogue 10

- Please give me that book.
- What for?
- To have a look at it.
- Here you are.
- Thank you.
- Not at all.

8. ROLE PLAY

Introduction: Role playing games, exercises and activities help build teams, develop employee motivation, improve communications and are - for corporate organizations, groups of all sorts, and even children's development. Role playing games, exercises and activities improve training, learning development, and liven up conferences and workshops. Role playing games, exercises and activities can also enhance business projects, giving specific business outputs and organizational benefits.

Role Play:

Role Play is a fast way to improve speaking and listening for real life situations.

Role Play uses scripts that you read with your partner, like actors in a movie.

Role Play gives you information about your role. You can then talk with your partner using this information.

Role Play to Practice English:

Role Play helps you speak English in full sentences.

Role Play makes you think about what you are saying, so you remember the language.

Role Play gives you many things to think and talk about.

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,
PRACTICE: Got

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.

The Role Play Situations:

1. The parents of a student are called to the college to talk about his/her poor marks.
2. You are in Khammam City bus and someone is playing songs very loudly. You are in a big hurry and want the player turned off. Other passengers think that it is freedom of speech to play songs.
3. You are strolling in a department store. Walking around, you see a person who seems familiar, but you're not sure. On a whim, you decide to stop the person and find out if s/he knows you. It turns out, after some questioning, that the two of you went to the same high school, but at the time the other person weighed 25 kilos more. That's why you couldn't recognize him/her.
4. Interruptions. A couple are trying to watch a film on TV, but are interrupted by a series of unwanted visitors: a talkative friend, the gas man, a neighbour who's lost his/her keys, a stranger who's mysteriously convinced that this is his house ...
5. Hotel reception: a rich foreign guest and his/her secretary are arguing with the receptionist about the bill. Various random guests approach the desk and join in the argument, for instance: a bridegroom, a family with lots of small kids, a film star, photographers etc.
6. On the bus: Each student gets on the "bus" as a different character until crash – and they have to react appropriately.
7. The salesperson: Assign ridiculous objects or concepts for them to sell
8. The tour guide can be made a lot funnier if some students "play" the sites that s/he is describing.

Right Body Language:

1. Eye contact

Eye contact is one of the most important aspects of dealing with others, especially people we've just met. Maintaining good eye contact shows respect and interest in what they have to say. We tend to keep eye contact around 60-70% of the time. (However, there are wide cultural differences, so be careful in other countries) By doing this you won't make the other people feel self conscious. Instead, it will give them a feeling of comfort and genuine warmth in your company, any more eye contact than this and you can be too intense, any less and you give off a signal that you are lacking interest in them or their conversation.

2. Posture

Posture is the next thing to master, get your posture right and you'll automatically start feeling better, as it makes you feel good almost instantly. Next time you notice you're feeling a bit down, take a look at how your standing or sitting. Chances are you'll be slouched over with your shoulders drooping down and inward. This collapses the chest and inhibits good breathing, which in turn can help make you feel nervous or uncomfortable.

3. Head

Head position is a great one to play around with, with yourself and others. When you want to feel confident and self assured keep your head level both horizontally and vertically. You can also use this straight head position when you want to be authoritative and what you're saying to be taken seriously. Conversely, when you want to be friendly and in the listening, receptive mode, tilt your head just a little to one side or other. You can shift the tilt from left to right at different points in the conversation.

4. Arms

Arms give away the clues as to how open and receptive we are to everyone we meet and interact with, so keep your arms out to the side of your body or behind your back. This shows you are not scared to take on whatever comes your way and you meet things "full frontal". In general terms the more outgoing you are as a person, the more you tend to use your arms with big movements. The quieter you are the less you move your arms away from your body. So, try to strike a natural balance and keep your arm movements midway. When you want to come across in the best possible light, crossing the arms is a no, no in front of others. Obviously if someone says something that gets your goat, then by all means show your disapproval by crossing them !

5. Legs

Legs are the furthest point away from the brain; consequently they're the hardest bits of our bodies to consciously control. They tend move around a lot more than normal when we are nervous, stressed or being deceptive. So best to keep them as still as possible in most situations, especially at interviews or work meetings. Be careful too in the way you cross your legs. Do you cross at the knees, ankles or bring your leg up to rest on the knee of the other? This is more a question of comfort than anything else. Just be aware that the last position mentioned is known as the "Figure Four" and is generally perceived as the most defensive leg cross, especially if it happens as someone tells a you something that might be of a slightly dubious nature, or moments after. (As always, look for a sequence)

6. Angle of the Body

Angle of the body in relation to others gives an indication of our attitudes and feelings towards them. We angle toward people we find attractive, friendly and interesting and angle ourselves away from those we don't, it's that simple! Angles includes leaning in or away from people, as we often just tilt from the pelvis and lean sideways to someone to share a bit of conversation. For example, we are not in complete control of our angle at the cinema because of the seating not at a concert when we stand shoulder to shoulder and are packed in like sardines. In these situations we tend to lean over towards the other person.

7. Hand Gestures

Hand gestures are so numerous it's hard to give a brief guide but here goes. Palms slightly up and outward is seen as open and friendly. Palm down gestures are generally seen as dominant, emphasizing and possibly aggressive, especially when there is no movement or bending between the wrist and the forearm. This palm up, palm down is very important when it comes to handshaking and where appropriate we suggest you always offer a handshake upright and vertical, which should convey equality.

8. Distance from others

Distance from others is crucial if you want to give off the right signals. Stand too close and you'll be marked as "Pushy" or "In your face". Stand or sit too far away and you'll be "Keeping your distance" or "Stand offish". Neither is what we want, so observe if in a group situation how close are all the other people to each other. Also notice if you move closer to someone and they back away, you're probably just a tiny bit too much in their personal space, their comfort zone. "You've overstepped the mark" and should pull back a little.

9. Ears

Ears, yes your ears play a vital role in communication with others, even though general terms most people can't move them much, if at all. However, you've got two ears and only one mouth, so try to use them in that order. If you listen twice as much as you talk you come across as a good communicator who knows how to strike up a balanced a conversation without being me, me, me or the wallflower.

10. Mouth

Mouth movements can give away all sorts of clues. We purse our lips and sometimes twist them to the side when we're thinking. Another occasion we might use this movement is to hold back an angry comment we don't wish to reveal. Nevertheless, it will probably be spotted by other people and although they may not know the comment, they will get a feeling you were not to please. There are also different types

of smiles and each gives off a corresponding feeling to its recipient.

Dialogue 1

- Have you had a good day at school?
- Wonderful! I've got three really good marks!
- Jolly good. Congratulations!
- Thank you.

Dialogue 2

- You're far too lazy. Look at your English. Is this the best you can do?
- You know I'm no good at English.
- And what about Physics?
- I'm ashamed of myself.
- You could easily come top of the class.
- I'll work harder, I promise.

Dialogue 3

- Well, hurry up.
- I'm trying to. But look, isn't there half an hour before school starts?
- Is that the right time?
- I'm sure it is.

Dialogue 4

- School's almost over.
- Yes, I know.
- How many more days?
- Six.
- When do the holidays start?
- Next week.

Dialogue 5

- How did you enjoy your summer holidays?
- Oh, yes, very much. I spent them at a youth camp.
- On the south coast as usual with your elder sister?
- Yes, but this time I was alone.
- How lucky you were!
- That's right.

Dialogue 6

- Look here, this has got to stop. You've come bottom in nearly every subject.

- Except Geography.
- Yes, indeed. You came second to bottom in that.
- It wasn't really my fault. I was ill for some time, wasn't I?
- That's no excuse.
- I'll improve.
- I doubt it.

Dialogue 7

- My bag, please.
- Which one is it?
- It's one of those, there.
- This one?
- No, not that one.
- What colour?
- It's brown... Yes. That's it. Thank you.
- Not at all.

Dialogue 8

- So you've passed your exams.
- It wasn't all that difficult.
- It's because you worked hard, I think.
- Well, I was all right in History, but I didn't do so well in Literature.
- And how about your English?
- Not so good, only so-so.

Dialogue 9

- Hello, glad to see you!
- Hello, so am I.
- Today's your birthday, isn't it?
- That's right. It's kind of you to remember.
- Well, many happy returns of the day. Here's a present for you.
- Oh, thank you. What beautiful flowers! I don't know how to thank you.

Dialogue 10

- Is painting your hobby?
- Why do you think so?
- Because there're a lot of pictures in this room.
- It's my elder brother's hobby.
- I see, but what about you?
- I prefer books.

9. 'Just A Minute' Sessions (JAM).

Just a Minute Sessions are conducted to check the communication skills of the students i.e, construction of sentences, sequencing of thoughts, putting forth ideas , knowledge etc., in a stipulated time frame.

A Topic is put forth to the student, the student is expected to make an oral presentation in a short period of time and speak within the stipulated time.

Topics:

1. My first day in the College
2. Indian culture is great
3. Cricket according to me
4. Why I joined Engineering?
5. Pollution
6. Reasons for banning plastic bags.
7. I will become....
8. My favourite Hero
9. To me success in life means...
10. If I were the Prime Minister of India

10.Describing Objects / People/Situations

Introduction:

A paragraph to describe objects consists of 5 parts as follows:

1. Function/ Use
2. Components/ Parts
3. Characteristics (material/shape/ figure /dimensions /property /colour)
4. Position
5. Connection between parts

Language Focus:

Function/Use v. to be + used to + V1

v. to be + used for + Ving

A drum is used for making music.

A drum is used to make music.

Components/Parts

1.1 A hammer consists of a handle and a head. is made up of is composed of

1.2 A hammer includes a handle and a head.

1.3 A hammer has two parts: a handle and a head. sections: one is a handle, the other is a head.

Components: one is a handle, the other is a head.

1.4 Characteristics Material

1.5 A chair is made of wood.

1.6 Bread is made from wheat.

1.7 This kind of car is made by a big company in Japan.

1.8 Shape

1.9 is shaped like + n.

1.10 A coin is shaped like a circle. is + Adj. + in shape.

1.11 A coin is circular in shape. is + Adj.

A coin is circular. Noun	Adjective
Square	square
rectangle	rectangular
triangle	triangular
ellipse	elliptical
semicircle	semicircular
circle	circular
cube	cubic
pyramid	pyramidal
cone	conical
hemisphere	hemispherical
cylinder	cylindrical

Height

He is tall. He is short. He is normal height.

+ He is very tall. He is quite short. He is relatively normal height.

Build

She is skinny. (negative)

She is fat. (negative)

She is underweight. (negative)

She is overweight. (negative)

She is thin. (negative)

She is plump. (neutral)

She is slim. (positive)

She is stocky. (neutral)

She is slender. (positive)

She is bonny. (positive)

if a man is fat (especially round the waist) we often say he has a beer belly.

Hair

blonde/fair hair brown hair red hair black hair grey hair

blonde brunette redhead - -

Eyes

grey eyes green eyes blue eyes brown eyes dark eyes

Type of hair

She has long hair.

She has short hair. He has no hair. = He is bald. She has medium length hair. She has short hair.

+ She has long, black hair. She has short, black hair. - She has medium length , blonde hair. She has medium length, red hair. She has short, blonde hair.

++ She has long, straight, black hair. She has short, straight, black hair. - She has medium length, straight, blonde hair. She has medium length, wavy, red hair. She has short, curly, blonde hair.

or Her hair is long, straight and black. Her hair is short, straight and black. -
Her hair is medium length, straight and blonde. Her hair is medium length, wavy and red. Her hair is short, curly and blonde.

+ She wears glasses.

Type of complexion

He is Asian. He has light-brown skin.

She is black. She has dark skin. He is white. He has fair skin. She is white. She has lightly tanned skin. She is white. She has very pale skin.

Other features

moustache beard chin forehead nostrils

eyebrows cheeks lips teeth

bald, black, blonde, blue, brown, curly, fat, grey, long , medium,

overweight, pale, plump, red, short, skinny, slim, stocky, straight, tall, tanned,

thin, wavy and white are all adjectives – they describe things

very, quite and slightly are all modifiers – they change (modify) the adjectives

Build

People are built in all shapes and sizes. There are those who are fat and overweight. Some people are extremely overweight and are obese. Other people are naturally slim, but others look have absolutely no fat on them and are thin, or skinny.

Personally, I am stocky – small, but well-built. My father is tall and lean – with very little fat. My sister is short, but wiry – she is quite thin, but muscular. Both my brothers are athletic and well-proportioned. My mother looks like a 1940's film star. She is curvaceous, with an hour-glass figure. My grandfather is fit for his age and takes plenty of exercise. He doesn't want all his muscles to get flabby.

COMPLEXION:

My sister – she has fair hair and fair skin. She doesn't tan easily and has to be careful in the sun. My mother is blonde, also with a fair complexion. I am a red-head – with red hair. Like many other people with a pale complexion, I get freckles from the sun – small brown dots on my face and arms. In contrast, my father has dark-brown hair and he is quite dark-skinned. You are born with a colour – white or Caucasian, black or Asian. People whose parents are of different ethnic origin are mixed-race. Southern Europeans are sometimes described as Mediterranean.

Face

Faces, like build, vary a lot. Some people have oval faces – their foreheads are much wider than their chins. Other people have heart-shaped, square or round faces. Features also vary. My grandfather has bushy eyebrows (he has lots of hair!), a hooked nose and high cheekbones. His eyes are large and set quite far apart. My mother has a broad nose, which she hates, as she prefers narrow noses. But she is lucky to have even or regular teeth. My sister corrected her crooked teeth by wearing a brace which straightened them. She has rosy cheeks, small ears and a snub nose, which goes up at the end.

I have long, curly hair, though my sister is the opposite, with short, straight hair. Her hair is fine and doesn't weigh very much, but mine is thick and heavy. My mother's hair is wavy – in between straight and curly. My father is losing his hair – in fact he is going bald, which makes him very sad. My brother looks like he is going to lose his hair too.

Describing Emotions

There are hundreds of words that are used to describe or identify emotional states:

happy	elated	sad	gloomy	depressed
down	angry	peevd	embarrassed	excite
anxious	bored	content	unsatisfied	satisfied
shocked	nervous	scared	frightened	over-whelmed
flustered	quietshy	demure	moody	

UNIT IV – Group Activities

11. DEBATE

Debate or debating is a formal method of interactive and representational argument. In a formal debating contest, there are rules for people to discuss and decide on differences, within a framework defining how they will interact. Informal debate is a common occurrence, but the quality and depth of a debate improves with knowledge and skill of its participants as debaters. Deliberative bodies such as parliaments, legislative assemblies, and meetings of all sorts engage in debates. The outcome of a debate may be decided by audience vote or by judges.

A debate is a structured argument. It is one way of communication where our analytical and logical thinking comes into play. It is an art of knitting arguments and putting them forth in a constructive way. Debate makes us think about the two opposite sides of a subject and helps us decide as to which way to follow. As the topic of debate is already decided, sometimes you may find yourself supporting a move which you normally oppose or vice-versa. Debate can be in argumentative through letters, debates & essays. We can put forth points for and points against a particular through direct debates as well as essay writing. Debates are conducted in colleges and University. Debates are in state legislative & parliament. Debate is a contest between two speakers or two groups of speakers to exhibit their capacity and dexterity in arguing, there should always be one or more speakers for proposition and oppositions. Usually, in a debate, a topic is thrown between two teams or two individuals. One team decides to go for the topics and the other, goes against it. The topics are suitable selected as to having both pros and cons as the debate begins; the teams declare their stand and get into arguments and counter-arguments. At the end, an evaluation is made on the basis of the arguments put forth by both the teams and decision is taken on who is the winner.

Debate is the ultimate mind exercise.

Four types of debate:

1. Parliamentary Debate. This is the debating that goes on in colleges and universities.
2. Value debate : In this debate two contestants will debate topics centered around moral issues or propositions of value or preference. Here are some examples of topics appropriate for value debate: capital punishment; abortion; etc.
3. Cross Examination Debate (also called policy debate or team debate). In this type of debate two teams , one representing the affirmative position and one representing the negative position, will debate topics of public or government policy.
4. Academic Debate. These are debates of a purely academic nature. An example of this type of debate would be creation/evolution debates.

There are two things you will have to study if you want to participate in debate:

The principles of debate—logic, evidence, case construction, proof, refuting arguments, rebuttal, the brief, etc. Observe as many debates as you can. This will be difficult for some, but you might

look into attending some college debates. The more you observe and study the more familiar you will become with the procedures and terminology of debate.

Participants should follow these four steps:

Read for background information about the subject.

Prepare a comprehensive bibliography.

Collect as much material as you can find.

Read and study the material discovered.

Read and study the material discovered:

After you have secured all of the material available, you will then read and study carefully the books and articles you have found. Try to learn as much as you can about the subject and to get the points of view of as many different authorities as possible. Be on the lookout for new ideas and new suggestions for arguments, arguments on both sides of the topic. Look for specific items of evidence, which might be used as proof.

Topics for Debate

Here are a few topics to discuss with a friend or group. Practise agreeing and disagreeing even if you have to argue against something you actually believe in. One way to have fun with this is to make up a bunch of cards that say agree or disagree. Try to continue each discussion for at least five minutes. Use the expressions that you learned, including agreeing, disagreeing, asking for opinions, interrupting, etc.

Alcohol should be illegal.

Studying grammar is more important than practicing conversation skills.

Television is the leading cause of violence in today's society.

Dogs make better companions.

Smoking should be permitted in public places.

Females are better students than males.

A parent shouldn't pierce a baby's ears.

Women should be empowered.

Everyone should plan their own funeral.

Reading English is more difficult than writing English.

Summer is the best season of the year.

Sample Formal Team Debate

1st Affirmative Speech:

Ladies and gentlemen, today we're here to talk about something very important. The topic of today's debate is whether or not the United States of America should adopt English as its official language. First of all, when we say "official language," my partner and I mean that English should be the language used in all government business, administration, and publicity. Government documents, the proceedings of official meetings, and so on could still be translated, but emphasis would be put on addressing language barriers with English as a second language (hereafter called "ESL") education rather than constant and expensive translations.

As you may have already inferred, my partner and I stand in firm affirmation of this topic: English should indeed be made the official language of the United States of America. In our first speech, I will be talking to about how our country is suffering without an official language and why we need one. After taking some time to respond to our opponents, my partner will address how adopting an official language policy will be tremendously helpful to everyone, whether they presently speak English or not.

The first point we want to bring up is something vital: communication. Without it, a business owner could never sell her products. A patient could never tell his doctor what his symptoms are. If you do not speak the same language as a person, it is basically the same as not being able to communicate at all. Right now, in the United States, we deal with language barriers by making government documents and materials available in a wide array of languages via translation. The problems with this are twofold. First, this is a band-aid solution that forces a dependency on the beneficiary of the translations. Second, translation is not cheap and there is no end in sight. If the government continues on this course, it will have to dump money into translating all official materials at an ever-increasing rate.

The second point we would like to address is the equity of the American Dream. No matter who you are or where you are from, hard work and determination will give you a fair shot to succeed in the USA. For that to be the case, however, we need to make sure that we are doing everything possible to make sure that everyone is getting an equal chance at success. We can only do this by making sure that everyone served by our government, which is everyone who lives in the USA, can speak the same language. If we fail in this, our government is neglecting the needs of non-native English speakers and indirectly favoring those born into families that speak English.

1st Negative Speech:

Ladies and gentlemen, our opponents are correct in one thing, and that is stressing the importance of this topic. To begin, their definition of what an English Only policy would be like is flawed. By claiming that there would still be translations but they would save money by switching to ESL education, they are attempting to claim the benefits of their position without addressing the harms it does to society.

My partner and I disagree with the other team and believe that the United States should not adopt English as its official language. The US has never had such a policy, has never needed one, and certainly does not need one now. After showing why my opponents' arguments are wrong, I

am going to detail the historical basis for rejecting an English Only policy and why that means we do not need one today. My partner will also respond to the affirmative team's arguments and then demonstrate the ways that such a policy would harm the United States and its citizens.

The two points my opponent presented can be grouped into one single point, which is as follows: We need an English Only policy to benefit the people who do not speak English. The fact is, such a policy would not help them at all. Our opponents claim that ESL education equips non-English speakers with skills for economic success, and that's true, but such programs are already in place in the US. They could only make a difference with this policy if money were taken out of providing translations. If that were done, however, tens of thousands of non-English speaking adults would be disenfranchised unless they were forced to attend ESL classes, which would quickly become a financial hardship and a violation of personal liberty.

Fortunately, the United States has always been a nation of immigrants. Since our inception, people have poured in from all corners of the globe to make the United States of America what it is today. Indeed, it is our diversity, rather than our homogeneity, that is our greatest strength. We only have the strong economy we do because our infrastructure was built by hard working immigrants from places including Italy, China, Germany, and Switzerland. In the past, these demographics were mistreated severely. Along with the violation of their civil rights, they were stereotyped as being isolationist foreigners and a threat to American culture and the English language. History has shown this notion to be nothing more than alarmist xenophobia. These groups have integrated into our linguistic culture and even helped American English to become more distinct from English spoken in other parts of the world. Just as we did not need legislation or policy to "protect" us linguistically from immigrants in the past, we certainly do not need it now.

2nd Affirmative Speech:

Allow me to start off by restating that the United States of America definitely needs to declare English as its official language, and what our opponents have said supports that. The biggest example that supports our position is the hardship suffered by the immigrant groups they listed. When Italian and Chinese immigrants came over to the US in waves, they had a very hard time obtaining higher education, securing loans, and generally enjoying the privileges that should, supposedly, be available to everyone. Is it not possible that this was due, at least in part, to their inability to speak English? If you and a friend both move to a country where he speaks the language and you do not, who do you think is going to succeed? Your friend is, of course, and it was the same way for these poor immigrants. Today, plenty of people are still immigrating to the USA, and we do not have to let them suffer like previous generations of immigrants have. We need to apply the lessons of the past and declare English as the official language of the United States of America so that we can help them adapt and succeed in our nation.

Such a policy would bring with it a myriad of benefits to our society. First and foremost would be satisfying the moral obligation we have to help immigrants integrate into the American community. If we fail in this regard, not only are we guilty of a moral and sociological trespass, but the by product would be creating a subversive, marginalized element of society. Rather, making English the official language of the United States would help include immigrating Americans into both our language and culture, allowing them and their children a more productive means of socioeconomic growth and helping to keep them away from criminal

activity. An additional benefit would be the amount of jobs created, not just because of the expanded workforce resulting from more fluent, capable workers but also from the teaching positions that would become available to make this dream a reality. In summary, for a better economy, a reduction in crime and, foremost, because it is a moral obligation, the US ought to adopt English as its official language.

2nd Negative Speech:

The United States does not need an official language, be it English or any other. So far, our opponents have built their case on some pretty dubious claims that border on being offensive. Most recently, our opponents tried very gently to say that the US should have an official language policy to keep immigrants from committing crimes. Now, let's not mince words, here: the largest group immigrating to the US are people from Central and South America. The affirmative team has done a good job at subtly hinting at it instead of saying it outright, but what my opponents really want is for you to agree with them out of baseless Hispanophobia. Once you begin saying, "These poor people from another country deserve to be re-educated and included in our culture," what you are really saying is, "We need to remake their identity as Americans because our culture is superior to theirs." Obviously, this is unethical and completely invalidates their claims to be fulfilling a moral obligation.

Making English the official language of the United States would harm our country in other ways, too. Such a policy sends a clear message: "Who you are when you arrive here is not good enough. You will change because we want you to." Our native language is a part of our very personalities; the language of our innermost thoughts. Rejecting that in a person is hardly the kind of message that would culturally unify a diverse population. Rather, it divides them, declaring that English-speaking America is somehow above immigrant America. Because of this, we could only expect a reaction of resentment and, with it, a rise in crime. A federal ESL policy would be economically harmful as well for the simple fact that there are already private English-teaching services in the United States. Is it fair for the United States government to take customers away from private companies just to satisfy a misguided sense of linguistic protectionism? Of course not. The only responsible conclusion is that the United States of America does not need an official language.

3rd Affirmative Speech:

Throughout the course of this debate, we have proven and demonstrated that the United States should make English its official language. The goal of doing so would certainly not be to somehow diminish the value of other cultures or languages, but better equip recently arrived American citizens with the skills they need to thrive in their new country. ESL education does not teach a person that English is better than their native language any more than it teaches them that American brand clothing or hamburgers with French fries are better than their native attire or food.

My partner and I have demonstrated that the great benefits that would result from making English the official language of the United States. Immigrants would be given the tools for financial success, employment opportunities would be created for teachers and the American people would be united behind doing the right thing by giving our newest citizens a leg up. The most important thing to remember in this debate is the message that the Statue of Liberty bears to all those who come to the United States. It is our responsibility to embrace the tired, poor, and

huddled masses and do whatever is necessary to ensure that they have just as much of a chance to live the American Dream as native-born citizens.

3rd Negative Speech:

We would like to thank the judges, the audience and our opponents for coming to this debate. We would also like to state one final time that the United States of America does not need and should not have an official language. It is important to remember that all of the economic benefits our opponents claim stem from ESL education, which we already have in the US. Their other option would be to federalize ESL, which would infringe on the market freedom of existing language learning corporations. Their claims of fulfilling a moral duty are also void, as declaring an official language would violate the higher moral duties of respecting other cultures and preserving personal liberty.

I am glad that our opponents brought up the Statue of Liberty, because she is the very symbol of what the United States ought to be. Lady Liberty stands to welcome all those would come to the US and accepts them as they are, rather than insisting that they change into something or someone else. At the heart of it, that is all that an English Only policy would accomplish: sending a message to the rest of the world that they are only welcome to the United States if they conform linguistically.

UNIT-V TECHNICAL PRESENTATION

12.PowerPoint Presentation

Intro: How to Create a PowerPoint Presentation

The possible uses of PowerPoint are countless. A slide show can help a teacher teach a lesson, illustrate an event in history, easily display statistical information, or be used for training in corporations. A slide show can be a valuable tool for teaching, sharing and learning. Whether presenting at a conference or convincing your parents to get a puppy, PowerPoint presentations are useful no matter what the topic and help communicate ideas to an audience. The invention of PowerPoint by Gaskins has saved presenters hours of painstakingly handcrafting displays, and created a professional and easy way to relay information. The following are steps on how to create a basic PowerPoint presentation; however certain steps may vary slightly depending upon what version of PowerPoint you are using. This tutorial is specifically using PowerPoint 2007.

PowerPoint Tips: Style

Step 1: Don't let PowerPoint decide how you use PowerPoint.

Microsoft wanted to provide PowerPoint users with a lot of tools. But this does not mean you should use them all. Here are some key things to look out for:

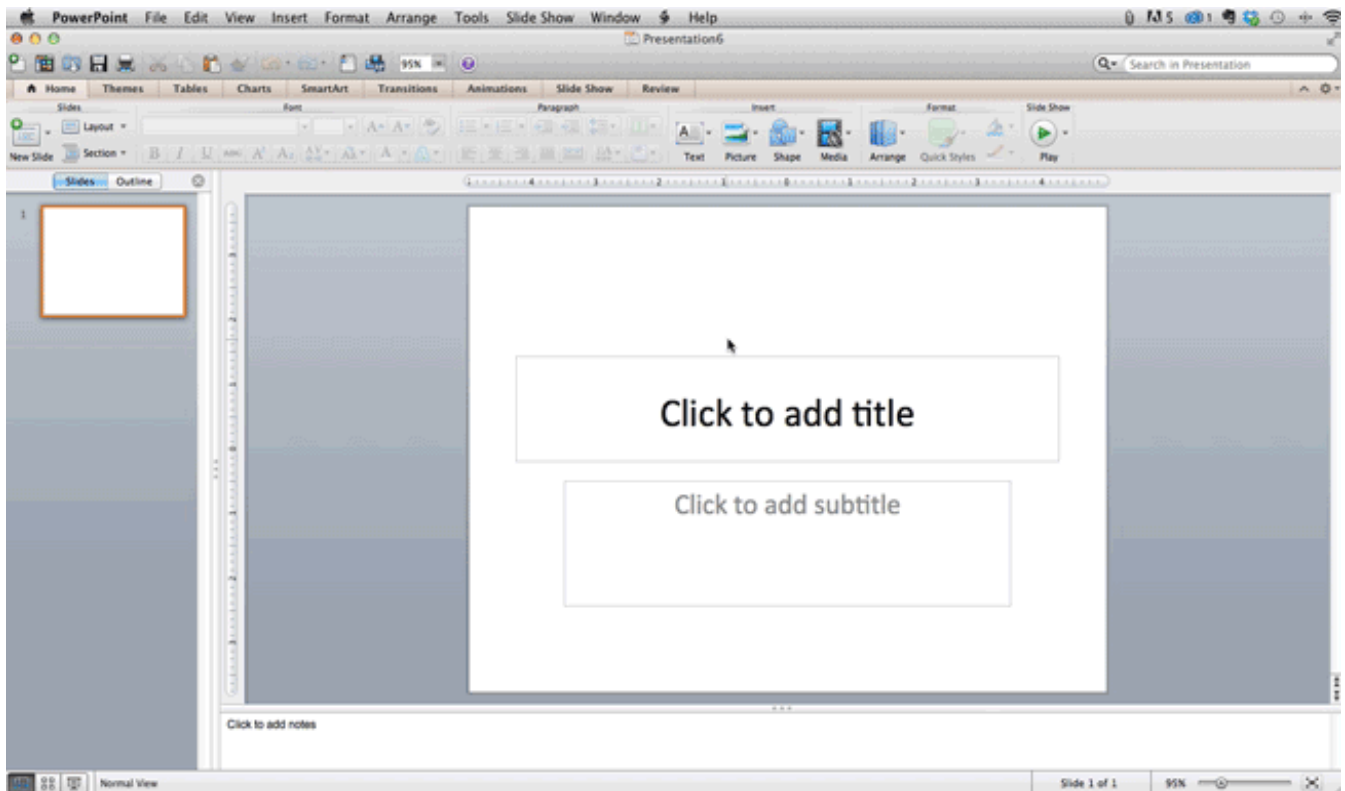
- Make sure that preset PPT themes complement your needs before you adopt them.
- Try to get away from using Microsoft Office's default fonts, Calibri and Cambria. Using these two typefaces can make the presentation seem underwhelming.
- Professionals should never use PPT's action sounds. (Please consider your audience above personal preference).
- PowerPoint makes bulleting automatic, but ask yourself: Are bullets actually appropriate for what you need to do? Sometimes they are, but not always.
- Recent PPT defaults include a small shadow on all shapes. Remove this shadow if it's not actually needed. Also, don't leave shapes in their default blue.

Step 2: Create custom slide sizes.

While you usually can get away with the default slide size for most presentations, you may need to adjust it for larger presentations on weirdly sized displays. If you need to do that, here's how.

1. In the top-left corner, choose "File."
2. Select "Page Setup."
3. Type the height and width of the background you'd like, and click "OK."
4. A dialogue box will appear. Click "OK" again.
5. Your background is resized!

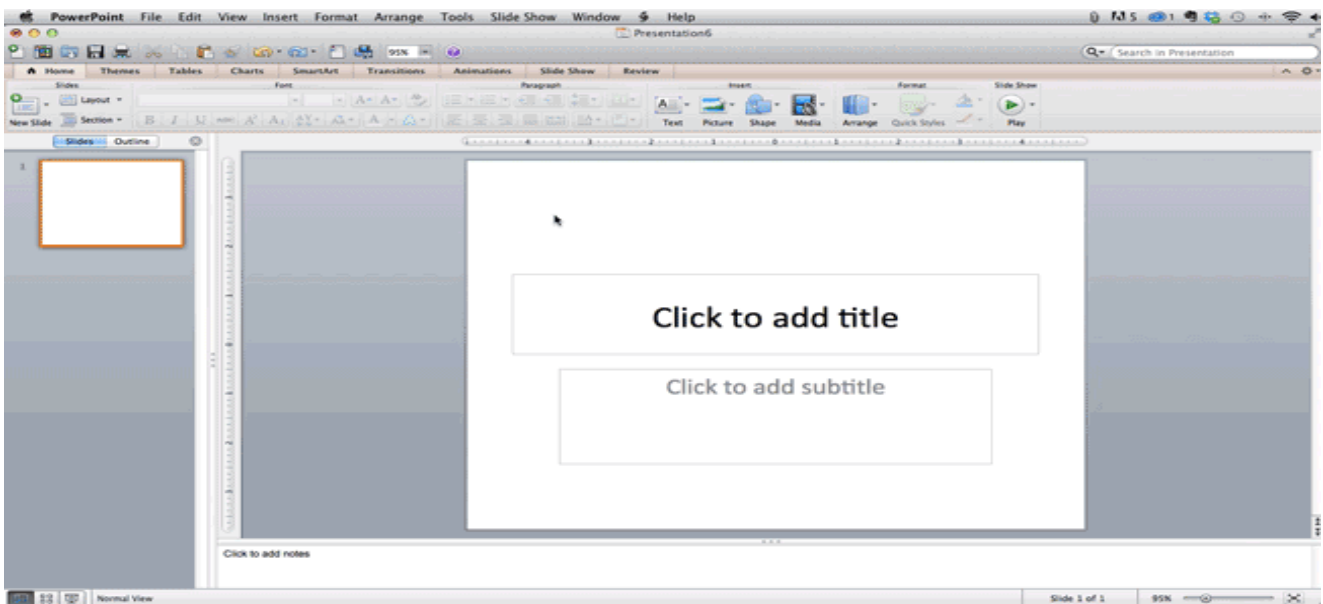
Tip: Resize your slides before you add any objects to them or the dimensions of your objects will become skewed.



Step 3: Edit your slide template design.

Often, it's much easier to edit your PowerPoint template before you start -- this way, you don't have design each slide by hand. Here's how you do that.

1. Select "Themes" in the top navigation.
2. In the far right, click "Edit Master," then "Slide Master."
3. Make any changes you like, then click "Close Master." All current and future slides in that presentation will use that template.

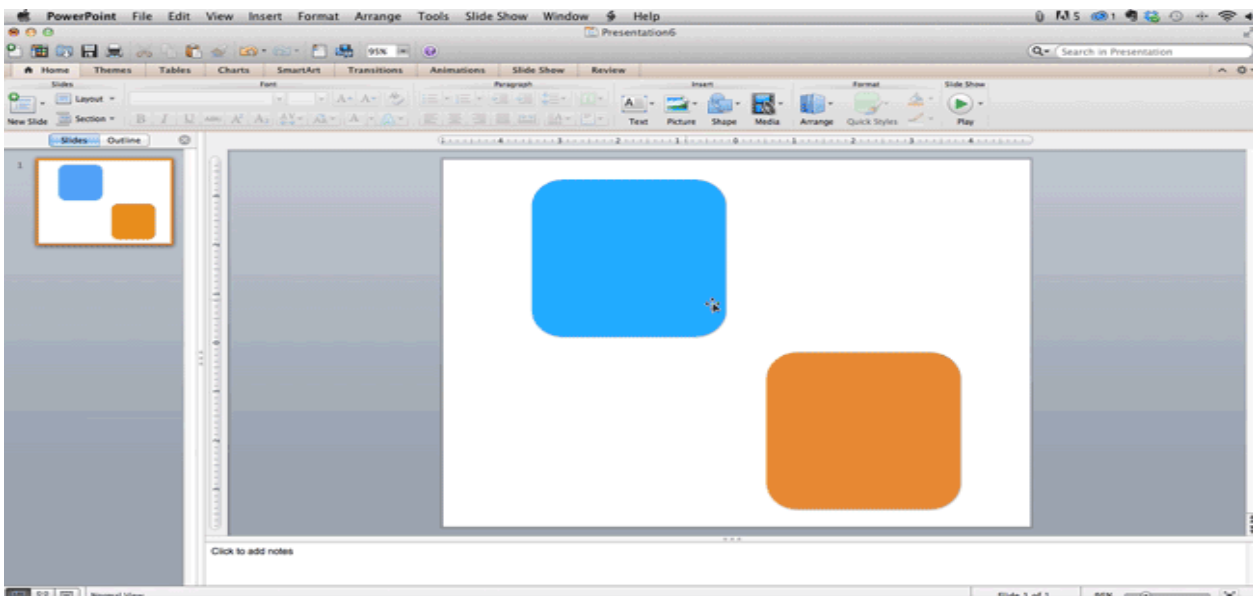


Step 4: Make sure all of your objects are properly aligned.

Having properly aligned objects on your slide is the key to making it look polished and professional. You *can* manually try to line up your images ... but we all know how that typically works out. You're trying to make sure all of your objects hang out in the middle of your slide, but when you drag them there, it still doesn't look quite right. Get rid of your guessing game and let PowerPoint work its magic with this trick.

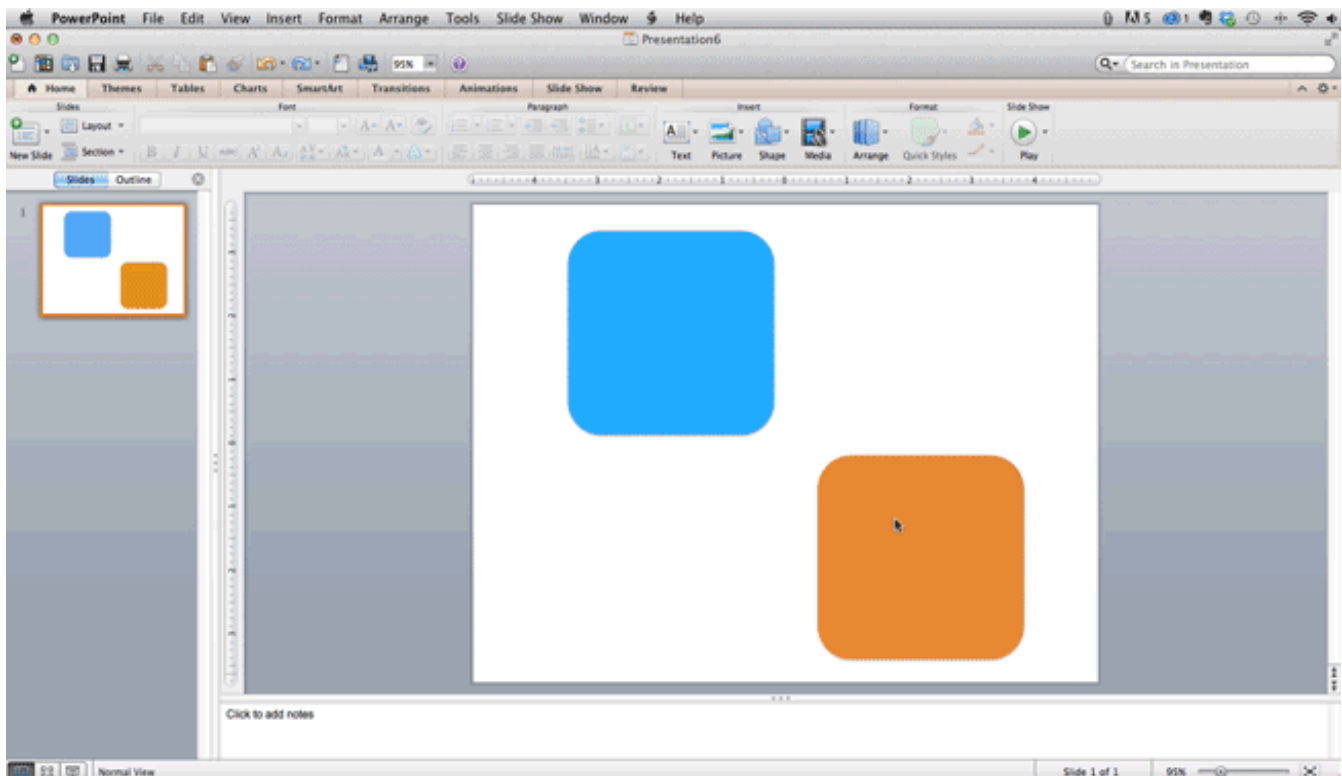
How to align multiple objects:

1. Select all objects by holding down "Shift" and clicking on all of them.
2. Select "Arrange" in the top options bar, then choose "Align or Distribute."
3. Choose the type of alignment you'd like.



How to align objects to the slide:

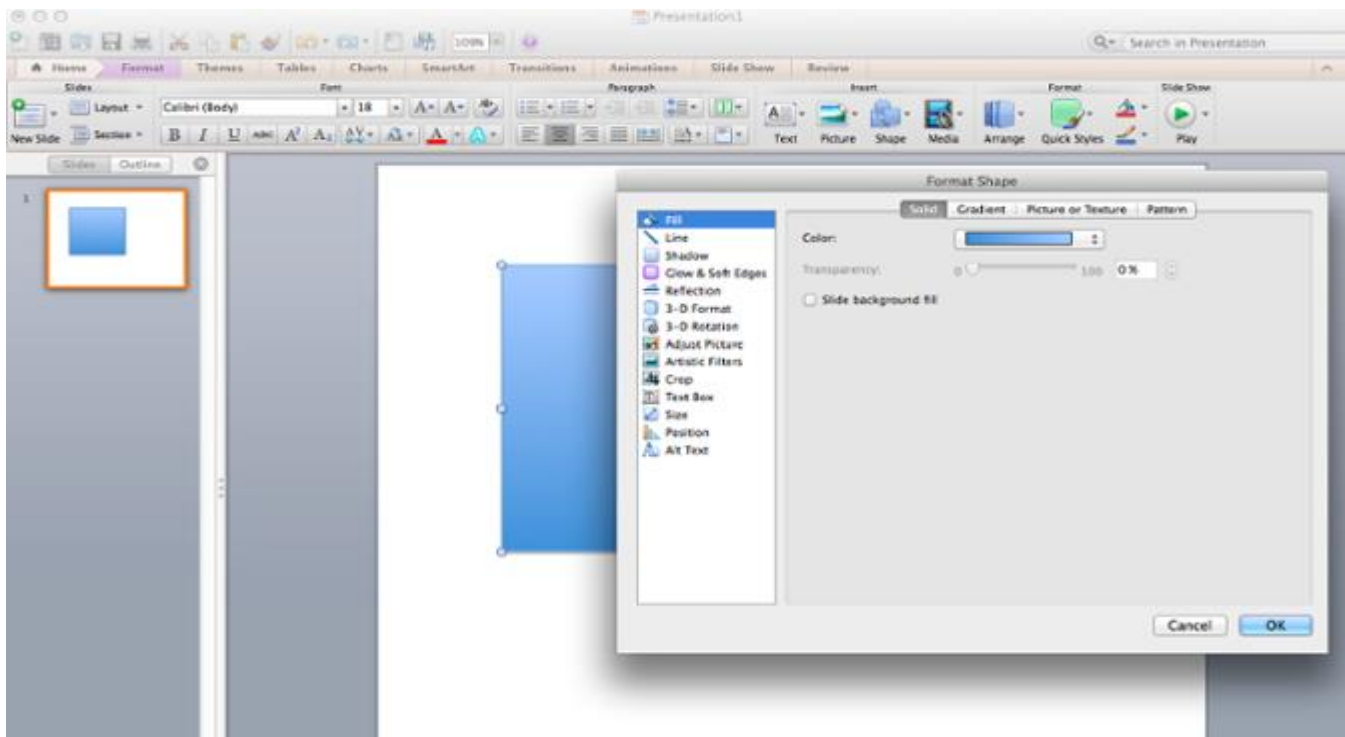
1. Select all objects by holding down "Shift" and clicking on all of them.
2. Select "Arrange" in the top options bar, then choose "Align or Distribute."
3. Select "Align to Slide."
4. Select "Arrange" in the top options bar again, then choose "Align or Distribute."
5. Choose the type of alignment you'd like.



PowerPoint Tips: Design

Step 5: Get more control over your objects' designs using "Format" menus.

Format menus allow you to do fine adjustments that otherwise seem impossible. To do this, right click on an object and select the "Format" option. Here, you can fine-tune shadows, adjust shape measurements, create reflections, and much more. The menu that will pop up looks like this:



Although the main options can be found on PowerPoint's format toolbars, look for complete control in the format window menu. Other examples of options available include:

- Adjusting text inside a shape.
- Creating a natural perspective shadow behind an object.
- Recoloring photos manually and with automatic options.

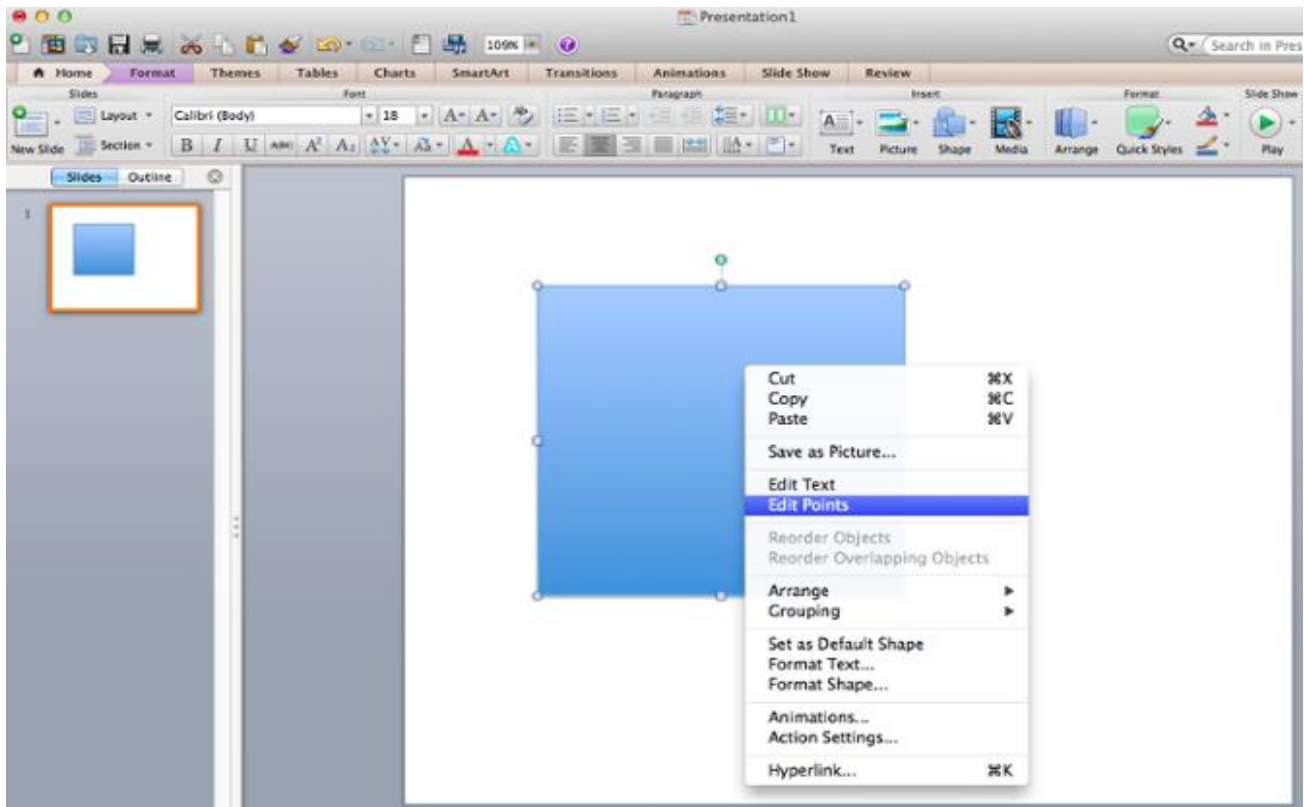
Step 6: Take advantage of PowerPoint's shapes.

Many users don't realize how flexible PowerPoint's shape tools have become. In combination with the expanded format options released by Microsoft in 2010, the potential for good design with shapes is readily available. PowerPoint provides the user with a bunch of great shape options beyond the traditional rectangle, oval, and rounded rectangle patterns, unlike even professional design programs like Adobe Creative Suite or Quark.

Today's shapes include a highly functional Smart Shapes function, which enables you to create diagrams and flow charts in no time. These tools are especially valuable when you consider that PowerPoint is a visual medium. Paragraphing and bullet lists are boring -- you can use shapes to help express your message more clearly.

Step 7: Create custom shapes.

When you create a shape, right click and press "Edit Points." By editing points, you can create custom shapes that fit your specific need. For instance, you can reshape arrows to fit the dimensions you like.



Another option is to combine two shapes together. When selecting two shapes, right-click and go to the "Grouping" sub-menu to see a variety of options.

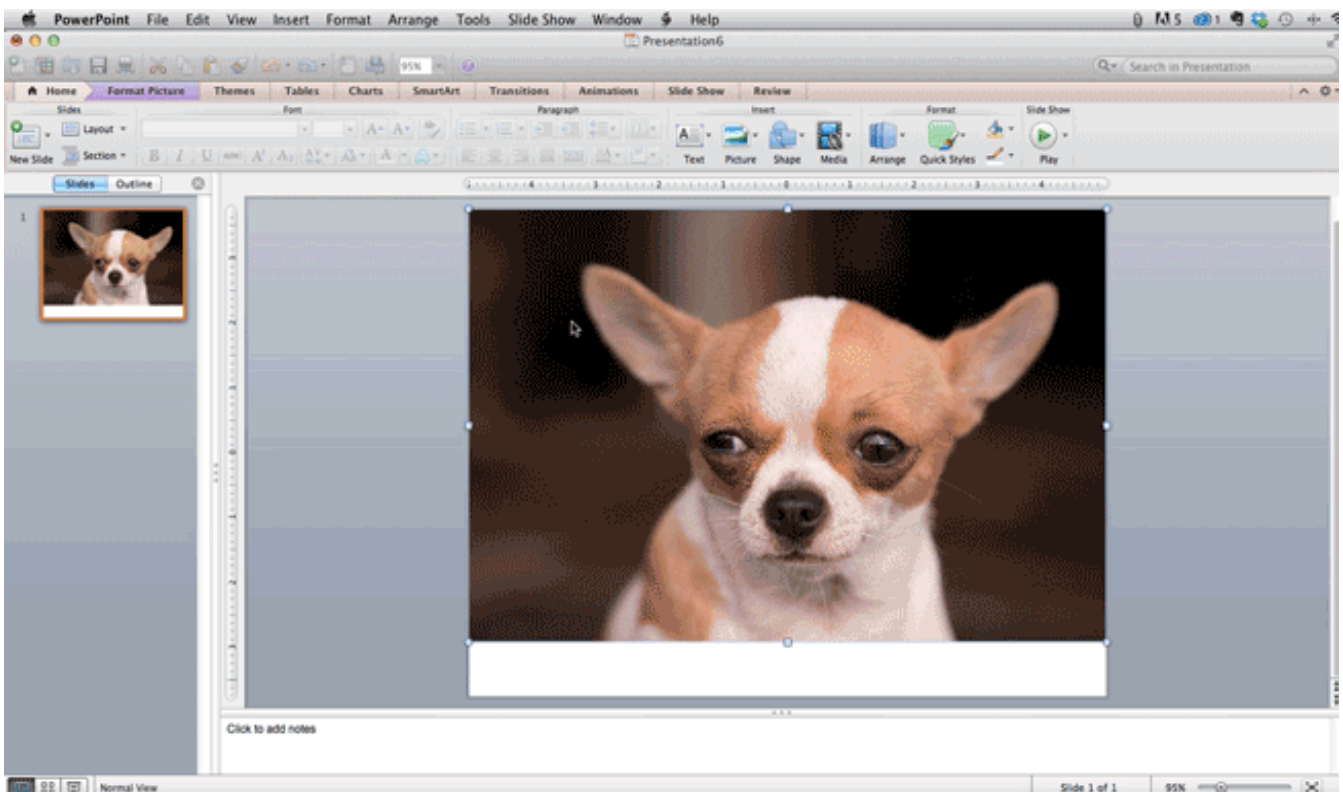
- **Combine** creates a custom shape that has overlapping portions of the two previous shapes cut out.
- **Union** makes one completely merged shape.
- **Intersect** builds a shape of only the overlapping sections of the two previous shapes.
- **Subtract** cuts out the overlapping portion of one shape from the other.

By using these tools rather than trying to edit points precisely, you can create accurately measured custom shapes.

Step 8: Crop images into custom shapes.

Besides creating custom shapes in your presentation, you can also use PowerPoint to crop existing images into new shapes. Here's how you do that:

1. Click on the image and select "Format" in the options bar.
2. Choose "Crop," then "Mask to Shape," and then choose your desired shape. Ta-da! Custom-shaped photos.



Step 9: Present websites within PowerPoint.

Tradition says that if you want to show a website in a PowerPoint, you should just create link to the page and prompt a browser to open. For PC users, there's a better option.

Third party software that integrates fully into PowerPoint's developer tab can be used to embed a website directly into your PowerPoint using a normal HTML iframe. One of the best tools is LiveWeb, a third-party software developed independently.

By using LiveWeb, you don't have to interrupt your PowerPoint, and your presentation will remain fluid and natural. Whether you embed a whole webpage or just a YouTube video, this can be a high-quality third party improvement.

Unfortunately, Mac users don't have a similar option. A good second choice is to take screen shots of the website, link in through a browser, or embed media (such as a YouTube video) by downloading it directly to your computer.

Step 10: Embed your font files.

One constant problem presenters have with PowerPoint is that fonts seem to change when presenters move from one computer to another. In reality, the fonts are not changing -- the presentation computer just doesn't have the same font files installed. If you're using a PC and presenting on a PC, then there is a smooth work around for this issue. (When you involve Mac systems, the solution is a bit rougher. See Tip #11.)

Here's the trick: When you save your PowerPoint file (only on a PC), you should click Save Options in the "Save As ..." dialog window. Then, select the "Embed TrueType fonts" check box and press "OK." Now, your presentation will keep the font file and your fonts will not change when you move computers (unless you give your presentation on a Mac).

Step 11: Save your slides as JPEGs.

In PowerPoint for Mac 2011, there is no option to embed fonts within the presentation. So unless you use ubiquitous typefaces like Arial or Tahoma, your PPT is likely going to encounter font changes on different computers.

The most certain way of avoiding this is by saving your final presentation as JPEGs, and then inserting these JPEGs onto your slides. On a Mac, users can easily drag and drop the JPEGs into PPT with fast load time. If you do not use actions in your presentation, then this option works especially well.

If you want your presentation to appear "animated," you'll need to do a little tinkering. All you need to do is save JPEGs of each "frame" of the animation. Then, in your final presentation, you'll just display those JPEGs in the order you'd like the animation to appear. While you'll technically have several new slides in place of one original one, your audience won't know the difference.

An important consideration: If your PPT includes a lot of JPEGs, then the file size will increase.

Step 12: Embed multimedia.

PowerPoint allows you to either link to video/audio files externally or to embed the media directly in your presentation. You should embed these files if you can, but if you use a Mac, you cannot actually embed the video (see note below). For PCs, two great reasons for embedding are:

1. Embedding allows you to play media directly in your presentation. It will look much more professional than switching between windows.

2. Embedding also means that the file stays within the PowerPoint presentation, so it should play normally without extra work (except on a Mac).

Note: Mac OS users of PowerPoint should be extra careful about using multimedia files.

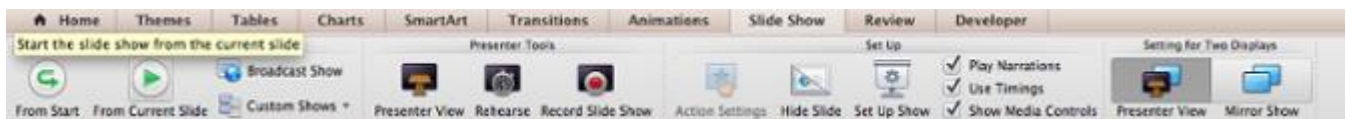
If you use PowerPoint for Mac, then you will always need to bring the video and/or audio file with you in the same folder as the PowerPoint presentation. It's best to only insert video or audio files once the presentation and the containing folder have been saved on a portable drive in their permanent folder. Also, if the presentation will be played on a Windows computer, then Mac users need to make sure their multimedia files are in WMV format. This tip gets a bit complicated, so if you want to use PowerPoint effectively, consider using the same operating system for designing *and* presenting, no matter what.

Step 13: Bring your own hardware.

Between operating systems, PowerPoint is still a bit jumpy. Even between differing PPT versions, things can change. One way to fix these problems is to make sure that you have the right hardware -- so just bring along your own laptop when you're presenting.

Step 14: Use "Presenter View."

In most presentation situations, there will be both a presenter's screen and the main projected display for your presentation. PowerPoint has a great tool called Presenter View, which can be found in the "Slide Show" tab of PowerPoint 2010 (or 2011 for Mac). Included in the Presenter View is an area for notes, a timer/clock, and a presentation display.



For many presenters, this tool can help unify their spoken presentation and their visual aid. You never want to make the PowerPoint seem like a stack of notes that you use a crutch. Use the Presenter View option to help create a more natural presentation.

Pro Tip: At the start of the presentation, you should also hit CTRL + H to make the cursor disappear. Hitting the "A" key will bring it back if you need it!

Conclusion

With style, design, and presentation processes under your belt, you can do a lot more with PowerPoint than just presentations for your clients. PowerPoint and similar slide applications are flexible tools that should not be forgotten.