



Technology and management

Lucknow

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SUBJ

NAME....

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SUBJECT.....Communication Skill - II

DATE.....

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## COMMUNICATION SKILLS LAB PRACTICE

(4<sup>th</sup> Sem - Diploma)

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*Rajal*

## UNIT - LISTENING

**Introduction:** Listening is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. While listening is an integral part of effective communication, few students are taught how to listen effectively. Many students believe that hearing what is said is the same as listening to what is said. In reality, they are distinctly different. 'Hearing' is a physical yet passive act involving the process and function of perceiving sound. 'Listening' is hearing the sounds with deliberate intention. Therefore, unlike hearing, listening is a skill that improves through conscious effort and practice. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and non-verbal messages.

### **Objectives:**

- ❖ discriminating between sounds
- ❖ recognizing words and understanding their meaning
- ❖ identifying grammatical groupings of words,
- ❖ identifying expressions and sets of utterances that act to create meaning,
- ❖ connecting linguistic cues to non-linguistic and paralinguistic cues,
- ❖ using background knowledge to predict and to confirm meaning and
- ❖ recalling important words and ideas.

**Importance of Non Verbal Communication in Listening:** Non-verbal communication is the first communication we receive from and give to another person. Studies have found that the total impact of a message is about 7% verbal, 38% tone of voice and 55% non-verbal (body posture, gesture, eye contact, facial expression etc.) It is worth bearing the following in mind. Even if the person cannot actually see people, body language can be detected by sound, tone etc.

### **Listening Skills Include:**

- ❖ Avoid physical barriers between you and the other person and try and sit at equal height.
- ❖ Be sensitive to the space between the seats; different people will feel comfortable at different distances
- ❖ Keep your arms uncrossed (even with non-sighted people) and avoid fiddling or distracting movements

- ❖ Face the person and maintain a comfortable degree of eye contact, ensuring that this does not become a fixed stare.
- ❖ People with vision impairment can also tell if you are not facing them when you are talking to them.

Listening is hard work and it's also a matter of attitude. To be an effective listener, you must accept people for who and what they are, not what you want them to be.

### BARRIERS TO EFFECTIVE LISTENING

- 1. Judging people:** Our tendency to judge people distorts our ability to really hear their message. We often spend more time applying labels to people than listening to their message ("Her outfit looks horrible." "He's loud and obnoxious." "They think they're too good for anyone else in this class.")
- 2. Thinking in advance you know what someone is going to say:** This can lead to mentally "tuning out" before the speaker is finished talking or just plain interrupting the person and finishing his/her sentence. In either case, it leads to misunderstanding, frustration, and possibly even anger and conflict.
- 3. Twisting a message to make it say what you want someone to say:** This is just another way of trying to make people into what you want them to be instead of accepting them for who they are. The result is that you only hear the message you want to hear, not what is really being said.
- 4. Your own emotions:** "Emotional cotton" can cause you to misinterpret what someone is saying.

### HOW TO BE A GOOD LISTENER:

#### 1. HEAR the message:

- ✓ Pay attention. Look at the speaker, stop other tasks, and don't allow interruptions.
- ✓ Remove your "emotional cotton".
- ✓ Select the information that is important.
- ✓ Recognize emotional messages

#### 2. INTERPRET the message

- ✓ Speakers do not always say exactly what they mean or mean exactly what they say.

#### 3. Genuine active listener will:

- ✓ Encourage the speaker to keep talking
- ✓ Indicate that you are following the conversation

- ✓ Set a comfortable tone
- ✓ Signal to the speaker that you are attentive and interested.

## Types of Listening

1	<i>Active listening</i>	<i>Listening in a way that demonstrates interest and encourages continued speaking.</i>
2	<i>Appreciative listening</i>	<i>Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise.</i> <i>Alternatively listening to something for pleasure, such as to music.</i>
3	<i>Attentive listening</i>	<i>Listening obviously and carefully, showing attention.</i>
4	<i>Biased listening</i>	<i>Listening through the filter of personal bias ie the person hears only what they want to listen.</i>
5	<i>Casual listening</i>	<i>Listening without obviously showing attention. Actual attention may vary a lot.</i>
6	<i>Comprehension listening</i>	<i>Listening to understand. Seeking meaning (but little more).</i>
7	<i>Critical listening</i>	<i>Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.</i>
8	<i>Deep listening</i>	<i>Seeking to understand the person, their personality and their real and unspoken meanings and motivators.</i>
9	<i>Discriminative listening</i>	<i>Listening for something specific but nothing else (eg. a baby crying).</i>
10	<i>Empathetic listening</i>	<i>Seeking to understand what the other person is feeling. Demonstrating this empathy.</i>
11	<i>Evaluative listening</i>	<i>Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.</i>
12	<i>Inactive listening</i>	<i>Pretending to listen but actually spending more time thinking.</i>
13	<i>Judgmental listening</i>	<i>Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.</i>
14	<i>Partial listening</i>	<i>Listening most of the time but also spending some time day-dreaming or thinking of a response.</i>
15	<i>Reflective listening</i>	<i>Listening, then reflecting back to the other person what they have said.</i>

16	<i>Relationship listening</i>	<i>Listening in order to support and develop a relationship with the other person.</i>
17	<i>Sympathetic listening</i>	<i>Listening with concern for the well-being of the other person.</i>
18	<i>Therapeutic listening</i>	<i>Seeking to understand what the other person is feeling. Demonstrating this empathy.</i>
19	<i>Total listening</i>	<i>Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.</i>

### **Key elements of Listening:**

The key elements of active listening listed below will help you listen to the other person and increase the likelihood that the other person knows you are listening to them.

#### **Pay attention**

- *Ensure you face the speaker*
- *Give the speaker your undivided attention and acknowledge their message*
- *Don't look at your watch, phone, other people or activities in or beyond the room*
- *Refrain from side conversations (even if they are whispered).*

#### **Show that you are listening**

- *Be aware of your body language—crossed arms can make you seem closed or negative*
- *Encourage the speaker to continue by 'short' verbal comments*
- *Ensure your posture and demeanor are open and inviting*
- *Offer some facial expressions, such as a nod or a smile.*

#### **Provide feedback**

- *Ask related and relevant questions*
- *Reflect on what has been said by paraphrasing*
- *Seek clarification*
- *Summarise the speaker's comments.*

#### **Respond appropriately**

- *Assert your opinion(s) respectfully*
- *Avoid attacking the speaker verbally or otherwise putting them down*
- *Avoid interrupting the speaker unnecessarily*
- *Respond openly and honestly, with an appropriate tone of voice*
- *Treat the other person as you would want to be treated.*

### **Defer judgment**

- ☛ *Avoid making assumptions*
- ☛ *Be empathetic and nonjudgmental*
- ☛ *Consider the communication from the perspective of the speaker*
- ☛ *Let the presentation run its course*
- ☛ *Listen to the entire message before interjecting with your own comments.*

### **Paraphrasing**

In active listening, paraphrasing involves a restatement of the information given by the speaker in your own words.

#### **The use of paraphrasing:**

- Demonstrates to the speaker both that you are listening to them and actually understanding what they are saying
- Enables you to ensure that your interpretation and/or understanding of the ideas is correct
- Enables other people to check that they have also understood the ideas presented.

In active listening, open-ended questions are questions that cannot be answered with 'YES' or 'NO'. These questions encourage the speaker to provide more information. The use of open-ended questions:

- ✓ *Encourages the speaker to expand on the subject in a more comprehensive way*
- ✓ *Let's the speaker know that their ideas matter to you*
- ✓ *Relaxes the people around you.*

#### **Examples of open-ended questions include:**

- ✓ *What alternatives have you thought about... ?*
- ✓ *What do you mean by... ?*
- ✓ *What could some of the consequences be... ?*
- ✓ *What other possibilities are there... ?*
- ✓ *What were the considerations that led up to this... ?*
- ✓ *Why is this element the most important aspect?*
- ✓ *Where might this rule not necessarily hold true?*
- ✓ *How else could this situation be explained?*

### **Nonverbal gestures**

In many ways, active listening is characterized more by what is not done, than what is done. Beyond the words, there will be a host of clues as to what the speaker or listener is communicating. You should avoid sending out negative nonverbal gestures, because if you

are too immersed in yourself, others will feel you are uninterested, disrespectful and/or rude.

**Examples of inappropriate nonverbal gestures include:**

- ✓ Entering the room/situation late without an apology or valid reason
- ✓ Fidgeting or making distracting physical movements
- ✓ Multitasking, e.g. checking sms messages
- ✓ Yawning, looking around the room or off into the distance.

**Daydreaming:** Certainly, daydreaming is a common listening problem, when the subject matter is not immediately engaging for you or something said by the speaker might set off a chain of thoughts in your mind not relevant to the speaker's focus. When you do switch back to listening to the speaker once more, it is likely that you will not really remember what the speaker has been saying. Normally, our minds work more quickly than a speaker can speak, so we do have mental capacity to spare. Make sure you use that spare capacity in active listening strategies, to stay focused in lectures and tutorials, so that you can capture the whole communication and avoid gaps in your learning.

**IT'S ALL IN THE EYES AND EARS OF THE BEHOLDER:**

Making assumptions is the process of coming to some kind of conclusion about someone or something with incomplete information. We make assumptions about people and our environment constantly. The results range from mild to severe in terms of damaged interpersonal relationships.

- ❖ A person without a wedding ring isn't married (could be the person just left the ring on the sink this morning)
- ❖ A man with long, dirty hair, torn and unmatched clothes wandering around the streets must be homeless (could be an undercover police officer)
- ❖ A student who consistently gets D's and F's is unmotivated (could be the student has a learning disability or is suffering from emotional problems)

It's obvious that making assumptions can severely limit your ability to communicate effectively and honestly with other people. The good news is that you can increase your awareness of how and why you make assumptions, thereby reducing or eliminating the negative effects on your relationships.

**Perceptual Errors**

Perceptions of people and events are often distorted due to the failure to consider important information. We overemphasize certain things, downplay others. This process is affected by a number of factors: age, health, sex, culture, social roles, previous experiences, and even your self-concept: you tend to judge others on the basis of how you view yourself.

## **II UNIT - INTRODUCING ONESELF**

**Introduction:** There are many situations where you have to introduce yourself and talk about your company and job, for example at meetings, training courses, workshops, and conferences. Introductions can be very difficult, particularly in another language. Preparing a professional introduction ahead of time will give you more confidence and will help you to be more successful in your networking. This is an introductory statement that states the type of job or internship you are looking for, your skills and your related experience. Communicating your goals and key points in a clear, straightforward manner is very important. Don't assume people will figure out what you want just by stating a job title or the name of a company. Once you have a professional introduction ready, you can tailor it to fit each situation.

### **Objectives:**

- ✓ *To network at meetings, college , or social activities*
- ✓ *To introduce yourself to potential employers*
- ✓ *To answer questions related to future aims and ambitions*

### **Guidelines:**

- Be specific--- communicate your focus or your goals
- Make your commercial conversational and not too heavy on the content
- Single yourself out from the crowd--- let your unique skills and personality shine
- Communicate enthusiasm and motivation

### **What to include in your professional introduction:**

- ✓ *What are you looking for? (Describe a dream job, professional career field, fulfilling position)*
- ✓ *Recent education and relevant experience*
- ✓ *Areas of expertise/skills/accomplishments*
- ✓ *Include words that emphasize your enthusiasm*

**Student's personal details format:**

**Personal details**

SURNAME : ..... First name : .....

Date and place of birth : .....

Nationality : .....

Parental address : .....

Postcode : ..... Town : .....

Home phone ..... Mobile phone : .....

Father's job : ..... Company's name : .....

Mother's job : ..... Company's name : .....

.....

**If you have been placed in care, please give the details of your Guardian:**

Address : .....

Postcode : ..... Town : .....

Home phone ..... Mobile phone : .....

**Education**

Last school attended : Name and location :

Years attended : .....

Have you repeated a year ? yes \_\_\_ no \_\_\_

If yes, indicate the year(s) you have repeated

.....

Qualification(SSC): .....

School year : ..... Year : .....

**Languages**

How long have you been learning English at school (for) ?

.....

What is your level of English : Bad / Fair / Good / I don't know

Are you a beginner ? yes / no

**Future education plans**

What would you like to do after your Diploma Course ?

Do you wish to carry on studying ? yes / no

**Examples:**

**Introduction:** Good morning everyone. My name is Jason Kaiser from JK Corp in US. We develop and market software for the travel industry. I joined the company in 2014. I'm responsible for the company's international sales, which means that I spend most of my time travelling throughout World. I manage a team of 10 people.

**Introduction:** My name is Sundar R Prince and I am a senior at the University of the Pacific. I am graduating in May with a B.A. in English and I am interested in the field of publishing and editing. Over the last three years, I have worked for the school newspaper serving as a staff writer, editor, and eventually senior editor. I also had an internship at a small publishing firm in San Francisco which really got me excited about this field. I was wondering how entry level editors get started in your organization?

**Introduction:** My name is Abhiram. I completed my Diploma in ECE/EEE/ME and am looking forward to starting a career where I can use my strong communication skills and creativity to make a positive impact in the community. I am interested in your company because I know you value community and you are committed to working.

## V UNIT – DESCRIBING EVENTS

**Introduction:** Making use of English for communication involves talking about what you do in your daily life, or what the other people do. This is the skill our students need for speaking as well as writing in their future career. While facing a board of interviewers, many job-seekers fumble for words and expressions, and they cut a sorry figure before them. It is extremely necessary for our students to acquire spoken as well as written skill in English to be able to succeed in their career. They ought to acquire the skill of writing and speaking in English to be able to talk about themselves and others. Describing is a skill they need in any kind of job they do in future.

### **Objectives:**

- ✓ Learn to describe a given event
- ✓ To improve quick vocabulary
- ✓ To acquire spoken and written skills

### **Read the following short conversations:**

- : When do you normally get up?  
: I have to get up at six as I have a morning college. Of course, on Sundays I get up a little late.  
: When does your college start?  
: It starts at eight, and it's over by 11-30.  
: When do you have your breakfast?  
: I've my breakfast at about seven thirty. But sometimes I skip it to avoid being late. Then I have it at the college canteen during the short recess.

This is how you talk about the routine things in your life. You make use of verbs in simple present tense. This sounds very easy and simple, but when you face an interview, these simple things become difficult and you remain tongue-tied.

### **Read the following piece of daily routine of someone like you, Ramesh, doing second year diploma of college:**

I usually get up at six. My college starts at eight o'clock. So I'm always in a hurry in the morning. You know, if you watch TV late at night, you can't get up early. Then I often get scolding from both mother and Dad. I just skip my breakfast to attend the first lecture. It's English, you see. So I have to be there. The teacher is very strict. But I enjoy the English lecture. In the short recess, I go to the college canteen with my friends and enjoy some

snacks. I usually come back home by one o'clock. I have lunch with my sister, who also comes back home by the same time. I spend my afternoon studying for some time. If there is nothing much to do, I watch TV. I go to college ground for playing cricket with my friends. After coming back I listen to the news, read the newspaper, because I can't read it in the morning. Then we all of us watch some popular TV serials. We have our dinner in front of the TV.

### Self-Check Exercise

Write a paragraph about your own daily routine and read it aloud in the class.

When do you -----

1. *get up in the morning* -----
2. *have breakfast* -----
3. *leave for college* -----
4. *have lunch* -----
5. *do homework* -----
6. *go to play* -----
7. *read newspaper* -----
8. *watch TV* -----
9. *have dinner* -----
10. *go to bed* -----

Besides, what do you do when you have no lecture? Do you ever go to the college library?

What do you read there?

### Daily Routine of an office employee:

Jason leads a very disciplined life. He usually gets up at 5 in the morning every day and goes for a jog in the park near his house. He has bath at 7 followed by prayers. At eight, he has his breakfast. By 8.30, he leaves the house for his office. His office is far away. He normally takes a bus to the railway station and then catches a local train. He reaches office at 10 o'clock. He works till 1 o'clock, when he takes a lunch break. He is back at his desk at 1.45, and works till 6 p.m. He has his dinner with his family, at 9. After that he sometimes watches TV with his family or reads something interesting, and goes to bed at 11.

**Write about 8 to 10 lines describing daily routine of the following persons with the help of the points given:**

**A milk-vendor:** When does his day start? His vehicle? How many houses does he go to? Difficulties he faces ? How does he keep the accounts of his customers? His behavior? How does he talk to people, his relationship with the customers. Any points about his personality.

**The routine of a milk-vendor:**

Raju is a milk-vendor. His day starts at 5 in the morning. He has to milk the buffaloes, fill the cans of milk and load them in his small van. He starts distributing milk at about 6 in the morning. He goes from house to house. He has to collect bills also. He has to go to about 25 houses in different lanes of the city. He has given a card to each of his customers. He enters the amount of milk given to each customer. At the end of the month, he calculates their bills and collects the money. He faces great difficulties in the summer season, when there is shortage of milk. He is very polite to his customers. Raju is also studying externally for his university examination.

**Daily Routine in the Past:**

When we talk about daily routine, we think of the routine at present. But we can also talk about ours or someone else's daily routine in the past. You made use of present tense to describe daily routine of people now. Here we are talking about the past routine of some people. Read the following small passages. Here also we can talk about past practices.

*Read the following short passages: These small passages describe past practices. They were just like routines in those days.*

Until a few decades ago, the landlords used to own vast lands, which were tilled by the landless labour they employed. Most of the time, the landlords did not even visit their fields. And yet the people who had worked for them for years could never hope to own

even a tiny piece of land. The landlords did not believe in working in the field, as they used to consider themselves masters. They used to spend time and money on bad habits.

In Belgium, people used to come to the village called 'Spa' at the seashore for taking medicinal bath. People used to go to Belgium in the ancient Roman period for this medicinal bath. People who suffered from skin diseases used to visit the spas. People used to stay at these places for a few days. They were made to sleep in the waters of the spa for ten to fifteen hours. The layers of their skin used to come out and new skin used to take its place. Then they were allowed to go.

#### Note the use of expressions:

- ✓ *used to own vast lands, used to consider themselves masters,*
- ✓ *used to spend time and money,*
- ✓ *people used to go to ---, they used to visit the Spas ----*
- ✓ *used to stay ----- used to come out -----, etc.*
- ✓ *The expression 'used to + Verb' is used to talk about past practices or routines.*

#### Self-Check Exercise

- a) Ask your Dad or Mother what their daily routine was when they were in school or college. And write a passage using the past tense.
- b) You are in the college now. Describe your routine when you were in school, in the 6th or 7th standard. Write about your school timings, the games you played, your teachers, etc. Use past tense and also 'used to+ Verb' phrase where necessary.

### III UNIT – DESCRIBING OBJECTS

**Introduction:** It is necessary for students to learn how to use English for describing places, people and objects, etc. They have to equip themselves with the knowledge and use of English structures and vocabulary to be able to meet the requirement of the job market, after their graduation. Whatever field they choose, they will need English for their efficient functioning in that field.

#### Objectives:

- ❖ *describe, using English, familiar objects of day-to-day use*
- ❖ *describe in English physical features, what they do, etc.*
- ❖ *descriptive phrases, structures of sentences in English*
- ❖ *use tenses and verb phrases appropriate for describing.*

When you wish to describe anything, you must have an eye for the detail. You must be a good observer. Some people have a habit of noticing details and they remember them. There are a number of things in our house, in the hall, in the kitchen, in the bedroom, etc. But, if you are asked to describe the things in the kitchen or the hall or your own room, will you be able to describe them? Listen to your partner give a presentation on one thing that is important to them. Don't interrupt or ask questions until you are sure that they have finished, and then ask about any of the topics below that they haven't talked about.

- ✓ *Is it made from paper/ cardboard/ plastic/ metal/ fabric/ wood/ glass/ leather/ ...?*
- ✓ *Is it square/ rectangular/ round (= circular)/ triangular/ oblong (= oval = egg-shaped)/ sharp/ fragile (= easy to break)/ ...?*
- ✓ *Is it big/ small/ heavy/ light/ dangerous/ expensive/ cheap/ noisy/ smelly/ long/ portable/ shiny?*
- ✓ *Does it use petrol/ electricity/ gas/ water/ ...? Does it produce heat/ light/ colors/ noise/ fumes?*
- ✓ *Are there some/ many in your house/ this room/ this building?*
- ✓ *Has it got a handle/ a lid/ buttons/ a screen/ batteries/ a motor/ cables/ pipes?*
- ✓ *Is it used for...?*
- ✓ *Do you use it to...?*
- ✓ *Do you use it often/ very often/ every day/ several times a day/ in the morning?*
- ✓ *Do you use it in the bath/ the kitchen/ your workplace?*
- ✓ *Can you buy it in a department store/ convenience store/ stationery shop/ electronics shop/ street market...?*
- ✓ *Is it a kind of furniture/ consumer electronics/ cutlery/ crockery/ machine/ gadget?*
- ✓ *Do you need to recharge/ shake/ wash/ polish/ refill it?*

C.V., postal addresses, etc. My cell-phone is constantly with me, wherever I go. There is a device in it to remind me of my appointments, train timings, etc.

**Describing Persons:** It is very important to observe people and be able to describe them. A woman was going for a walk in the evening, and someone came running from behind, snatched her chain from her neck and ran away. These incidents are now frequently being reported.

1. *Geeta is twenty two years old. She is very short and has long curly hair. The best feature in her face is a set of lovely dimples when she smiles, which she often does.*
2. *Ramesh is twenty five years old. He is a thin man. He has whitish complexion and a small moustache.*
3. *Ratna is a fifteen year old girl. She is dark skinned, and has a broad face and very long hair always in a plait.*

#### **Can you describe the person?**

He was a young man, Sir. He was of a medium height. I saw only the side of his face. He was rather dark-skinned. He had short black hair. He had put on a half-sleeved shirt of grey colour and faint blue trousers. He slipped while running and I saw yellow rubber slippers on his feet.

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere. No, we were certain that she had always been as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She hobbled about the house in spotless white with one hand resting on her waist to balance her and the other telling the beads of her rosary. Her silver hair was scattered untidily over her pale puckered face, and her lips constantly moved in prayer.

- *He is rather tall. She is rather short. She may come up to my shoulders.*
- *He is of a medium height. He is very tall for an Indian. She cannot be more than five feet.*
- *Weight : If we know, we can say how much a person weighs. But while describing, we talk about weight in general terms. We make use of*
- *adjectives such as: fat, thin, slim, overweight, plump, famished, well-built, stocky,*
- *These are all adjectives. Fat, overweight and famished and thin have unfavorable meaning. We mean to criticize the person we are describing. But, plump and slim are favorable in their meaning. For example, 'She is slim and looks pretty.' 'Well-built'*

## V UNIT – REPORTING PAST INCIDENTS

In English, we use six different tenses to talk about the past.

- The simple past (I worked.)
- The past continuous (I was working.)
- The present perfect (I have worked.)
- The present perfect continuous (I have been working.)
- The past perfect (I had worked.)
- The past perfect continuous (I had been working)

### Objectives:

- ✓ To learn the various forms of Past Tense
- ✓ Reporting incidents in past
- ✓ Sentence structures

### Past tense - Forms

Affirmative	Interrogative	Negative
I washed the car.	Did I wash the car?	I did not wash the car.
She wrote a poem.	Did she write a poem?	She did not write a poem.
They accepted the invitation.	Did they accept the invitation?	They did not accept the invitation.

**The past simple** is used to describe finished events in the past, one thing happening after another. *Susan went into the station and bought a ticket.*

**The past continuous** is used to describe actions still in progress (when we were in the middle of doing st.), and is used for background description (while, when, just as). Just as I

was leaving the house, the phone rang. There were a lot of people waiting in the station. Some were sleeping on the benches, and others were walking up and down. Sarah was looking for Graham so she didn't sit down.

**Past before past** - The past perfect is used to describe a past event which took place before another past event. Past simple (arrived) is the starting point of the story. By the time the train arrived, Susan had managed to push her way to the front of the crowd. (Note: Had done is the past of have done, who is that woman? I've never seen her before. I didn't know who she was. I'd never seen her before) It is not always necessary if a time expression makes the order of events clear. Before the train arrived, Susan managed to push her way to the front of the crowd.

- ✖ WATCH OUT! *The patient died. The doctor arrived.*
- ✖ *The patient died when the doctor arrived.*
- ✖ *The patient had died when the doctor arrived.*
- ✖ *The doctor arrived quickly, but the patient had already died.*

Past perfect continuous is used to describe a period of time before something else happened.

- ✓ *At last the bus came. I had been waiting for twenty minutes.*
- ✓ *It wasn't raining when we went out. The sun was shining.*
- ✓ *But it had been raining, so the ground was wet.*

**Interrupted past continuous:** We often contrast an action still in progress with a sudden event which interrupts it. While Susan was trying to get onto the platform, a man grabbed her handbag.

Participle clauses are introduced by the time expressions before, after and while. They have the same subject as the following clause.

- *After struggling with him, Susan pulled the bag from his hands.*

## VI UNIT – SPEAKING FROM OBSERVATION & READING

**Observation is the "mining" tool** – we get the **right raw materials** to work with and then we can process them in any procedure we need in our "factory" – the brain.

### **Objectives:**

- ✓ *Speaking from observation*
- ✓ *Speaking from Reading*

Some examples for these processes:

- In memory – before we learn to associate anything we must observe it first. We need the details to use them as "hooks" in association with something we already know.
- In critical thinking and deduction – just like Sherlock did.
- In creative thinking – we rearrange our ideas based on new findings and get new inspiring results.
- This one you can do right now in front of your computer:
- Take a blank piece of paper and list every object located in your room. Don't look around! Visualize your room, and simply list every object in your room you can remember. If you can - describe it in detail.

After you're done, take a look around and see how accurate you were. You'll be quite surprised to find out that many things, you see practically every day – are missing from your list.

You can make such exam several days in a row, and you'll notice that less and less items will be missing from your list every time as your observation (and the memory of your room) improves.

When walking down the street or driving your car, pay attention to your surroundings. Describe the things you see to yourself, as if you're describing your surroundings to a blind man sitting next to you. You'll find that you can actually discover much more details than it seems to be at first. Plus it can pass you some time in the otherwise usual boring drive or walk.

Pick a random picture and take a close look at it for about a minute. Then close your eyes, visualize it and describe it in detail as much as you can. You may find that your imagination sometimes fools you, and you make up stuff when you don't exactly remember what you saw. Once you get more proficient you can set yourself less time for each test.

This one is especially related to reading body language. Next time you're in some public place and you got a free moment - imagine that you stand in a crime scene. Pay attention to every detail and every "suspect" around you. Try to remember each person as if you were asked later to describe him for a profile sketch. Then close your eyes and test yourself to see how closely you remember the details.

#### SPEAKING FROM READING

<b>A. Understanding texts</b>	<b>Structure</b>	Every text has a structure. It is not just a random collection of sentences. The parts that make up the text are related in a meaningful way to each other. Recognising the way in which a text has been organised will help you to understand it better. The writer may, for example, be explaining two opposing points of view, or describing why something happens. Understanding the text organisation will help you understand what the writer is trying to do.
	<b>Meaning</b>	You will be able to increase both your speed of reading and your comprehension if you can recognise some of the

		rhetorical functions that the writer is using. Writers use language, for example, to analyse, to describe, to report, to define, to instruct, to classify, to compare, to give examples, to explain, to give reasons, to argue and discuss and to draw conclusions. To understand the text it is necessary to understand what the writer's purpose is. (description, narration, classification, contrast, comparison, cause, effect, arguments for and against.)
	<b>Reference</b>	. In order to understand a text, it is necessary to understand how the sentences are related. Words like "it", "this", "that", "here", "there" etc. refer to other parts of the text. You need to understand these connections or links. There are four main types of links used in academic texts: <b>reference, ellipsis and substitution, conjunction and lexical cohesion.</b>
	<b>Difficult language</b>	Difficult words-specialised language Inferring meaning from the context Affixes, prefixes, suffixes Noun combinations Difficult sentences complex nominal groups, nominalisation, co-ordination, subordination.
<b>B. Note taking, summarising, synthesis</b>		
<b>C. Strategies for reading</b>	<b>Before reading</b>	Think about your reasons for reading the text, look at the title, headline, any sub-headings, photos or illustrations, use these to predict what the text will be about - the topic, think about what you already know on this topic
	<b>Reading</b>	Survey the text: read the first and last paragraphs and the beginning and final sentences of the other paragraphs, identify your purpose for reading, write down in 1 or 2 sentences, what you think the main ideas are. What your first reaction to the text is. Do you find it interesting,

		informative, well-argued, boring, illogical, inaccurate? Do a second more careful reading, marking any new words that are important for your understanding, write down what you would like to find out from the text, you could write actual questions you would like answers to. Make a note of words or phrases connected with the topic that you may find in the text.
	<b>After reading</b>	Make a list of the new words which you think will be useful for you in the future. Give: definitions of the words, indication of whether they are nouns, verbs, adjectives, phrases in which the word occurs, other words with the same meaning, other forms of the words. Evaluate what you have read. How does it fit into what you already think and know? Does it confirm your ideas, add to them, conflict with them? If there are opinions, do you agree or disagree with them?

#### Tips for Effective Public Speech:

- 1. Identify your main point (finding, opinion, etc.) and state it succinctly up front.**  
The conference presentation is an opportunity to sell your paper and entice others to read it. You cannot relay all the details of your paper in 15-20 minutes so try to convince the audience that it will be worth their while to read the full paper or, better yet, talk to you about it. (This approach facilitates networking!)
- 2. Repeat your main point (or summarize your findings) at the end of your presentation.** It is important to help people remember what was important and what you concluded.
- 3. Speak clearly and loudly.** If you have a soft voice, use the microphone and ask someone in the audience to change slides for you. Do not apologize for the topic, the range of the analysis, the minor difficulties, etc.

**4. Know your audience.** Determine the level of the audience – especially the technical level and fit your presentation to that level.

**5. Do not show your back.** Never turn your back to the audience and talk to the screen. Do not get in the way of the projector light. Use a pointer if necessary to identify the important parts of the slide rather than turning to face it.

**6. Stick to your time limit.** Find out how many minutes are allocated to your presentation. Do not try to fit your hour long presentation into 15 minutes.

- If you do not have enough time to get through all your slides, skip enough so that you do not have to rush through them.
- Limit the time you spend talking about other's research. Focus on your own contribution.

**7. Practice before you present.** Never give a presentation without practicing at least once to be sure that it will fit into the time frame and that you know how to move from one point to the next. Include your visual aids in your practice.

#### **8. Prepare your visuals to be a POSITIVE, not a Negative.**

- **Use a large font size on visual aids.** A font size of 28 or higher will ensure that the audience will be able to read your slides. Use a large font size for mathematical notation and empirical results, as well as for text.
- **Never cut and paste a table from your paper onto a slide.** These tables are never easy to read and only irritate your audience. Instead, choose a few results that you want to highlight and present them on a slide in no smaller than 28 font.
- **Do not put too much information on any one slide.** Use visual aids that reinforce what you say in order to keep the audience focused.
- **Use bullet points instead of complete sentences on your slides.** Do not write out everything that you will say and then read them to your audience.
- **Find out what AV equipment will be available to you and prepare accordingly.** Do not bring a Power Point presentation if the conference does not have the facilities to project from your computer.

## **VII UNIT - JAM (JUST A MINUTE) SESSIONS**

**Introduction:** "Just a Minute" is a process or an activity one has to attain as part of one's interview held for a few minutes. One's abilities and the skills are assessed in an innovative way with which the caliber is understood to give position. "Just a Minute" is a filtration process of an interview consumes very less time in identifying the qualities of a person in various aspects. In fact, it is adopted by various Multi-National Companies in choosing their employees suitable for the environment, affordable and on par with the standard. The candidate is been assessed based on his communication skills, how well the person excels his knowledge on diverse subjects.

### **Objectives:**

- ✓ *To improve communication skills*
- ✓ *To improve the knowledge in diverse subjects*
- ✓ *To improve quick thinking*

### **STRATEGY FOR HANDLING JAM SESSION**

One, who would like take part in JAM with an intention to succeed, can avoid errors in JAM by starting with a thorough practice and demonstrating in front of a mirror before one faces it.

- ↳ A smiling face and soft-spoken words
- ↳ Analyze and organize the relevant information
- ↳ Practise before a mirror, get a feedback friends.
- ↳ Feel free and be at ease.
- ↳ Don't use high sounding words.
- ↳ Use positive body language
- ↳ Be honest and truthful because you can be grilled on any word uttered by you.

- inter-personal skills
- team-work
- leadership qualities
- negotiation skills
- a warm handshake/a hug
- time-management
- physical appearance (dress code)
- distance

### **JAM - Topics- Hints**

**Fast Foods :** Easy to cook- readily available- health hazard- contaminated oil- digestive system prohibited- preservatives- cholera- Typhoid- roadside hotels- homemade

**First Day in the College:** An unforgettable way- assembled in the gallery- VC's address- highly inspirational- seniors- friendly- no ragging- went round- beautiful campus- delighted- digital library- lunch in the mess- all classes engaged- returned home happily

**Cell Phone:** Improved technology- gift- ban- positive side- contact parents- police in emergency- negative side- vibrations- disturbance- personal secret- to use with caution- gift

**Global Warming:** A burning problem- air, water, soil- ozone layer- acid rains- to control pollution- vehicles- ban plastic- plantation of trees- protect forests- save the planet

**Child Labour:** Crime- unconstitutional- compulsory primary education- poverty- hunger illiteracy- incentives- enforcement of laws- engaged in hazardous industries- prone to diseases punishable crime- pleasures of childhood

**If I were the Prime Minister of India:** First- address the nation- corruption- poverty- hunger focus on- unemployment- pollution- national integration- educational standards

**Home Town:** Hail from- ours is a beautiful—on the banks of the river Neeva- 70 km from

## **VIII UNIT – GROUP DISCUSSION**

**Introduction:** Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

### **Objectives:**

- ✓ To improve thinking, listening and speaking skills.
- ✓ To promotes confidence level.
- ✓ To ensure academic success.

**Importance of GD:** It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus it is important to be able to take part in a GD effectively and confidently. Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

**Structure of GD:** The panel which normally comprises of the technical and HR (Human Resource) experts of the company will observe and evaluate the members of the team. The rules of the GD – the time limit, panel's expectations etc are explained after the initial introduction by the panel, soon after the topic or case to be discussed is given to the group members. The panel does not interfere during the discussion, it only observes. The panel at its discretion may provide some time to think over the topic or may ask them to start immediately. Each candidate is supposed to express their opinion either supporting or against the topic. The discussion carries on till the panel signals termination. It is left to the discretion of the panel to extend or cut short the given time.

**There are four major areas of evaluation in selection GDs:**

- subject knowledge,
- oral communication skills,
- leadership skills and
- team management.

#### **Subject Knowledge:**

Participants must possess a thorough understanding of the topic on which they are supposed to speak. You must prepare yourself to talk on a wide range of subjects. Be abreast of the current events, national and international affairs, burning social and economic topics, scientific and environmental issues, key newspapers' controversial topics and any experience that may be expected of an educated person. As a member of the group, you are expected to contribute substantially to the discussion. The originality of your ideas, your knowledge and initiative and your approach to the topic or case contribute to your success in the group discussion.

#### **Oral Communication Skills:**

If subject knowledge is important, communication skills is more important as without expression, the knowledge is of no use. As the exchange of ideas in a group discussion takes place through speech, one of the pre-requisites of success in a GD is the ability to speak confidently and convincingly. Good communication skills include active listening, clarity of thought and expression, apt language and proper non-verbal clues.

#### **Clarity of thought and expression:**

**Clarity** is the art of making yourself clear to the audience. Only when your expressions are clear, you can convince your team and the panel. More than words, it is the tone in which they are spoken that conveys the message. You should not be too loud or too soft. A lively and cheerful voice with appropriate modulations will attract the audience. Proper articulation of words, achieved through phonetic accuracy is very essential slang, and artificial accents are to be avoided. Apt Language:

## **IX UNIT – MOCK INTERVIEWS**

**Introduction:** In order to allow students to practice interview skills, arrange an opportunity for students to complete a mock interview. Mock interviews can happen in several different ways, several ideas for the format are offered on this page. In order for students to evaluate their performance and look for distracting mannerisms, video take the mock interviews and allow students to watch their own performance.

### **Objectives:**

- ✓ *Supplement resume information*
- ✓ *Show that you understand your strengths and weaknesses and have a sense of direction*
- ✓ *Enable the employer to evaluate your personality and attitudes in terms of the demands of the organization and the position*
- ✓ *Allow you to gain information about the organization and the job that is not available through other sources*

A survey revealed that the following factors were most important when interviewing a candidate:

- ❖ Skills & experience 10%
- ❖ Education 10%
- ❖ First impression 40%
- ❖ Personal characteristics 40%

### **Try the following methods to boost your interviewing confidence:**

- ❖ Practice saying your responses out loud. Answering potential questions in front of a mirror can be useful for assessing your facial expressions.
- ❖ Have a career counselor or friends and family ask you a list of questions and give you feedback on the following: content and organization of your answers (completeness, level of detail, how easy to follow) and your presentation style (pace, voice quality/tone, energy, posture, eye contact, hand gestures, etc.)
- ❖ Film or tape your responses and review your performance. Ask yourself: did I look/sound confident, what does my body language say, did I look/sound relaxed, and did I sound enthusiastic?

## ETIQUETTE TIPS FOR INTERVIEWS

- ✓ Be on time! Even better, arrive 10 minutes early
- ✓ Do not chew gum or wear too much fragrance
- ✓ Style your hair neatly and keep it off your face
- ✓ Do not put your belongings on the interview desk
- ✓ Turn off cell phones
- ✓ Be respectful to everyone. Job offers have been denied on how applicants treat administrative staff
- ✓ Alert references that they may be contacted. Bring your reference list with you to your interviews.

### First impressions

- ✓ Make sure you arrive for the interview at least 15 minutes early.
- ✓ Turn off your cell phone.
- ✓ Introduce yourself and shake hands when you arrive.
- ✓ Speak clearly; don't use slang or bad English.
- ✓ Address the interviewers by their names.
- ✓ Your appearance is important, make sure you have - Neat, clean and conservative clothes Clean and brushed hair Clean and suitable shoes Minimal make-up and jewelry
- ✓ Brush your teeth, use deodorant and clean your fingernails. Girls, if your nails are painted, make sure the polish is fresh and a conservative color- no chipped polish.
- ✓ Be organized, have your portfolio neat and tidy. Include your questions for the employer in the back of your portfolio together with extra copies of your resume.

### Body language

- ✓ Maintain eye contact and smile.
- ✓ Occasionally nod your head.
- ✓ Answer questions briefly and positively,
- ✓ Don't Cross your arms Slouch in the chair Pick at your fingernails

### What to take to an interview

Your portfolio containing your resumé, qualifications, references, certificates, etc.

- ↓ A copy of your job application, resumé and cover letter.
- ↓ Pen and paper
- ↓ List of questions you have about the job

## **: Mock Interview Format Options:**

### **Peer Interviews**

Students take turns role playing the interviewee and interviewer. A sample script is included for this activity.

### **Round Robin Interviews**

During a Round Robin Interview, applicants take turns answering questions. This can be a great way for students to get experience answering questions and hear how others would answer questions as well. Students can all be seated with desks, tables, or chairs in a large circle. The interviewer asks questions of each person, but not necessarily the same questions of each person.

### **Mock Employer Interviews**

Enlist the help of local employers and other staff to set up mock interviews for students. Make sure that students have job descriptions and their Job/Career portfolios with a completed generic application and resume they can share with the interviewers. Interviewers should have rating/comment sheets to complete, so students get feedback from their interviews.

### **Phone Interview**

Enlist the aid of other staff to set up mock phone interviews. In addition to practicing interview question answers, students will be strengthening their phone skills. If possible, record the conversation so students can listen to themselves and here how they come across on the phone.

### **Possible Interview Questions**

- ✓ *Tell me about yourself?*
- ✓ *What made you apply for this job?*

- ✓ What clubs or organizations are you a member of?
- ✓ What have you learned from your hobbies, interests and outside activities?
- ✓ What qualifications do you have for this job?
- ✓ What do you consider to be your greatest strengths, weaknesses or faults?
- ✓ How do you think a teacher who knows you well would describe you?
- ✓ Why do you think you are suitable for this position?
- ✓ Why should we consider you for this job instead of other applicants?

### Possible Questions to the Interviewer

- ✓ What do you see as the pros and cons of this type of work?
- ✓ What are the qualifications and educational requirements for this type of work?
- ✓ What factors would make one fail or succeed in this type of work?
- ✓ What are the current challenges faced by this industry?
- ✓ What do you see as the nature of the job market in this field?

Performance	<i>Excellent interview: You should get a job offer!</i>	<i>Average interview: you could get called back but it is not certain.</i>	<i>Interviewing skills need significant improvement: You would not get this job.</i>
<b>First Impressions</b>	<p>Your appearance is professional—you are wearing appropriate business attire and are well groomed.</p> <p>You greet your interviewer with a firm handshake and confident posture.</p> <p>Your conversation is enthusiastic and engaging.</p>	<p>You look nice but you are not wearing appropriate business attire and/or grooming is unacceptable.</p> <p>Your greeting is appropriate but you forget to shake hands with your interviewer.</p> <p>Your conversation is enthusiastic and engaging.</p>	<p>Your attire is not professional—you wear jeans or shorts to this interview.</p> <p>You do not greet or shake hands when you meet your interviewer.</p> <p>Your conversation is not energetic.</p>
<b>Interview Content</b>	<p>You are very knowledgeable about the position you are interviewing for.</p> <p>You display poise and confidence.</p> <p>You relate your skills to the job very well.</p>	<p>You are knowledgeable about the position you are interviewing for.</p> <p>You display adequate confidence in your answers.</p> <p>You state your skills but do not adequately relate them to the job.</p>	<p>You are not knowledgeable about the position you are interviewing for.</p> <p>You are not confident in answering questions about yourself.</p> <p>You do not state the skills you have to do this job.</p>
<b>Interview Skills / Techniques</b>	<p>You have excellent eye contact with your interviewer without staring.</p> <p>Your language and grammar is appropriate. You do not use um or and.</p> <p>You speak at the right speed.</p>	<p>You have adequate eye contact with your interviewer.</p> <p>Your language and grammar are adequate.</p> <p>You say um or and a few times, but not enough to disrupt the interview.</p>	<p>You look at the floor or ceiling when speaking.</p> <p>Your grammar and language are not appropriate. You say um or and too many times.</p> <p>You talk too fast or too slow.</p>

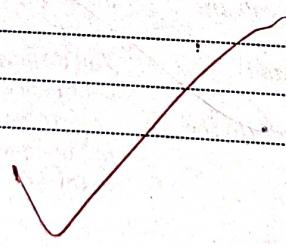
		<i>You talk a little too fast or too slow.</i>	
<i>Closing</i>	<p><i>You successfully convey your interest in this position.</i></p> <p><i>You ask appropriate questions of the interviewer.</i></p> <p><i>You thank the interviewer.</i></p>	<p><i>You convey some interest in the position.</i></p> <p><i>You are not well prepared to ask questions.</i></p> <p><i>You thank the interviewer.</i></p>	<p><i>You do not show any interest in this position.</i></p> <p><i>You do not ask any questions.</i></p> <p><i>You do not thank the interviewer.</i></p>

## Method of Evaluation

The following guidelines will be utilized to evaluate your mock interview experience.

It may be helpful to know this information ahead of time.

<b>Candidate's Name:</b>	
<b>Interviewer's Name:</b>	
<b>Date &amp; Time:</b>	
<b><i>Interviewing Skills Evaluation</i></b>	
<b>Eye Contact:</b>	
<b>Voice Tone:</b>	
<b>Language Usage:</b>	
<b>Body Language:</b>	
<b>Organization:</b>	
<b>Self-Knowledge:</b>	
<b>Job/Career Field Knowledge:</b>	
<b>Use of Examples:</b>	
<b>Final Summation:</b>	
<b>Top Strengths:</b>	
<b>Areas Needing Most Improvement:</b>	



## X UNIT – MAKING PRESENTATIONS

**Introduction:** PowerPoint is an easy-to-use presentation tool – but, like with any tool, its use is only as effective as the presenter who is using it. Now that you've had a chance to learn about designing slides, let's talk about what to do once you've finished putting your presentation slides together, you've got your computer plugged into the projector, and all eyes are on you in the classroom.

### **Objectives:**

- ✓ *Mastering presentation skills.*
- ✓ *Making effective presentation*

### **Best Presentation:**

- ❖ Before giving presentation, identify your main point (finding, opinion, etc.) and state it succinctly up front.
- ❖ The conference presentation is an opportunity to sell your paper and entice others to read it.
- ❖ You cannot relay all the details of your paper in 15-20 minutes so try to convince the audience that it will be worth their while to read the full paper or, better yet, talk to you about it.
- ❖ Repeat your main point at the end of your presentation.
- ❖ It is important to help people remember what was important and what you concluded. Speak clearly and loudly.
- ❖ If you have a soft voice, use the microphone and ask someone in the audience to change slides for you.
- ❖ Do not apologize for the topic, the range of the analysis, the minor difficulties, etc. Know your audience.
- ❖ Determine the level of the audience – especially the technical level and fit your presentation to that level.
- ❖ Do not show your back. Never turn your back to the audience and talk to the screen. Do not get in the way of the projector light.

- ❖ Use a pointer if necessary to identify the important parts of the slide rather than turning to face it.
- ❖ Stick to your time limit. Find out how many minutes are allocated to your presentation.
- ❖ Do not try to fit your hour long presentation into 15 minutes.

In putting together your slideshow, you've obviously considered key elements such as:

- ✓ *Who is the audience?*
- ✓ *What do they already know about the material?*
- ✓ *What do you want them to learn by the end of the lecture?*
- ✓ *Where will the presentation take place and under what conditions?*

### **Best Practices in Power Point Presentations:**

**1. Think about goals and purpose of handouts.** Many instructors hand out PowerPoint presentations as "thumbnails" before the lecture starts or make them available on Blackboard for students to print and bring to class as a note-taking tool. The handouts are useful to give students a structure to their note taking, but many students are over-reliant on the handouts and fail to write much down. Some students simply highlight text on the thumbnail. If you are distributing handouts of your slides before your lecture, be sure to discuss with students your goals for doing so and your expectations of what roles the handouts will serve for them. Those same goals will inform your decisions on how you format the pages for printing, as well.

**2. Minimize the number of slides.** Beginning users of PowerPoint tend to use too much text and too many slides, leaving their audience dazed and confused. Don't overwhelm your students with too many slides. Each slide should be displayed long enough for you to discuss what is keyed there - not simply to read a list or block of text. To discourage yourself from reading slides, use fewer slides with concise text.

**3. Don't parrot PowerPoint.** It's tempting to simply read the visual presentation to the class, and sometimes instructors find themselves doing that, particularly when they are crunched for time. But, not only is that redundant — almost like reading out loud from the textbook! — it also makes for an excruciatingly boring audience experience. PowerPoint is intended to provide a visual element to spoken remarks that augment and discuss what is displayed. And, keep in mind that 99% of the time, you should be looking at your students, not the projection screen or your computer screen.

**4. Hold up your end.** Many students have stronger visual skills than auditory skills, and so PowerPoint is effective in holding their attention. Unfortunately, that can be a problem. Students can easily "zone out" and watch your slide like a television while you are talking. Make sure that you are in their foreground – that what you are saying and how you are saying it is compelling enough to keep them focused on *you*, and not on your slides.

**5. Time your talk.** Keeping in mind student attention and learning styles, remember that another potential problem occurs when your important comments coincide precisely with the appearance of a fresh PowerPoint slide. Having the simultaneous visual and auditory input splits your students' attention, and it's likely that the visual input will win out. Bring up a new slide, and then give your students a chance to check it out before you begin verbally broadening and amplifying what's on the screen.

**6. Give it a rest.** We can't say it ~~too often~~ — PowerPoint is most effective as a visual *accompaniment* to the spoken word, not as the vehicle for all of the content of a lecture. Don't be shy about blanking the screen on occasion when you need your students to focus on *you*. You'll find that blanking the screen is an effective means by which to change the energy from watching and listening to interaction, such as a group discussion or a question-and answer session.

**7. Make it interactive.** It's easy to get into a PowerPoint rut, outlining your notes and adding variety by occasionally mixing up the background or throwing in a video or hyperlink. But PowerPoint can be used interactively as well. Ask students to anticipate