



AURORA'S ENGINEERING COLLEGE
Bhongir, Nalgonda Dist.-508116

ENGLISH LANGUAGE AND COMMUNICATION SKILLS
LAB MANUAL
B.Tech. 1st Year
(As per 2013 Academic Regulation)

Department of
HUMANITIES & SCIENCES

COMMON TO
CSE, ECE, EEE, IT, MECH, CIVIL

ENGLISH LANGUAGE COMMUNICATION SKILLS LAB

SYLLABUS

a) **CALL Lab:** Computer Assisted Language Learning Lab

b) **ICS Lab:** Interactive Communication Skills Lab

The following course content is prescribed for the English Language Communication Skills Lab

Exercise-I

CALL Lab: Introduction to **Phonetics** – Speech Sounds – Vowels and Consonants

ICS Lab: Ice Breaking Activity and **JAM Session**

Exercise-II

CALL Lab: Structure of Syllables – Past Tense Marker and Plural Marker – Weak Forms and Strong Forms- Consonant Clusters

ICS Lab: Situational Dialogues – Role-play – Expressions In Various Situations – Self Introduction and Introducing Others – Greetings – Apologies – Requests – Social and Professional Etiquette – **Telephonic Etiquette.**

Exercise-III

CALL Lab: Minimal Pairs – **Word Accent and Stress Shifts** – Listening Comprehension.

ICS Lab: Descriptions – Narrations – **Giving Directions** and Guidelines.

Exercise-IV

CALL Lab: Intonation and Common Errors in Pronunciation

ICS Lab: Extempore – Public Speaking

Exercise-V

CALL Lab: Neutralization of Mother Tongue Influence and Conversation Practice

ICS Lab: Information Transfer – Oral Presentation Skills – Reading Comprehension and **Job Application** with **Resume Preparation**

Software and Hardware Requirements

1. Computer Assisted Language Learning (CALL) Lab:

The Computer aided Language Lab for 60 students with 60 systems, one master console, LAN facility and English language software for self- study by learners.

System Requirement (Hardware component):

Computer network with Lan with minimum 60 multimedia systems with the following specifications:

- i) P – IV Processor
 - a) Speed – 2.8 GHZ
 - b) RAM – 512 MB Minimum
 - c) Hard Disk – 80 GB
- ii) Headphones of High quality

2. Interactive Communication Skills (ICS) Lab :

The Interactive Communication Skills Lab: A Spacious room with movable chairs and audio-visual aids with a Public Address System, a T. V., a digital stereo –audio & video system and camcorder etc.

Suggested Books

Books Suggested for English Language Lab

1. Suresh Kumar, E. & Sreehari, P. 2009. *A Handbook for English Language Laboratories*. New Delhi: Foundation
2. *Speaking English Effectively* 2nd Edition by Krishna Mohan and N. P. Singh, 2011. Macmillan Publishers India Ltd. Delhi.
3. Sasi Kumar, V & Dhamija, P.V. *How to Prepare for Group Discussion and Interviews*. Tata McGraw Hill
4. Hancock, M. 2009. *English Pronunciation in Use. Intermediate*. Cambridge: CUP
5. Spoken English: A Manual of Speech and Phonetics by R. K. Bansal & J. B. Harrison. 2013. Orient Blackswan. Hyderabad.
6. Hewings, M. 2009. *English Pronunciation in Use. Advanced*. Cambridge: CUP
7. Marks, J. 2009. *English Pronunciation in Use. Eleme*
11. English Pronouncing Dictionary Daniel Jones Current Edition with CD.
12. A textbook of English Phonetics for Indian Students by T. Balasubramanian (Macmillan) Cambridge: CUP
8. Nambiar, K.C. 2011. *Speaking Accurately. A Course in International Communication*. New Delhi : Foundation
9. Soundararaj, Francis. 2012. *Basics of Communication in English*. New Delhi: Macmillan
10. Spoken English (CIEFL) in 3 volumes with 6 cassettes, OUP.
11. English Pronouncing Dictionary Daniel Jones Current Edition with CD.
12. A textbook of English Phonetics for Indian Students by T. Balasubramanian (Macmillan)

CODE OF CONDUCT

The course gives you an in-depth look into English articulation and its sound system, thus developing your sensitivity to all aspects of English pronunciation as well as sharpening your ears, a capacity required of a serious student of English as a foreign language.

1. Every student should essentially bring their observation book to the lab.
2. Without observation student is not allowed into the lab.
3. After completion of every topic the student has to record the same in the record.
4. Day to day performance in each lab is evaluated.
5. Fixed seating as well as complete attendance is required.
6. In class, you will be called upon to answer questions or make observations, necessarily in English. Your replies or observations will be given credits.
7. Conscious practice of English pronunciation on your own in and out of class is the key to the perfection of your pronunciation.
8. Full preparation on your part and a dutiful preview will ensure your success in the subject.
9. In lab practice, team work is often required. Many exercises are also practiced through interaction and team work.
10. There will be no make-up for any type of exam.
11. Research suggests that students who talk to their instructors get better grades.
12. You will not be allowed to copy any software in any format.

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22	Job application	ICS Lab
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INTRODUCTION

In view of the growing importance of English as a tool for global communication and the consequent emphasis on training students to acquire communicative competence, the syllabus has been designed to develop linguistic and communicative competence of Engineering students.

The language laboratory makes use of the latest technological aids to support language learning. It is in fact a complex of audio-visual equipment specially designed to meet the requirements of language learners. It consists of a teacher console which helps the instructor in monitoring the learning activities of the individual learners. Each learner is provided with a learner-booth which includes a monitor to see the visual content of the 'lessons' and a headphone for the audio component. The instructor can use a pre-recorded audio-visual CD or cassette at the console and it is simultaneously accessible to all the 60 learners. In fact, he can record his own lesson which can be simultaneously recorded at all the 60 learner booths.

What makes the language laboratory useful is the fact that the teacher console allows the instructor to listen to each learner individually and get in touch with any learner through the headphone without disturbing others. Similarly, the learner by just pressing a button can communicate with the instructor for suggestions, queries, without once again disturbing fellow learners. The advantage is that 60 individual learners go through the learning process listening to the language lesson, reproducing the activities, recording it on the audio tape so that they can cross check their performance. The language lab has the facility of a 'conference' - that is the instructor can hold brief discussions with five selected learners without once again disturbing the rest of the class. Though the technology involved is very simple, it makes a big difference in bringing a shift from passive learning to active, collaborative learning. It provides a measure of autonomy to the learner because he or she can choose the learning material at his or her own pace. The learner can repeat exercises, skip some and always retrieve whatever he requires. At the same time he is also not deprived of the presence of an instructor. With the availability of highly sophisticated audio video material prepared by leading institutions of English, one can also ensure the quality of the learning material. As it is obvious, the laboratory is specially equipped to teach pronunciation, accent and intonation.

What is LANGUAGE LAB?

A Language Lab is a place where student or any one for that matter can learn a language and improve his speaking and listening skills. One can get familiar with any language of his choice, not only that he can develop skills to understand and speak the different dialects and accents of the same Language.

The idea of Language Lab was originated during the World War. The importance of communicating in foreign languages was very highly felt by the warring factions. Thus the Language Lab was born. In the beginning the lab consisted of tape recorders, amplifiers, headphones and mikes systematically laid out so that a teacher can help the students in faster learning using recorded lessons and other teaching aids. This system worked wonderfully at that time, but had some inherent defects.

During the 2nd stage of development, computers were included in the system along with tape recorders and amplifiers. This certainly improved the functioning eliminating some of the inherent defects.

The 3rd stage of development is the ETNL Language Lab. It eliminates the use of tape recorders and amplifiers. It is a fully computerized Lab incorporating the software. The lessons and the interactive communications are processed in a digital format, resulting in the highest clarity making the teaching and learning process a pleasant and effective one. This system transmits the voice without any noise. The language lab this year has been redesigned into two main components, they are:

1. **CALL Lab:** Computer Assisted Language Learning Lab
2. **ICS Lab:** Interactive Communication skills Lab

With the latest equipment and software available in the CALL Lab the students will find the learning experience enjoyable. On the other hand the inhibitions which the students have will be shattered and they will improve their communicative skills through ICS Lab.

OBJECTIVES

The language Lab focuses on computer-aided multi-media instruction and language acquisition to achieve the following targets:

- ☞ To expose the students to a variety of self-instructional learner-friendly modes of language learning.
- ☞ To help the students cultivate the habit of reading passages from the computer monitor, thus providing them with the required facility to face computer based competitive exams such as GRE, TOEFL, IELTS, GMAT etc.
- ☞ To enable them to learn better pronunciation through stress on word accent, intonation and rhythm.
- ☞ To train them to use language effectively to face interviews, group discussions, public speaking.
- ☞ To initiate them into greater use of the computer in resume preparation, report writing, format making etc.

Phonetics

Phonetics is a science of the sounds of a language. The sounds are described according to the method by which they are produced, and are classified accordingly. The study of phonetics is necessary, if we want to acquaint ourselves with a foreign language. It is not necessary to learn the phonetics of the mother – tongue, as we grasp the correct pronunciation of the mother – tongue by imitating the parents. But in the case of a foreign language, as we do not get opportunities to hear that language, spoken, the necessity of the study of its phonetics is, therefore, necessary.

Phonetic Transcription

In English there is no one-to-one correspondence between spelling and sound. To illustrate this point from English, a letter of the alphabet may stand for different sounds, or combination of sounds, in different words, and conversely, a given sound may be represented by different letters, or combination of letters, in different words. An example of the first type is the letter *u* in the words *cut*, *put*, *rude*, *minute*, *bury*, and *university*. An example of the second type may be the *k*-sound represented differently in different words: by the letter *k* in *kit*, *ck* in *rock*, *c* in *cut*, *cc* in *acclaim*, *ch* in *chemistry*, and *qu* in *queen*.

Because of such a mismatch between spelling and sound, a learner of a language like English cannot be sure of how to pronounce a word that he encounters for the first time in the written form.

International Phonetic Alphabet

To overcome the problem a need had been felt to evolve an alphabet in which words of any language could be written unambiguously. One such alphabet, which is used very extensively by phoneticians all over the world, is the *International Phonetic Alphabet* (or IPA), devised by the International Phonetic Association. It is claimed to have symbols to represent all the sounds that exist in the languages of the world; it can therefore be used to transcribe words of any language, i.e., to write them down more or less as one pronounces them. This particular characteristic of phonetic transcription, viz 'one sound one symbol', enables us to show the pronunciation of words unambiguously in writing, thereby making it possible to provide pronunciation in dictionaries.

Exercise 1.1.2 INTRODUCTION TO VOWELS AND CONSONANTS AND ASSOCIATED PHONETIC SYMBOLS

CALL LAB

Learning Objectives

To enable students in developing their skills and approach towards language and improve their pronunciation.

To equip the students with necessary training in listening so that they can comprehend the speech of people from different backgrounds and regions.

To sensitize the students to the nuances of English speech sounds.

Learning Outcomes

It brings about a consistent accent and intelligibility in the pronunciation of English by providing an opportunity for practice in speaking for all the students.

Description

Classification of Sounds in English

The English alphabet has 26 letters out of which 5 are vowels and the rest are consonants. These letters and letter combinations give rise to 44 sounds. These 44 sounds are divided into 20 vowel sounds (i.e., 12 pure vowels and 8 diphthongs) and 24 consonants. They are as follows:

Vowels

Vowels are the sounds in the production of which there is no obstruction of air. They are produced with the vibration of vocal cords and the air passes freely through the mouth. All vowels are voiced sounds.

There are altogether 20 vowel sounds, out of which 12 are pure vowels and 8 are diphthongs.

Monophthongs (Pure Vowels)

	Sound	Words
Front Vowels	{ /i:/ /ɪ/ /e/ /æ/	feel
		fill
		set
		sat
Back Vowels	{ /ɑ:/ /ɒ/ /ɔ:/ /u/ /u:/	car
		pot
		caught
		put
		pool
Central	{ /ʌ/ /ɜ:/	Cut
		Bird

Vowels /ə/ a'go

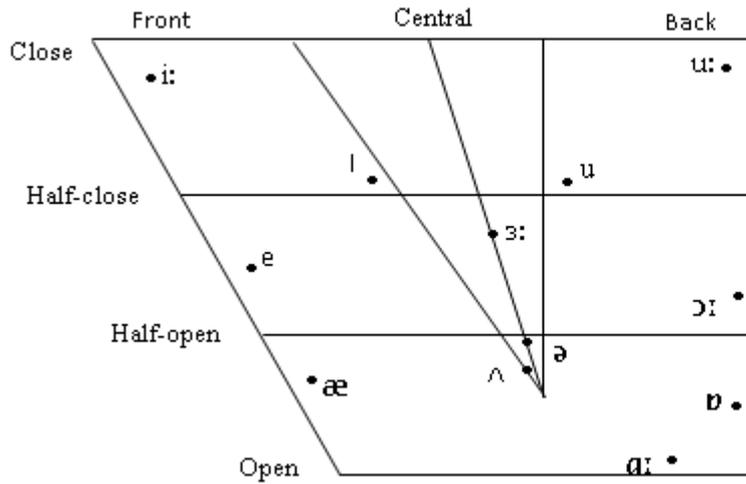


Fig : Tongue-position of RP / I : (indicated by a circle)

Diphthongs (Vowel glides)

These are the combination of two pure vowels. Each sound starts with one vowel and ends with another vowel.

Closing diphthongs	{	/eɪ/	play
		/aɪ/	fly
		/əʊ/	go
		/aʊ/	now
		/ɔɪ/	boil
Centring diphthongs	{	/ɪə/	fear
		/eə/	fare
		/ʊə/	poor

Consonants

Consonants are the sounds in the production of which there is obstruction of air. They are not produced with the vibration of vocal cords and the air doesn't move freely through the mouth.

In the words of Christopherson a consonant may be defined as a sound in which the movement of air from the lungs is obstructed a result of a narrowing or a complete closure of the air passage. Consonants include all breathed sounds, certain voiced sounds, accompanied by a frictional noise and certain sounds which are gliding.

There are altogether 24 consonant sounds. They are as follows:

1.	/p/	Pin	13.	/f/	sphere
2.	/b/	Clubs	14.	/v/	view
3.	/t/	Lips	15.	/θ/	months
4.	/d/	Day	16.	/ð/	cloth
5.	/k/	Sky	17.	/s/	taste
6.	/g/	Bag	18.	/z/	zoo
7.	/tʃ/	Chain	19.	/ʃ/	wished
8.	/dʒ/	Large	20.	/ʒ/	pleasure
9.	/m/	Main	21.	/h/	behave
10.	/n/	Snake	22.	/r/	shrewd
11.	/ŋ/	things	23.	/w/	swim
12.	/l/	Slate	24.	/j/	tune

Voiced and Voiceless Sounds

A vibrating sound is called a voiced sound and a sound without vibration is called voiceless. If we plug our ears with our fingers and produce the two sounds such as *bee* and *pea*, we hear a buzzing sound for *bee* and it is called a voiced sound. But in the production of the word *pea*, there is not buzzing sound and hence it is called a voiceless sound. Most voiceless consonants have their corresponding voiced consonants.

Voiced	Voiceless
/b/	/p/
/d/	/t/
/z/	/s/
/dʒ/	/tʃ/
/g/	/k/

Viva Questions

1. How many speech sounds are there in English?
2. How are the speech sounds classified?
3. How many vowel sounds are there?
4. How many consonant sounds are there?
5. What is the difference between consonant sounds and vowel sounds?
6. What do you know about three-term terminology?

Learning Objectives

The burgeoning importance placed on speaking skills gives a scope for the students to oral practice and in developing confidence.

Learning Outcomes

The students are provided a right platform to enhance their communication skills especially spoken skills.

Description

Just a Minute

Just a Minute is a BBC Radio 4 radio comedy panel game which has been broadcast since 22 December 1967 and is hosted by Nicholas Parsons. It began in the year that Radio 4 launched, and is one of the station's longest running programmes. Just a Minute won a Gold Sony Radio Academy Award in 2003

The object of the game is for panellists to talk "for just a minute" on a given subject, "without repetition, hesitation or deviation". The game comes from attempts to try to keep within these rules, which whilst they appear to be simple, are very hard not to break. To speak for the full minute without being challenged is extremely difficult, and meritorious when achieved.

Rules

The four panelists are challenged to speak for one minute on a given subject without "repetition, hesitation, or deviation". Over the years, the application of these rules has changed:

- "Repetition" originally meant not repeating a particular idea or concept, but is now understood to prevent repetition of any word or phrase, although challenges based upon very common words such as "and" are generally rejected except in extreme cases (for example, when repeated half a dozen times or more).^[6] Words contained in the given subject are exempt unless repeated many times in quick succession. Disagreements often occur over such things as homophones, plurals, and different forms of verbs: the rulings do not seem to be consistent. Repeating the same word but pronouncing it differently (as Ross Noble did with "Diplodocus" on the 11 September 2006 episode) does not count as repetition. The general rule as stated by Nicholas Parsons is that Just a Minute is a radio show so they must go on sounds alone, which is why saying "BBC" is considered repetition.
- "Hesitation" is watched very strictly: even a momentary pause before resumption of the subject can give rise to a successful challenge, as can tripping over one's words. Even pausing during audience laughter or applause (known as Riding a Laugh) is not usually permitted. There is, however, often controversy over what actually counts as hesitation, and what can be explained as merely "elongation", or purely pausing for breath.
- "Deviation" originally meant only deviating too far from the subject, but is now more broadly interpreted, allowing speakers to be challenged for "deviating from the English language as we know it", "deviation from grammar as we understand it", deviating from the truth, and sometimes even logic, although some of these are applied inconsistently.^[6]

For example, in one episode broadcast in 2005, Paul Merton was not challenged for deviation even though he claimed that sudoku was "invented by a man called Alf Roberts", who "used to be the mayor in Coronation Street, but he got fed up of that" and had also been "a car, an opera singer and also a plate of beans".^[8] The panel understood he was just joking, so allowed him to continue, until he was stopped with one second to go, for repetition of "hoop".

A panellist scores a point for making a correct challenge against whoever is speaking, while the speaker gets a point if the challenge is deemed incorrect. However, if an "incorrect", but witty, interjection amuses the audience, both the challenger and speaker may gain a point, at the chairman's discretion. A player who makes a correct challenge takes over the subject for the remainder of the minute, or, more likely, until he or she is correctly challenged within the rules of the game. A panellist also scores a point if he is the person speaking when the 60 seconds expires. An extra point is always awarded when speaking for the entire minute without being challenged.

The difficult part of the game is to continue to speak within the three cardinal rules for any substantial length of time, whilst remaining coherent, and hopefully also being amusing. Therefore, to speak for the full minute without being challenged is an honour. Below is an example of a speech given by Sheila Hancock which lasted for a full minute without being challenged. The subject was, "How to win an argument".

"Well it varies according to the person you are arguing with. Should it be a child you are having a contretemps with, the ideal is deviation tactics. For instance Lola Lupin who I mentioned before won't eat her dinner. So what I do is say, "yes it is rotten food, let us sing a song", making sure that that particular chanson ne has a few vowels in it which require her to open her mouth! During which I pop the spoon in and I have won the argument. However if it is an argument with a person who knows their subject what I do is nod sagely and smile superciliously, let them ramble on, and at the end I say "well I'm sorry, I think you're completely wrong", turn on my heels and leave. I..."

The points system means that great rewards may go to those who make entertaining challenges, even if they do not speak for very long. An often rewarding time to challenge is a few seconds before the minute ends. Here, one could get a point for a challenge, not have to speak very much, and get another point for speaking "as the whistle went". The game is scored and a winner declared, but the attraction of the show lies less in the contest than in the humour and banter of its participants.

Just a minute topics

1. Are films only for entertainment?
2. Are Engineering Colleges really producing professionals?
3. Do we really have freedom of speech?
4. Is war the best solution to a problem?
5. Are we really working for our Goals?
6. Is there any future to languages other than English?
7. Role of youth in Global warming.
8. Examination Stress on students.
9. Staying in touch all the time is not a good thing.
10. Role of Women in economic growth.

Viva questions

1. What are the skills that can be judged through JAM?
2. Is it really possible to analyze the competence of a candidate in a JAM session?
3. Tell something about the different parts that JAM should have.
4. What is the significance of conclusion in a JAM session?
5. Just A Minute is a very easy task. Substantiate.

Learning Objectives

To make students understand the structure of syllable and its significance. To make them understand the significance of utterance. Breath group or tonic group knowledge will be acquired.

Learning Outcomes

Students will learn the nuances in the language. The significance of nucleus will be grasped by the students.

Description

It is very difficult to satisfactorily define what a syllable is; nevertheless we can describe it fairly easily. It is a notion which we recognize almost instinctively even without any knowledge of phonetics or phonology. A word can consist of one or more syllables. We can identify the number of syllables a word has with considerable ease. Let us now consider a few definitions of a syllable:

- A unit of spoken language consisting of a single uninterrupted sound formed by a vowel, diphthong, or syllabic consonant alone, or by any of these sounds preceded, followed, or surrounded by one or more consonants.
- One or more letters or phonetic symbols written or printed to approximate a spoken syllable.
- Segment of speech usually consisting of a vowel with or without accompanying consonant sounds (e.g., *a*, *l*, *out*, *too*, *cap*, *snap*, *check*). A syllabic consonant, like the final *n* sound in *button* and *widen*, also constitutes a syllable. Closed (checked) syllables end in a consonant, open (free) syllables in a vowel. Syllables play an important role in the study of speech and in phonetics and phonology.
- A basic unit of speech generally containing only one vowel sound. The word *basic* contains two syllables (*ba-sic*). The word *generally* contains four (*gen-er-al-ly*). (See hyphen.)
- A word or part of a word representing a sound produced as a unit by a single impulse of the voice, consisting of either a vowel sound alone as in *oh* or a vowel with attendant consonants, as in *throne*

From all these definitions, we can conclude that a syllable is made up of one or more speech sounds. Normally, the presence of a vowel is a must in a syllable.

Words like **girl**, **tap**, **pen**, **shirt**, **meat**, **pay**, **rat**, **string** and **cow** consist of one syllable each. Such words are also called **monosyllabic** words. Words like **manner** and **brother** have two syllables each: /mæ-nə/ and /brʌ-ðə/. Words like **cigarette** and **attainment** (/si-gə-ret/ and /ə-teɪn-mənt/) have three syllables each. **Invitation** (/ɪn-vɪ-teɪ-ʃn/) has four syllables in it. A word like **representation** (/ri-pre-zen-teɪ-ʃn/) has five syllables in it. Words which consist of more than one syllable are called **polysyllabic** words.

As it is not convenient to mark syllable-division in the spelling form of words, syllable-division could be marked in the transcribed versions of words. Syllable-division is normally marked with a hyphen as we have done above. Let us consider the syllable-division of a few polysyllabic words.

management – /'mæ-nɪdʒ-mənt/

attentive – /ə-'ten-tɪv/

comfortable – /'kʌm-fə-tə-bl/
 fantastic – /fæn-'tæ-stɪk/
 imagination – /ɪ-mæ-dʒɪ-'neɪ-ʃn/
 reactivate – /ri-'ækt-ɪ-veɪt/

There are no hard and fast rules regarding the way syllabic-division is done in words. For instance, **management** could also be divided as / mæn-ɪdʒ-mənt /. But one thing that must be borne in mind is that the syllabic-division should not violate the principles of the phonology of English. For instance, if you divide the word **example** into syllables /ɪg-zæm-pl/, it has to be done this way and cannot be divided as /ɪ-gzæm-pl/. This is because, in this division the second syllable begins with the combination of /g/ and /z/. The rules of English phonology do not permit these two consonants to occur together initially in a syllable.

As we have already noted above, a syllable consists of one or more speech sounds. If a syllable consists of just one speech sound, it is normally a vowel. If a syllable has more than one speech sound, one of them is a vowel and the others are consonants. For example, the words **a** and **I** consist of one vowel each. The words **attend** has two syllables, /ə-tend/. The first syllable consist of just one vowel and the second syllable **tend** has three consonants in it besides a vowel. Since the presence of a vowel is crucial in a syllable, the vowel is called the **nucleus** of a syllable. The consonant that occurs at the beginning of a syllable is called the **releasing consonant** and the consonant that occurs at the end of a syllable is called the **arresting consonant**. The presence of a nucleus is obligatory in a syllable. The releasing and arresting consonants are optional elements. They may or may not be there in a syllable. In a syllable like dog /dɒg/, /d/ is the releasing consonant, /ɒ/ is the nucleus and /g/ is the arresting consonant.

The nucleus of a syllable, (which is a vowel) is represented by the symbol **V** and the marginal elements (which are normally consonants) are represented by the symbol **C**. The syllable **dog** has the structure **CVC**. The syllables in the word **attend** have the following structure:

/ə/ - V
 /tend/ - CVCC

In the syllable **tend**, /t/ is the releasing consonant. /e/ is the nucleus and /n/, /d/ are arresting consonants.

Let us now consider with illustrations all the possible structures of a syllable in English.

1. Some syllables have the structure **V**, that is to say, they have just the nucleus. Consider the following examples:

I – /aɪ/
 a – /eɪ/
 awe – /ɔː/

The first syllables in the words /ɪ-flɪs/, /ə-tæk/, /ɪ-ræ-dɪ-kelt/ and /ɔː-də/ consist of just the nucleus.

2. Some syllables have the structure **VC**, that is, they have the nucleus and an arresting consonant. For example,

all – /ɔ:l/
up – /ʌp/
earn – /ɜ:n/
ought – /ɔ:t/
art – /ɑ:t/

The first syllables of the following words also have the structure **VC**

invite – /ɪn-vaɪt/
ambition – /æm-bɪ-ʃn/
undone – /ʌn-dʌn/
alter – /ɔ:l-tə/

3. There are syllables which have the structure **CV**, that is, they have one releasing consonant and the nucleus. A few examples are:

tea – /ti:/
sea – /si:/
high – /haɪ/
go – /gəʊ/

The first syllables of the following words also have the structure **CV**.

matter – /mæ-tə/
retain – /ri - teɪn/
college – /kɒl - ɪdʒ/
nation – /neɪ-ʃn/
pollution – /pə-lu:- ʃn/

4. Some syllables have the structure **CVC**, that is, they contain a releasing consonant, the nucleus and an arresting consonant. Here are a few examples:

cat – /kæt/
pass – /p :s/
mad – /mæd/
sum – /sʌm/
teach – /ti:tʃ /
join – /dʒɔɪn/

5. In a syllable, that can be more than one releasing consonant and more than one arresting consonant. For instance, the following syllables have two arresting consonants and one releasing consonant. In other words, the following syllables are of the structure **CVCC**.

books – /bʊks/
tapes – /teɪps/
felt – /felt/
rest – /rest/
pond – /pɒnd/
round – /raʊnd/

6. In English, there are syllables which have three arresting consonants. Let us look at the following examples which have the structure **CVCCC**.

rests – /rests/
tempt – /tempt/
hands – /hændz/

text – /tekst/

moulds – /məʊldz/

holds – /həʊldz/

7. There are some syllables in English which have four arresting consonants. Here are a few examples which have the structure **CVCCCC**.

texts – /teksts/

tempts – /temptz/

8. Some syllables can have two releasing consonants and the nucleus. That is, they are of the structure **CCV**. For example,

stay – /steɪ/

clue – /klu:/

true – /tru:/

fry – /fraɪ/

pree – /pri:/

clear – /klɪə/

9. There are syllables which have the structure **CCVC** that is the nucleus is preceded by two arresting consonants and is followed by a releasing consonant. Here are a few examples:

trip – /trɪp/

clean – /kli:n/

press – /pres/

graze – /greɪz/

fruit – /fru:t/

truth – /tru:θ/

10. In English, there are syllables in which the nucleus is preceded by three releasing consonants and is followed by an arresting consonant. That is to say, there are syllables which have the structure **CCCVC**. A few examples are,

street – /stri:t/

scream – /skri:m/

straight – /streɪt/

strap – /stræp/

strip – /strɪp/

strive – /straɪv/

In English, the maximum number of consonants that can occur in the releasing position of a syllable is three. Similarly, the maximum number of consonants that can occur in the arresting position of a syllable is four.

Viva questions

1. What is a syllable?
2. Tell something about the syllable structure.
3. How do we mark syllable division?
4. What is nucleus?
5. What is releasing consonant?
6. What is arresting consonant?

Exercise 2.1.2 PAST TENSE MARKER

CALL LAB

Learning Objectives

To equip the students with the pronunciation patterns of past tense forms and plurals.

Learning Outcomes

Learning past tense markers will help the students to articulate the pronunciation of past tense and plural forms appropriately.

Description**Tips about the pronunciation of the past tense marker -d or -ed and the pronunciation of the suffixes -s and -es**

The past tense maker -d or -ed in a word is pronounced as / -t /, / -d / or / Id / depending on the last sound of the word in the present form. The following rules will be of help in this context.

1. If the present form of the word ends in a voiced sound other than / d /, the past tense marker is pronounced / -d /. Look at the following examples.

Present tense forms

close - / kləʊz /

kill - / kɪl /

love - / lʌv /

Past tense forms

closed - / kləʊzd /

killed - / kɪld /

loved - / lʌvd /

2. If the present form of the word ends in a voiceless consonant other than / t /, the past tense marker -d or -ed is pronounced as / -t /. The following examples illustrate the point.

Present tense forms

ask - / ɑ:sk /

map - / mæp /

rush - / rʌʃ /

Past tense forms

asked - / ɑ:skt /

mapped - / mæpt /

rushed - / rʌʃt /

3. If a word in present tense ends in / t / or / d /, the past tense marker is pronounced as / -Id /. Look at the following examples:

Present tense forms

paint - / peɪnt /

add - / æd /

fit - / fɪt /

Past tense forms

painted - / peɪnt Id /

added - / æd Id /

fitted - / fɪt Id /

Pronunciation of the suffixes -s and -es

The plural, possessive case or third person singular marker is pronounced as /-s/, /-z/ or /ɪz/ depending upon the last sound of the word in its singular, non possessive form. The rules governing the pronunciation of these markers are as follows:

1. If a word ends in a *voiceless consonant* other than /s/, /ʃ/ and /tʃ/, the suffix -s or -es is pronounced /s/. For example, look at the following words:

Singular		Plural / Possessive	
mat	- / mæt /	mats	- / mæts /
tap	- / tæp /	taps	- / tæps /
book	- / bʊk /	books	- / bʊks /
laugh	- / lɑ:f /	laughs	- / lɑ:fs /
path	- / pɑ:θ /	paths	- / pɑ:θs /

2. If a word in its basic form ends in a *voiced sound* (including all vowels) other than /z/, /ʒ/ and /dʒ/, the suffix –s or –es will be pronounced /-z/. The following examples will illustrate the point:

bag	- / bæɡ /	-----	/ bægz /
hand	- / hænd /	-----	/ hændz /
pen	- / pen /	-----	/ penz /

3. If a word in its basic form ends in /s/, /z/, /ʃ/, /ʒ/, /tʃ/ or /dʒ/, the suffix –s or –es will be pronounced /-ɪz/. Look at the following examples.

bus	- / bʌs /	-----	/ bʌsɪz /
close	- / kləʊz /	-----	/ kləʊzɪz /
push	- / pʊʃ /	-----	/ pʊʃɪz /

Viva questions

1. If a word ends in a *voiceless consonant* other than /s/, /ʃ/ and /tʃ/, how is the suffix -s or –es pronounced?
2. If a word ends in a *voiced sound* the plural form of it takes what sound?
3. The past tense maker –d or –ed in a word is pronounced as / -t /, / -d / or / ɪd / depending on which sound of the word in the present form?
4. The past tense marker is pronounced as / -ɪd /, than the present tense of a word ends in --- ----.

Learning Objectives

The objective is to make students understand the significance of weak and strong forms.

Learning Outcomes

The beauty of the language will be well understood by the students. Accentual patterns and its importance will be appreciated by the students.

Description

Most form words or grammatical words which are normally unaccented in connected speech have two different forms – **weak** and **strong** forms. When grammatical words are uttered in isolation and when they are accented, their strong forms are used. In connected speech, when they are unaccented, their weak forms are used.

It is absolutely necessary that non native speakers learn to use these weak forms well. We, the non native speakers, generally tend to use only the strong forms of grammatical words even in connected speech. As a result of this our spoken English does not contain the characteristic rhythm of English and the native speakers often find it difficult to follow us.

We need to learn the use of weak forms in connected speech not only to be intelligible to the native speakers of RP but also to be able to comprehend what they are saying.

The weak and strong forms of the most commonly used grammatical words are given below in phonemic transcription:

Articles	Strong form	Weak form
A	/eɪ/	/ə/
An	/ æn/	/ən/
The	/ ði:/	/ ðɪ/ before a vowel / ðə/ before a consonant
Auxiliary Verbs		
am	/æm/	/əm/, /m/
are	/ɑ:/	/ə/
can	/kæn/	/kən/ /kn/
could	/kʊd/	/kəd/
does	/dʌz/	/dəz/ /z/ /s/
do	/du:/	/dʊ/ /də/ /d/
had	/hæd/	/həd/ /əd/ /d/
has	/hæz/	/həz/ /əz/ /z/ /s/
have	/hæv/	/həv/, /əv/ /v/
is	/ɪz/	/z/, /s/

must	/mʌst/	/məst/ /məs/
shall	/ʃæl/	/ʃel/ /ʃl/
was	/wɒz/	/wəz/
were	/wɜː/	/wə/
will	/wɪl/	/l/
would	/wʊd/	/əd/, /d/

Prepositions		
at	/æt/	/ət/
for	/fɔː/	/fə/
from	/frɒm/	/frəm/
of	/ɒv/	/əv/, /v/, /ə/
to	/tuː/	/tʊ/ (before a vowel) /tə/ (before a consonant)

Conjunctions		
and	/ænd/	/ənd/, /nd/, /ən/, /n/
as	/æz/	/əz/
than	/ðæn/	/ðən/, /ðn/
that	/ðæt/	/ðət/
but	/bʌt/	/bət/

Others		
be	/biː/	/bɪ/
been	/biːn/	bɪn//
he	/hiː/	/hɪ/, /iː/, /ɪ/
her	/hɜː/	/hə/, /ɜː/, /ə/
him	/hɪm/	/ɪm/
his	/hɪz/	/ɪz/
me	/miː/	/mɪ/
not	/nɒt/	/nt/, /n/
she	/ʃiː/	/ʃɪ/
sir	/səː/	/sə/
some	/sʌm/	/səm/, /sm/
there (indefinite adverb)	/ðeə/	/ðə/
us	/ʌs/	/əs/, /s/

we	/wi:/	/wɪ/
were	/wɜ:/	/wə/
who	/hu:/	/hʊ/, /u:/ /ʊ/
you	/ju:/	/jʊ/

A careful scrutiny of the weak forms listed above will reveal useful patterns of contraction and deletion.

Viva questions

1. What are the different forms words have in connected speech?
2. What is an auxiliary verb?
3. Define preposition.
4. How many types of articles are there? What are they?
5. Tell about weak and strong forms of the words in connected speech.

Learning Objectives

To make the students understand the problem areas as far as clusters are concerned.

Learning Outcomes

The basic knowledge regarding various consonant clusters will help the students learn the probable consonant clusters permitted in English.

Description

Two or more consonants occurring together either at the beginning or end of a syllable are called Consonant Clusters.

English allows up to three consonants to begin a syllable (as in *Scream* and *spread*) and up to four consonants to end a syllable (as in *texts* and *sixths*). For consonants to form a cluster, they must occur together within a single syllable. For example, in the word **green** /gri:n/, consonants /g/ and /r/ are a consonant cluster because these two consonants belong to the same syllable. Likewise, in a word like /bæts/, the sequence of /t/ and /s/ is a consonant cluster. But in the word **absent** /æb-sent/, the consonants /b/ and /s/, though occur together; do not constitute a consonant cluster as they belong to two different syllables. Such consonants as /b/ and /s/ in the above examples are called **abutting consonants**. That is, consonants which occur together but do not form a consonant cluster are called **abutting consonants**.

Let us list the most commonly occurring consonant clusters in English:

1. Consonant clusters with two consonants occurring at the beginning of a syllable:

/p/ as the first element	/pr-/	press, prank, pretty
	/pl-/	plural, plus, please
	/pj-/	pure, pupil, pupa
/b/ as the first element	/br-/	brave, brag, brown
	/bl-/	blush, blue, bleak
	/bj-/	beauty, bugle
/t/ as the first element	/tr-/	tree, try, true
	/tw-/	twist, twine, twin
	/tj-/	tune, tube, tutor
/d/ as the first element	/dr-/	dry, drill, drown
	/dw-/	dwelt, dwindle
	/dj-/	during, duty
/k/ as the first element	/kl-/	clean, clue, clamp
	/kr-/	cream, cry, crush
	/kj-/	cure, cute, curious
	/kw-/	quiet, quest, queen
/g/ as the first element	/gr-/	grass, green, gram
	/gl-/	glue, glad, glum
/f/ as the first element	/fr-/	fry, fresh, fruit
	/fl-/	fly, flue, flee
	/fj-/	few, future, futile
/v/ as the first element	/vj-/	view

/ə/ as the first element	/ər-/ through, threat, three
/s/ as the first element	/sl-/ slight, sling, slow
	/sp-/ spin, span, speak
	/st-/ stay, steal, stow
	/sk-/ sky, skill, skim
	/sn-/ snail, snake, snow
	/sm-/ smell, smoke, small
	/sw-/ swing, switch, sweet
/m/ as the first element	/mj-/ music, mute, mule
/n/ as the first element	/nj-/ new, news, neutral
/h/ as the first element	/hj-/ humid, humour, huge

2. Initial consonant clusters with three consonants:

In English an initial consonant cluster with three consonants always begins with /s/ followed by one of the three voiceless plosives.

/spr-/	spring, spright, sprout
/spl-/	spleen, splendid
/str-/	string, street, stray
/stj-/	stew, student, stupid
/skr-/	scream, scroll, scrap
/skw-/	squeeze, square

3. Final consonant clusters with two consonants:

/p/ as the final element	/-lp/	help, pulp	
	/-mp/	trump, sump	
/b/ as the final element	/-sp/	grasp, wasp	
	/-lb/	bulb	
/t/ as the final element	/-pt/	apt, opt	
	/-kt/	act, backed	
	/-rt/	draft, cleft	
	/-nt/	ant, rant	
	/-st/	east, best	
	/-jt/	pushed, crushed	
	/-lt/	belt, salt	
	/-tft/	patched, matched	
	/d/ as the final element	/-bd/	stabbed, robbed
		/-gd/	pegged, tagged
		/-vd/	served, curved
		/-ðd/	clothed, bathed
/-zd/		used, fused	
/-ld/		cold, held	
/-ŋd/		hanged, banged	
/k/ as the final element	/-md/	calmed, roamed	
	/-nd/	sand, blend	
	/-sk/	risk, task	
/tʃ/ as the final element	/-lk/	bulk, sulk	
	/-ŋk/	bank, pink	
	/-ntʃ/	bench, crunch	

	/-ltʃ/	belch
/dʒ/ as the final element	/-ndʒ/	hinge, range
	/-ldʒ/	bulge
/f/ as the final element	/-lf/	shelf, self
/v/ as the final element	/-lv/	evolve, valve
/ə/ as the final element	/-pə/	depth
	/-tə/	eight
	/-də/	width
	/-fə/	fifth
	/-nə/	month
	/-ŋə/	strength, length
	/-mə/	warmth
/s/ as the final element	/-ps/	clasps, lips
	/-ts/	bats, pits
	/-ks/	racks, bricks
	/-fs/	laughs, coughs
	/-əs/	maths
	/-ls/	pulse, false
	/-ns/	tense, dense
/z/ as the final element	/-bz/	labs, nabs
	/-dz/	adds, raids
	/-gz/	bags, twigs
	/-vz/	leaves, lives
	/-ðz/	breathes, clothes
	/-lz/	walls, shells
	/-mz/	calms, times
	/-nz/	bans, teens
	/-ŋz/	sings, hangs

4. Final consonant clusters with three consonants:

/ə/ as the final element	/-lfə/	twelfth
	/-ksə/	sixth
/t/ as the final element	/-dst/	midst
	/-kst/	axed, fixed
	/-skt/	asked, risked
	/-lkt/	milked
	/-ŋkt/	thanked, banked
	/-mpt/	tempt, attempt
	/-ntʃt/	pinched, clinched
	/-ŋst/	amongst
	/-lpt/	pulped, helped
	/-nst/	against
/d/ as the final element	/-lvd/	solved, delved
	/-ndʒd/	ranged, hinged
/s/ as the final element	/-pts/	opts
	/-pəs/	depths
	/-fts/	crafts, drafts
	/-fəs/	fifths
	/-sts/	rests, pests

	/-sps/	lisps, masps
	/-sks/	risks, basks
	/-təʃ/	eights
	/-lps/	helps
	/-lts/	silks
	/-kts/	acts, tacts
	/-mps/	lamps, clamps
	/-nts/	ants, rants
	/-ŋks/	thinks, thanks
/z/ as the final element	/-ndz/	bands, bends
	/-ldz/	moulds, holds
	/-lvz/	shelves, delves

5. Final consonant clusters with four consonants:

/s/ as the final element	/-lfəʃ/	twelfths
	/-ksts/	texts
	/-ksəʃ/	sixths
	/-mpts/	tempts

Viva questions

1. What are abutting consonants?
2. What is a consonant cluster?
3. To begin a syllable up to how many consonants are allowed in English?
4. ----- consonants are allowed to end a syllable in English.
5. In English three consonant cluster always begins with ----- consonant.

Learning Objectives

Objective is to highlight on functional English which helps the students to learn the usage of language in different occasions.

Learning Outcomes

Different expressions used for various situations like getting to know someone, introducing someone, accepting and declining an invitation etc. will be learnt by the students.

Description

Role-play / situational Dialogue is the core of the communicative approach. It is a practical dimension of enriching one's communication skills. Studying this will help you practice in using English to perform preliminary communicative functions required in the course of your everyday social and professional interaction with others.

Some expressions used to greet people and take leave of them:

- a. Good morning, how are you?
- b. I'm very well, thank you. What about you?
- c. I'm fine, thanks.
- d. We haven't met for quite some time, have we?
- e. It's a pleasure to see you.
- f. It was nice meeting you, but I'm afraid I have to go now.
- g. I must leave. I hope you'll excuse me.
- h. That's quite all right. I hope we can meet again soon.
- i. Yes, we must.
- j. Bye, bye!

Some expressions used to introduce yourself to somebody:

- a. Good morning! / Hello! My name is . . .
- b. I have just joined . . .
- c. I'm from . . .
- d. I work for . . .
- e. I'm the new . . .
- f. I have just moved in . . .
- g. Hi! I'm . . .

Some expressions used to introduce people to each other and to respond when introductions are made.

- a. I'd like to introduce you to . . .
- b. Please meet . . .
- c. This is . . .
- d. I'm happy to meet you . . .
- e. This is indeed a pleasure.
- f. Nice meeting you.

Some expressions used to make requests:

- a. Could I ask a favour of you?
- b. Do you think I could . . . please?
- c. Could you . . . please?

- d. Excuse me, could you help me, please.
- e. I'm sorry to trouble you, but I need your help.
- f. Sure. I'd be glad to help.
- g. Of course, by all means.
- h. Thanks a lot.
- i. You are most welcome.
- j. You are welcome.
- k. I wonder if you could do me a favour.
- l. Would you mind helping me with this, please?

Viva questions

1. Tell us something about situational dialogues.
2. Mention a few expressions to greet people.
3. Narrate some leave taking phrases.
4. What are the expressions that we use to make a request?

Exercise 2.2.2 ROLE PLAY

ICS LAB

Learning Objectives

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

Learning Outcomes

The students will enhance their communication skills. Every student will develop a confidence and shed away their apprehensions regarding usage of the language.

Description

Here is a model to initiate what exactly a role-play is. It facilitates how one has to organize apt words for sentence formation. It also encompasses the manners and formalities of social living.

OPENING A BANK ACCOUNT

- CLERK : Good morning. May I help you?
- Mrs. Jayanthi : Yes. My husband and I have just moved here from Florida. We're just down the street, and you seem to be the closest bank. I'd like to open an account.
- CLERK : Well, we're not only the closest bank, but we're also the most modern and convenient bank in the whole metropolitan area. Let me take you to our new accounts manager, Ms. Vanaja. (He leads her to a desk near the window). You sit here and as soon as Ms. Vanaja is off the phone, she'll be glad to help you.
- Ms. Vanaja : Good morning. I'm Vanaja. What may I do for you today?
- Mrs. Jayanthi : I'm here to open an account for my husband and myself. My name is Jayanthi Natarajan.
- Ms. Vanaja : Do you want a joint account, Mrs. Jayanthi?
- Mrs. Jayanthi : Yes, we've always had a joint account. Tell me about your checking account policy. Is there a minimum balance required?
- Ms. Vanaja : Yes and no. There is no minimum deposit required, but if you open your account with five hundred rupees or more and keep at least that much in it at all times, then there is no service charge. Also, we now pay interest on your checking account, so there's no need to keep a separate savings account.
- Mrs. Jayanthi : I'm not sure I understand about the five hundred rupees part. Could you explain that to me again, please?
- Ms. Vanaja : Of course. Accounts are charged a monthly service charge of five rupees if the minimum balance in them falls below five hundred rupees at any time during the statement period. You may keep as little as three rupees in your account, but if you do, then we charge you five rupees at the end of the month since it went below the five hundred rupee minimum.

- Mrs. Jayanthi : I see. Now, since we'll be writing checks throughout the month, our balance will vary from day to day. How will you know what amount to use to figure our interest? I'd also like to know how much interest you pay.
- Ms. Vanaja : The rate varies. Right now, it's six percent. It has gone as low as four and a half percent and as high as seven percent. Our computer adds all the daily figures and then divides by the number of days in your statement period. That's called your average daily balance. We use the average daily balance to figure the interest you've earned and credit it automatically to your account. The interest is printed on your statement so you'll know to add it into your checkbook yourself. All bank charges and credits are recorded on your monthly statement.
- Mrs. Jayanthi : If you mean that five rupee service charge, I can tell you that I'm going to try to avoid that charge. We should be able to keep more than five hundred rupees in our account all the time.
- Ms. Vanaja : Yes, that's one type of bank charge, but there are others. The checks you'll be ordering today are an example. We'll decide what kind of checks you want and then charge your account for them. It will appear on your first month's statement. Of course, if a check of yours should be returned for insufficient funds, there would be a charge for that too.
- Mrs. Jayanthi : Do you mean bouncing a check? Unfortunately, I once had that experience. For a time both my husband and I were careless about recording the checks we had written. We overdrew our account twice and our checks bounced. Needless to say, we were embarrassed. We're much more careful these days.
- Ms. Vanaja : You'd be surprised at how many people forget to record the checks they write. As you said, it's often a matter of carelessness; no one would bounce a check on purpose. Speaking of checks, why don't we look at the various styles available?
- Mrs. Jayanthi : *(She chooses her checks and completes several forms).* I'd like to open this account with a deposit of one thousand rupees. Will it be all right if I write a check on our old account?
- Ms. Vanaja : Certainly, as long as the account in your former bank is still active. By the way, since you are opening your account with one thousand rupees, you may choose one of the gifts which are displayed on that table over there. The bank is having a promotion to attract new customers. It's our way of welcoming you and thanking you for your business.
- Mrs. Jayanthi : Thank you. I like that travel alarm clock. Thank you for all your help. I'll ask my husband to come by here this afternoon so that he can sign the forms too. That way we'll both be able to start writing checks on our new account. How long will it take for the printed checks which I just ordered to arrive?
- Ms. Vanaja : About ten days. Here, I want you to take one of our pamphlets which describe all our services.
- Mrs. Jayanthi : Thank you very much.

Role Play Topics

1. Taking permission for organizing a Fest.
2. Inviting a friend on your birthday.
3. Complain regarding a false billing.
4. Enquiring about a new product.

Viva questions

1. How are role plays important?
2. What are the skills that you learn through role plays?
3. Role plays are remarkable learning sessions. Explain.
4. Role plays help in enhancing LSRW skills. Explain

Exercise 2.2.3 TELEPHONE ETIQUETTE

ICS LAB

Learning Objectives

Objective is to make students realize the significance of telephone communication.

Learning Outcomes

The difference between face-to-face and telephone communication will be well understood by the students. They are equipped with the knowledge of using different expressions while handling telephone calls.

Description**1. Understanding Telephone Communication**

In order to be an effective communicator on telephone, it is important to understand this medium of communication well. Unlike face-to-face communication, in telephone conversation the participants generally cannot see each other. Body language and facial expressions which are central to face-to-face communication are absent in telephone conversation.

Use Phrases

Stage	Phrase	Response
	Good morning! Hello! This is	Good morning/Hello! Who's calling please? Nice to hear from you.
Warming up	I'd like to speak to Can I speak to?	Just a minute. I'll put you through. Hold on please. I'm sorry she's not in. The line's busy. Will you hold?
Giving the message	I'm phoning about Could you give her a message?	I'll give her a message.
Rounding off	Thanks for your help. Fine/Great/OK. I'll look forward to your call.	Thank you for calling. OK/Right/Fine.
Closing	Goodbye. Goodbye for now.	Goodbye.

Telephone conversations

- I. A : Good morning, could I speak with Mr. Nagaraj Rao, please?
 B : May I know who's calling?
 A : I'm Arjun from Techno fest.
 B : Putting you through, sir.
 A : Thanks.

- II. A : Good morning, Ashok here.
 B : Hi, Ashok. This is Nitya.

2. Handling Calls

We make telephone calls for personal and official or business purposes. It is important to be aware of the differences in the language, etiquette and manners to be observed while making calls for different purposes.

When someone answers your call, you need to say who you are (= identify yourself) and say who you want to speak to.

Useful Phrases

- I am calling from
- I would like to make an appointment with
- Would it be possible to make an appointment with
- When will she be available?

Short Conversations

- I. A : My name is Patricia. I'd like to speak to Anju Reddy, please..
 B : Hold the line, please. I'll see if she's in.
- II. A : Good afternoon. This is Sunita Mishra here. Can I speak with Arati, please ?
 B : Yes, just a moment.
- III. A : Hello! I'm Ashish, calling from NDB Bank. Can you put me through to Vincent George in the marketing division?
 B : Hold the line, please. I'll if he's available.
- IV. A : Hi! This is Manju. Is Nisha there?
 B : No. she's just stepped out.

3. Leaving Message

On certain occasions when the person you have called is unavailable it may be necessary to leave a message for the person. In such situations, both the caller and the person answering the call will have to be very clear in leaving and taking the message. At the end of the call, either the caller or the person answering the call should check whether the message has been received correctly.

Mrs. Nair	
Message from	: <i>Rakesh Sharma, IBC Ltd.</i>
Re	: <i>Overdue report</i>
Time of call	: <i>10.40 a.m.</i>
Call him on	: <i>9845606060</i>

Message	:	_____
Message from	:	_____
Re:...(subject)	:	_____
Call him on	:	_____

Useful Phrases

- Can you leave this message for him, please?
- Can I leave a message for her, please?
- Could you give him this message?
- I'd like to leave a message for her.

As in face-to-face communication, in telephone conversations too it is important that requests are made using appropriate language. While it is difficult to say 'no' to a request when talking to someone face-to-face, people find it easy to do so when talking on the phone. So it is important all requests are made in the most appropriate manner so that it yields the desired result.

Useful Phrases

- Can you call me back after half an hour?
- Could you delay it by a day?
- Send it by speed post, could you?
- Do you mind if we postponed it by three days?
- Would you mind telling me when it's convenient for you?
- I was wondering if I could see you tomorrow.
- Will you give me the recipe for the cake you baked?

Real conversation

A : Good morning, railway enquiry.
B : Good morning. I would like to travel from Hyderabad to Cochin by II AC Sleeper on 21 February. Can you tell me if berths are available on that date?
A : 21 Feb... mm. By II AC, right ... There we are. Yes, Sir, It's available.
B : And what would be the single fare?

A : It's 1440.

B : Thanks.

A : Thank you.

5. Asking for and Giving Information

There are many occasions when you have to give the caller some information on the phone. On certain occasions the listener may want to make a note of the information that you give.

Structure	Purpose
▪ What is the new offer about?	To ask for information
▪ Where can I send it to?	To ask about place
▪ Which is the shortest way to get there?	To ask about choices
▪ Why should I pay for it a second time?	To ask about reason
▪ How do I place an order for this?	To ask about manner

Viva questions

1. Tell us something about telephone etiquette.
2. What are the do's and don'ts while talking on a phone?
3. What is the significance of body language in telephone etiquette?
4. Mention some useful phrases to leave a message on a telephone.

Exercise 3.1.1 MINIMAL PAIRS

CALL LAB

Learning Objectives

To make students realize the slight difference in the pronunciation of certain word pairs.

Learning Outcomes

The students will learn the significance of appropriate pronunciation.

Description

A minimal pair is a group of words that differ from each other only in one sound. However, this difference brings about a change in meaning. For example, the words 'till' and 'fill' differ only in the first consonant sound but they mean different things. They are minimal pairs.

Examples:

Sip	ship	Said	shed
So	show	Race	raise
Sack	shack	Major	measure
Ledger	leisure	Phase	face
Sell	shell	Region	reason

Viva questions

1. What is a minimal pair?
2. Does a minimal pair bring a change of meaning?
3. Give a few examples of minimal pairs.

Exercise 3.1.2 WORD ACCENT AND STRESS SHIFTS

CALL LAB

Learning Objectives

To make students understand the significance of stress shifts and accentual rules.

Learning Outcomes

The importance of Accent and stress makes the students appreciate the beauty of the language.

Description

Word stress, as it is a very important feature of spoken English. Words are made up of syllable(s): **if a word** has more than one syllable, all the syllables are not equally prominent: one of the syllables is more prominent than the others. For example, the word telephone is made up of three syllables: **te**, **le** and **phone** but only the first syllable **te** is stressed: i.e., it is more prominent than **le** and **phone**. Similarly in the word **pronunciation**, which is made up of five syllables, the syllable **a** is the most prominent. In the word **mountaineer**, which has three syllables, the last syllable **neer** is stressed.

You should note that a syllable is made up of a vowel and optionally consonant(s).

Stress in English Words

Stress in English words is fixed, i.e., the stress always falls on a particular syllable in a given word. For example, in the word **miserable**, the stress is on the first syllable, i.e., **mis**, whether the word is said in isolation or in connected speech. But at the same time, stress in English words is free, i.e., it is not tied to any particular syllable in the chain of syllables constituting the word. For example, English words can be stressed on the first syllable as in **miserable**, on the second syllable as in **agree**, on the third syllable as in **understand** and so on.

You should note that it is not only stressed that makes syllables prominent: pitch change also contributes to the prominence of syllables. The syllable on which pitch movement can be initiated is said to have the **primary stress/accent**. The syllable which has primary stress becomes a tonic syllable when the pitch movement is initiated on it in a tone group. Any other prominent syllable is said to have **secondary accent**. Primary accent is marked with a vertical bar above and in front of the syllable to which it refers. Secondary accent is marked with a vertical bar below and in front of the syllable. For example, in the following words:

,after'noon
,cigar'ette
,repre'sent

The primary stress is on the last syllable and the secondary stress is on the first syllable. When such words are used pitch movement can be initiated only on the syllables which have primary stress.

RULES OF WORD STRESS

Here are a few rules of word stress. These will help you locate stress in words.

Functional shift of stress

There are a number of words of two syllables in which the accentual pattern depends on whether the word is used as a noun, an adjective or a verb. When the word is used as a noun or an adjective, the stress is on the first syllable. When the word is used as a verb, the stress is on the second syllable. Here are a few examples:

Noun / Adjective	Verb
'absent	ab'sent
'object	ob'ject
'subject	sub'ject
'permit	per'mit

Words with prefixes / suffixes: their stress patterns

Here we discuss words with prefixes / suffixes in terms of their stress patterns.

a) Verbs of two syllables beginning with the prefix dis- are stressed on the last syllable.

dis'arm	dis'may
dis'band	dis'pel

b) Verbs of two syllables

Verbs of two syllables ending in -ate, -ise/-ize, -ct are stressed on the last syllable.

nar'rate	cap'size
at'tract	chas'tise

c) Words ending in 'ion, -ic, -ical, -ically, -ially, -ian, -ious, -eous

i) Words ending in -ion have the stress on the penultimate (i.e., the last but one) syllable.

-ion	
appli'cation	civili'zation
compo'sition	'question

ii) Words ending in -ic/-ical/ically, -ial/-ially, -ian have the stress on the syllable preceding the suffix.

-ic	
apolo'getic	sympa'thetic
e'lectric	patri'otic

-ical

apolo'getical

-ically

apolo'getically

-ial

me'morial

of'ficial

-ian

lib'rarian

mu'sician

iii) Words ending in –ious, -eous have the stress on the penultimate (i.e., the last but one) syllable

-ious

'anxious

in'dustrious

-eous

'piteous

cou'rageous

d) Words ending in –ate, -ise,/-ize, -fy, -ity, -cracy, -crat, -graph, -graphy, -meter, -logy

i) Words of more than two syllables ending in –ate, -ise/-ize, -ify are stressed on the ante-penultimate syllable (i.e., third from the end).

-ate

'complicate

ar'ticulate

-ise, ize

'colonise

mo'nopolize

-ify

'justify

'classify

ii) Words ending in –ity, -cracy, -crat, -graph, -graphy, -meter, -logy have the stress on the ante-penultimate syllable (i.e., third from the end).

-ity

a'bility

elec'tricity

-cracy

au'tocracy

de'mocracy

-crat

'autocrat

'democrat

iii) Words ending in –graph, -graphy, -meter, -logy have the stress on the ante-penultimate syllable (i.e., third from the end).

-graph

'autograph

'paragraph

-graphy

pho'tography

spec'trography

-meter

ther'mometer

lac'tometer

-logy

psy'chology

bi'logy

e) Stress Shift

Stress shift is quite normal in derivatives. Here are a few examples:

a'cademy

'photograph

'politics

aca'demic

pho'tographer

po'litical

acade'mician

photo'graphic

poli'tician

Here we have given you a few rules for marking stress in English. We have also discussed functional shift of stress. Please remember these rules of stress are very useful for you to pronounce English words correctly.

Viva questions

1. Define stress.
2. What is stress shift?
3. What do you know about primary stress?
4. Explain secondary stress.
5. What is the importance of stress?
6. Mention any two rules to mark stress on words in English.

Learning Objectives

To make the students familiarized with the Descriptions of people, objects and process.

Learning Outcomes

The discrimination between various Descriptions is understood by the students. The usage of adjectives and the order of adjective usage will be known to the students.

Description

The subject of a Description can be people and places, objects or processes and mechanisms. To write a good Description you should know why it is written and who it is written for. Because describing something involves recreating your experiences and impressions. It is important that you perceive accurately the subject of your Description before you begin writing. In describing processes and mechanisms remember to use the passive voice and also follow a sequence that can be indicated by words such as 'firstly', 'secondly', 'then', 'next', and 'finally'.

Here are some guidelines to help you write Description:

- Begin by thinking about what an object looks like, its parts and features and how it works or how a change takes place through a series of stages and jot down the points.
- Be as specific as you can and give as many details as possible.
- Avoid using general, vague or abstract words in your Descriptions.
- If your Description is a long one, organize it in short to medium-length paragraphs that move from the general to the particular.
- Order the points so that your Description moves from how something looks to its important features and finally, to how it works.

Three important features of Description in terms of language are

- a) **Brevity** - Avoid lengthy verbose, unnecessary and roundabout Description, use simple language and direct sentences.
- b) **Clarity** - Complete knowledge of all the details give clarity of thought. Proper linkage between the previous stages and the stages that follow is necessary.
- c) **Factual corrections** - You should have personal experience of the results of each stage, so that you are giving factual information at every step, your precision enables the audience to understand the topic better.

Describing a process:

A process is a series of action, operations done to make or achieve the end results. It requires

1. Organization of factual data in systematically logical way.
2. Skill of narration.
3. Technical language
4. Proper connectivity
5. Caution list
6. Non verbal cues like eye contact, facial expression, body movement etc
7. Adequate attention should be paid to pitch, voice quality, pronunciation and pace of speech.

Describing a situation:

1. Study and analyze the situation
2. Do a comprehensive study of the facts and arrange them in order.
3. Gather information regarding the outcome of the situation.
4. Know the date and time of the situation.

Describing a person:

1. Gather information regarding his nativity, identity, achievements, ideological association and personality.
2. Depend on his physical appearance.
3. Take the various parameters like complexion, built, height, attire, profession, etc into consideration to describe.
4. Following a sequential order, being clear, brief, direct, would help the audience identify the person quickly and effectively.

Describing an object:

1. Identify the object, its appearance, its unique features etc.
2. Demonstrate the object and clearly describe each part separately.
3. Logically connect one aspect with other.

EXERCISE

1. Follow the guidelines given above to write a short Description of an iPod.
2. Describe the process of making 'vegetable fried rice'.
3. Describe Republic day celebrations in your college.
4. Describe Dr. A.P.J. Abdul Kalam.

Viva questions

1. What are the three important features of Description in terms of language?
2. While describing a process what procedure is followed?
3. Describing a person- what are the things to be considered?
4. Mention a few useful phrases in describing a mechanism.

Exercise 3.2.2 GIVING DIRECTIONS

Learning Objectives

Making the students use the language for day-to-day purpose. Route perspective characterized by landmarks, and the survey perspective characterized by references to give appropriate directions.

Learning Outcomes

The ease with which day-to-day communication is handled will be known to the students. Using language for simple purposes and how to *give directions* using prepositions of place will be learnt.

Description

Giving directions is one of the methods of transferring information. While asking or writing the directions, we should be clear in our symbols words and phrases.

The following words and phrases are important in showing the directions

Ex. *North* *South* *East* *West*

To our left, to our right, in front of, opposite beside, Behind, adjacent to, thirty yards away etc.,

In giving the directions, if we use the pointer symbols, they will be of more help to the strangers.

- Go straight ahead
- Go straight on
- Go straight (American Usage)



- Turn left
- Take a left (American)



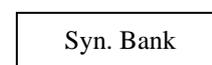
- Turn right
- Take a right (American)



- Go past
- Go past the hanuman temple



Keep going until you get to the syndicate bank



Take the first/ second turn on your left / right



U shape curve

Indicating specific landmarks are also important, such as

At the right corner you find a green two storied – building, near the electric transformer; beside the head post office; at the cross roads etc.,

Distances in time:

Ten minutes walk; two minutes ride on a scooter, five minutes drive etc.,

Example

Directions

- A: Excuse me, how do I get to the Post Office?
- B: Yes, sure. Go straight on and keep going until you get to the Syndicate bank. Then turn left, go a few yards and you will see the post office on the right.
- A: Thank you very much

Exercise

1. Guide your friend to ELCS lab from entrance.
2. Give directions to go to Bhongir Fort from College.

Viva questions

1. What are the important points to be taken into consideration while giving directions?
2. Mention a few useful phrases that are used to give directions,
3. What is the significance of land marks in giving directions?

Exercise 4.1 INTONATION

CALL LAB

Learning Objectives

The objective is to make the students understand the beauty of the language with the use of changing vocal pitch to convey grammatical information or personal attitude.

Learning Outcomes

The variations in the pitch, the falling and rising tone makes the students appreciate the rhythm of the language, indicating the attitudes and emotions of the speaker, signaling the difference between statements and questions, and between different types of question, focusing attention on important elements of the spoken message and also helps to regulate conversational interaction.

Description

Stress and intonation blend together to lend charm to English speech. Intonation means variation of voice or pitch or pitch fluctuation. By pitch fluctuation we mean that the pitch of the voice is continually in the process of either falling or rising while we are talking. In fact, it never remains constant for more than a fraction of a second. Pitch fluctuation is found in the speech of all communities. It is not a random fluctuation but follows well-defined melodic patterns, which are meaningful.

Pitch

The pitch of the voice is determined by the frequency of the vibration of the vocal cords, i.e., number of times they open and close in a second. The patterns of variation of the pitch of the voice (i.e., the fall or the rise) constitute the intonation of a language.

Tune / tone shapes

The shape of a tune (tone) is decided by the number of important words in a word group and by the attitude you wish to express. By important words we mean the words which carry most of the meaning in a group.

Before we talk about the speakers' attitude(s) let's see what tunes you must learn to use while speaking English.

The Falling Tune

The **falling tune** is sometimes referred to as the **glide-down**. It consists of a fall in the pitch of the voice from a high level to a low level. It is marked [\]

The falling tune is normally used in:

1. Ordinary statements made without any implications, e.g.:
 - a. I 'liked it 'very much
 - b. It was 'quite good

2. Questions beginning with a question-word such as what, how, where, why, etc., when said in a neutral, way, e.g :
 - a. 'Who were you talking to?
 - b. 'What's the matter?

 3. Commands, e.g :
 - a. 'Go and 'open the window
 - b. 'Take it a way

 4. Question tags: when the speaker expects the listener to agree with him, e.g:
 - a. It's pleasant today, isn't it?
 - b. It was a 'good film, wasn't it?
- The two most common pitch movements are:
rising pitch yés
falling pitch yès

The rising tune

The rising tune is sometimes referred to as the glide-up. It consists of a rise in the pitch of the voice from a low level to a high level. It is marked [/].

The rising, tune is normally used in :

1. Incomplete statements, e.g:
 - a. It's seven O clock (and she hasn't got up as yet).
 - b. I'll buy you a dress (if I go there)

2. Polarity type questions which demand a yes/no answer, e.g.:
 - a. 'Are they coming?
 - b. 'Will you do it?

3. Question tags: when the speaker gives his/her listener the option to disagree with him/her e.g:
 - a. You're a gardener, aren't you?
 - b. It was a 'good film, wasn't it?

4. Greetings, partings, apologies, encouragement, e.g.:
 - a. Hello
 - b. 'Good bye
 - c. I'm so Sorry

The falling-rising tune

The last of the tunes that you must learn is the falling-rising tune. This tune is sometimes referred to as the dive. It consists of a fall from high to low and then a rise to the middle of the voice. This tune can be used either on one syllable or different syllables of a word or sentence. It can be illustrated thus:

The fall-rise can be marked in two ways. If the tune is used on one syllable it is marked [∨].

E.g. ∨ seventy.

If the tune is used on different syllables of a word it is marked [\ /].

E.g. \ seventy.

If the fall-rise is used on two different words in a sentence it is marked as in the following example.

e.g. \That was/nice

Consider the following examples, in which the falling-rising tune is used to convey special implications, e.g.:

- a. I am ∨ waiting (so do hurry up)
- b. I haven't 'much ∨ appetite (but I'll join you to be polite)
- c. The 'houses are ∨ nice (but perhaps the people are not)

The tunes that we have described are called **kinetic** tunes, i.e., there is a pitch change on a particular syllable. If a syllable is said on a level pitch it is said to have a **static** tone.

Viva questions

1. What do you know about intonation?
2. Mention the significance of intonation.
3. What is falling tone?
4. Where do we use rising tone?
5. What is the significance of falling-rising tone?

Learning Objectives

Preparing the students in shedding their apprehensions and to talk spontaneously on a given topic.

Learning Outcomes

The higher levels of thinking, creativity, problem solving, teamwork, affective learning and fun will bring a confidence in the students.

Description

Extempore is speaking without planning or preparation; impromptu. Extempore speaking is an art by itself. Cogence in thought; collection of ideas in a more relevant and cohesive manner and efficient presentation of an address form the core components of extempore address. A sound knowledge in vocabulary, concentration and streamlining of thoughts are some of the key factors for a successful and interesting extempore address. One should voice their views by staying focused and remaining alert all through. Well basically it's about being confident and telling what you know in a short span of time. It is important to speak to the purpose and to consider carefully what effect you want to have on your audience. Effective speakers, in their preparation, consider the audience at all times. They ensure that they speak to the audience they have in front of them, rather than the audience they would like to have in front of them. The key to extempore speaking is that the words spoken are chosen as we speak them, and what is delivered is a stream of consciousness that is fluent, erudite and articulate, while being unscripted.

Tips to give best Extempore Speech:

- 1. Know your direction:** You've got to know how you want to deliver your speech before you actually speak. Should you go the serious, awe-inspiring route, or the hysterical, laugh-a-minute path? The best way you can make a decision is to get a quick feel for your audience. What type of people are they? What direction would they most accept? Your *speech* will be praised significantly more if you speak in a language that works with those listening.
- 2. Prepare some backup:** It isn't uncommon to forget what you were going to say. What separates a good speech from a disaster is how well you can catch yourself. It's good to have a backup plan for the times when your mind suddenly blanks. That way, if you're caught without something to say, you can maneuver yourself out of that situation gracefully instead of gibbering and shaking in a nervous sweat. In serious situations, you can bail yourself out with a polite way of excusing yourself.
- 3. Plot a course:** Before you speak, try to make a quick mental outline of what you want to say. Some of the worst speeches came out of people who didn't take a moment to organize their thoughts before opening their mouths. Your outline doesn't even have to be in-depth; all you really need is a guide to help keep your thoughts on track in Extempore Speech.
- 4. Keep it short and sweet:** Extempore speeches aren't expected to be long, epic narratives. In fact, the more concise you get the better. A lot of people tend to hide their nerves and their being unprepared by using a lot of words. The problem is – they tend to miss the point when they do this.
- 5. Watch your words:** You've got to listen to yourself. You do not want to say something you'll eventually regret. Some things might be private matters to others in the audience, or certain words can be offensive to others. Even the tone in which you speak affects the reception of your

speech. Listen to the words that are coming out of your mouth to make sure you're saying what you want your audience to hear. Finally you conclude by telling about how we should all try to achieve a common goal and things like that.

6. Non-verbal language: Body language should convey the fact that you are not shaky about coming to stage .One should feel the confidence within oneself. Then it's all about talking effectively without stuttering and good posture. Your body language should project good confidence. At the same time you also shouldn't appear smug. Adjust the mike to your setting and make eye contact with the judges and the audience. Keep your head slightly raised because this makes you feel confident. It's good if you use hand gestures while stressing important points but don't overdo it.

Viva Questions

1. What is the skill that you develop with Extempore?
2. Explain the terms brevity and lucidity in connection with extempore.

Learning Objectives

The art of speaking or giving a lecture to a group of people in a structured, deliberate manner intended to inform, influence, or entertain a listening audience.

Learning Outcomes

The students will shed their fears and it helps in their future endeavors when they have to give seminars and project presentations. The use of public speaking in the form of oral presentations is increasingly recognized as a means of assessment.

Description

Public Speaking Tips

Twelve Steps to Great Presentations

You've been asked to give a talk about your area of expertise to a group interested in learning what you have to say. How do you ensure that your talk will be successful? That you will engage your audience, exceed their expectations, and position yourself as a thought leader on the subject?

1. Know your audience – what do they care about?

The best advice I was ever given regarding speaking to an audience was to think less of what I wanted to say, and more of what the audience wanted to hear. In other words, speak to their listening. Will you be speaking to business executives or college students? What does your audience expect to learn from their interaction with you? Try to gauge this well, make sure you deliver upon it, and then if you have more to add, do so. Once you have an audience engaged and they trust that listening to you won't be a waste of time you can give them what they want plus more.

2. What are the main takeaways that you want to present?

People can at most remember maybe four things from a presentation. What will be your four? What is the most important thing you want your audience to remember? I still remember the main points of the best presentations I've heard. Legendary Venture Capitalist John Doerr said that VCs evaluate 4 risks in a company –management risk, market risk, technology risk, and financial risk. See? Four things. Joe Costello, former CEO of Cadence, built his whole talk to an audience at Stanford around the theme that if you focus on the negative, that's what will happen, look instead always for the opportunity in a situation. Joe Neeleman, CEO of JetBlue, focused on the theme that value-based leadership and attention to customers can create the kind of company that is not only profitable, but is worth your life's energy as an employee. Think about what it is that you want your audience to remember as you create your presentation.

3. Preparation – Be prepared

Know your stuff. Research your topic, find quotes, charts, and research study results to include in your presentation. The more you know your topic, the more comfortable you will feel talking about it. Do not put off making the presentation until the last minute.

Think of how much time it should take to prepare and then quadruple it. The upfront investment in time is worth it. If it is a good presentation, you'll be asked to give it again. If you will be making a Power Point presentation, save the graphics for last. Write an outline first. Then roughly storyboard the presentation on several blank pieces of paper. Believe me, this is a huge time saver. Talk the storyboard out loud and make sure it flows and makes sense before preparing the Power Point slides. Do not get carried away with Power Point graphics, colors, or animation. Use them only if they enhance your message. I've seen far too many presentations that are mostly distracting fluff. Don't try to cram too much content into one slide. Look at each slide and ask the question, what is the main point of this slide? Is that point clearly being communicated? Once you think you've finished, vet the presentation with a colleague to gauge response and then refine.

4. The Room – Do a room check

If at all possible, visit the room in which you will be giving your talk before you actually have to go on stage. Believe me, it will be less stressful if you have a physical sense of your environment. If being there isn't possible, ask the person who is setting up the talk to describe the room to you – how many seats? Will it be dark? Light? How big is the expected audience? I was terrified once to discover upon arrival that I was to give a talk in front of a thousand people in a darkened room with a huge video display of me behind me on stage when I was expecting a small room with 50 people in a well lit room. Public speaking can be stressful enough, do what you can to be as comfortable and stress free before your talk.

5. Audio Visual – Have a plan B

Everyone who has done public speaking has an AV horror story to tell. The demo didn't work, the Internet line went dead, the computer gave out. The list goes on. Murphy's law is in full form when it comes to presentation technology. Everything that can go wrong will indeed go wrong at some point. Depending on the stakes – the importance of the presentation – you'll want to have back-ups. Computers do pick the worst times to fail. If this presentation is important, make sure someone on your team is close by with a back-up laptop, with the presentation loaded, ready to go. Make sure your laptop is charged. Meet with the tech people ahead of time and do a run-through making sure your computer can hook into their AV system. I recently gave a talk where I was assured that the AV team had the connectors needed to hook up my Mac laptop. Sure enough, they didn't, and I had left my AV cables at the office. Fortunately one of the audience members had a flash memory USB card that he hooked into my computer, downloaded the presentation, re-hooked into a PC someone had and uploaded the presentation. The PC worked with the AV equipment and we were off. This was a fairly low stakes presentation. For more important presentations, I would also have had along the slides printed out on transparencies. Almost every AV department has a transparency projector.

6. Eye contact – Windows to other worlds

While you are waiting to be called to give your presentation, before you go up to the podium, smile and make eye contact with some of the participants in the audience. It shows you are interested in the people in the room and that you are excited to be there. Throughout your presentation, pick different people with whom to make eye contact. Don't stick with only one person however, it will either make that person feel special, or very nervous. People's eyes are like windows to other worlds. Look at them as if they were

those of old dear friends. You never know, they may turn out to be! Refer to your notes, but do not read from them. Speak to your audience, look in their eyes, and engage.

7. Opener – How you start sets the tone for the whole talk

The purpose of an opener is to engage your audience and get their minds in the room. People come into a room thinking about all sorts of different things – an argument with a spouse, a traffic ticket, everything they need to get done by 5 pm, etc. Your opener is what shifts their attention to you, what gets your audience engaged and ready to hear the rest of what you have to say. One technique I've used in lectures is to write the lecture topic on the blackboard and ask the audience what they might want me to talk about within the context of the topic. As they shout out things, I write them down on the board. When the suggestions die out, I go over them and say whether or not I'll be covering them. I've seen others use this technique effectively in rooms with 300 people. Sometimes I do a warm-up exercise, where I ask each person in the audience to write something down pertaining to their personal experience with the topic (ex. What do you love most about your computer? Least?) and then share that with the person next to them. Many public speakers tell a joke to get a speech started. I'm not so good at telling jokes, so I don't do that. But if you are, great! Play to your strengths.

8. Own the stage

Pretend that the stage is yours and that the audience members are your invited guests. Act as if the speaking room is your living room at home, and your best friend has just brought over some of her friends, and you are having a conversation. Use the room. If you can, move away from the podium. Try not to have physical barriers separating you from your audience. Depending on the venue you can walk right up to the center of the room and walk around to give your talk. It's more intimate, more "risky", more charged with energy when you remove the safety blanket of the podium.

9. Keep track of time

If you have been slotted an hour, keep it to an hour. It is rude and inconsiderate to your audience and to other speakers to go beyond your time allocation. Take a couple time checks through the presentation. Notice if people are shifting a lot in their seats, or if many are quietly getting up to leave. That would be a red flag that people need a break. If you do come to the end of your time period and you still have more to cover in your presentation, stop what you are doing and ask the audience if they would like you to go on, or end now. Give people the opportunity to leave the room if they have other time commitments.

10. Summarize

At the end of your presentation, summarize the key points. Remember what we said earlier about take-aways. Is it clear what yours are? Sometimes a slide on the future implications of what you just covered can leave your audience with good topics for future conversation.

11. Take Questions

Take questions if appropriate and time permits. If a question comes up during your talk that will take you too far off topic, offer to answer it after the talk is over. "That question requires a longer answer than I have time for now but I'm happy to talk to you about it after the session." Be wary of getting defensive. If you disagree with a questioner's point, validate their perspective first before offering an alternative. Repeat the question and

clarify it if you need to. This helps others hear what was said and ensures that you are answering the question that was asked

12. Have fun up there!

If you are having a good time, so will your audience. If you are uncomfortable, your audience will feel uncomfortable for you. So relax. Be yourself. Remind yourself that you know your topic and that these folks want to learn what you have to say. Enjoy yourself, even if the AV falls apart and your computer crashes. 99% of the time everything will turn out just fine, and people will remember your grace much longer than the details of your Power Point slides.

Viva Questions

1. What is the importance of body language in a presentation?
2. How important is eye contact in a presentation.
3. What is the importance of open posture?

Exercise 5.1 NEUTRALIZATION OF MOTHER TONGUE INFLUENCE CALL LAB

Learning Objectives

To reduce the influence of one's mother tongue and enhance intelligibility of language. Will get the students closer to sounding like a native English speaker and equip with a global accent.

Learning Outcomes

The significance of neutral accent will be understood by the students and they will try to be intelligible. The communication barrier is solved after the arrival of accent neutralization concept.

Description

The basic criteria of communication or accent is that one should understand what the other person is saying and vice versa. Communication is a crucial part of globalization. This globalization has created revolution in entrepreneurship and outsourcing. The need for speaking in a neutral accent has been growing today because the customers and the clients have to interact in a universal language in a globally acceptable style and accent.

English is used across the country by speakers with various degrees of proficiency and often with a grammar and phraseology that mimic the speaker's first language, with Indian idioms and literal translations of words and phrases from their mother tongues. Some speak **English** quite close to Standard British RP, while others have a strong 'native-tinted' accent in English.

For most students who learn English as second language, there are some aspects of the language which present difficulties principally because of the syntactical and phonological difference between Telugu (L1) and English (L2). The English we speak can be termed Indian English and is completely acceptable. **Indian English** is the group of English dialects spoken primarily in the Indian subcontinent.

It started with the liberalization of the Indian economy in 1991, which attracted various multinational companies. The companies began to set up so-called 'Tech-Parks' all over the city, employing an English-speaking workforce and connecting India to the west via hundreds of call centers and other software companies. Many deserving candidates lose out on job opportunities because of their vernacular accent. All one need to do is train oneself to speak English as comfortably and perfectly as one can speak his/her mother tongue.

i. **Observe the mouth movements of those who speak English well and try to imitate them**

When you are watching television, observe the mouth movements of the speakers. Repeat what they are saying, while imitating the intonation and rhythm of their speech.

ii. **Until you learn the correct intonation and rhythm of English, slow your speech down**

If you speak too quickly, and with the wrong intonation and rhythm, native speakers will have a hard time understanding you.

Don't worry about your listener getting impatient with your slow speech -- it is more important that everything you say be understood.

iii. **Listen to the 'music' of English**

Do not use the 'music' of your native language when you speak English. Each language has its own way of 'singing'.

iv. Use the dictionary

Try and familiarize yourself with the phonetic symbols of your dictionary. Look up the correct pronunciation of words that are hard for you to say.

v. Make a list of frequently used words that you find difficult to pronounce and ask someone who speaks the language well to pronounce them for you

Record these words listen to them and practice saying them. Listen and read at the same time.

vi. Buy books on tape

Record yourself reading some sections of the book. Compare the sound of your English with that of the person reading the book on the tape.

vii. Pronounce the ending of each word

Pay special attention to 'S' and 'ED' endings. This will help you strengthen the mouth muscles that you use when you speak English.

viii. Read aloud in English for 15-20 minutes every day

Research has shown it takes about three months of daily practice to develop strong mouth muscles for speaking a new language.

ix. Record your own voice and listen for pronunciation mistakes

Many people hate to hear the sound of their voice and avoid listening to themselves speak. However, this is a very important exercise because doing it will help you become conscious of the mistakes you are making.

x. Be patient

You can change the way you speak but it won't happen overnight. People often expect instant results and give up too soon. You can change the way you sound if you are willing to put some effort into it.

Regional differences and dialects in Indian English

Babu English (a.k.a. **Baboo English**), the name originally coming from the Bengali word for a gentleman, is a dialect of English that first developed as an occupational dialect, amongst clerks in the Bengali-speaking areas of pre-Partition India

Butler English, also known as **Bearer English** or **Kitchen English**, is a dialect of English that first developed as an occupational dialect in the years of the Madras Presidency, but that has developed over time and is now associated mainly with social class rather than occupation. It is still spoken in major metropolitan cities.

Here is an example of Butler English (a butler reporting his being invited to England):

One master call for come India ... eh England. I say not coming. That master very liking me. I not come. That is like for India — that hot and cold. That England for very cold.

Viva questions

1. What is the importance of neutral accent?
2. How do you communicate appropriately?
3. What do you mean by intelligibility of language?

Learning Objectives

To make the students understand different ways of representing a given piece of information. To ensure a balance between receptive and productive language.

Learning Outcomes

Interpreting the information in different forms like tree diagrams, bar charts, pie charts etc will be known to students. These tasks encourage deep processing of information. The interpretation of text, diagram etc is a skill which helps the students in their academic as well as professional career.

Description

Information transfer, or presenting verbal account of facts and processes in pictorial form and, conversely, changing graphic representations to writing, involves learning how to restate a given body of material in different ways. It is an important skill that you will need at the college and university levels as well as in your professional and personal lives, both to explain a map, graph or table in speech or writing and to represent a verbal text in graphic form. Information transfer is used specifically in the contexts of narration, physical and process Description, listing and classifying, comparison and contrast, showing cause and effect relationship, and generalizing from numerical data. Transferring information from verbal to graphic form, and vice versa is thus a very useful skill that will help you in study and at work.

Information in verbal form can be made clearer and easier to understand by presenting it in graphic or pictorial form.

Pictorial representation has many advantages:

- Allow quick and easy viewing of large amount of data.
- Quicker to locate required information in a graphic than in a written text.
- Data relating to a long period of time or to a large number of people can be effectively summarized.
- Convenient to use in making comparisons involving large amount of data.

The different types of graphic representation you could use to supplement your writing are: tables, bar charts, maps, graphs, pie charts, tree diagrams, flow charts and pictograms.

When you need to use a graphic form of communication, choose a form that will present your data clearly, accurately and in an interesting manner.

1. Tables

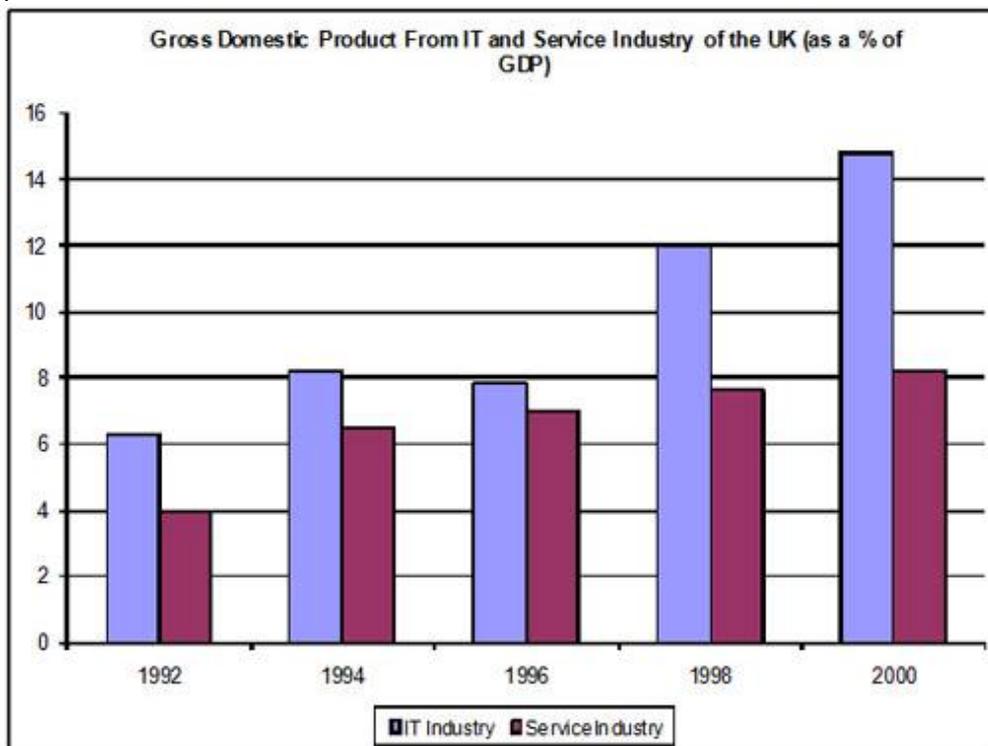
A simple form of graphic representation is the table, in which data are arranged in horizontal rows and vertical columns that carry labels to identify what they represent.

Marks		
STUDENT_NO	MODULE_CODE	MARKS
02621A03C1	CM0001	80

02621A03C2	CM0002	65
02621A03C3	CM0003	50
02621A03C4	CM0001	75
02621A03C5	CM0003	45
02621A03C6	CM0004	70
02621A03C7	CM0001	60
02621A03C8	CM0002	75
02621A03C9	CM0004	60

2. Bar Charts

A second kind of graphic representation is the bar chart. It is a very common kind of graph used to depict levels of a qualitative, independent variable using individual bars. It consists of an axis and a series of labeled horizontal or vertical bars with different values. The numbers along one side of the bar graph is the scale.



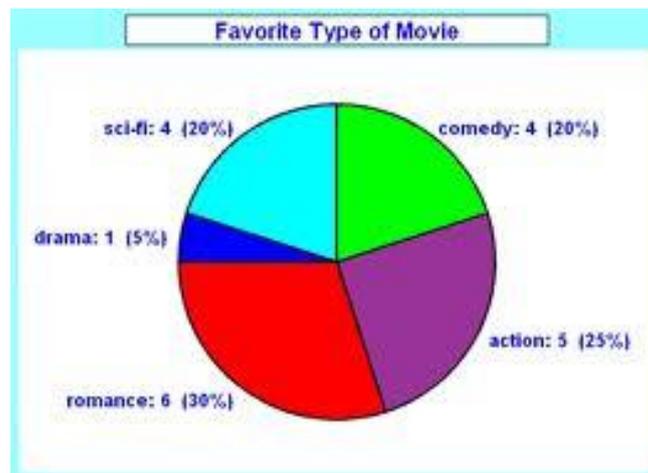
3. Line Graphs

A line graph is a way of depicting graphically how two quantities are related, and how they vary in relation to one another.



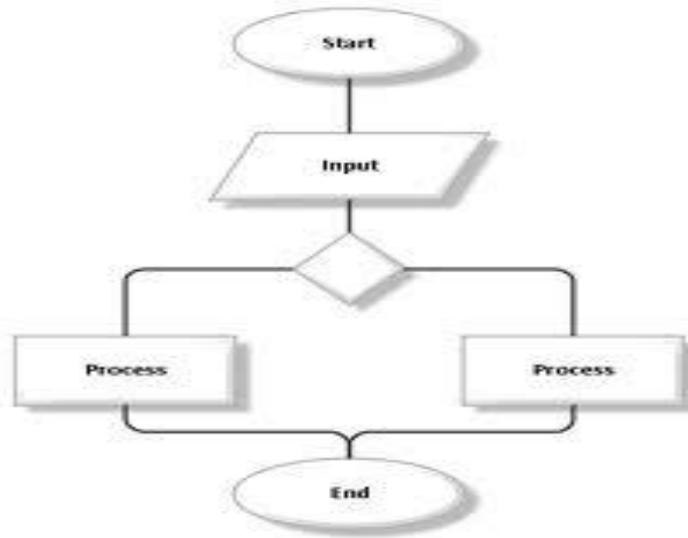
4. Pie Charts

It consists of a circle divided into sections, each showing the size of some related piece of information. Pie charts are used to display the sizes of parts that make up a whole.



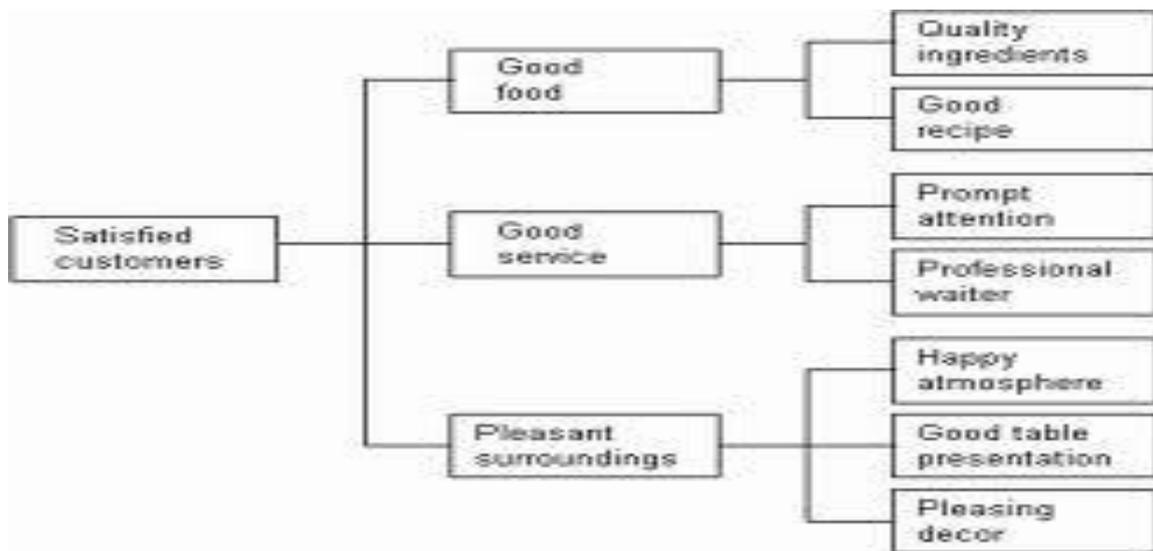
5. Flow Charts

It is used to represent a process that takes place in successive stages, as in production process from raw material to finished product. Flow charts can be used to show at a quick glance not only industrial processes but also others that consist of successive stages. There are conventions for the use of the shapes of squares, rectangles and diamonds to signify each step of the program.



6. Tree Diagrams

Tree diagrams are two types: the *organization chart*, which is used to show the structure and lines of responsibility within a company or an institution, and the *genealogical tree* or *family tree*, which is used to represent the structure of a major group such as musical instruments or mineral rocks. Tree diagrams begin with one key word and are connected to other words below it by a number of arrows. This second level of words is again connected to other words at a third level and so on, until the final level is reached. The branches of such tree diagrams are known as groups or sub-groups.



7. Pictograms

A pictogram is another very interesting way of presenting data. It uses, as its name suggests, pictures in place of bars or figures.



8. Maps and Plans

Maps are representations, usually on a plane surface, of a part of the earth- continents, countries, cities, villages, small areas and even buildings. They show outlines and boundaries, names or codes of areas within them and features such as roads, coastlines, rivers, buildings and rooms.



Viva questions

1. What is information transfer?
2. What is the significance of information transfer?
3. What are the different types of information transfer?

Learning Objectives

This provides the essential elements and some tips on preparing and organizing a successful *oral presentation*. They will then learn how to organize presentations and hone public speaking skills, as well as how others have done so in the past. They will also learn how to select content, structure a presentation from beginning to end, and connect with the audience.

Learning Outcomes

The research and arrangement of ideas, style and memorization, and oral delivery of those ideas will be learnt by students. Students will be exposed to methods commonly used by audiences in the evaluation of oral presentations. Participants in this class will have an opportunity to practice oral presentations with the benefit of video as a feedback tool.

Description

Many students find that oral presentations are one of the most confronting forms of assessment at university. However, presentations are also one of the most fruitful sources of personal growth in your university education. For both your study and future work purposes, it is important to develop skills and confidence in giving oral presentations.

The following is a guide to improving your presentation.
The message is a simple: PREPARE! PREPARE! PREPARE!

Plan

- Analyze your audience.
- What do they know about the subject?
- What terminology would they know?
- What do they want or need to know?
- What is their motivation for listening to you?
- What aspects of your subject would they be interested in?
- How much information can they absorb? If they are new to the topic, their level of absorption may be lower than for an expert audience.

Determine primary purpose

- What is your main point? (Can you put it into one sentence?)
- What do you want your listeners to do or think? (Are you trying to inform/convince/guide/entertain them?)

Select effective supporting information

- What kind of information will best support your presentation?
- What kind of information will appeal to your listeners?
- Provide interesting examples.
- Listeners may only remember two or three supporting points.

Prepare

- Prepare an outline

- In general, follow a 3 part structure:
 - **Introduction** - tell them what you're going to tell them.
 - **Body** - tell them!
 - **Conclusion** - tell them what you have told them!

Prioritize

- It is important to have time to repeat key points in different ways, and to provide an effective introduction and conclusion.
- Select appropriate visual aids (Overhead transparencies, slides, flip charts, chalkboards, handouts, 3D objects, computer projections...)
- Visuals must convey your point clearly and simply.
- Do not over-use visuals. The visuals are not the presentation, their purpose is simply to summarize or illustrate your main points.

Prepare an introduction

- When your introduction is over, your audience should be interested, know what your main point is, and know how you're going to explain it. Therefore, does your introduction...
 - Arouse interest in the topic?
 - Provide context, i.e. background and definitions?
 - Clearly state the main point of the talk?
 - Describe the structure of the talk?

Prepare a conclusion

- The audience listens for your summary and concluding remarks. Listeners rate a presentation on the quality of its ending, so prepare clear, succinct closing comments that catch the listener's attention.

Practice

- Practice your presentation aloud (it will not help if you just say it in your head).
- Don't read it. Use cue cards with simple dot points on which you elaborate orally.
- Let the audience know what's coming: let them know the structure of your talk, use linking words between sections and keep them up-to-date on where you are up to.
- Audience attention span is short, so break up long sections of information with questions, feedback, activities, and repeat important points.
- Do not rush. Speak more slowly and clearly than you normally would. Provide extra emphasis through intonation and body language.
- Be aware of body language: avoid annoying habits such as talking with your hands in your pockets, slouching, scratching, fiddling, "um, er..."
- Practice maintaining eye-contact with a group of people.

Expect the unexpected

- How will you deal with audience questions?
- What if you can't answer the question?
- How will you respond to criticism?
- What if the audience misunderstands what you say?

Know your equipment

- Familiarize yourself with the equipment you will use.
- Time your presentation using the equipment (it may take longer than just reading aloud).

Present

- Nervousness is normal - combat it by knowing your content and practicing it!
- Convert what nervousness remains into enthusiasm and focus.
- Breathe. Pause between points.
- Emphasize key ideas/information.
- Establish contact with the audience - talk with them before your presentation.
- Walk purposefully and confidently to the front of the lecture room.
- Remember, the purpose of oral presentations is to communicate a topic as interestingly and succinctly as possible, so be expressive and concise.

Exercise

1. Mokshagundam Viswesvaraya
2. Child labour
3. Environment protection
4. Importance of ethics and values

Exercise 5.2.3 READING COMPREHENSION

Reading makes a man complete

FRANCIS BACON

ICS LAB

Learning Objectives

To understand the interaction between the words that are written and how they trigger knowledge.

Learning Outcomes

The students will get the ability to recognize words quickly and effortlessly. Over time, the students gain more and more responsibility for using the strategies until they can use them independently.

Description

Effective communication skills are always essential in our academic as well as professional career. They are more vital these days amidst the phenomenal advancement in technology globalization, increasing cultural diversity.

Among the four basic skills, reading skill is an important communicative process and reading skills are probably the most important language skills required for academic and professional purposes.

What is reading comprehension?

The purpose of reading is to connect the ideas on the page to what we already know. Reading comprehension refers to the ability to understand information presented in written form.

Techniques for good comprehension

- Skimming (quick reading)
- Scanning (looking for specific information)
- Non-verbal signals (fonts, bold print heading, figures etc.)
- Structure of the text (introduction, body conclusion etc)
- Structure of paragraphs (topic sentence, develop the aspect summary etc)
- Punctuation
- Author's viewpoints
- Reading anticipation: determining the meaning of words
- Summarizing.

Reading methods

Two reading methods that can be used effectively for reading scientific and technical texts are ERRQ and SQ3R techniques.

ERRQ reading technique has four stages, i.e. Estimate, Read, Respond, and Question. The basic purpose of this strategy is to get the reader to link what he/she has with new information. This technique might be useful for reading any kind of text.

SQ3R ensures high degree of understanding and remembrance. It has five stages, i.e., Survey, Question, Read, Recall, and Revise.

Reading comprehension is phenomenal and crucial in assessing language skills in various entrance examinations.

Viva questions

1. Mention a few techniques for reading comprehension.
2. What are the methods used for effective reading comprehension?
3. Reading comprehension enhances ones analytical skills. Sustainiate.

Learning Objectives

To give the information including how to apply for a job, completing *employment applications*, online *job applications*, and tips for applying via email

Learning Outcomes

Show an employer you can do the *job* with a great application.

Description

Getting the job one wants depends on many factors, some of which one cannot control. For example, one has no control over other applicants who might be more qualified, more experienced, and better suited to the job at hand. But there is one factor that one does control, and that is, how well one communicates. Effective communication skills are the most important factor in helping job applicants find employment.

Although a job search begins long before really starting to communicate for a job, the applicant must learn to be an effective employment communicator. He/ she may be the most qualified and experienced candidate for a job, but if he/she is not able to communicate effectively, he/she will not get the job. It is not enough to be the right candidate; one must be able to tell this persuasively to the people on the other side of the table.

Employment communication involves a complex process that includes writing employment letters, applications, and resumes. In fact, the success of employment search depends a lot on the candidate's ability to design a persuasive resume and an effective cover letter. An employer has to read a large number of applications and resumes before he or she takes a decision to invite a candidate for a personal interview. No employer is under any obligation or compulsion to invite prospective candidates for a personal interview. Infact, the process of short listing candidates for an interview might result in the rejection of a large number of applicants. The screening committee tries to get to know the candidates through their application and resume by evaluating their education, skills, and experience. Therefore, learning the art of writing applications that highlight one's strengths and designing resumes that package one's skills and assets into a convincing advertisement is essential.

Viva questions

1. Mention the significance of job application.
2. Do you feel that job application help in getting a job.

Exercise 5.2.5 RESUME PREPARATION

ICS LAB

A resume packages your assets into a convincing advertisement that sells you for a specific job

Mary Ellen Guggey

Learning Objectives

To make the students understand the significance of resume, types of resumes, parts of resume and formats of resumes.

Learning Outcomes

The knowledge on one of the most important tools will be learnt by the students.

Description

A resume is a selective record of an individual's background. It is basically a professional employment-seeking document that presents a summary of an individual's education, professional training experience, skills abilities achievements and reference. It introduces the individual to a potential employer. The main objective of a resume is winning a job interview by highlighting the applicant's fitness for a particular position. Thus a resume should have an effective design with a focus on readability and adaptation to audience expectations.

ANALYZING YOUR SKILLS:

Remember, there are three types of skills, all of which are important to recruiters. Throughout your lifetime, you have been developing functional/transferable skills, work-content skills, and self-management skills. All of these can be quite relevant to you career, even if the experience in which you developed a skill was not relevant. Your resume should reflect all three types of skills:

- **Job Content Skills** are generally expressed as nouns. They are things you know or know about and have studied, practiced, or memorized to learn. Job content skills are abilities that are needed to fulfill specific job responsibilities as determined by the employer and the career field. These skills are generally not transferable to other types of jobs. (Examples of job content skills include knowledge of the properties of materials, speaking German, and knowledge of EPA regulations).
- **Functional/transferable** skills are generally expressed as verbs, as things you can do. Because you have done them successfully in one situation, you should be able to demonstrate to employers that you will be able to do them successfully in another situation, even if it's a totally different type of situation. (Examples include organizing, designing, analyzing, negotiating).
- **Self-management skills** are generally expressed as adjectives or adverbs. Many people think of self management skills (also referred to as adaptive skills) as traits or qualities because they are usually evident in any aspects of life. (Examples of self-management skills include being dependable, independent, and energetic)

FORMATTING TIPS:

The appearance of the resume is as important as the content. The length depends upon your experience. Most recent graduates should be able to incorporate this information on one page. Your use of underlining, white space, bold type, italics and capitalizations will enhance your resume appearance and facilitate its reading.

REMEMBER:

- Use a format that best displays your unique background
- Be positive in what you say about yourself
- Be complete and thorough about relevant information, not vague
- Ask others to read your resume and relate to you what they learned about you from it
- Try to keep it to one page, unless you have had significant experiences related to your career goals
- Use action verbs which clearly describe your skills and experience (supervising, organizing, analyzed, etc.)
- Be consistent in use of indentation, underlining, CAPITALIZATION, and spacing
- Use a dictionary when in doubt about spelling --mistakes indicate carelessness and a lack of concern
- Focus your resume towards particular types of careers
- Your resume should be as accurate, neat and complete as possible
- There is absolutely no excuse for spelling or typographical errors!

CHOOSING YOUR RESUME FORMAT

There is no one right style or format. The right format for you is one that works and gets you an interview. What works for you may be totally unsuitable for someone else. Before examining the resume samples take a moment to remind yourself of the major objective of your resume: to get you interviews. The three most common resume formats are chronological, functional, or a style that combines aspects of both.

- **The Chronological Resume-** This is the most widely accepted format and the one with which employers are most familiar. It also is the easiest to write. Education and jobs are listed in chronological order, starting with most recent (which generally receives the greatest emphasis) and working back through the years.
- **The Functional Resume-** The functional resume is organized to highlight your qualifications with little emphasis on specific dates. You can stress selected skill areas, which are marketable or in demand, within a functional resume, but you are not able to highlight companies or organizations for which you have worked.
- **The Combination Format-** This resume is similar in format to the functional resume. Company names and dates, however, are included in a separate section, usually called "Employment History". It allows you to emphasize your most relevant skills and abilities while also listing the specific jobs you have held.

RESUME CONTENT:

The following are typical categories and/or headings we encourage students to use to organize their resume. Remember that organization and presentation are critical in writing an effective resume.

- **Identification** - This information should go at the very beginning of your resume and includes your name, addresses, phone numbers, and e-mail address. Omit information such as marital status, height, weight, age, gender, religion, and national origin.
- **Career or Job Objective** - The objective statement, prominently displayed on your resume, tells the reader a glance what you would like to do. This well-constructed phrase or sentence is a brief Description of your goals, specifying the responsibilities and activities

you want to assume. At the simplest level, you may choose to state a professional field followed by specialty areas. Your resume content should revolve around supporting this statement. Avoid using words such as “challenging” and “rewarding”. Do not start the objective statement with “To obtain...”.

- **Education** - In this section, include the degree, starting with most recent degree received, name of university, date of graduation and grade point average. A strong grade point average, 3.5 or higher, should definitely be highlighted on your resume. It is recommended that a GPA of 2.5 or above be included. In addition, any concentration of course work in subjects outside your major field of study should be mentioned. Graduate students should list their thesis topic. Depending on the number, you may choose to include your academic honors in the Education section.
- **Projects/Labs** - Due to the project-based environment at Clarkson, it is critical that you emphasize your projects and lab experience. List your projects, making sure that you use key words such as leader and team, and that you emphasize the process involved including any applications such as the software used.
- **Experience** - Employers are very interested in your past experience and want to know:
 - When and where did you work?
 - What did you do/achieve?
 - What were the results of your efforts?
 - How does this experience support your career (and your candidacy for this position)?

Explain in detail those job assignments which most effectively qualify you for your stated career objective. If you received successively more responsible assignments, emphasize that growing responsibility. In addition, note any supervisory positions you have held and instances when you were hired.

If you have experience related to your field you may want to have a special section called Professional or Relevant Experience; other suggested titles include Technical Experience, Business Experience, Research Experience, etc.

- **Skills/Certifications** - Include any language, technical, computer, laboratory skill or professional certification you have in this section.
- **Extracurricular/Leadership and Community/Volunteer** Activities - These activities can indicate leadership, sociability, and energy level. If you have had little work experience, this may be an especially important section. List activities which demonstrate your campus involvement and your ability to take positions of responsibility. Also include hobbies and athletic interests. Volunteer work in the community is also very favorably looked upon by employers. If you have worked your way through school and that has hampered your chances to participate in extracurricular activities, be sure, at some point in the resume, to point out the percent of educational expenses you earned.
- **Honors/Achievements** - List accomplishments such as Presidential Scholar, Dean’s List, scholarships, awards, academic honoraries, etc.
- **Other Information** - You may want to include the following items in your resume:
 - Foreign language ability
 - Military experience
 - Publications, Professional Presentations (PhD resumes should include these items)
 - Patents held
 - Professional associations

- **References and/or Availability** – You may want to indicate that “References are available upon request” or that they are on file at the Career Center. Do not include names and addresses of references in the resume unless a job listing requests them.

Viva questions

1. What are the different formats of Resume?
2. What are the different parts in a Resume?
3. What is the difference between chronological and functional Resume?
4. What is the significance of Resume?

Sample Professional Engineering Resume

Professional engineers are the licensed and resisted engineers in some countries and offered with their professional services. This position is legally protected and defined by government body. With the help of professional license of engineering they may sign and stamp engineering documents for design, analysis, study and may take other legal responsibilities.

Professional engineers are responsible for performing their duties only in areas of their competence. They need to act with each client with trust and faithfulness and must be avoiding any deceptive acts. Professional engineer should conduct themselves very responsibly, honorably, lawfully to increase reputation and usefulness of the profession.

Subaash Raghavan,

F-405, Brindavan Castle, Sunderban Hyderabad
(040)-24537463.

Objective: Seeking for the dynamic and challenging position of professional engineer where I can help lead engineer to meet project requirements.

Computer Skills: Proficient with

- Windows
- PowerPoint
- Excel
- Word
- Lexis-Nexis

Previous Work Experience:

White Field, New York
Worked as Design Engineer

Responsibilities:

- Responsible for providing engineering support throughout the whole manufacturing process and make sure that the components are renovated properly and correctly.
- Done designing of new modified products.
- Provide support to on-site activities to make sure that the machines are returned to service very safely, correctly and reliably.
- Responsible for maintaining engineering record.
- Responsible for solving customer's problems and giving satisfied information about products.
- Support in designing for improvement and to get benefit of the customers.
- Responsible for various other duties as needed.

**Some professional Engineering Industry
Worked as Staff Engineer**

Responsibilities:

- Work as the in charge of designing and carry out tests of laboratory to determine physical properties of material.
- Responsible for assigning tasks and developing proposals for laboratory technicians.
- Work together with clients, suppliers, vendors to determine issues.
- Responsible for making \$40,000 by setting excellent relationships with clients.
- Teamed with leading offices of organizations to develop research proposals.
- Done other duties as needed.

Education:

MS in Mechanical Engineering, Central University, Hyderabad.

Reference:

Mr. Pitter Jones,
White Field, F2 Street,
Hyderabad.