

**LORDS INSTITUTE OF ENGINEERING & TECHNOLOGY(A)**  
**EFFECTIVE COMMUNICATION SKILLS LAB**

<b>Laboratory: Effective Communication Skills</b>		<b>Department: Science &amp; Humanities</b>			
<b>Roll No:1609</b>	<b>Class:</b>	<b>Semester: I/II</b>	<b>Academic Year:</b>		
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## **WORKSHEET #1 (Activity:1)**

### **LISTENING FOR COMPREHENSION**

**I- Write in brief about the importance of listening, purpose of listening, barriers to listening and effective listening.**

**Ans. Importance of listening**

1. Listening is the first means of acquiring information
2. Listening is the first means of learning new language
3. Helps to solve problems
4. Helps in framing plans and policies
5. Helps to share information
6. Helps in decision-making
7. Helps to know organization
8. Develops better relations
9. Provides encouragement

#### **The Purpose of Listening**

Listening serves a number of possible purposes, and the purpose of listening will depend on the situation and the nature of the communication.

1. To specifically focus on the messages being communicated, avoiding distractions and preconceptions.
2. To gain a full and accurate understanding into the speaker's point of view and ideas.
3. To critically assess what is being said.
4. To observe the non-verbal signals accompanying what is being said to enhance understanding.
5. To show interest, concern and concentration.
6. To encourage the speaker to communicate fully, openly and honestly.
7. To develop an selflessness approach, putting the speaker first.
8. To arrive at a shared and agreed understanding and acceptance of both sides' views.

## **Barriers to Listening**

Effective listening is hindered by many barriers such as physical (environment disturbance, such as loud or distracting noises) and psychological barriers (on the part both the sender and the receiver).

Some common barriers in the process of listening are listed below:

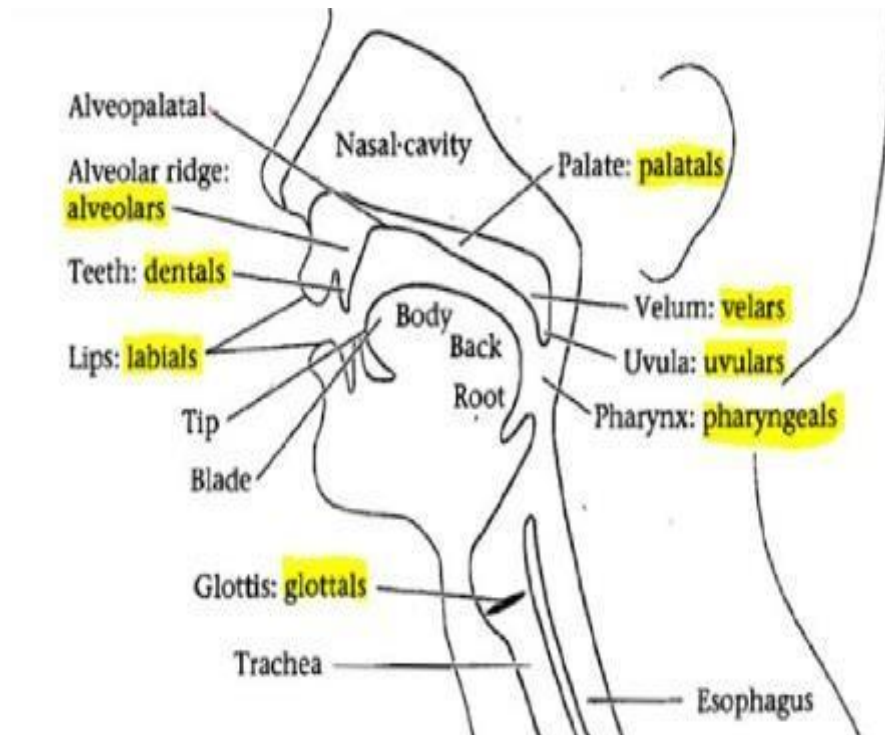
- Pre-judgments about the process of the speaker or the topic.
- Arriving late for a speech, presentation or lecture.
- Interrupting the speaker.
- Judging the speaker by his / her mannerism, voice, appearance, accent, etc.
- Lack of concentration / interest.
- Avoiding listening to boring or difficult to understand information.
- Listening selectively.
- Being distracted by disturbance.

## **Effective listening**

- Listening is the crucial component of the communication process.
- Effective listening is the skills required to maintain professional and personal relationships.
- Ineffective listening leads to a breakdown of communication.
- Effective listening enables us to evaluate the strong and weak points of a message and give useful feedback and constructive criticism.
- Listening has a profound effect on the development of our attitude, behavioral patterns, skills, and interpretation and understanding of the world we live in.

**WORKSHEET #2 (Activity:2)**  
**ORGANS OF SPEECH**

**1-Label the organs of speech given in the diagram**

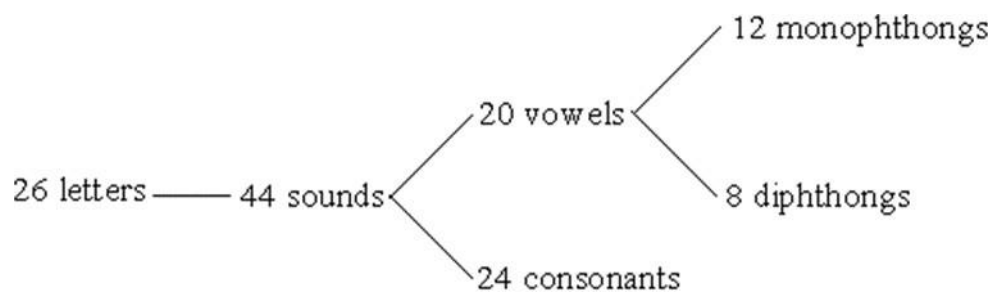


Organs of Speech

## II- INTERNATIONAL PHONETIC ALPHABET (IPA)

1. Write the symbols from the International Phonetic Alphabet (IPA)

Ans: English language has twenty vowel sounds and twenty-four consonants.



### Vowels

Vowel sounds are divided into Monophthongs and Diphthongs.

### Monophthongs or Pure Vowels

/ɪ/ kill, fill

/i:/ feel, meet

/e/ bet, set

/æ/ cat, mat

/ɑ:/ car, park

/ɒ/ pot, cot

/ɔ:/ Ball, fall

/ʊ/ put, good

/u:/ shoot, root

/ʌ/ cut, but

/ɜ:/ heard, bird

/ə/ about, around

## **Diphthongs**

/aɪ/	Cry, My, Like, Bright, Lime
/eɪ/	Bake, rain, lay, eight, break
/əʊ/	Go, oh, slow, loan, though
/aʊ/	Bound, house
/eə/	Pair, lair, chair
/ɪə/	Career, fear
/ɔɪ/	Boy, coy, toy
/ʊə/	poor, sure

## **Consonants**

There are twenty-four consonant sounds in English, and they are divided into different groups using three criteria: 1. place of articulation, 2. manner of articulation 3. voicing

By “Place of Articulation”, we mean the speech organs that are involved in the production of the consonant in question. Some sounds are produced with the two lips, some with the tongue and teeth, the tongue and alveolar ridge etc. Using this criterion, we have seven types of consonant sounds:

**Bilabial:** The two lips are the articulators.

**Labio- dental:** It is produced by the lower lip and upper teeth.

**Dental:** The tip of the tongue and upper front teeth are the articulators. **Alveolar:** The tip or blade of the tongue and the teeth ridge are the articulators. **Post alveolar:** Tip of the tongue and back of the teeth ridges are the articulators. **Palatal:** The front of the tongue and the hard palate are the articulators.

**Palatal alveolar:** The tip, blade and front of the tongue and teeth ridges and hard palate are articulators.

Velar: The back of the tongue and soft palate are the articulators.

Glottal: Produced at the glottis and the two vocal cords are the articulators.

By “Manner of Articulation”, we mean the manner in which the pulmonic air (the air we use to form speech sounds) escapes from the mouth. With some sounds, the air is completely

blocked, with some, it escapes with difficulty through the mouth, and with some others it escapes through the nostrils. Using these criteria, we have six types of consonant sounds:

Plosive/stop: It is a consonant produced with a structure of complete closure in the mouth and sudden release of air. Ex: /p/, /b/, /t/, /d/, /k/, /g/.

Nasal: A nasal consonant is articulated with a structure of complete oral closure and air passed through the nose. Ex: /m/, /n/, /ŋ/

Fricative: In the production of a fricative consonant the structure is one of close approximation, for the escape of air stream to produce strong friction.: Ex: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/.

Affricate: If the stop is not held for any appreciable time and released slowly, we get an affricate: /tʃ/, /dʒ/

Lateral: It is a consonant produced by a structure of complete closure in the centre of the vocal tract but the air has a free passage on the sides. /l/.

Approximants: It refers to sounds that are articulated with a structure of open approximation. They are also called semi-vowels.: /j/, /w/, /r/

By “Voicing”, we mean whether or not there is vibration in the vocal cords when the sound is produced. Using this criterion, we have two types of sound 1. voiceless sounds (those produced without vibration) and 2. voiced sounds (those produced with vibration).



## WORKSHEET#3 (Activity:2)

### THE SOUNDS OF ENGLISH VOWELS & CONSONANTS

**I-Give three term labels for the following vowel sounds.**

Sound	Three Term Label
/ i:/	Front, Close, Unrounded
/ e/	Front, Half-Close, Unrounded
/ ɒ/	Back, Open, Rounded
/ u:/	Back, Close, Rounded
/ æ /	Front, Half Open, Unrounded
/ ə /	Central, Half Open, Unrounded
/ ɑ:/	Back, Open, Unrounded

**II-Give Phonetic symbols to match the following descriptions of consonant sounds:**

Voiced labial plosive	/b/
Voiced alveolar nasal	/n/
Voiceless dental fricative	/ θ/
Voiced alveolar lateral	/l/
Voiceless alveolar fricative	/s/
Voiced bilabial nasal	/m/

**III-Fill the spaces with appropriate consonant sounds.**

1. Tap / t æ p /
2. Shut / ʌ t   /
3. Budge /   ʌ   /
4. Cross /       /
5. Dose /   ɒ U z   /

6. Sell / sel /
7. Zoo / zu: /
8. Possible / pi\_\_\_\_/
9. Yoke / \_\_\_\_/
10. Sure / ʊ /
11. Rat / æ /
12. Beat / i: /
13. Moss / \_\_\_\_/
14. Town / ʊ /
15. Thanks / θ æ /

**IV- Fill in the spaces with appropriate vowel sounds.**

1. Food / fud /
2. Foot / fut /
3. Sheet / e t /
4. Seven / se n /
5. Mouse / mu /
6. Early / e /
7. Trial / t ri /
8. Fin / fi /
9. Dear / de /
10. Poor / p u /
11. Apple / e p l /
12. Zebra / ze /

13. Loud / l\_d /

14. Gate / g \_\_t /

15. Ago / \_g \_

## WORKSHEET #4 (Activity:2)

### WORD ACCENT AND STRESS SHIFTS

**I- Read the following words and mark the stress with syllable division**

S.No.	Monosyllabic words	Disyllabic words	Tri-syllabic words	Tetra-syllabic words
1	two	pre. sent	re.la. tive	es.ta. blish. ment
2	plan	per.mit	wan.ted.ly	lon.gi.tu.di.nal
3	set	an. swer	im.pre. ssion	ma.chi.ne. ry
4	next	eng. lish	sub.sec. tion	A. me.ri.ca
5	end	to.day	pa.ssen.ger	re.mar.ka.ble
6	sing	con. vent	re.se. lect	a.vai.la.ble
7	run	per. fect	pho.to. graph	pho.to.gra.phy
8	text	mon. soon	ob.jec. tion	e.lec.tri.ci. ty
9	back	win.dow	re.co. llect	im.med.iate.ly
10	bird	com. bine	wed.nes.day	con.ver.sa. tion

### Word Accent

**II- Mark the stress on disyllabic words,**

‘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

### Disyllabic words – Accent on the first syllable

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

### Disyllabic 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

### Trisyllabic 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'tructive di'rector

### **Trisyllabic words – Accent on the third syllable**

After'noon ciga'rette decom'pose repre'sent under'stand

### **Words having four syllables (Polysyllabic)**

A'blity a'pologise de'velopment 'popularity pho'tography  
sim'plicity diplo'matic unim'portant circu'lotion  
in'tentional

### **Stress Shifts**

**III-** Observe for disyllabic- verbs stress on 1st syllable and nouns on

2nd syllable. 1. Addict

- aDDICT (v.): Many people become addicted to alcohol or drugs after suffering a tragedy.
- Addict (n.): As there is heroin readily available in Afghanistan, you will find many addicts.

2. Compact

- comPACT (v.): My neighbor owns a device that compacts trash to create more space for garbage.
- COMpact (n.): The Smart car is the most famous of all compact car designs.

3. Default

- deFAULT (v.): It is absolutely imperative that you don't default on your loan--you must make the payment.
- DEfault (n.): The default in payments to the insurance company increased his monthly premiums.

4. Extract

- exTRACT (v.): During the Gold Rush, pioneers extracted gold from mines in California.
- EXtract (n.): Flower extracts are used in the production of perfume.

## 5. Insult

- inSULT (v.): Please don't insult me in front of the guests!
- INsult (n.): In China burping is not considered an insult, on the contrary it is a compliment to the cook

## WORKSHEET #5 (Activity:2) INTONATION

### I-Repeat the TONE UNITS following the patterns marked

1. | where are you \going |
2. | /where are you going |
3. | let's meet at the \train station |
4. | it's quite \cold in here |
5. | /is it |
6. | \yes | can you put the \radiator on |
7. | you don't \like me | \do you |
8. | I \do |
9. | I work for the BB\C |
10. | I can't \stand the BBC | /personally |

### II - Write the words & sentences with intonation markings, the SYLLABLE is underlined and the TONE is in brackets

1. Incredible

(falling)A: |

\incredible |

2. It's a lovely evening. (fall-rising)

A: | it's a 'lovely \evening |

3. You do, do you. (falling | rising)

A: | you \do | /do you |

4. Where are you going? (rising)

A: | /where are you going |

5. My name is John. (falling)

A: | my 'name is \John |

6. Basically, it's over. (fall-rising | falling)

7: | \basically | it's \over



## **WORKSHEET #6 (Activity:3)**

### **CONVERSATIONAL SKILLS**

**I-Write in brief the features of a good**

**conversationA: FEATURES OF GOOD**

#### **CONVERSATION**

- A conversation is between two people so there must be give and take between the two participants. Do not dominate a conversation or make it only about you. Allow the other person to speak too.
- Demonstrate that you are interested in what the other person is saying. Ask questions to draw the person out.
- Listen actively and maintain eye contact.
- When the other person is speaking, do not interrupt. Put your ideas forward once the other person has finished talking.
- Keep an open mind and be receptive. Even if you disagree with other people's ideas, listen to them carefully. Everyone has a right to express themselves.
- Read up to the latest developments in the world so that you have something to contribute to the conversation.
- Maintain a friendly attitude so that people feel comfortable to approach you.

**II-Write the tips to start a conversation**

- Ask for information.
- Pay a compliment.
- Comment on something pleasant.
- Introduce yourself.
- Offer help.
- Ask for help.

- Mention a shared experience.
- Ask for an opinion.
- Praise the person.
- Show genuine interest.
- Ask about them.
- Make an observation.
- Comment on the weather.

### **III-Write the Expressions to greet people and respond to people in a conversation.**

**A:**

- Good morning. How are you?
- Hello! What a lovely/pleasant/big surprise!
- Hi! It's great to see you too
- I'm very well, thank you. What about you?
- I'm fine, thanks.
- We haven't met for quite sometimes, have we?
- It's pleasure to see you.
- Good to see you after so long.
- How are you and where have you been?
- Just fine, thanks. How're things with you?
- Everything is going well.

### **IV-Write some expressions used when taking leave of people.**

**A:**

- It was nice meeting you, but I'm afraid I have to go now.
- I must leave. I hope you'll excuse me.
- Wish I could have stayed longer, but I must run.
- That's quite all right. I hope we can meet again soon.
- We must meet and catch up on what's happening.
- Yes, we must.
- Yes, I hope too.
- Yes, let's do that. / We must do that.
- Yes, please do come over.
- Catch you later. Bye!
- Bye, bye!
- See you.

**V-Write a conversation between Gita Naidu and Madhu Kumar who meet at the post office. They stay in the same locality, but do not know each other very well. It is three o'clock in the afternoon.**

**A:** Madhu: Good afternoon, Mrs. Naidu

Gita: Good afternoon, Mr. Kumar. How are you?

Madhu: I'm very well, thank you. And how're you, Mrs. Naidu?

Gita: I'm fine, thanks. I came to buy some stamps and inland letters.

Madhu: I must send this card to my friend. It's her birthday next week. Have a nice day, Mrs. Naidu.

## **WORKSHEET #7 (Activity:4)**

### **INTRODUCING ONESELF AND OTHERS**

#### **I-Give the details of introducing oneself and others**

**A:** Introducing oneself / Self introduction for students means introducing and describing themselves in a justified manner. It means highlighting all the unique attributes about themselves, and it would be best to be confident and clear enough while introducing themselves to others. A good self-introduction must include the following,

- While introducing, start with a smile on your face and greet the person or audience to whom you are introducing yourself.
- Begin with your 'Name and Place' after greeting. And if necessary, add family details to the introduction.
- Be brief about educational details, from sharing areas of interests and hobbies to ideas and inspiration.
- Share your prior experience (if any) and recreational activities.

#### **II-Give self-introduction and introduce another.**

**A:** I am \_\_\_\_\_

**Known as(pet/nick):**

\_\_\_\_\_

**One or two words to describe yourself:**

\_\_\_\_\_

**Known or speak fluently (Language/s):**

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**I chose \_\_\_\_\_ engineering**

**because \_\_\_\_\_**

**My aim in life is to \_\_\_\_\_**

**My strength is \_\_\_\_\_**

**My weakness is \_\_\_\_\_**

**I am pursuing B.E \_\_\_\_\_ year from the department**

**of \_\_\_\_\_, in \_\_\_\_\_**

**Completed Intermediate/12<sup>th</sup>**

**from \_\_\_\_\_ College,**

**\_\_\_\_\_ and secured \_\_\_\_\_ %.** I

**completed schooling from \_\_\_\_\_ School,**

**in \_\_\_\_\_ division. I am skilled technically**

**in \_\_\_\_\_**

**or I have no technical knowledge except browsing internet.**

**My family consists of \_\_\_\_\_**

**I am inspired by/ my inspiration is \_\_\_\_\_**

**I like \_\_\_\_\_ and**

**hate/dislike \_\_\_\_\_**

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**I spend my leisure time**

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**LIET**

**I chose: \_\_\_\_\_**

**I like in Lords \_\_\_\_\_**

**I don't like in Lords** \_\_\_\_\_

**Subjects I like** \_\_\_\_\_

**because** \_\_\_\_\_

### **Introducing Others**

**Let me introduce you Mr./ Ms** \_\_\_\_\_

**A** \_\_\_\_\_ **and my** \_\_\_\_\_

**He/she is** \_\_\_\_\_, **very** \_\_\_\_\_

\_\_\_\_\_  
**His/her achievement in life is** \_\_\_\_\_

**Thing/s which inspire/s me of his/her** \_\_\_\_\_

**I remember that once** \_\_\_\_\_

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### **III-Write the expression for Introducing Oneself and Others**

**A: Here are some expressions used in both formal and informal situations to introduce yourself.**

- Let me introduce myself. I'm.....
- I'll introduce myself. I'm.....
- Good morning! / Hello! My name is....
- Good morning! / Hi! I'm.....
- I have just joined.....
- I have just moved in.....
- I'm from.....
- I work for.....
- I 'm the new.....

**IV-Write the expressions you can use to introduce people to one another.**

**A: The other expressions one can use to introduce people to one another are:**

- I'd like you to meet.....
- Have you met?
- Do you know each other?
- Let me introduce.....
- May I introduce..... (Formal)
- It gives me great pleasure to introduce.....
- (To an audience at a public function)

**One can respond to an introduction by saying:**

- I'm happy to meet you.
- This is indeed a pleasure.
- Nice meeting you.

**V-Introducing yourself to someone**

**A: Dialogue -1**

Prakash Reddy is a new teacher. He introduces himself to the headmistress, Nina shetty. Time: morning

Prakash Reddy: Good morning, Mrs Shetty. I'm Prakash Reddy. I'm the new history teacher reporting for duty.

Nina Shetty: Good morning, Prakash. (I' m) Pleased to meet you. Welcome to the National School. We're glad to have you.

## **V-Introducing yourself to someone**

### **Dialogue-2**

Two scientists meet at a seminar. Time: morning

Dr.Pratap: Good afternoon! I'M Sonali Pratap from NIT Warangal.

Dr. Rahman: Pleased to meet you, Dr. Pratap. I'm Amir Rahman from Punjab Technical University.

Dr. Pratap: I'm so glad to meet you. Will you be presenting a paper today?

Dr. Rahman: Yes, it's a report on my latest project.

Dr. Pratap: That's interesting. I 'm looking forward to your paper.

Dr. Rahman: Thank you.



## WORKSHEET #8 (Activity:5)

### ASKING FOR AND GIVING INFORMATION

#### **I-State different expressions used for asking and giving information.**

**A:** Asking for information can be as simple as asking for the time, or as complicated as asking for details about a complicated process. In both cases, it's important to use the appropriate form for the situation. For example, when asking for information from a friend, use a more informal or colloquial form. When asking a colleague, use a slightly more formal form, and when asking for information from a stranger, use an appropriately formal construction. Very Informal Structures If you are asking a friend or family member for information, use a direct question.

**Simple Question Structure:** When? + Helping Verb + Subject + Verb

How much does it cost?

Where does she live?

More Formal Structures

**Use these forms for simple, everyday questions in stores, with colleagues at work, and in other informal situations.**

**Structure:** Pardon me / Excuse me + Can / could you tell me + Why? + Subject + verb?

Ex: Can you tell me when the train arrives?

Pardon me, could you tell me how much the book costs?

Formal and More Complicated Questions

**Use these forms when asking complicated questions that require a lot of information.**

These should also be used when asking questions of

Important people such as your boss, on a job interview, etc.

**Structure:** I wonder if you could + tell me/explain/provide information on...

I wonder if you could explain how health insurance is handled at your company.

I wonder if you could provide information on your pricing

structure.

**Structure:** Would you mind + verb + ing

Would you mind telling me a little bit more about benefits at this company?  
Would you mind going over the savings plan again?

## **Replying to a Request for Information**

If you would like to provide information when asked for information, start your reply with one of the following phrases.

### **Informal**

- Sure.
- No problem.
- Let me see.

### **More Formal**

- I'd be happy to answer that.
- I should be able to answer your question.
- It'd be a pleasure to help you.

When providing information people will sometimes also offer to help in other ways. See the example conversations below for an example.

## **Saying No**

If you do not have the answer to a request for information, use one of the phrases below to indicate that you are unable to answer the question. Saying 'no,' is never fun, but sometimes it's necessary. Instead, it's common to offer a suggestion as to where someone might find the information.

### **Informal**

- Sorry, I can't help you out.
- Sorry, but I don't know that.
- That's beyond me, sorry.

### **More Formal**

- I'm afraid I don't have the answer to that question.
- I'd like to help you. Unfortunately, I don't have that information / don't know.

## **II-Develop a dialogue in different situation asking for and giving information.**

### **A: Dilogue-1**

Brother: When does the movie start?

Sister: I think it's at 8.

Brother: Check, will you?

Sister: You're so lazy. Just a second.

Brother: Thanks, sis.

Sister: Yes, it starts at 8. Get off the couch sometimes!

### **Dialogue-2**

Man: Excuse me, would you mind answering some questions?

Business Colleague: I'd be happy to help.

Man: I wonder if you could tell me when the project is going to begin.

Business Colleague: I believe we're beginning the project next month.

Man: and who will be responsible for the project.

Business Colleague: I think Bob Smith is in charge of the project.

Man: OK, finally, would you mind telling me how much the estimated cost will be?

Business Colleague: I'm afraid I can't answer that. Perhaps you should speak to my director.

Man: Thank you. I thought you might say that. I'll speak to Mr. Anders.

Business Colleague: Yes, that would be best for that type of information. Man: Thank you for helping out.

Business Colleague: My pleasure.

## **WORKSHEET #9 (Activity:6)**

### **MAKING REQUEST AND RESPONDING TO THEM APPROPRIATELY**

#### **I-Write the expressions to make a request**

**A:** Here are some expressions you could use to make a request. The expressions at the top are more formal than those towards the bottom of the list.

May I request you to..... please.

I was wondering if you'd do me a favor.

I'd be grateful if you could.....

I'd really appreciate it if you'd.....

If you don't mind, could you.....please?

Could I ask a favor of you, please.....?

I wonder if you could.....?

Do you think it would be possible for you to...?

Do you think you could...?

Would it be possible for you to.....?

Would you mind...?

Sorry to bother you, but

Could you....., please.

#### **II-Write the expression to respond to a request.**

**A:** Here are some expressions you could use to respond to a request. The expressions at the top are more formal than those towards the bottom of the list.

I consider it a privilege to.....

I feel honored to.....

I would like to thank .....for.....

My pleasure.

Certainly

I'd be delighted.

I'd be happy to.

Of course.

I'd be glad to.

No problem at all

#### **III-Develop a dialogue for Making Request and Responding to them Appropriately**

##### **A: Dialogue-1**

**Asif Abbas goes to his Manager, Mr. Jain with a request for 10 days' leave**

Asif: Good morning, Mr. Jain.

Mr. Jain: Good morning, Abbas. What's the matter? You look worried.

Asif: My son is unwell and needs to have an operation. I'd be grateful if you could permit me to take ten days' leave.

Mr. Jain: That shouldn't be a problem. Das can take care of your projects while you are away.

Asif: Thank you very much, Mr. Jain

**IV-Develop a dialogue for Making Request and Responding to them Appropriately**  
**A: Dialogue-2**

**Francis asks a passenger in his train compartment to take care of his luggage for a short while.**

Francis: I hate to trouble you, but would you mind keeping an eye on my suitcase for a while? I need to speak to TTE.

Passenger: No problem at all.

Francis: Thank you so much, ma'am. It's very nice of you.

Passenger: You're welcome

**WORKSHEET #10 (Activity:7)**  
**GIVING INSTRUCTIONS AND RESPONDING TO THEM APPROPRIATELY**

**I-Write the important points to be remembered while giving instructions & responding them appropriately.**

**A: Useful points to remember**

When giving instructions, use:

1. Short clear sentences
2. Connecting words to show the order in which the instructions have to be followed, for example first/firstly, second/secondly, then, next, lastly.....
3. Imperative sentences such as Cut a square, make a cross, Tie the loose ends.....,

**II-Write the dialogue for Giving Instructions and Responding to them Appropriately**

**A: Dialogue -1**

An art teacher shows his students how to make a kite

Teacher: Let's learn to make a kite today. We'll need a plastic bag, two sticks, a reel of cord, scotch tape and a pair of scissors

Satish: excuse me, sir.

What's cord?

Teacher: It's a thick thread we use to fly kites, Satish. Okay? Shall we continue, then? Now, follow my instructions carefully. First, cut a square sheet out of the plastic bag. Then, make a large round hole in the center of the sheet. Next, make across with the two sticks and tie them together tightly with the cord to make a frame. Now, tie four pieces of cord of the same length to each corner of the frame. Then, attach the plastic sheet firmly to the frame with scotch tape. Now, tie the loose ends of the pieces of cord together to the reel. Add two tails to the bottom of the kite for balance. Now, the kite is ready. Is that clear to everyone?

Students: Yes, sir. Thank you.

### **III-Write the dialogue for Giving Instructions and Responding to them Appropriately**

#### **A:Dialogue-2**

**A mathematics teacher gives his students instructions on how to draw a figure.**

Teacher: Follow my instructions carefully and draw the diagram. First, start with a point somewhere in the middle of the pages. Second, with the help of a ruler, mark off 5 centimeters on either side of the point and draw a horizontal line.

Mala: Sir, do we draw a horizontal line measuring 10 centimeters through the point.

Teacher: Exactly, you've got it right, Mala. (to the class) Now, for the third step mark off 5 centimeters vertically on either side of the point and draw a vertical line measuring 10 centimeters. Did you understand?

Students: Yes, sir. Teacher: Good. Finally, draw four lines joining the ends of the two lines and cutting

each other at the corners. Can you describe the diagram you 've drawn?

Raju: It's a square, sir.

Teacher: You're right, Raju.

## **WORKSHEET #11 (Activity:8)**

### **MAKING FORMAL ANNOUNCEMENT AND EMCEEING**

#### **I-What is an announcement? Give the details of the same.**

A: Announcement is important information that is announced either orally or in writing addressed to people. They are usually found in public places, such as supermarket, gas station, school, etc.

Announcement is something that is written, printed, or spoken verbally so that other people know that there's something happening or about to happen. The following is the general structure of announcement text:

##### **Title**

Contains the name or main theme of the announced business or event.

##### **Date and Time**

Contains information on the day, date, and time of the event or activity to be held.

##### **Location**

Contains information on where the event or activity will be held.

##### **Contact Person**

Contains information on the name of the person or address that can be contacted.

##### **Types of Announcement Text**

Generally, there are several things that can be used as main topic of announcement text:

- ◆ ☐ Events
- ◆ ☐ Missing persons / animals / items
- ◆ ☐ Winners of a competition
- ◆ ☐ Job vacancy
- ◆ ☐ Sad news
- ◆ ☐ Inauguration / marriage / birth
- ◆ ☐ New products

#### **II- Give the tips on how to make an announcement text:**

**A:**1. Announcement Text must be written concisely, clearly and easily understood.

2. Consider the main purpose of making an announcement, because it is not just a statement, but an announcement can also increase people's level of trust in what you are conveying, especially if you are about to announce a new product to potential buyers.

3. Give facts in the content of your announcement as needed and there is no need to overdo it so as not to change the purpose of the announcement.

4. Write announcements with short words and avoid repeating unnecessary words, because that will disturb those who listen or read the text of your announcement.

5. If you have finished writing the announcement text, don't forget to check it by proofreading to avoid misspellings, incorrect phrases, ineffective sentences, etc.



**III-Make a formal announcement in your class on “Orator’s Club Competition” to be held in your college. Write the transcript of your announcement below.**

**A:**

Good morning, I have an important announcement to make. Our college is organizing Orator’s Club Competition on November 20, 2023.

This is a great opportunity for all of you to showcase your public speaking skills and win exciting prizes and certificates.

The competition will be held at the auditorium of our college from 10:00 am to 1:00pm

The winners of each category will receive a trophy, a cash prize of Rs. 5000, and a certificate of excellence.

The runners-up and the best performers will also receive attractive prizes and certificates.

Interested one can register online on our website by November 15, 2023.

The registration fee is Rs. 100 per category.

You can also contact our club coordinator, Ms. Priya Sharma, at 9876543210 or email her at priya.sharma@liet.ac.in for any queries or clarifications.

## **WORKSHEET #12 (Activity:8)**

### **MAKING FORMAL ANNOUNCEMENT AND EMCEEING**

#### **I-Write in detail about Emceeing**

##### **A: EMCEEING**

The term is derived from the abbreviation M.C. It is full form of Master of Ceremonies and also implies, Move the Crowd. An emcee is a person who raps to inspire people with clear, concise and compelling content.

##### **The role of an Emcee**

An emcee is the host and facilitator of the event. The event can be a wedding, a party, a seminar, a conference etc. As long as you are holding the microphone on stage, you are the emcee.

The role of an emcee is to warm up the crowd to prepare them for the program ahead. The emcee sets the tone. You are there to make the main stars of the show look good. You are also there to make sure there are smooth transitions between different segments of the program so that it flows smoothly. Should there be any hiccup; the emcee will have to ensure minimal disruptions to the program.

1. Prepare for an effective event opening
2. Bring on stage positive and energetic vibes
3. The emcee sets the tone for the event
4. Control the timing of the proceedings
5. Always introduce the speaker's bio
6. Remember that you are not the star of the show
7. Remember to introduce yourself
8. Always be addressing the audience (project your voice)
9. Maintain eye contact with your audience
10. Share key event information
11. Breathe steadily and deeply
12. Avoid cold drinks or spicy food before/during your time on stage
13. Practice Practice Practice
14. Smile, even if you don't mean it
15. Dress which matters most
16. Be prepared if you (or anyone else) make a mistake
17. Apologize should a major mistake happen
18. Arrive early to do a sound check and ensure everything is in order
19. Transitions between different segments of the program (Dead Air)
20. Prepare the closing for the event

#### **II-Imagine you are an emcee for Orientation Programme of your college. Write the**

**Script on the same.**

A: EMCEE1: Good morning! On behalf of Lords Institute of Engineering & Technology, it is my great pleasure to welcome you all to here. I'm delighted to see you here so early in the morning. A special welcome to those of you who are on campus for the first time. I hope you will discover over the next two days, what I have discovered in my two short years at Lords: that you have entered a lively, challenging, diverse, and warm community.

EMCEE-2: To you parents here, I look forward to getting to know the exceptional young people you have raised, and to helping provide a rich array of opportunities for them to learn, to grow, to discover who they are, and how they want to make a difference in the world.

EMCEE-1: Today is the day of the students to get to know about their new journey and build their future from here. It is the day to start a new journey and put all their efforts to approach their goals and have a successful life ahead. On behalf of Honorable Management, respected principal, All the staff members; I, EMCEE1\_\_

EMCEE-2: And I, EMCEE2 of CSE-I YR am really glad to welcome all the new students to the 19th orientation program. We know that this day is very special and a much-awaited event in every student's life and it gives the returns to the efforts put in by them.

EMCEE-1: And it is the celebration of their new journey too.

EMCEE-2: You will witness a very great, good quality and innovative methods of learning in LORDS INSTITUTE OF ENGINEERING & TECHNOLOGY. I guarantee that you will build your future from this institute and will never regret it. And I must say that this institute has the best professors available who always work for the betterment of the institute and student as well.

EMCEE-1: According to our Tradition any prosperous work should start with a prayer, so, I would like to call Mr. A from IT II yr and Mr.B of CSD-I yr for Khirath recitation.

EMCEE2: Masha Allah, May Allah SWT accepts our prayers.

EMCEE-1: A good teacher will appreciate the good qualities of his students. If one good quality is allowed to emerge, a world of good qualities will emerge from that one.

Our students have brilliant qualities and talents to show it to you. In order to welcome and motivate our juniors, our friends of IT and CSM would like sing a song...

## **WOKSHEET #13 (Activity:9)**

### **GROUP DISCUSSION**

#### **I-Why are GDs important?**

**A:** Besides being an excellent method of classroom learning, group discussions are now commonly used by business schools, as well as employers to select candidates for the final personal interview. They are used to find out whether a candidate has certain skills and qualities needed for him or her to do well in a course or a job that involves working groups, giving opinions, or asking for advice and opinions, or asking for advice and opinions from team members to achieve common goals, making decisions or solving problems.

#### **II-Write the Dos and Don'ts of a GD**

##### **A: Dos**

- ☐ Carry a pen & a paper
- ☐ Use formal but simple language
- ☐ Speak clearly
- ☐ Express ideas briefly
- ☐ Present ideas & arguments cohesively and logically
- ☐ Display creativity by putting forward a new idea or viewpoint.
- ☐ Listening carefully & responding appropriately to the viewpoints of others.
- ☐ Use proper tone, body language, facial expressions, etc
- ☐ Asking for interruption by raising the hand and talking politely

##### **Don'ts**

- ❖ Speak too much or too little
- ❖ Shouting & speaking for longer time
- ❖ Speaking too feebly
- ❖ Speaking while someone is speaking
- ❖ Showing wrong gestures like moving hand or getting up from your place, etc.during talk
- ❖ Asking for clarification by being aggressive

- ❖ Involving oneself in argument
- ❖ Being emotional, rude, impolite, et

### **III-Write the details of Group Discussion done by in your lab.**

**A:**

**Date of GD:**

**Topic of the GD:**

**Name of the participants of the GD.**

**A:**

**Who lead the GD?**

**A:**

**How many turns you had during the GD?**

**A:**

**What was your**

**statement/s? A:**

**What was the concluding statement?**

**A:**

## **WOKSHEET #14 (Activity:10)**

### **JAM-Just A Minute**

#### **I-Write the steps for an effective JAM session**

##### **A: Steps for an Effective Jam Session**

- Greet the audience
- Introduce yourself and the topic
- Begin with slogan, anecdote, short story, example, etc.
- Follow the sequence of ideas
- Use PPT, Handouts, Object, Flash Card, etc. to explain the idea clearly
- Give proper conclusion
- Say thank you at the end

#### **II-Write the Dos and Don'ts of JAM**

##### **A: DO'S**

- Ready to speak
- Brief i.e., to the point
- Be cautious of time
- Follow sequential order
- Speak with a pace
- Use grammatical correct sentences
- Follow body language and eye contact
- Be louder
- Maintain the flow of speech
- Use good choice of vocabulary

## **DON'TS**

- ❖ Jumble ideas
- ❖ Beat Around the Bush
- ❖ Go on & on
- ❖ Give too many Pauses
- ❖ Shy away from expressing your idea
- ❖ Using ambiguous jargons and unknown language
- ❖ Repeat the points
- ❖ Casual talk
- ❖ Use mother tongue
- ❖ Use long and complex sentences

## **III-Prepare a cue card on any one of the following topics**

**1. My first day in the college   2. My favourite hero   3. A good friend according to me.**

**A: Cue Card: Write your own points**

## **WOKSHEET #15 (Activity:11)**

### **DEBATE**

#### **I- Write the benefits of a debate.**

**Ans:**

1. Develops excellent oral and written communication skills.
2. Develops excellent critical thinking skills.
3. Develops effective tools for research, organization and presentation.
4. Develops strategies to overcome fears of public speaking.
5. Discovers the confidence and desire to participate in all academic classes.

#### **It also develops the following among us:**

Confidence – Belief in themselves and their abilities, and the desire to participate in all classes.

- Curiosity – The passion of discovery through effective tools for research, organization and presentation.
- Critical Thinking – How to explore the world through the lens of an inquisitive mind
- Communication – Oral & written skills and strategies for lively yet respectful discussions & disagreements.
- Control – Eliminate the fears of public speaking.
- Creativity – The desire to explore, create and invent.
- Camaraderie – Meet like-minded peers at tournaments and build healthy bonds of competition
- Leadership – Self-motivation and the ability to delegate assignments and manage peers.

#### **II-Write the pros and cons of "School uniforms are an important part of a student's education" to present an argument for debate.**

##### **Pros arguments**

1. School uniforms make all students look alike. Poor and rich students look alike. This makes it easier for all to get along together and concentrate on their studies.



2. Uniforms give students a sense of belonging to a certain school.
3. Uniforms are easy and cheap to clean.

### **Cons arguments**

1. School uniforms don't allow students to be individuals. They restrict students from expressing themselves. They are also hot in the summer and they don't protect against the cold in the winter; therefore, it is not easy to get along together or concentrate on studying.
2. Students don't need uniforms to feel like they belong.
3. Uniforms are expensive to buy and they wear out fast

## **WOKSHEET #16 (Activity:12)**

### **FORMAL PRESENTATIONS**

#### **I-Write in detail about formal presentation.**

**A:**Presenting ideas effectively to individuals or groups when given time to prepare; delivering presentations suited to the characteristics and needs of the audience is a formal presentation. A formal address by a person to a group of people can be with or without using visual aids.

#### **Types of Presentation**

##### **1. Oral**

##### **2. Written**

#### **Oral Presentation**

**Oral presentations**, also known as public speaking or simply presentations, consist of an individual or group verbally addressing an audience on a particular topic. The aim of this is to educate, inform, entertain or present an argument. Oral presentations are seen within workplaces, classrooms and even at social events such as weddings. An oral presentation at university assesses the presenter's ability to communicate relevant information effectively in an interesting and engaging manner.

#### **Types of Oral Presentation**

- **Impromptu**
- **Extempore**
- **Seminar**

##### **1. Impromptu Presentation**

**Impromptu presentation** is a speech that a person delivers without pre determination or preparation. While impromptu speaking may seem intimidating and not as glamorous as a well-prepared speech, it's an essential skill to master.

##### **2. Extempore Presentation**

Extempore is a speech given at the spur of the moment with little or no preparation. At times there are few minutes given to prepare for a topic like 2-3 mins. It is a test of your knowledge about a topic as well as your ability to express yourself in good words in a framed manner within a limited time.

##### **3. Seminar Presentation**

A seminar may be defined as a gathering of people for the purpose of discussing a stated topic. Such gatherings are usually interactive sessions where the participants engage in discussions about the delineated topic. The sessions are usually headed or led by one or two presenters who serve to steer the discussion along the desired path.

## **II-Write the steps for an effective presentation.**

### **A:Steps for an Effective Presentation**

#### **1. Planning**

- Complete understanding about the audience i.e., their;
- Educational background
- Occupational background
- Linguistic & cultural background
- Age group
- Gender distribution
- Size

#### **Purpose of Audience**

- a. To seek information
- b. To make decision after listening to the presentation
- c. To get entertained

#### **2. Preparing**

Prepare as per the types

- ❖ **Impromptu**
- ❖ **Extempore**
- ❖ **Seminar**
- ❖ Gather concerned information; organize it properly in Chronological order and as per purpose of audience.
- ❖ Prepare a draft with visual aid if any (PPT, object, video, handouts, flashcard, etc.)
- ❖ Make a fair copy for presentation.

#### **3. Practicing**

- Check the speed and time allotment.
- Gives clarity and confidence and motivates to perform better
- Helps remove stage fear and nervousness
- Rehearse in front of friends or people who can understand the content

#### **4. Presenting**

Present your topic in front of the audience. It has three parts:

##### **A. Introduction**

- ❖ Greet the audience & introduce yourself
- ❖ Inform about what is going to be presented.
- ❖ Start with punch line, an anecdote, a quotation, a reference to a recent event, etc.

## **B. Body**

- Proceed with logically arranged ideas covering all the points
- Clear & brief.
- Use PPT slides, handouts, OHP slides, flip charts, models, charts, or real objects.
- It allows listener to follow you and pay closer attention to you.

## **C. Conclusion**

- To reinforce the central idea, giving a brief summary of the main points.

### **III-Write the details of oral presentation (Formal) given in Orator's Club.**

**Ans:**

**Your Name:**

**Your Roll no:**

**Date of Presentation:**

**Type of Presentation:**

**Topic:**

**Time: Feedback/Remark:**

**Grade:**