

## Activity 1

Write three words in English for the following consonant sounds / phonemes.

/s/ - sh  
 /ŋ/ - ng  
 /b/ - de  
 /θ/ - th  
 /dʒ/ - j  
 /tʃ/ - ch  
 /j/ - ye  
 /ʒ/ - su

- |                              |                             |
|------------------------------|-----------------------------|
| 1. /t/ tap, tall, tan        | 15. /ð/ Then, Them, Their   |
| 2. /v/ Van, Vim, Vig         | 16. /θ/ thin, thick, theory |
| 3. /d/ Dog, Dorn, Dice       | 17. /b/ Bag, Bat, Ball      |
| 4. /z/ Zoo, Zoom, Zebra      | 18. /j/ Yarn, Yes, Yummy    |
| 5. /w/ Woman, Wrong,         | 19. /l/ Luck, Light, Lean   |
| 6. /s/ Sat, Sun, Smile       | 20. /g/ Game, Gang, Gun     |
| 7. /dʒ/ Jump, Jog, Jam       | 21. /ʃ/ chain, charm, chop  |
| 8. /h/ Hat, Hump, Hair       | 22. /f/ fan, fat, follow    |
| 9. /ŋ/ tiring, morning, tang | 23. /ʃ/ shore, sheep, shirt |
| 10. /p/ pit, pork, part      | 24. /n/ Nylon, Neat, Not    |
| 11. /k/ kit, kite, king      |                             |
| 12. /m/ Man, Me, Mind        |                             |
| 13. /ʒ/ sure, sun, sum       |                             |
| 14. /r/ Rat, Rain, Root      |                             |

## Activity-2

Circle the Consonant sounds

Pronounce and circle the consonant sounds in the given words.

1. SHIP

2. TREE

30. BIRD

31. SING

3. FOUR
4. RED
5. COLOUR
6. COMPUTER
7. CRICKET
8. FURTHER
9. CULTURE
10. FIRST
11. CLIMB
12. MISSION
13. COUGH
14. PHRASE
15. FURNITURE
16. PLEASE
17. PRESSURE
18. COLLEGE
19. LODGE
20. CHURCH
21. SINK
22. MONTH
23. THEN
24. THROUGH
25. FEAR
26. PLUMB
27. MEASURE
28. FISH
29. COUSIN

32. CURTAIN
33. DOOR
34. FROST
35. CHAIR
36. GINGER
37. SHOP
38. FINISH
39. FRAME
40. STRING
41. DRESS
42. WONDER
43. TEACHER
44. PERSON
45. BOX
46. COUGH
47. PHRASE
48. FURTHER
49. COLOUR
50. ADJUST

### Activity -3

Write three words in English for the following vowel sounds / phonemes.

/ei/ say, slay, clay

/u:/ too, soon, moon

/u:/ Represents the sound  
for oo

/a:/ Represents the sound for a

/ɑ:/ Mat, car, tap

/eə/avian, pain, gain

/eə/  
'ia/ai' sound

/i:/ - ee  
 /ɪ/ - i  
 /ʌ/ - but  
 /ə/ - so  
 sound  
 /ɜ:/ - ur  
 sound

/ɪ/ kit, mile, time  
 /ɪə/ fear, hear, here  
 /ɒ/ hot, rock, shot  
 /ʌ/ put, but, music  
 /e/ bed, head, red  
 /ʊə/ go, home, gone  
 /æ/ cat, hat, rat  
 /ɔɪ/ boy, joy, join

/ʊ/ soon, put, cut  
 /aʊ/ love, now, slow  
 /eɪ/ lay, day, stay  
 /ɜ:/ burn, turn, curvy, curd  
 /əʊ/ go, home, gone  
 /ɔ:/ morning, corn, torn  
 /ə/ apple, am, alphabet  
 /i:/ keep, tree, meet

#### Activity-4

#### Match the following

The word in 'A' has similar pronunciation with one of the words in 'B'. Identify it.

A		B
1) CARROT	(f)	a) DRAUGHT
2) WAIT	(l)	b) BARE
3) BAIL	(t)	c) SERIAL
4) NONE	(m)	d) I
5) CEDE	(j)	e) HERE
6) PAIN	(r)	f) CARAT
7) MAIN	(u)	g) BRAKE
8) CEREAL	(c)	h) AUNT
9) CASH	(n)	i) HYMN
10) DRAFT	(a)	j) SEED
11) POOR	(s)	k) EYES
12) HEAR	(e)	l) WEIGHT
13) BEAR	(b)	m) NUN



14) MADE	(p)	n) CACHE
15) BREAK	(g)	o) ORAL
16) EYE	(d)	p) MAID
17) WHICH	(v)	q) MALE
18) AREN'T	(b)	r) PANE
19) AURAL	(o)	s) PORE
20) HIM	(i)	t) BALE
21) MAIL	(q)	u) MANE
22) ICE	(k)	v) WITCH

### Activity -5

1. Circle the letter or letters that represent the same sound in each set.

- |              |             |               |             |
|--------------|-------------|---------------|-------------|
| a) i) reason | ii) zone    | iii) lose     | iv) busy    |
| b) i) should | ii) look    | iii) bush     | iv) fury    |
| c) i) fair   | ii) wear    | iii) bear     | iv) there   |
| d) i) bird   | ii) curtain | iii) curl     | iv) worse   |
| e) i) fire   | ii) laugh   | iii) photo    | iv) rough   |
| f) i) time   | ii) dried   | iii) write    | iv) plight  |
| g) i) water  | ii) wine    | iii) wean     | iv) win     |
| h) i) bench  | ii) culture | iii) question | iv) ketchup |
| i) i) bridge | ii) jump    | iii) edge     | iv) jute    |
| j) i) think  | ii) death   | iii) nothing  | iv) earth   |

### Activity -6

Divide the class into 10 groups and each group pick out 10 words commonly used in formal communication and exchange the list of words with other group to transcribe the words. Do the correction with the help of a dictionary and give the score.

### Activity -7

II. Prepare a list of 10 words (vowels & consonants) which you use in your day to day con

Ans:

man	maid ; Mother
Time	put
Sat	rat
dog	Team
Zebra	Three

### Activity- 8

Syllabify each word. Eg. TEACHER TEA - CHER

- |                  |                       |
|------------------|-----------------------|
| 1. ZOOLOGY       | <u>ZO-OL-O-GY</u>     |
| 2. EXAMPLE       | <u>EX-AM-PL</u>       |
| 3. CURRENT       | <u>CUR-R</u>          |
| 4. PHONE         | <u>PHON</u>           |
| 5. MOBILE        | <u>MO-BIL</u>         |
| 6. FOUNTAIN      | <u>FOUN-TAIN</u>      |
| 7. ANOTHER       | <u>AN-OTH-ER</u>      |
| 8. FRIENDSHIP    | <u>FRIEND-SHIP</u>    |
| 9. SUDDEN        | <u>SUD-DEN</u>        |
| 10. PEN          | <u>PEN</u>            |
| 11. CURD         | <u>CURD</u>           |
| 12. BECAUSE      | <u>BE-CAUSE</u>       |
| 13. FEATURE      | <u>FEA-TURE</u>       |
| 14. CIRCUMSTANCE | <u>CIR-CUM-STANCE</u> |
| 15. EVAPORATION  | <u>E-VAP-O-RATION</u> |
| 16. HONOUR       | <u>HON-OUR</u>        |
| 17. ENVIRONMENT  | <u>EN-VI-RON-MENT</u> |
| 18. POSITION     | <u>PO-SI-TION</u>     |
| 19. COLLAR       | <u>COL-LAR</u>        |
| 20. FRUIT        | <u>FRUIT</u>          |

### Activity-9

Mark the stress in the given words

- |            |              |
|------------|--------------|
| 1. BOY     | 22. PRISON   |
| 2. TREE    | 23. POLICE   |
| 3. TEACHER | 24. SURPRISE |

- |                           |                           |
|---------------------------|---------------------------|
| 4. <sup>ˈ</sup> ARISE     | 25. <sup>ˈ</sup> FASHION  |
| 5. <sup>ˈ</sup> FISH      | 26. <sup>ˈ</sup> POOR     |
| 6. <sup>ˈ</sup> EXAM      | 27. <sup>ˈ</sup> CRITICAL |
| 7. <sup>ˈ</sup> FINISH    | 28. <sup>ˈ</sup> SENDER   |
| 8. <sup>ˈ</sup> STEP      | 29. <sup>ˈ</sup> PERFORM  |
| 9. <sup>ˈ</sup> POST      | 30. <sup>ˈ</sup> FRIGHTEN |
| 10. <sup>ˈ</sup> SUDDEN   | 31. <sup>ˈ</sup> SUNDAY   |
| 11. <sup>ˈ</sup> LEAP     | 32. <sup>ˈ</sup> FASTING  |
| 12. <sup>ˈ</sup> INCOME   | 33. <sup>ˈ</sup> PERSONAL |
| 13. <sup>ˈ</sup> FRICTION | 34. <sup>ˈ</sup> COMPUTER |
| 14. <sup>ˈ</sup> COURAGE  | 35. <sup>ˈ</sup> NEAR     |
| 15. <sup>ˈ</sup> POT      | 36. <sup>ˈ</sup> COUSIN   |
| 16. <sup>ˈ</sup> TELL     | 37. <sup>ˈ</sup> DRAW     |
| 17. <sup>ˈ</sup> BIOLOGY  | 38. <sup>ˈ</sup> DRAWING  |
| 18. <sup>ˈ</sup> UNDER    | 39. <sup>ˈ</sup> CRITIC   |
| 19. <sup>ˈ</sup> QUESTION | 40. <sup>ˈ</sup> CLOSE    |
| 20. <sup>ˈ</sup> PASTE    |                           |
| 21. <sup>ˈ</sup> STINGY   |                           |
| 22. <sup>ˈ</sup> OPEN     |                           |

### Activity-10

Write the strong and weak form for the following words.

WORD

STRONG

WEAK

YOU

ˈjuː /

ˈjə / or ˈjər /

THEY

ˈðeɪ /

ˈðə / or ˈði /

WERE

ˈwəz (r) /

ˈwəz (r) /

HAS

həz

həz



YOUR	/jʊər/	/jər/
THE	/ðə/	/ði/
HIM	/hɪm/	/ɪm/
HER	/hɜː(r)/	/ə(r)/
OF	/ɒv/ə/əv/	/ə/
DOES	/dəz/	/dɪz/
DO	/duː/	/də/
WAS	/wɒz/	/wəz/
HIS	/hɪz/	/ɪz/
THAN	/ðæn/	/ðən/
BUT	/bʌt/	/bət/
WHO	/huː/	/hu/
AND	/ænd/	/ənd/
CAN	/kæn/	/kən/
SHALL	/ʃæl/	/seɪ/
WHAT	/wɒt/	/wət/
UP	/ʌp/	/ɒp/
THAT	/ðæt/	/ðet/
WILL	/wɪl/	/wəl/

### What is intonation?

Intonation and stress are c

Intonation is about how speaking, in other word

Just as words have stre voice tends to rise, fall anger, interest, bored

There are two basic p

In the following exam

indicates a rise in im

Again, these are no

Just remember that

This explanation c

It should in no w

It should be rem

native speaker.

Attitudinal inton

### Falling Intona

(The pitch of t

Falling intona

commands, v

Statements



## Activity -11

1. Identify the intonation (falling tone/ rising tone/rise-fall tone/fall-rise tone) in the following sentences.

1. Where will you stay? *falling tone*
2. This is a fruit. *falling tone*
3. Did you find the pencil? *rising tone*
4. Rana is a business man. *falling tone*
5. Amar has applied for a job. *falling tone*
6. She has finished the project, hasn't she? *rise-fall tone*
7. She is your cousin, isn't she? *rise-fall tone*
8. The weather is cool today. *rise-fall tone*
9. Should we draw the picture? *fall-rise tone*
10. Are you taking tea or coffee? *rise-fall tone*

## Activity-12

1 Transcribe:

S.No.	Word	British	American
1	Adult	/ˈædʌlt/	/əˈdʌt/
2	Vaccine	/ˈvæksɪn/	/ˈvæksɪn/
3	Garage	/ˈgærɑːʒ/	/gəˈrɑːʒ/
4	Agile	/ˈædʒəl/	/ˈædʒəl/
5	Fertile	/ˈfɜːtaɪl/	/ˈfɜːtəl/
6	Mobile	/ˈməʊbaɪl/	/ˈmoʊbaɪl/
7	Schedule	/ˈʃedʒuːl/	/ˈskedʒuːl/
8	Finance	/ˈfɒ/	/fəˈnæns/
9	Environment	/ɪnˈvaɪrənmənt/	/ɪnˈvæstrənmənt/
10	Economy	/ɪˈkɒnəmi/	/ɪˈkənəmi/

### Activity -13

Give the self-analysis of your listening skill after listening the audio played in the classroom.

Listening is not just about hearing what others say but understanding others' viewpoints, emotions and needs. Active listening involves paying attention showing interest, asking questions and avoiding interrupting or judging. So here are the top (benefit) benefits of listening.

- Improve Communication
- Increase learning
- Improve Mental health
- Listening helps us learn and assimilate knowledge from different sources.

For example, listening skills can improve should reading comprehension, learning and academic performance early. We maintain our connections with others by listening. Listening has a positive impact on one mental health and emotional health by listening.

Listening has a positive impact on one mental health and emotional health.

Developing active listening skills is essential for personal and professional development.

Moreover, listening skill foster empathy and promote understanding.



## Exercise V - CALL

### Listening for General Details

1. Identify speaker's purpose and tone.
2. Make inferences and predictions about spoken discourse.

#### II. Content

Listening for general (gist) enables students to gather broad information, and then use it to discuss, debate, and support opinions. It is when the learner tries to understand what is happening even if he or she can't understand every phrase or sentence. The learner is trying to pick up key words, intonation, and other clues so as to make a guess at the meaning.

#### Activity -14

Audio can be heard

<https://soundcloud.com/beanstar46/audio-report-listening-for-details>

**This Listening Section is intended to help students develop their GENERAL COMPREHENSION (UNDERSTANDING) about a conversation.**

1. What was the audio report about? [c]
  - a. The results of a survey on the number of people with bank accounts in Britain
  - b. The results of a survey on bank complaints in Britain
  - c. The results of a survey on British banking regulations
2. \_\_\_\_\_ conducted the survey featured in the report. [b]
  - a. Which?
  - b. A high-street bank
  - c. The BBC
3. How many people participated in the survey? [c]
  - a. 1,000
  - b. 1,500
  - c. 2,000
4. According to the survey, there are \_\_\_\_\_ unhappy bank customers in Britain. [c]
  - a. 12,000
  - b. 1 million
  - c. 12 million
5. What did customers commonly complain about? [c]
  - a. Bank scandals, incorrect charges, and statement mistakes
  - b. Bank scandals, statement mistakes, and poor customer service
  - c. Incorrect charges, statement mistakes, and poor customer service

6. About \_\_\_\_\_ of unhappy customers actually complain to their bank.

- a. two-thirds      b. one-fifth      c. 30%

[b]

7. Why didn't some unhappy customers make an actual complaint?

- a. They felt they would just get a headache if they did.  
b. They were worried about expensive rates for calling banks.  
c. They thought their bank would not take their complaints seriously.

[c]

8. How has the banking industry responded to customer complaints?

- a. By imposing fines on banks  
b. By setting new regulations for changing banks  
c. By advising customers to switch banks

[c]



- Listening for Specific Vocabulary
- Listening for Cultural Interest
- Listening for Attitude and Opinions
- Listening for Functional Language

## Activity -15

[https://www.ted.com/talks/richard st john success is a continuous journey?language=en](https://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey?language=en)

### TED: Richard St. John. Success is a continuous journey

Why do so many people reach success and then fail? One of the big reasons is we think success is one-way street. So we do everything that leads up to success. And it doesn't take long to go down will. Reaching success, I worked hard, I pushed myself. But then I stopped because I figured "Hey I am good enough." I couldn't come up with any ideas. Reaching success, I always focused on clients and products. Soon a black cloud formed over my head and here I was, outwardly very successful, but inwardly very depressed. I was just floating along, I couldn't care less if clients ever called. It didn't take long for business to drop

like a rock. I had fun again, I worked harder, and to cut a long story short; did all the things that took me back up to success. It's not only how we achieve success, it's how we sustain it.

### Activity - 16

Match the following phrases with their antonyms:

- |                               |     |   |
|-------------------------------|-----|---|
| 1. to fail                    | (i) | cannot think of anything  |
| 2. one-way street             | (l) | inside  |
| 3. to lead up to something    | (a) | on the outside  |
| 4. to go downhill             | (m) | to pay no regard to, to neglect, to turn a blind eye to something |
| 5. to push oneself            | (k) | to be unaware that  |
| 6. to figure                  | (e) | to be anxious, to be concerned about                              |
| 7. to come up with something  | (f) | to lose   |
| 8. to focus on something      | (d) | at length   |
| 9. outwardly                  | (b) | to succeed  |
| 10. inwardly                  | (c) | to come to nothing  |
| 11. couldn't care less        | (f) | not stir from a place   |
| 12. to take long              | (d) | two-way street  |
| 13. to cut a long story short | (h) | to go uphill  |
| 14. to sustain                | (g) | to do in no time  |

board. The score relatively. Encourage giving bonus points for especially good vocabulary or particularly effective use of language.

### Instruction

Everyone faces the same challenge, and it's a good chance to support and encourage each other while working towards winning the game. While the students are speaking, their (of both teams) should respectfully listen.

### Positive aspects of the activity:

This activity helps students to develop **confidence** by challenging them to speak in a setting, but in front of an "audience" of their classmates and their teacher. Completion minute successfully is a mark of the student's **ability to speak spontaneously**. Giving points by the instructor ensures **encouragement**.

### Self Evaluation (Put a ✓ on the suggested answer)

- a. Could I start immediately after the topic is announced?  
Yes ☒ No ☐
- b. Did I use apt vocabulary and spoke without grammatical mistakes?  
Yes ☒ No ☐
- c. Did I deviate from the topic?  
Yes ☐ No ☒
- d. Did I repeat the same sentence?  
Yes ☒ No ☐
- e. Could I speak fluently without any ambiguity?  
Yes ☒ No ☐
- f. Was my speech audible to my class mates?  
Yes ☒ No ☐
- g. Could I face my peers confidently?  
Yes ☒ No ☐
- h. Could I find anything creative and different in my speech?  
Yes ☒ No ☐
- i. Could I wind up in one minute?  
Yes ☐ No ☒



3. State the outcome of the session in brief.

#### Answers

Topic: Adverse effects of social Media.

- 1) Social media, while connecting us globally, connect with significant adverse effects. It can lead to social isolation fostering feelings of loneliness despite online connections. Mental health issues such as depression and anxiety often arise due to the pressure of comparisons and fear of missing out. Cyber bullying on these platforms causes emotional distresses, particularly among young users. It's crucial to be aware of these issues and use social media, mindfully to minimize these adverse effects.
- 2) Improvements I would like to suggest myself are:-
  - (i) stick to the topic
  - (ii) Order of sentences



- (iii) Adding saucastic sentences would attract the audience.
- (iv) Usage of puns is good.
- (v) Making eye contact with the audience.
- (vi) Use simple vocabulary
- (vii) end up in a Minute
- (viii) should not Repeat the sentence
- (ix) Being audible to everyone
- (x) Adding Real life experience would make your Jam session effective

3) The outcomes I observed in Jam session are:

- (i) Increases confidence
- (ii) Public speaking skills
- (iii) Vocabulary
- (iv) Time Management
- (v) Creativeness
- (vi) Accent

How a Jam Session could be useful for my career:  
 It really helps at the time of Interview, to face them board members confidently to be Unique from others.

18. You applied for a master's course in a university in the U.S. The admin officer calls you for further clarification of your selection of course, date of joining, hostel facility and the college you prefer to join.

### Feedback

The effectiveness of role playing tool is dependent on the quality of the feedback. Feedback must be constructive. Positive and well-handled feedback can reinforce effective behaviour, instill confidence, and highlight specific areas for improvement in a way that is not critical and is readily acceptable.

### Self Evaluation (Put a ✓ on the suggested answer)

- a. Could I get into the role?  
Yes ☒ No ☐
- b. Could I coordinate with other participants?  
Yes ☒ No ☐ If not why?
- c. Could I maintain eye contact with all the participants?  
Yes ☒ No ☐

d. In which area I found difficulty in my performance?

Verbal communication

Non-verbal communication

✓ / eye contact

e. On a scale of 10 I rate myself-

1

2

3

4

5

6

7

8

9

10

✓

### Peer Evaluation

Best team and best performer will be selected based on:

- Verbal communication
- Non-verbal communication
- Role involvement

Teacher's evaluation will be based on:

- Verbal communication
- Non-verbal communication
- Role involvement

### Activity based Questions

1. Enlist various formal expressions used in the real world.

### Activity based Questions

1. Enlist various formal expressions used in the role play performed.
2. Identify the key words used in the role play performed with synonyms and antonyms
3. Reproduce the role play in dialogues. Mention the situations and scenes.
4. Give your learning outcome.

### Answers

1A) The formal expressions used in the Role play performed:

1. Greetings and Introductions

a) Good morning / afternoon / evening

b) Allow me to introduce myself

2. Inquires and Requests

a) May I ask you a question?

b) Would it be possible for me to drive?

3. Offers and suggestions

a) I would like to offer....

b) Might I suggest....?



4. Expressing Agreement or Disagreement
- "I must respectfully disagree"
  - That is a valid point, however...

5. Apologies and Excuses

- I regret to inform you that
- please accept

2. Synonyms and Antonyms:

good x Bad

best x worst

Choice x reject

trouble x peace

strict x lenient

discipline x relax

proud x ashamed

who has seen the other suffering from ragging has accompanied him and visited professor and finally made it to solve.

Scene 1: Entry of freshmen  
seniors Sai Reddy Vagdeni, Vansha  
Freshmen Meghana Sriya

seniors: Hey, I born erat come here

Vansha: Would you like to taste cigarette

Sriya: No sir

Vansha: Rascal we are not your sisters call us mam  
seniors have

Vagdeni: Tell me about your biodata

Sriya: My school is

My Inter college is

My rank in Eamcet is

Vansha: (forcing Sriya to smoke)

(Sriya with upset mood on seniors)

Meghana: Hey, are you okay? You seem upset

Sriya: (nervously) well, some seniors are making things difficult. I don't know what to do

Meghana: That's not okay, let's talk to professor  
vijaya about this

(Both addressing to professor Vijaya's office).

Professor vijaya: How can I help you, Meghana?

Meghana: I have noticed Seiya is being harassed by some more seniors we need your support to stop this

Seiya: let's be united in the chg and let us know if anything is going like that

Professor vijaya: Thanks to your Courage, were successfully eliminated ragging from our ~~campus~~. Your actions made a difference.



25. The use of drugs should be considered a mental issue.

**Self-Evaluation (Put a ✓ on the suggested answer)**

a. Did I participate in the debate to my satisfaction?

Yes

No

b. Was I successful in presenting supporting evidence?

Yes

No

c. Could I thoughtfully respond to other opposing arguments effectively? If not why?

Yes

No

d. Did I use appropriate manners, tone and volume during the debate?

Yes

No

f. In which area I found difficulty in my debating? Two areas that other persons did well that I can do next time.

I was very confident in speaking what I know, but when a question came which I didn't know, I got stuck. Other person in my group are continuously speaking with confidence.

g. On a scale of 10 I rate myself-

1

2

3

4

5

6

7

8

9

10

**Peer Evaluation.**

Rate your peer on a 5 point scale

1. Subject knowledge

2. Clarity of



3. Rebuttal
4. Non-verbal communication
5. Balance

### Activity based Questions

1. Give your opinion on the selected topic.
2. Provide the outcome of your debate.
3. Give your opinion on your debating. What are the areas you think you require improvement.

### Answers

1. I selected western Culture to be as our topic for debate. We discussed about western Culture. We made to oppose on traditional Culture. Though we selected western Culture as our main theme to support I couldn't find many supporting point it when compared to traditional Culture we have researched about our topic deeply to get main Ideas and supporting points on somehow we made to debate on this topic Involving actively. I liked selecting this topic
- 2) The outcomes of our debate and we learn more about the topic thoroughly and get to know the content very well. We are able to raise good points against their topic by supporting our points. Our group has Involved immensivly in this debate sharing each other's points and Raised them Very well.

3) It has done very well and good. But I think we have to research more on the topic that we selected. I think, I have to speak more and also I have to participate more in debate. I got to know to support each others point and to think about the topic in all other prospects. I came to know, I should be able to raise the points and use good vocabulary to converse if in right way.



my topic is importance of teamwork, from this topic we can learn how is teamwork best in our daily life and what is the importance of teamwork and benefits etc.

Teamwork involves a group of people doing a work combined on one content. It's very useful to make a beautiful output. We can also get to know each other's points on content and mixup all member's points to solve the problem. It helps us to improve our skills and develop a habit of doing work together which would bring up the solution to a problem faster and can be approached in, a different way when compared with one done it. It involves all the members of team to participate actively and would bring up interest and raise curiosity to understand each other's ideas and come up with a solution with all the ideas bonded.

→ The improvements that I would expect to have in our next public speaking session is to deliver the information properly as I can't describe it properly. Teamwork can encourage the people to learn more skills and develop relationships with each other. Working as a group can make me to know about the content I want to deliver. I would like to support other's ideas. Overall when I work as team instead of single I can make my topic well prepared and can deliver it good with decreased mistakes.



compared to working alone.

→ I got to know working as a team makes you to participate (or) involve in the activity more and makes you to think and keep some work for your mind. We can improve our skills and understand and support each other's point. Working as a team on one content makes you to approach the solution faster and would involve each other's idea. So, I support working as team is better.

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- A poster
- Be large enough to be viewed 10-15 times format width.
  - Have simple and clear layout so that the reader knows where to find the information.
  - Include all the important information such as date, time, location, contact name and telephone number.
  - Have a dominate elements such as a headline or image that will quickly catch your reader's eye.
  - Have the most important message emphasized by size, color, or value.
  - Have art that is related to the message.
  - Have the type and imagery arranged in a logical, functional sequence.
  - Have bold, intense colors to enhance your message so that it can be easily seen from a distance.

### ACTIVITY

Prepare a poster for the following given topics.

- 1) Save water
- 2) Save girl child
- 3) Artificial intelligence
- 4) Global warming
- 5) Environment

### Self-Evaluation (Put a ✓ on the suggested answer)

1. Do I understand completely what I want to present?  
Yes ☒ No ☐
2. Do I know the steps of presentation?  
Yes ☒ No ☐
3. Do I know the vocabulary to be used in my presentation?  
Yes ☒ No ☐
4. What was the major problem I faced during the activity?  
Yes ☒ No ☐
5. What are the non-verbal gestures that I usually use? .

## Answers

- 1) I gave a presentation on 'seven wonder'. I gave some information why they are called so and what are they. Even though I described about each of topic in seven wonders. I couldn't cover all important points. At first I felt anxious but as I continued to speak about my topic I felt comfortable. I got to know that I need to improve my vocabulary and I need to be confident while delivering my topic to others. There is a need to improve the presentation using some more information and their respective pictures detailed so that others would show interest and it can make them to listen.
- 2) The necessary improvements that I expect to have in my next presentation includes:-
- Visual appeal: Enhances slides with engaging visual graphics and concise text.
  - Clarity: Simplify complex concepts with relatable examples and improve speech clarity.
  - Practice: Rehearse multiple items for a smooth delivery within allocated time.
  - Feedback - Seek Feedback from peers the audience to identify the areas that I need improvements



customization: Tailor content to the audience's needs and proficiency level.

Technology check:- Ensure all audio, visual elements and platform work smoothly

Confidence: project confidence through the eye contact gestures and a clear, audible voice.

~~Closing~~ Impact: Conclude with a strong summary and a call to action for the audience

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### Activity based Questions

1. Write down the skills you could develop through this activity.
2. What are the improvements that you expect in your next storytelling session?

### Answers

- 1) I develop my public speaking and to loose anxiety and tense while delivering topic. I could correct my vocabulary and convey the story in a way so that people can imagine it with my explanation. It made me to communicate thoughts and feelings and encourage active participation. I made to convey the clarity instead of just reading it. I got to know the improvements that I need to make through my friends

Firstly, I felt anxious but slowly. I lost my nervousness and felt comfortable to stand and stage fear has reduced.

- 2) The next time when I was going to tell the story, I have to improve my vocabulary, and the way I communicate. Do not repeat the same mistakes again. Convey it in such a way so that others would get involved in it. Improve my type of explanation so that listeners can't understand it in a wrong way. I have to be confident and feel comfortable. And explain the story without breaks so that they would not be confused. Lastly, I want to deliver the story clearly and confidently without fear.

26/6/24

"An ounce of practice is generally worth more than a ton of theory."