

PRACTICAL MANUAL OF ENGLISH

For B. Sc (Agriculture 1st year students)

Course No : ENGL-101

**Title of the Course :
COMPREHENSION AND COMMUNICATION
SKILLS IN ENGLISH**

Credits : (1+1)

**By
Mrs.S.M. Padmasri
Assistant Professor**



**Department of English
College of Agriculture
Acharya N.G. Ranga Agricultural University
Rajendranagar, Hyderabad-500 030.**

Contents

S.No	Title of the exercise	Signature	Remarks
1.	Effective Listening – Developing Listening Skills – Honing Listening skills		
2.	Listening to Short talks and Lectures from the cassettes of EFL University		
3.	Spoken English, Vowels, consonants, monophthongs, diphthongs, triphthongs		
4.	Stress, intonation, phonetic transcription		
5.	Seminars, Conferences, preparation and demonstration		
6.	Oral Presentation by students, Articulation and delivery – Evaluation sheet for oral presentation		
7.	Communication skills – Verbal communication, written communication		
8.	Telephonic conversation		
9.	Reading Skills, Skimming, Scanning, Extensive reading, Intensive reading examples		
10	Meeting, purpose, procedure, participation, physical arrangements		
11	Presentation of reports by using power point & L.C.D		
12	Interviews – Mock interviews		
13	Debate and Group discussion		
14	Using a dictionary effectively		
15	Vocabulary		
16	Pronunciation practice		

References

- Balasubramanian T. 1989. *A Text book of Phonetics for Indian Students*, Orient Longman , New Delhi
- Balasubrmnyam M. 1985. *Business Communication*, Vani Educational Books, New Delhi
- Jean Naterop, B. and Rod Revell 1997. *Telephoning in English* Cambridge University Press, Cambridge
- Krishna Mohan and Meera Banerjee 1990. *Developing Communication Skills*, Macmillan India Ltd. New Delhi.
- Krishnaswamy,. N and Sriraman, T. 1995. *Current English for Colleges*, Macmillan India Ltd. Madress
- Narayanaswamy V R 1979. *Strengthen your writing*, Orient Longman, New Delhi
- Sharma R C and Krishna Mohan 1978. *Business Correspondence*, Tata Mc Graw Hill publishing Company, New Delhi

1. EFFECTIVE LISTENING

Introduction:

Language begins with the ear and lives on the lips and tongue of the speaker, listening should precede speaking, and is the secret of effective beginning in language learning. It is impossible to expect a student to produce a sound or a natural sentence of the foreign language, which does not exist in mother-tongue, unless he has listened to a model of the form is produced. Speaking comes in a natural sequence after listening. In other words, speaking is built upon accurate listening. In this chapter, we shall consider these two activities, that is, listening and speaking.

1.1 Developing Listening Skill

At the first sight, it appears that listening is a passive skill. This is not true. A receptive skill is involved in understanding the message. Indeed, it is essential to the speaker in any interaction that the words are being understood. This is indicated by the nods, glances, body movements and often by non-verbal sounds. Listening skills can be classified into two types.

1) Extensive listening 2) Intensive listening. In extensive listening. The teacher's aim is to create a general familiarity with the phonological style of speaking. It is like general listening to natural English, not necessarily under the teacher's guidance. Extensive listening can be used for two different purposes. First, and the basic, use of the type of listening is the re-presentation of already known material in a new environment. This could be a recently taught as structure-point, or a set of words which were introduced months before and need revision. Secondly, extensive listening can serve the purpose of letting the students to hear vocabulary items and structures which have not yet familiar to them. These can be interposed in the flow of language which is in their capacity to handle.

Intensive listening is controlled listening under the guidance of the teacher. It is concerned with one or two specific points. It is concerned with language items a part of the language teaching programme. Listening can be for grammatical as well as lexical purposes. Passages with a high incidence of a given grammatical feature provide excellent material.

In fact, listening is an important means of gathering information and acquiring knowledge. As a student, one has to listen to lectures, seminar presentation, instruction, and view expressed in discussions and conversations. And as a professional, one would have to listen to outside contacts and your boss, colleagues, and subordinates within the organization. Whatever be the circumstances, if you do not listen effectively, we may land in trouble or in an embarrassing situation. Remember that all successful executives and managers are usually good listeners. The cultivation, namely speaking, writing, and reading. A number of benefits would accrue to you by cultivating this skill.

- Improve intellectual ability to understand and evaluate the view and opinion expressed by others.
- Enables to gather proper and accurate information, facilitating appropriate decision making
- Assist to establish rapport with co-workers quickly

- Help the speaker give his best both in dyadic and group communication situations.

1.2 HONING LISTENING SKILL

- Prepare to listen by gathering information about the setting, the topic and the speaker.
- Have a positive attitude towards both the speaker and the topic.
- Keep an open mind. First, try to understand what is being said and then evaluate it with reference to context.
- Observe the non-verbal clues such as twinkle in the eye, flourish of hand, shrugging of shoulders, facial expression, etc, that is, listen with eyes and not merely with ears. The visual clues would assist in understanding not only what the speaker says but also indicate his attitude towards the points he is making.
- Ignore distraction such as the gaudy dress, odd body movements, or speech mannerism of the speakers
- Refrain from interruption, premature comments, direct advice, especially in seminars and meetings. Wait till turn comes or till it is asked to comment and ask questions.
- Have patience while listening the speed of thinking is much more than that of speaking. The time between the two may lead to boredom to avoid these, may be used the time gap for summarizing mentally what was spoken earlier - examining the strategies being employed by the speaker for things such as main population of language, management of transitions from one point to another, use of embellishments such as anecdotes, jokes quotations, etc. to influence, cajole or persuade you.
- Take notes systematically. Jot down not only the main points but also the gist of supporting evidence or arguments. Invent your personal abbreviations to record the key words and phrases. It is advisable to do so because we tend to forget tomorrow what we hear today.

1.3 COMMUNICATION CORE

Listening is an important component in the process of communication. It is an instrument which we keep on using throughout life for gathering information and acquiring knowledge. There is a need, therefore to improve the skill of listening through conscious efforts.

Listening skills allow you to understand what someone is “talking about”.

Good listening skills make workers more productive. The ability to listen carefully will allow you to.

- Better understand assignments and what is expected of you;
- Build rapport with co-workers, bosses, and clients;
- Show support;
- Work better in a team-based environment;
- Resolve problems with customers, co-workers, and bosses;
- Answer questions; and
- Find underlying meaning in what others say.

2. LISTENING TO SHORT TALKS

2.1 How to listen well

The following tips will help us to listen well.

- Maintain eye contact;
- Don't interrupt the speaker;
- Sit still'
- Nod your head;
- Lean towards the speaker;
- Repeat instruction and ask appropriate questions when the speaker has finished.

A good listener knows that being attentive to what the speaker doesn't say is as important as being attentive to what he does say. Look for non-verbal clues such as facial expressions and posture to get the full gist of what the speaker presents.

2.2 Barriers to Listening

- Beware of the following things that may get in the way of listening.
- Bias or prejudice;
- Language differences or accents;
- Noise;
- Worry, fear, or anger; and
- Lack of attention.

3. INTRODUCTION TO SPOKEN ENGLISH

Language is a system of communication through speech and writing. English is a language spoken by vast majority of the population around the world. In India English is spoken by the educated and the elite. It is also extensively used in the field of business. Sports, films, journalism and so on. Although belated, Spoken English is on its way to establish a firm ground. Received pronunciation (R.P) is the standard form of spoken communication accepted through out the world. It originated from the southern part of the United Kingdom. Several dialects of English like the American English, Indian English, Australian English have also made their way on the global horizon.

Indian English, in its spoken form, carries with it the regional accent and we can easily identify the nativity of the speaker in majority of cases. Few Indian speakers nevertheless do speak what can be called “neutral English” which is not overshadowed either by the influence of mother tongue or the trace of regional accent.

Spoken English has given rise to several branches. The two most common streams connected with it are orthography and ortheopy.

Orthography: It is the study of the spelling of words related to a particular language.

Ortheopy: It is the study of pronunciation of words related to a particular language.

Improving Voice and Speech: Constant practice is a must to improve our speech. One should regularly be in touch with the language in order to master it. A speech event is not an ordinary one but involves a series of operations.

Phonetic Symbols: The way we spell a word and the way we pronounce it has a lot of difference. In the oral delivery of the word LITTLE the letters T (the latter) and E are of no significance. It is pronounced as LITL i.e. the spoken form of this words is / litl/. Two slashes // are used, one at the beginning and one at the end of the word to indicate that we are writing it in its spoken form or phonetic form. The following are the two forms of the word LITTLE.

Written

Little

Spoken Form

/litl/

The word CAT is written phonetically as /kat/ since the letter C has no sound in its spoken form. The symbol æ in /kaet/ represents the first sound of At, An, Angry etc. two important points one has to remember while writing a word in phonetic script are:

1. Always indicate the phonetic script in between two slashes – one at the beginning and the other at the end of the word / sentence.
2. Always use small letters except while writing the letters Z and S. Small Z (z) does not occur in phonetics. So also is the case with small S (s).

There are some words, although few in number, which are identical both in their written and spoken forms one has to use slashes // here to indicate its projection in spoken form.

Written	Spoken form
Put	/p u t/

The letters that represent the phonetic script are known as phonetic symbols. Some phonetic symbols are similar to that of the alphabet while some acquire totally different form. Phonetic symbol may be vowel or consonant. Our study of vowels and consonants shall be related to the study of phonetics or orthoepy.

Vowels: These differ from consonants in their manner of articulation. During pronunciation or articulation of vowel, air escapes freely, openly and through the mouth. The same may not be true in the case of consonants. Vowels are further categorized into Monophthongs, Diphthongs and Triphthongs.

3.1 Monophthongs: These are single symbols representing a single sound. There are twelve monophthongs in English

1. /ð/ — Initial sound of ‘About’ ‘Alike’ ‘Attempt’
2. /ʌ/ — Initial sound of ‘Umbrella’ ‘Understand’
3. /ɜ:/ — Initial sound of ‘Earn’ ‘Early’
4. /æ/ — Initial sound of ‘Apple’ ‘Ass’ ‘Ant’
5. /ɑ:/ — Initial sound of ‘Arm’ ‘Art’ ‘Ask’
6. /e/ — Initial sound of ‘Elephant’ ‘Enemy’
7. /i/ — Initial sound of ‘Ink’ ‘In’ ‘If’

8. /i:/ — Initial sound of 'Eagle' 'Eat'
9. Initial sound of 'Ox'
10. Initial sound of 'ought' 'all'
11. /u/ — Middle sound of 'Push' 'Pull'
12. /u:/ — Initial sound of 'ooze'

3.2 Diphthongs: are combinations of two symbols representing a single sound. There are eight diphthongs in English

1. /eɪ/ — Pronounced from of 'Air'
Final sound of 'Tear' (verb)
2. /Iɪ/ — Pronounced form of 'Ear'
Final sound of 'Fear'
3. /uɪ/ — Final sound of 'Poor'
4. /aɪ/ — Initial sound of 'Ice' 'Eyes'
Middle sound of 'Might' 'Sight'
Final sound of 'Tie' 'Die'
5. /ei/ — Final sound of 'May' 'Say'
Middle sound of 'Take' 'Say'
6. Initial sound of 'Oil'
Middle sound of 'Boil'
7. /ɔu/ — Initial sound of 'Oxygen' 'Automobile'
Final sound of 'No' 'So'
8. /ɒu/ — Initial sound of 'Out'
Middle sound of 'Shout'

3.3 Triphthongs: A diphthong and a monophthong combine to form a triphthong. There are five triphthongs in English.

1. ai + ə = /aɪə/ -- Final sound of 'Liar' 'Fire'
2. ei + ə = /eɪə/ -- Final sound of 'Layer' 'Player'
3. Middle sound of 'Loyal' 'Royal'
4. ɔu + ə = /ɔuə/ -- Final sound of 'Lower' 'Mower'
5. ɒu + ə = /ɒuə/ -- Final sound of 'Power' Pronounced form of 'Hour'

3.4 Consonants: There are twenty-four consonants in English. It must be remembered that the sounds of the consonants a kindergarten child learns as a beginner of English are not the same as the one we find in spoken English. The correct sound of the consonants is indicated against the symbols below.

1. /k/ -- Initial sound of 'King' 'Come' 'Kiss'
2. /g/ -- Initial sound of 'Gas' ;Go' 'Get'
3. /n/ -- Initial sound of 'Nest' 'Note' 'Number'
4. /ŋ/ -- Final sound of 'Beginning' 'turning'
5. /tʃ/ -- Initial sound of 'Cheese' 'Channel' 'Challenge'
6. /dʒ/ Initial sound of 'Cheese' 'Channel' 'Challenge'
7. /t/ -- Initial sound of 'Tin' 'Top' 'Tom'
8. /d/ -- Initial sound of 'Dust' 'dog' 'Dig'
9. /ð/ -- Initial sound of 'Then' 'Though'
10. /θ/ -- Initial sound of 'Thin' 'Thick'
11. /p/ -- Initial sound of 'Pen' 'Push' 'Purse'
12. /b/ -- Initial sound of 'Boy' 'Ball' 'Bell'
13. (No equivalent in Hindi or Telugu present)
Initial sound of 'Van' 'Fit' 'Visit'
14. /v/ -- (No equivalent in Hindi or Telugu present)
Initial sound of 'Fan' 'Fit' 'Visit'
15. /m/ -- Initial sound of 'Man' 'Much' 'Must'
16. /j/ -- Initial sound of 'Yes' 'Youth' 'Use'
If slashes are not used it gives the sound of Jas in 'Jet' 'Just'
jet = Jet (meaning an air craft)
/jet = Yet (meaning 'until now')
17. /r/ -- Initial sound of 'Red' 'Rose' 'Roof'
18. /l/ -- Initial sound of 'Left' 'Leap'
19. /w/ -- (No equivalent in Hindi or Telugu present)
Initial sound of 'Won' 'West' 'Wheat'
20. /ʃ/ -- Initial sound of 'Shine' 'Ship' 'Shoot'

/ 3 / -- (No equivalent in Hindi or Telugu present)

Middle sound of 'measure' 'Treasure' 'Pleasure'

21. / S / -- Initial sound of 'Sun' 'Son' 'Sit'
22. / Z / -- Initial sound of 'Zero' 'Zebra' 'Zest'
23. / h / -- Initial sound of 'Hen' 'Horse'

NOTE: The symbols of 2.1, 2.2, 2.3, 2.4 may please be seen in Oxford advanced dictionary

- Attempt a phonetic transcription of the following words. .

- | | | |
|-----------------|-------------------|-----------------|
| 1) Apple | 2) Comprehension | 3) Ball |
| 4) Jug | 5) Man | 6) Kill |
| 7) Sun | 8) Dull | 9) Fast |
| 10) Pass | 11) Communication | 12) Schedule |
| 13) Procedure | 14) Democracy | 15) Embassy |
| 16) Ordeal | 17) Excellent | 18) Sanction |
| 19) Neighbor | 20) Dais | 21) Judge |
| 22) Venue | 23) Sensitive | 24) Question |
| 25) Negative | 26) Exchequer | 27) Transaction |
| 28) disguise | 29) Fountain | 30) demolish |
| 31) Compute | 32) Ant | 33) Fire |
| 34) Information | 35) Agriculture. | |

4. STRESS AND INTONATION

The sound system involves two important features. These are segmental features, namely, vowels and consonants, and supra-segmental features, namely, stress and intonation.

Stress

‘Stress’ is an emphasis or loudness or force. It is “the degree of force with which a sound or a syllable or a word is uttered.” This means if a word contains two or more syllables, all the syllables are not uttered with the same degree of force.

English does not have rigid a system of stress patterning as some other languages have.

For example:

In the following words, stress falls on the first syllable (denoted by upright bar ‘1’), as,

¹ teacher	¹ doctor	¹ sister
¹ damage	¹ useful	¹ father

In the following two syllabic words, the stress falls on the second syllable as:

be ¹ lieve	mis ¹ take	a ¹ gain
ex ¹ tent	for ¹ lorn	re ¹ ply

Words with more than two syllables: have a third kind of stress that is mid-way to strong stress and weak stress. It is known as secondary stress. It is marked by a vertical stroke below the syllable on which the secondary stress falls. Secondary stress may be noted in the following words.

exami¹nation, prepo¹sition, advan¹tageous.

Words of more than three syllables: generally have the primary stress on the 2nd syllable backward or the 3rd syllable backward.

Education	-	e	du	¹ ca	tion
		4	3	2	1
Democratic	-	de	mo	¹ cra	tic
		4	3	2	1

Alternative	-	al	¹ ter	n	tive	
		4	3	2	1	
Interrogative	-	in	te	¹ rro	ga	tive
		5	4	3	2	1

As pointed out above, there are no set rules for the stressing and non stressing of a syllable. We get to learn this quality only by practice.

Sentences Stress: “in normal speech all nouns, main verbs, adjectives, and adverbs are generally stressed while the other words viz, prepositions, conjunctions, articles, helping verbs etc., are not stressed.” The following examples may be seen.

1. ¹Bring me a ¹glass of water
2. Did you ¹go to the market?
3. The ¹boy in the corner is ¹holding a ‘book.
4. The ¹rolling ¹stone ¹gathers no ¹mass.
5. A ¹stitch in ¹time ¹saves ¹nine.

INTONATION

Intonation is another quality of fluent speech. Some degree of intonation is brought in by every person when he speaks because in speech the pitch of voice keeps changing. Some utterances are made with high pitch while other are spoken at low pitch. This rise and fall of the pitch of our voice is called intonation.

INTONATION TUNES:

Two important intonation tunes are in use. These are described below.

- **Intonation Tune or Falling Tune.** This is used in the following cases.
 - i) **In Statements.** For example,
 - a) Delhi is the capital of India
 - b) Man is mortal.
 - ii) **In commands.** For example,
 - a) Shut the door.
 - b) Do it just now.
- **Intonation Tune or Rising Tune.** This tune is used in the following cases:

i) In questions which can be answered in ‘Yes’ or No’: For example,

a) Is he your son?

b) Are you going to school?

ii) in Requests: For example,

a) Please, shut the door.

b) Please, wait here.

- **Implications of stress**

- **Change in Meaning:** As a result of changing pattern of stressing words in sentences, there results change in the meaning of the utterance. Consider the utterance,

- ¹Geeta is my real sister. ‘Geeta is my real sister.’

- Geeta ¹is my real sister. (Geeta and no other girl)

- Geeta is ¹my real sister. (No one else’s)

- Geeta is my ¹real sister. (Not step – sister)

Identify the Stress of the following words

1) Axis

2) Examination

3) Psychology

4) Surveillance

5) Tunnel

6) Weather

7) Occupation

8) Habit

9) Socialism

10) Thread

11) Conscious

12) Witness

13) Punctuality

14) Constraint

15) Specific

16) English

17) Viewpoint

18) Faithful

19) Intrude

20) Lesson

21) Stigma

22) Practical

23) Specialization

24) Retirement

25) Horticulture

5. SEMINARS AND CONFERENCES

In earlier times seminars and conferences were limited to the academic world where the students presented their own research work through oral or written reports; now these have become common in the professional world also. But life in this century has become highly competitive owing to unprecedented advances in science and technology. So there is the increasing need for proper utilization of materials as well as manpower. These, in turn demand deep thinking and planning, which can be best done by a group and not by an individual.

5.1 Discussion groups – Types

a) Seminar: This refers to a discussion in a small group in which the result of original research or advanced study is presented through oral or written report. It may also be organized for cross-fertilization of ideas. Generally, one person presents a leads paper incorporating his findings and then there is in-depth discussion on the material presented.

The other members are knowledgeable and take active part in the discussion. They closely interact with the lead speaker by expressing their views as seen from the individual's angle. The doubts, if any, are sought to be clarified by putting specific questions. The main purpose of seminar is to share knowledge and to get the viewpoints of the people who are equally well-informed persons.

b) Symposium: In a symposium a small group of experts or well informed persons discuss different aspects a problem for the benefit or audience. Each speaker is allotted a certain amount of time for his presentation. Speakers follow each other in turn until all have been heard. The audience may participate in the discussion. Though the symposium is formal, an element of spontaneity is introduced through audience participation. It is generally suited to programmes presented to a large audience.

c) Panel Discussion: Each member speaks on the announced topic, which is worded as question instead of delivering a series of speeches on different aspects of the problem. The members in a panel discussion are usual experts in dealing with the problem selected for discussion. The panel discussion is a kind of cooperative thinking. This panel discussion may be followed by question session where the listener may put forth their questions to the panel members. This type of panel discussion is best suited to public discussion programmes on radio and T.V.

5.2 Conference: Another type of meeting is conference. The name conference indicates to confer with persons having the same interest and to collect their experiences and opinions. The discussion usually results in the end with a set of suggestions or recommendations on the central theme of the subject. The participants as well as the subject matters are wider when compared to symposia or seminars. Different groups hold discussion on different aspects of the conference theme simultaneously at the venue. Formal lectures, audiovisual presentation, exhibitions are also arranged on this occasion.

The conference is a closed group discussion and the participants have to register their names for attending.

5.3 Colloquium: Colloquium is an organized conference or seminar on some subject, involving a number of scholars or experts.

5.4 Convention: Convention is a fellowship meeting of a closely linked fraternal group. It is more vigorously structured than a conference and only matters of professional interest are discussed. Thus the term is applied to professional of gathering held by companies, association, societies, etc., and applied to the assembly of the delegates of a political party.

There are certain generalized rules applicable to all oral communication situations. Body language plays a significant role in oral communication through which speech can be regulated.

Regulating Speech: There are six elements of communication namely **pitch, volume, rate, quality, animation and pause.**

Pitch: Pitch is the tone of sounds depending upon the rate of vibration of vocal chords. When we speak, there is continuous variation in the levels at which your voice is pitched.

Volume: Refers to the power of the sound and it ranges from very loud to very soft.

Soft: Is the degree of speed at which you speak words.

Quality: The characteristic tone of voice is its quality. Sometimes a voice may be termed as creaky or jarring to the ears or it may be termed as pleasant.

Animation: The liveliness of speech is known as animation.

Pause: Refers to junctures in speech.

If one wants to be a successful speaker one should exploit fully the potential of all the six vocal elements. For self improvement we may tape record our speech and critically examine it and in subsequent efforts try to suitably amend in the light of self-analysis.

5.5 Personal appearance: The first impact on the audience is created by the personal appearance of the speaker. Even before the speaker utters the first syllable we begin to form an opinion and visualize the way he is going to talk.

a) **Posture:** Posture conveys a wealth of meaning in an economical way. It is an important part of body language and refers to the way one stands and walks. The movement of the body, the position of hands and legs and other parts of the body reveal an individual's personality-whether he is vibrant, alive, dynamic, nervous and self assured etc., A good speaker stands tall, feet together with the weight directly over the

instead keeping his chin on a line parallel to the floor or at right angles to the backbone. **Standing in this posture before a group is in fact one of the first essentials for success in speaking.**

b) Eye contact: Eye contact with the listener is the most important aspect of the body language. It has been rightly said that eye is an extension of the brain and window of the soul. Stress is laid on continuous eye contact because it tells whether the speaker is sincere and also whether the listener is interested. Eye contact is a means of gaining feedback, enabling the communicator to alert, adjust and reframe his message while transmitting it. Very often this process is automatic and interaction through eyes between the speaker and the listener takes place unconsciously. Studies have shown that better eye contact leads to more effective communication. A good speaker looks at all sections of audience and not on the ground, the ceiling or at the door.

c) Voice: A good voice is a gift of nature but anyone can improve the quality of his speech with proper training. The three most mobile speech organs are the lips, jaws and the tongue. They also need exercise. For this purpose, specifically read loud every day for a few minutes. You will soon discover the rich variety and resources of your vocal organs. Record your speech on a tape, if possible and listen to it for any flaws. Also mark how effective speakers vary the pitch of their voice to match the thought, idea or feeling they convey. The important points are:

- Variation in pitch and tempo of the voice is essential to convey your message. A speech delivered in monotone makes the audience to sleep.
- Fast delivery betrays a lack of confidence. Normally you should speak 125 to 150 words/mt.
- Pronounce the words properly, putting stress at the right places.
- Speak with enough volume so that every one in the audience can hear you clearly.
- Avoid nasalization and vocalized pauses such as 'er' 'um' etc.
- Take care not to use phrases 'you see', 'I mean', 'is it clear?' etc.,

d) Audience: Before you begin your talk, size up your listeners – their age, sex, background and interest.

Choose a suitable approach to your audience. In most cases if you speak directly, you will be listened to. Each listener should feel free that you are talking to him individually. If the subject is not interesting, give it a personal touch. If necessary dramatize certain ideas to break the barriers of communication. However, do not be too dogmatic, instead give the impression that you wish to share your views and ideas with audience. Another way to awaken the audience is to relate a joke. Humor arising from personal anecdotes is perhaps the best. Some in the audience may have had similar experience and they will quickly identify with you when you relate such a joke.

5.6 Preparation: The art of speaking is the reward of persistent effort. There is no magic formula to make you an effective speaker. Adequate planning and preparation are essential for successful presentation. In fact thorough preparation is the antidote for nervousness.

Don't read out a written speech word for word. A written speech seldom sounds fresh or vigorous. Face to Face interaction demand thinking and speaking and not a mere repetition of what you have learnt by rote.

However, if any extremely complex subject is being presented (a research paper for seminar) to the members of a professional body you may read the written material. But even here you should acquaint your self with the material thoroughly. While reading you should be able to lift your head and look at the audience after short intervals.

Indicate in the margin the time you want to devote to introduction and conclusion.

Notes should be written neatly in large letters on 3" x 5" cards or small sized sheets. Cards are handy and since they are thicker than ordinary paper, their handling is easy.

5.7 Visual aids: Visual aids can make your presentation more effective. The listeners feel stimulated and take more interest in what is being presented. Your explanation with the use of an aid can become more vivid and easily understandable. For example maps, pictures, charts, motion pictures, slides and overhead projectors and a black board but remember that too many aids may cripple the effect.

5.8 Conducting seminars and conferences

When a seminar has to be organized, it is advisable to draw a detailed plan. Each Seminar has an objective, a lead speaker and a number of participants. Usually the person who organizes the seminar is given a label such as seminar director or seminar coordinator. If you are the coordinator of a seminar, first formulate the theme, determine the lead speaker and identify the participants. Next select the venue and fix the time and date of the seminar. If you anticipate more than one session identify a chairperson for each.

As the seminar coordinator it is your duty to send the above-mentioned information well in advance to all participants either through a circular or a brochure with a covering note. This communication should be properly structured, clearly stating the objectives of the seminar and the arrangements that have been made for conducting it and also those arrangements for boarding and lodging if you are inviting participants from other places.

6. ORAL PRESENTATION

The Presentations are basically the same for all professional domains such as business, technical, scientific, industrial, managerial, etc. Oral presentation is also a type of public speaking. This term is generally used to refer to a speech containing specialized information on a specific topic or subject for a relatively smaller but knowledgeable audience. As a student you will often be required to present to a group of student/teachers the results of your advanced study, the findings of your research, a proposal which you want to undertake or a report on the work you have already done. As a professional, in addition, you may have to present technical, business or scientific information or to brief your colleagues, about colleagues about a professional issue or matter. You may even be required to explain to employee's major policy changes or decisions affecting the work of the organization to which you belong. Further, you may have to present papers at seminars, conferences, etc., on matters related to the area of your work or the field of your study. In fact, the occasions for oral presentation increase with the advancement in one's career. As a senior professional you will need to speak publicly more frequently and in more diverse situations. So the need is to gear up and to get ready now so that you can surge ahead with a bang.

6.1 Planning and Preparation: The steps to be taken for preparing an oral presentation are similar to those taken for writing a composition. Keeping in mind the main purpose, audience, time available, etc., gather the material from reliable sources and organize it in a logical sequence under different sub-heading. Besides the points, in our note-cards we may also write important quotations or hints for anecdotes, jokes etc., which we propose to narrate for greater impact. Give each note-card a number and a sub-heading. Once the note-cards are ready, prepare slides if you plan to use an overhead projector or Power Point for your presentation. Number the slide and ensure that the matter on each slide corresponds to that on the note-card. This would enable us to keep your attention focused on the topic and enable you to maintain eye contact with the audience. Looking at the points on the slide time and again reduces the impact of a presentation.

6.2 Practice and Rehearsal: For an effective oral presentation, practice and rehearsals are as important as they are for a stage performance, such as a play or dance. For doing this, simulate this situation by arranging a mike, audio-visual aids, etc., If possible do this rehearsal before your friends, asking them to suggest improvements. Accept constructive suggestions; these may enhance the effectiveness of your presentation. If we plan and practice as suggested above, our confidence-level would rise and we would find ourselves ready for the presentation. Remember, intensive practice and rehearsals are the best antidote to nervousness.

6.3 Articulation and Delivery: Whether we have got with us the note-cards and the slides and that they are neatly kept in a proper size envelope and whether we are gracefully dressed to suit the occasion.

On reaching the venue, size up the audience and carefully view the physical arrangements, such as the placing of the lecture, mike and other technical equipment, the position of the display screen, etc. For this preliminary survey, the speaker would take a few minutes – the time taken by the organizers to talk about the occasion and to introduce him to the audience. One should speak extemporaneously, which we consider

to be the most effective mode of delivery, especially when the matter is of a professional nature.

When you are invited to speak, walk gracefully to the lectern put your note-cards on it, look at the entire audience, ask the technical assistant to display the first slide and start speaking. Pronounce each word properly stressing on the right syllable and using appropriate intonation pattern. Do not eat any syllable or word.

6.4 Choice of words: If the thoughts are clear and well-organized, it will not find difficult to express them in plain (also called simple) English. If the words are short, concrete and familiar, the meaning would easily sink into the minds of listeners and create the desired impact.

6.5 Cliches:

Original: Last but not the least, I would like to thank Mr.T.D. Soni who managed this event efficiently.

Revised: In the end, I would like to thank Mr. T.D. Soni who managed this event efficiently.

Original: In the next session, Prof. Kashiwal will throw more light on the causes of noise pollution.

Revised: In the next session, Prof. Kashiwal will provide more information on the causes of noise pollution.

Whether it will even affect someone?

To be perfectly honest – This one really annoys me. Why, are you dishonest at other times?

The fact of the matter is – Pay close attention to this and you'll discover that it's never a fact, but usually a very biased opinion of the speaker.

Thinking outside the box – What's the opposite? Do we otherwise think inside the box, what box?

Customer-centric – Every single time someone uses this phrase, the final emphasis is to eventually maximize the seller's profits. Usually it's not the system that cares, but an individual serving an individual customer.

At this point in time – Time never stands still, except for politicians blaming previous opposition governments for their own mistakes. So how can we be in a point in time? If time is moving, it can't be a point anymore. It's a line then.

Having said that – If you've said something earlier, does it become a fact or an unforgettable expression or does it compel everyone to follow in a certain direction?

To be fair – Does this mean that you are making an exception and you are not fair at other times?

You should give it 110% – Usually it's other things, which weaken ends results, and not whether someone has given 99% or 98%.

Paradigm shift – Company directors and consultants love using this phrase to mean that everyone else should start thinking like them.

At the end of the day – What does this mean really? Did the speaker have a different opinion in the evening, in the afternoon, or at noon?

With all due respect – People use this often. Then they follow it with some form of disrespect or even insult.

I'd be more than happy to – What is more than happy? Does the speaker really mean that she will be ecstatic, delirious, or blissful?

For the record – Who is keeping the record, what kind of record?

He can talk the talk, but can he walk the talk? – Serious writers all over the world are using this phrase to assess the enormity of president elect Obama’s task ahead. Does this mean that until now he has been standing still while talking?

Lessons will be learned – Politicians and company directors use this when they can’t find any other explanation for some really tragic event. How can anyone predict that everyone will learn identical lessons from the same incident or whether it will even affect someone?

6.6 Jargons: refers to the technical terms or characteristic idioms of a specific discipline such as Physics, Sociology or an activity such as cricket, dance, etc. But you must try to avoid using jargon wherever possible. When you speak to an audience, knowledgeable in the area, use the jargon freely. However, if the audience consists of both the initiated and non-initiated persons, make minimal use of jargon.

Jargon

Compensation
Hypertension
Mach-2
Maturity date
Equitable

Plain Word

pay package
blood pressure
twice the speed of sound
final payment date
just, fair

It is terminology which is especially defined in relationship to a specific activity, profession, or group. "Every science requires a special language because every science has its own ideas."

In other words, the term most often covers the language used by people who work in a particular area or who have a common interest. Much like slang, it can develop as a kind of short-hand, to express ideas that are frequently discussed between members of a group, though it can also be developed deliberately using chosen terms. In many cases this causes a barrier to communication with those who are not familiar with the language of the field. As an example, the words RAM, bit, byte, CPU, and hexadecimal are jargon terms related to computing. 144 section, IPC, FIR etc related to police and plaintiff, respondent claimant vendor, vendee extra terms related to Advocates and two stages of the office of the sub registrar.

6.7 Construction of Sentences: To keep the attention of the audience focused on the meaning, construct short and simple sentences. Just see how the main meaning is lost in the deluge of words of the following sentences.

Example:

The proposal about which I have just spoken, was submitted by us about a fortnight ago but it is yet to be examined by the new Director who, as you know, our company last week after having served the National Steel Corporation which had started functioning about 10 years ago with headquarters at Paro, a small town in Orissa. It can be summarized in two short sentences, namely.

This proposal was submitted a fortnight ago. It is yet to be examined by the Director.

If the sentences are short, the listeners feel more comfortable. For example, if you use same expression such as the one given below, in quick succession, your presentation would become dull and monotonous.

- I would like to point out....
- I would like to draw your attention....
- I would like to add.....
- I would like to repeat...

To keep monotony at bay, these expressions can be changed as follows:

- It may be pointed out....
- An aspect which deserves special attention is.
- Another significant point worth noting is....
- May I remind you what I stated earlier?

Even if the topic is highly technical, try to enliven the presentation by expression which are generally used in oral communication. A few examples follow:

- To explain this concept let us take an example
- Having said that, I proceed now to another significant point
- You can draw your own conclusions on the basis of supporting evidence which I am going to present now.
- You may have observed that so far I have been explaining theoretical concepts, it is time we moved to their application.

The visual aids that are commonly used may be divided into two categories.

- Projected aids, such as overhead projector, LCD, Video, TV-VCR, Computer system.
- Unprojected aids, such as blackboard, whiteboard, etc.

Your Choice should be taken into account the following factors:

- Your familiarity with the aid;
- Size of the audience;
- Seating arrangement;
- Nature of the material to be presented through the aids, and
- Above all, facilities available at the presentation venue.

In preparing the illustrations, bear the following points in mind.

- Show the matter neatly
- Do not clutter the illustration with unnecessary information
- Highlight the key words/phrases by using different colours
- Number each illustration
- Give a heading to each illustration.

For effective presentation of matter in illustration keep in mind the following points:

Display the matter in such a manner that the entire audience can easily view it

- Do not block the view of the listeners by standing in front of the display screen
- Talk about the points on the visual when it is displayed.
- Stop talking about the mater on a visual when it has been put aside.

- Maintain eye contact with audience.
- Speak with the help of note-cards rather than with the help of visuals.

6.8 Evaluating oral presentation: To evaluate quality presentation made by the officer, you have to keep in mind the various factors that make a presentation effective.

Evaluation sheet for oral presentation

Name of the presenter: _____

Date of Presentation : _____

The qualitative meaning of the numbers is as follows.

1- Poor 2 – Average 3- Good 4-Very Good 5- Excellent

a. Introduction to the topic	1	2	3	4	5
b. Clarity of presentation	1	2	3	4	5
c. Sequence and continuity	1	2	3	4	5
d. Voice, pitch and delivery	1	2	3	4	5
e. Use of blackboard and other aids	1	2	3	4	5
f. Eye contact and audience awareness	1	2	3	4	5
g. Interaction with audience	1	2	3	4	5
h. General poise and bearing	1	2	3	4	5
i. Knowledge of the subject	1	2	3	4	5
j. Style of concluding presentation	1	2	3	4	5
Total	_____				

Remarks (if any)

Evaluator

Signature of

7. COMMUNICATION SKILLS

Introduction:

Communication is the major of language. It is essential for survival of living creatures. All living creatures have developed their own means of communication. These means include the use of vocal noises, facial expressions or even body movements. Man is the only living creature with highly developed and systematic means of communication. He is able to exploit a variety of techniques for the purpose of communication. These include vocal symbols, body movements as also facial expressions. In this way, speech and of jestures coordinate to give meaning to human thought.

7.1 Communication Skill: The word communication is derived from the Latin 'Communicate' or 'communico' that means to share. Communication forms an essential part of our life. In fact it is as important to us as air, food, clothing and shelter. A person shares his sorrows, happiness, moments of excitement and grief with some one through communication only. A man would become quite irritated and frustrated if he cannot write or speak to his kith and kin for a long time. Those residing far away from their associates communicate to their dear ones through letters, one telephone cells and add so on. Official communication is carried out through letters, telephone fax, e-mail and computers. About 70 to 80 percent of the total working time of a professional is spent on communication. It may be verbal or non verbal. The success of communication is measured in terms of not only the effective transmission of the message but also the achievement of the intended result.

7.2 Verbal Communication: When two or more persons interact with each other through conversation, they are said to be following the mode of verbal communication. Meetings, Seminars, telephonic conversation, Face to face interaction between two individuals can be cited as classic examples of verbal communication. The advantage of this communication is that we can get immediate feed back. A speaker at a conference can visualize without much difficulty the way his lecture is being received by the audience. He can, as well, adjust the tenor of his communication. Oral communication varies according to person and also situation. A lawyer would be called 'insane' if he behaves in the same manner as he does in the courtroom.

7.3 Written Communication: It is the commonest mode of communication in the official circles. Much of your success depends on your ability to communicate efficiently through this mode. You may reproduce, multiply or store any information in this type of transaction. Immediate feedback, however, is not possible through this type of communication.

7.4 Non-Linguistic Communication:

Communication can also be made through symbols. Traffic lights, road signs, railway signals are a few examples of non-linguistic communication. We also communicate through gestures if we are at a far off distance or are not in a position to meet somebody due to some obligations.

A new branch of communication called 'KINESICS' is on the way to development that is the study of non-verbal communication like body movement, appearance, voice etc.

7.5 Dyadic Communication: The term dyadic is derived from 'di' that means two. As such, dyadic communication takes place between two persons. It may be verbal or non-verbal. Informal conversation between husband and wife, two friends, two acquaintances at a party and so on. There are no hard and fast rules for this conversation. It is a routine one and is a part and parcel of our life.

Formal dyadic conversation however demand artistry and can be acquired through practice. Some of the common forms of formal dyadic communication are Face-to-Face conversation, Telephonic conversation, Interview, Instruction and Dictation.

7.6 Face to Face conversation: Majority of time at home is spent on face-to-face conversation. This conversation does not require any official decorum. Conversation outside our home i.e. the one which we have at restaurants, parties, parks and even offices need not follow any rigid rule. However, if we keep in mind the following points, we may be labeled as a pleasant 'conversationalist'.

- Choose a topic that interests both the participants
- Be courteous and cheerful. Remember that there is no such thing as uninteresting topic'. We only have 'uninteresting people'.

Use simple, easy to understand language.

8. TELEPHONIC CONVERSION

8.1 TELEPHONIC CONVERSION: It is a means of communication. We can speak to any person in the world within no time. Telephone was said to be ‘Neighbor’s envy and owners pride’s a few decades ago but now it has entered even a layman’s residence. Very soon it will become as common as our stove without which we cannot survive. Telephonic conversation undoubtedly is an art and can be mastered by constant practice. A learner of a new language is taught ‘telephonic conversation’ since it is believed that if you can speak on telephone well, you have conquered a language to the maximum possible extent. It is so because in telephonic conversation, the advantage of body language and eye contact is lost. mobile phones have also made in roads in India and a person can be contacted anywhere in the globe within no time. Some useful tips for efficient handling of Telephone are as follows.

- Cultivate a cheerful and friendly tone.
- Listen attentively to the caller. If the message is long keep reassuring that you are listening by speaking words like Yes, OK etc.
- Don’t engage your telephone longer than required.

Rules while receiving a phone call:

- Always don’t make the caller to wait much of the time.
- After attending the call first reveal your identity.
- Always lift phone with left hand and keep a pen and white paper to write information.
- Don’t use slang (or) the language with difficult words so that he may not understand.
- Always use simple language while you speak
- The words spoken by you should be with audible pitch and there should be very clear.
- If they want to inform anything then write it on paper and make sure that you pass on the information to the person to whom he wants you to convey.
- If you attend a wrong call then don’t cut down the phone, make sure that dialers is not confused and make him clear about the call.

Making a phone call:

- While making a phone call you should keep a telephone dictionary for whom you want to talk.
- Make a prompt identification of yours and ask for whom you want to talk with.
- Always use simple language and there should not be any slang.
- Keep notes with point wise what you want to ask.
- Don't keep the call for much time and make a call.
- Make sure that information you are dealing with and have a clear idea what you want to talk.
- The words spoken by you should be very clear and without, any mistake's and an understandable language.
- Make sure that number is pressed by indication sound. Once and give gap.

8.2 HOW CAN I HELP YOU

Task I

Complete the sentences with words from the list below. Use each word once only.

1. Hello, is that Mauro.....?
2. Just a, please.
3. Wait a minute, I'll..... if she's here.
4. I'll get the information you want. Do you mindon?
5. You should be able to reach her on her.....
6. Try calling backan hour's time.
7. Sorry, he's not at the moment.
8. I'll have to put you on While I check.

Here In mobile speaking hold
See moment holding

Task II

Choose the best responses.

1. I'd like to speak to Ms Chan, please.
 - a. Yes

- b. I'm afraid she's not here at the moment
- c. Well, you can't.

2. Can I speak to Mr. Ramirez, please?

- a. Hold on, please
- b. Don't go away.
- c. All right.

3. Who's speaking?

- a. I am called Pierre Marceau.
- b. My name's Pierre Marceau.
- c. Pierre Marceau is speaking.

4. Could I speak to Marta Owen, please?

- a. Who's calling?
- b. Who are you?
- c. What's your name?

5. Can I call you back later?

- a. Yes, call me.
- b. Yes, please do.
- c. Of course call, yes.

6. When will she be back?

- a. One hour
- b. after one hour.
- c. In an hour's time.

Task III.

Complete these two conversations with sentences from the list below. Use each sentence once only.

A: Hello, is the Motor Systems UK?

B: **1**.....

..

A: Can I speak to Mark Wheeler, please?

B: **2**.....

A: OK, Do you know what time he will be free?

B:

3.....

A: Right, I'll call again then. Thanks very much.

B:

4.....

A: Goodbye.

C:

5.....

D: I'd like to speak to someone about bringing forward a delivery date.

C:

6.....

E:

7.....

D: I'm phoning about our order for some special plugs.

E:

8.....

D: Yes, it's MS/72/03. We'd like an earlier delivery date if possible.

E:

9.....

D: OK. Could you call me back today?

E:

10.....

D: That'll be fine. Thanks very much.

- a. I'll put you through to Order Enquires.
- b. From about three this afternoon.
- c. Yes, later this afternoon if that's convenient.
- d. Yes, it is. Can I help your?
- e. I'm afraid he's in a meeting at the moment.
- f. Motor Systems UK. Can I help your?
- g. Can your give me the order number?
- h. You're welcome. Goodbye.

Task 4

Study these examples of how to ask for information politely.

You don't know a caller's name (give)

Could you give me your name, please?

You aren't sure of the name of the caller's company. (repeat)

Would you repeat the name of your company, please?

You want to know where the caller is calling from. (tell)

Can you tell me where your' re calling from, please?

Could and would are more polite the can.

8.3 Now make questions using could, would and can in a similar way.

1. You aren't sure exactly what the caller is phoning about. (tell)
2. You want to know the caller's telephone number. (give)
3. You don't know how to spell the caller's name. (spell)
4. You didn't hear the caller's address clearly. (repeat)
5. You want to find out when the caller will be in the office tomorrow. (tell)
6. You aren't sure about the delivery date of your order. (confirm)

ANSWER KEY

Task 1

- | | | | | | |
|-------------|-----------|--------|------------|-----------|-------|
| 1. speaking | 2. moment | 3. see | 4. holding | 5. mobile | 6. in |
| 7. here | 8. hold. | | | | |

Task II

1. b 2. a 3. b 4. a 5. b 6. c

Task III

1. d 2. e 3. b 4. j 5. f 6. a 7. I 8. h 9. g 10. c

Task IV

1. Could you tell me exactly what you're phoning about?
2. Can you give me your telephone number, please?
3. Could you spell your name, please?
4. Would you repeat your address, please?
5. Can you tell me when you'll be in the office tomorrow, please?
Would you confirm the delivery date of the order, please?

9. READING SKILLS

Ask yourself this question: Do I read every word in my own language when I am reading a schedule, summary, or other outlining document?

The answer is most definitely: *No!* Reading in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in native language and English are basically the same.

Here is a quick overview of the four types of reading skills used in every language:

- 1) Skimming - used to understand the "gist" or main idea
- 2) Scanning - used to find a particular piece of information
- 3) Extensive reading - used for pleasure and general understanding
- 4) Intensive reading - accurate reading for detailed understanding

9.1 Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

Examples of Skimming:

- The Newspaper (quickly to get the general news of the day)
- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)

9.2 Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Examples of Scanning

- The "What's on TV" section of daily newspaper.
- A train / airplane schedule
- A conference guide

9.3 Extensive reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

Examples of Extensive Reading

- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

9.4 Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

Examples of Intensive Reading

- A bookkeeping report
- An insurance claim
- A contract

9.5 READING COMPREHENSION

Reading and comprehension of any given text is an essential component of the four language learning skills. Reading could be of a familiar passage or an unseen passage. In your examination, you may be required to answer some questions based on an unseen reading passage. By an unseen reading passage what we mean is a reading passage that your might not have read before. The reading passage can be on any subject. It could be on a subject your are not familiar with. You should not be worried on this count. It doesn't mater even if your do not have much previous knowledge about the topic. What you need to do is read what is given in the passage and answers the questions based on your understanding of the passage. In other words, your ability to extract information from the given text is being tested through this question.

How can you develop this ability to extract information from the text efficiently? There is no short cut for this. In order to become a good reader you need to read a lot. When you read a lot you will develop the ability to identify the main ideas in the text, understand how the ideas are related in the text, and analyze the ideas in order to understand the surface meaning and the underlying meaning. Once you develop the ability to read the lines, read between the lines then you will be able to read beyond the lines. you will be able to react to the text, agree and disagree with the view of the author or form you own views own the text. If your are able to do all these you can be called an **effective** reader, as well. Ability to read fast with comprehension is necessary because you will to write answers to questions based on your comprehension within the stipulated time.

Let us take a reading passage and see how we can answer it.

Read the following passage and answer the questions given below it.

Example:

Pollution is the fouling of the environment, land, water and air by waste, smoke, chemicals and other harmful substance. The most serious pollution occurs where there are large cities and many factories. Every industrial country faces the problem of disposing waste.

- a) What is meant by pollution?
- b) Where does serious pollution occur?
- c) How do wood and paper decay?
- d) How is marine life harmed?
- e) What causes damage to people's health?

Many students read the passage carefully and then read one question at a time and try to find an answer to that question. They repeat this for each question. If there are five questions they need to read the passage five times. There is nothing wrong in this way of trying to answer the questions. But don't you think it is a very time consuming process? Then what strategy should you use?

First, you can run your eyes through the passage in order to find out what the passage is about. Second, read al the questions. Then scan the passage for answers. Scanning is looking for specific information. For example, let us read the first question-What is meant by pollution? As the passage is about pollution, you are likely to find the meaning/definition of pollution in the first two or three lines. Look for the answer at the beginning of the passage. You find it in the first line itself. For other questions, look for **key words** in the question and try to locate them in the passage. The answer to that question will be around those key words. For example, the keywords in the second question are serious pollution. When you quickly run your eyes over the text, you will locate these words in the second line itself. We can find the answer too in the same sentence. Similarly, key words of the third question are wood and paper decay. Scan the

passage again for these words. You will find them in the sixth line and the answer to the questions in to time. When you use this strategy, you don't read the passage five times for five questions. Instead you scan the passage five times. However, if there is a question, where you need to give your views on something in the passage, then you need to make sure that you have comprehended the passage correctly before answering the questions. In other words you need to spend a little time on such questions.

Model paragraph (Exercise)

1. Red chillis are very rich in vitamin C and provitamin A Yellow and especially green chillies (Which are essentially unripe fruit) contain a considerably lower amount of both substances. In addition, peppers are a good source of most B6 in particular. They are very high in potassium and high in magnesium and iron .their high vitamin C content can also substantially increase the uptake of non-heme iron from other ingredients in a meal, such as beans and grain. Recent studies reveal that chilli peppers can have a wide range of benefits from helping alleviate pain in arthritis patients, can have a wide range of benefits from helping alleviate pain in arthritis patients, to acting effectively against cancer causing tumors. experts say capsaicin, the chemical that gives spicy food its kick, could be used to kill tumours with few or no side effects for the patient. Hot peppers, along with other spices are also known for their ability to kill parasites in the gastro-intestinal tract; for this reason, they are a useful dietary component in tropical regions. Chilli peppers also have cardiovascular benefits, weight loss properties (by inducing thermogenesis) and helps to clear mucus from stuffed noses or congested lungs. Chilli also helps to lower the risk of Diabetes; according to a study by the American Journal of Clinical Nutrition, the amount of insulin required to lower blood sugar after a meal is reduced if the meal contains chilli pepper. Canadian researchers believe that chillies could play a vital role in curing diabetes. Chilli pepper as a weight loss technique has also been the subject of a book titled "The Chilli pepper Diet" (From Wikipedia, the free encyclopedia).

1. Are chillies and peppers the same? What word/phrase in the text gives you the clue?
2. How does the Vitamin C content in the chillies help a person?
3. Why should people in the tropical regions use chillies in their cooking?
4. List at least five benefits of using chillies in our diet.
5. What does the book "The Chilli Pepper Diet" focus on?

2. Life is not just party and pleasure; it is also pain and despair, unforeseen things happen. Sometimes everything turns upside down. At times bad physical disability and birth defects.

We cannot choose our parents of the circumstances of our birth. So if the ball bounces that way, sorry. But what do we do from here? Cry, or take the ball and run? That is a choice we have to make.

We can choose our attitude even though we cannot always choose our circumstance. The choice is either to act like a victor or a victim. It is not our position but disposition that determines our destiny.

It takes both rain and sunshine to create a rainbow. Our lives are no different. There is happiness and sorrow. There is the good and the bad; dark and bright spots. If we can handle adversity, it only strengthens us. We cannot control all the events that happen in our lives, but we can control how we deal with them.

- 1) What is life?
- 2) Mention two things that are beyond our control.
- 3) What determines our destiny according to the author?
- 4) What happens if we can handle adversity?
- 5) What do we have control over?

3. Slavery can broadly be described as the ownership, buying and selling of human beings for the purpose of forced and unpaid labour. The institution of slavery is as old as civilization. Many nations and empires were built by the muscles of slaves.

But what kinds of people were enslaved, and why? In ancient civilizations, slaves were usually war captives. The victors in battle might enslave the losers rather than kill them. Over time, people have found other reasons to justify slavery. Slaves were usually considered somehow different than their owners. They might belong to a different race, religion, nationality, or ethnic background. By focusing on such differences, slave owners felt that they could deny basic human rights to their slaves.

The Greeks and Romans kept slaves as soldiers, servants, labourers and even civil servants. The Romans captured slaves from what is now Britain, France and Germany. Slave armies were kept by the Ottomans and Egyptians.

1. How can slavery be broadly described?
2. In ancient civilizations what did victors in battle do?
3. On what differences did slave owners focus in order to deny basic human rights to slaves?
4. What did the Greeks and Romans use slaves for?
5. Where did the Romans capture slaves from?

10. MEETINGS

The word 'meeting' is used in two senses. One to refer to a small group meeting, meeting of Board of Directors, two refer to any coming together of two or more persons, whatever be the label applicable to such a group.

The meeting is perhaps the most commonly used form of discussion in a professional organization. The person who chairs the meeting acts as the leader of the group and usually has a higher status or enjoys authority over the other members. Every meeting is result - oriented and therefore the discussion is directed towards a specific end.

10.1 PURPOSE:

- To convey information to a group at one time
- To instruct a group
- To exchange ideas and experiences
- To resolve conflicts, and confusions
- To generate a positive attitude.

Many of these purposes cannot be achieved through person to person interaction because of the nature of business to be transacted. But the group activity which a meeting generates leads not merely to achievement of the objective for which it is called but also to the development of a correct perspective failure to fulfill the expectation may exercise a negative impact, besides causing loss of precious man-hours which could otherwise have been devoted to productive work. So to obtain results the organization of a meeting needs expertise, careful planning and prompt follow-up action.

10.2 PROCEDURE:

A meeting is convened by the chairman or a member authorized by him. In certain organizations like board of Directors, the Executive Committee a person is designated as secretary or chairman or convener.

The chairman should bear in mind the following points.

- The announcement for every meeting must be made in writing, at least a week before the fixed date
- The notice should be sent to all members, even if it is known that some of them, would not attend
- The notice should clearly state the agenda, i.e., the programme of business to be transacted.

10.3 CHAIRMANSHIP:

Chairing a meeting requires tact, patience, a sense of humor and sound knowledge of the technique of making people discuss a subject intelligently. Prepare a discussion plan after reading the agenda carefully. Discussion plan is nothing but a guide prepared by the chairman reflecting his own thinking on the subject to be

discussed, and about the question likely to be raised by the members and the conclusions that might be reached. He should also estimate the time you would like to devoted to each item in the agenda.

10.4 PARTICIPATION:

The role of a participant is an equally important aspect of a meeting which very much depends upon the kind and quality of contributions made by the participants. A participant should acquaint himself with the problems and topics to be discussed by going through the agenda carefully.

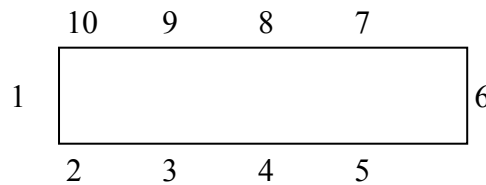
Be a good listener, do speak up when you have something to say on it. Raise your hand to draw the attention of the chairman when you want to speak, Jot down the important points at the meeting. Before you file the notes mention the date, name of the chairman and the subject of the meeting.

10.5 PHYSICAL ARRANGEMENTS:

There is no ideal room for holding a meeting. So one has to be realistic enough to make the best use of the existing environment and the facilities available.

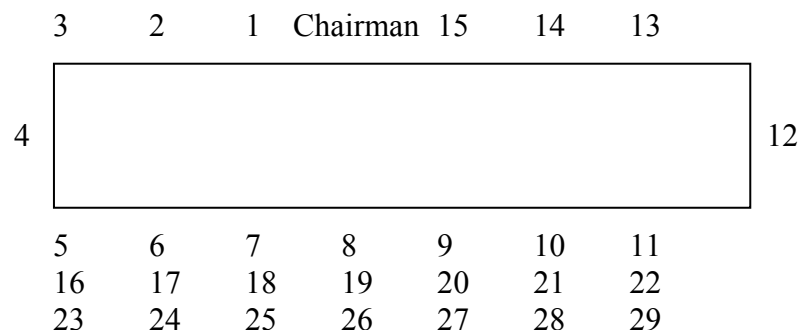
The most favorable seating arrangement for a meeting is around a large round table. Every member should be able to look directly at others without turning his chair. The round table is not commonly available and often the members have to sit at a rectangular table. In this arrangement at least the chairman should seat himself at a position from where he can face everyone directly as shown in Figure:

For small group



The chairman at (1) or (6)

Fig> 2: Seating arrangement for a large group.



Sitting sufficiently close together makes the interaction easy and also there is easy accessibility to every member for the supply of water or tea. The room should have privacy and it should be well ventilated and have arrangements for lights and provision of facilities such as blackboard, display of diagrams, charts, maps, etc.

Ten Rules for a successful Meeting

1. Convene a meeting when it is essential to consult others.
2. Hold a meeting when the consultations an telephone would not yield the desired result.
3. invite those who are essential to the meeting
4. punctuality (5) clear objective of meeting
5. Agenda preparation
6. Circulate agenda among members to prepare for meeting
7. Set item – limit for discussion
8. Summarize the conclusions
9. Close the meeting on a pleasant note indicating the future course of action.

11. PRESENTATION OF REPORTS BY POWER POINT AND LCD

Power Point Presentation: Let us take an example. Prof. T.N Kashiwal had to make an oral presentation before a group of about 50 teachers and research scholars from reputed universities. He decided to use Power point, which, as you may be aware, is an important presentation. It offers facilities such as word processing, drawing, outlining, and graphing and presentation management tools. For the presentation, the following slides were prepared by Prof. Kashiwal.

Slide 1

Role of Effective Communication
In
Classroom Management
By
Dr. T.N. Kashiwal

Slide 2

Introduction

- Preliminary remarks
- Objective
- Scope'
- Relevance

Slide 3

Teaching Involves

- Delineating theories
- Explaining concepts
- Describing processes, procedures, techniques
- Narrating events
- Expressing viewpoints
- Imparting skills

Slide 4

Requirement of Effective Teaching

- Planning and preparation
- Innovation and creativity
- Zeal and sincerity
- Passion and animation
- And above all, communicative competence

Slide 5

Audience Awareness

- Size
- Average age
- Background
- Interests
- Expectations

Slide 6

Opening Techniques

- Recapitulate and connect
- Outline contents
- State relevant fact or quotation
- Narrate a related experience
- Put a provocative question

Slide 7

Sustaining Interest – I

- Vary language
- Pause and dramatize
- Use proper volume, pace, pitch
- Improve quality of voice
- Start and finish on time

Slide 8

Sustaining Interest – II

- Appearance and facial expression
- Posture and gesture
- Eye contact
- Body movement
- Exercises (GD, role play, mini-presentation)
- Questions and quizzes

Slide 9

Ensure Effective Listening

- Hearing and listening
- Barriers to listening
- Adverse physical environment
- Lack of motivation
- Preoccupation and distractions
- Mental blocks created by speakers

Slide 10

Closing Techniques

- Summarization
- Using quotations
- Appealing statements
- Peeping into the future
- ;End with a bang, not with a whimper’.

Slide 11

Conclusion

- Communication, an integral part of teaching
- Transmitter of values
- Mark of culture and education
- Motto:
- Educate and elevate
- Not merely teach and test

11.1 Use of blackboard and whiteboard

There may, however, be situations in which you may have to use a blackboard or a whiteboard as an aid to presentation.

Divide the board into three parts

- A. Left side 20%
- B. Middle 70%
- C. Right side 10%

Use A for writing those points that are going to stay throughout your presentation. Use B for writing or drawing any graph, etc., related to the point or the sub-topic you are discussing. Rub it off as soon as you move to another point or sub – topic. Use C for writing any key word or highly technical word with which the audience may not be familiar.

- Decide beforehand the matter you would present on the board
- Write fast and neatly. The letters should clearly stand out and be bold enough for the audience to see.
- Use only standard abbreviations and short forms

- If you want to highlight any matter, use coloured chalk/marker of a different colour for the purpose
- Keep speaking the words and sentences as you write them
- Avoid speaking to the board.

Conclusion:

The skills you need to acquire in order to make a spectacular presentation

- Pronunciation: Ability to produce individual sounds of English, to put stress on the right syllables, to use proper intonation patterns and to pause at appropriate places.
- ‘You are never fully dressed unless you wear a smile’ – Anonymous
- ‘A flame should be lighted at the commencement and kept alive with unremitting splendor till the end – Michael Faraday

12. INTERVIEWS

The study material with regard to this topic has already been given in this book (Page No. to) hence the teacher is requested to conduct Mock Interviews in the class to impart training to the students. In this practical class various interviews types may also be practiced for the benefit of the students.

13. GROUP DISCUSSION

Introduction:

You may be aware that the suitability of a candidate through a three-phased process, of which GD is an important component; the other two being the written test and personal interview. Since GD, today, is regarded important in the professional as well as the academic world, you should seize every opportunity to participate in a group discussion and try to imbibe the required skills and qualities.

13.1 Group Dynamics: The term group discussion is used to refer to a situation in which a small number of persons meet face to face and through free oral interaction among themselves exchange information or attempt to reach a decision on shared problems.

Researchers indicate that if the number of persons in a group is kept between five to nine, fruitful discussions can take place.

There is no named leader of the group. As the discussion proceeds, one of the participants may emerge as a leader. The expectation is that as responsible professionals the members of the group would ensure the smooth flow of interaction and ultimately arrive at an agreed solution or strategy purpose for which the discussion was organized.

One advantage of this type of discussion is that there is a self imposed discipline on the discussion and greater responsibility on participants for making it useful.

To keep the discussion on the track it may be worthwhile for a participant to summarize the points made till that time and then to present his view point.

Occasionally when the group discussion takes place some persons may be invented as observers.

- (i) To let the observers learn the process of group discussion and
- (ii) To evaluate the contributions by members.

13.2 PURPOSES: Very often group discussion is used in addition to written test/interview for employment. A representative of the employer sits through the group discussion and observes the group performance. He judges each individual's personality traits such as

- Intellectual ability, Creativity
- Approach to solving problems
- Qualities of leadership
- Tolerance and group behavior
- Clarity of thought
- Facility of Expression

This method of self-education meets the increasing desire for clearer understanding of day-to-day problems, so essential to counter the isolation of individual thought which can lead a biased judgement and prejudiced action. The modern democratic society expects collective, mutually agreed, harmonious for nurturing and developing of an organization.

13.3 MERITS

You may wonder why so much importance is attached to GD, both in the professional and the academic worlds. (GD) reveals several significant aspects of a participant's worth and personality.

13.4 Communication skills: This includes the competence of a participant in speaking spontaneously with proper pronunciation and appropriate use of body language besides his ability to choose suitable words to express his thoughts clearly and precisely.

Leadership qualities:

- Regulating the discussion, keeping it on the track and leading it towards the required goal.
- Ensuring that each member of the group participates in the discussion
- Being courteous while criticizing the views of others
- Listening to the views of others attentively
- Summarizing the points that emerge during the discussion
- Maintaining a uniform level of zeal throughout the discussion.

13.5 Thinking independently: One of the purposes of education is to develop the intellect of the learner. For this, an ability to think independently is essential. Academic exercises such as oral presentation, writing a term paper, preparing a report, etc., also develop an individual's intellect.

14. USING A DICTIONARY EFFECTIVELY

14.1 How to check the spelling of a word?

To find words in the Dictionary it is important to know the alphabet well. Reader will need to be able to judge quickly whether any word comes before or after another one, this is called alphabetical order. If the first letters of two words are the same, look at the next letters to decide the correct order.

Example: *dare, dart, darn* – in the case of these three words, ‘dare’ comes first, ‘darn’ second, and ‘dart’ last. The first three letters ‘d’, ‘a’, and ‘r’ are the same in all three words so the correct alphabetical order is based on the fourth letter.

14.2 How to find a word in the Dictionary ?

Words are printed in large bold type at the upper top left-hand and right-hand corner of any page to help you quickly find a word in the Dictionary. The first of these two words show you which is the first word on that page, the second shows you which is the last words to be found on that page.

Example: *you are looking for the word ‘signal’.* On the page which has the two words **signac and silage** (Example taken from the *Collins English Dictionary*) printed at the upper top left-hand and right-hand corner.

14.3 Learn the phonetic alphabet: At the beginning of most good English dictionaries, you’ll find the **phonetic table**, which tells you how to pronounce the phonetic symbols given with each word. If you learn these symbols, you’ll find it much easier to pronounce new words.

14.4 Learn how to use the stress marks: English dictionaries show where the stress of a word is by using the mark. This means that the following syllable is stressed.

‘Pho-to-graph
Pho-‘to-gra-pher
Pho-to-‘gra-ptic

14.5 Questions about dictionaries

1) Should I use a normal English dictionary, or a bilingual one?

It’s generally better to use a normal English (monolingual) dictionary. There are three main advantages of these dictionaries.

- They give you practice in understanding English.
- As the definitions and examples are in English, you can see immediately how a word is used.
- Because many English words won’t translate directly into your language, you have to be careful with bilingual dictionaries when you write down the meaning of the word.

2) Why can't I understand the definitions?

Perhaps your dictionary is too complicated. Try using one that's especially designed for learners of English at your level. It's annoying if you can't understand the definition or example sentence of a new word. It's much better to start off with a simpler dictionary, such as **Longman Active Study Dictionary**, then move on to a more complex one later.

3) How many words should there be?

No dictionary contains all the words and expressions in English (currently estimated to be around 1 million). The average person knows at least 60,000 words, so a useful dictionary will have around 80,000 words and expressions.

4) Why can't I find the words in my dictionary?

English is changing – every year there are new words and expressions. Make sure your dictionary is fairly new, as any dictionary older than a few years may be out-of-date. If you're looking for a special or technical word, it might be a good idea to invest in a specialized dictionary.

While you are looking up the word, you have an opportunity to learn a number of related words. The word may have several meanings. The more you learn English, the greater the number of secondary meanings you want to look up. There are usually in order of how commonly the sense is used. The better your English, the more senses you want to become familiar with. This will avoid confusion in the future as you start reading more complex documents. It is also useful to look up synonyms while you are there looking up synonyms is a good way of confirming that you have actually understood the word.

Another great tool for learning is “related terms”. You can look up more general or more specific terms. Looking up more general terms is great for reading; it helps better understand the word but letting look at words that have slightly different meanings and understanding why they are not synonyms. You can look up a similar or related word, or a general word, and by following the links you can find the right word. For instance if you are looking for a word that means to see something quickly, you can look up the word “see” then find more specific terms like “get a look” or its synonym “catch a glimpse”.

Dictionaries can be used to check spelling, to learn new words, to find or double-check the meaning of a word you encounter, or to find the right word to use. How to best use a dictionary depends on what you are doing with words. A thesaurus is a great tool if you are writing any essay.

However, a good dictionary can give you a lot of other information regarding the word, in addition to its meaning.

14.6 Meaning (s) and word class

A word can have many meanings. A good dictionary gives you all the meanings of the word. For example, the word, ‘**coast**’ has at least two meanings – depending on whether it is used as a noun or a verb.

Coast (n) – *The land beside or near to the sea or ocean*
Coast (n) – move down a hill without using any power.

Pronunciation

Pronunciation of the word, both British and American, follows the word.

Coast / koust/ *British English*

Coast / koust/ *American English*

Word Stress

Along with the pronunciation, word stress is also indicated. In the word **record** the stress is different when it is used as a noun and verb.

Record *noun/ 'reko:d/*

Record *verb/ri 'ko:d/*

Usage

The dictionary also shows how the word can be used.

Coast (n) – Machilipatnam is a town on the east coast of Andhra Pradesh

Coast (n) – He took his feet off the pedals and coasted downhill.

Uncountable/countable

In a dictionary, you find these two symbols: C which stands for countable and U for uncountable.

Coast *noun (C, U)*

In this case, **Coast** can be used both as a countable and an uncountable noun.

14.7 Synonyms

Synonyms are words which have already the same meaning. The word, 'coast' has many synonyms such as *seashore, beach, seaside, coastline, shoreline, and sand*. The between two synonyms, they are explained so that we use the right synonym. For example, *seashore* is used to talk about the area by the sea in terms of things such as rocks and waves where people walk for pleasure. However, **beach** is the sandy area next to the sea.

14.8 Antonyms

Antonyms are words with opposite meaning.

Opposites are also given in the dictionary.

Eg: Convex - concave
Shallow - deep
Barren - fertile

14.9 Patterns and collocations

A good dictionary gives all the expressions associated with the word along with the collocation. By collocation what we mean is the combination of words that occur in a language. For example, we can say. 'Resounding success and 'crying shame' but we cannot say 'crying success' and resounding shame'. A good dictionary tells us which words go together. If you have a good dictionary, it is like having a good teacher with you always. At any time if you have any doubt, the dictionary can help you in clearing your doubt.

14.10 Practice

1. Given below is a list of words. Arrange them in the order in which you find them in a dictionary i.e., arrange them in an alphabetical order.

Decorate	expansive	compel	formal	compare
Money	profit	height	dull	learn
Hefty	settle	profuse	parrot	layer
Zoo	flock	cover	modest	stage

2. Write the part (s) of speech of each of the following words with the help of a dictionary.

Fable	install	mercurial	parliamentary	satisfy
Safe	relax	gorgeous	record	sure
Triumph	oath	lexicon	fountain	corridor

3. Given below is a list of words/phrases. Look up the words in a dictionary. Find out how each word is used. Write a sentence of your own using each of the words/phrases.

Avail	agenda	quench	clinch	fictitious	give up
Run out	generous	credential	lay	talk around	sturdy

4. Find out how these words are pronounced (both British and American, if they are different) with the help of a dictionary. Read them aloud.
Gadget rendezvous suggestion player schedule poem.

15. VOCABULARY

Words often Confused

a lot / allot	criteria / criterion
a while / awhile	custom / costume
a / an / and	complement / compliment
accede / exceed	compose / comprise
airs / heirs	concurrent / consecutive
all right / alright	conform / confirm
all together / altogether	congenial / congenital
as / like	connote / denote
ascent / assent	conscience / conscious
ascetic / aesthetic	continual / continuous
ascribe / describe	convince / persuade
ambiguous / ambivalent	corps / corpse
amiable / amicable	correspondence / correspondents
among / between	council / counsel
amused / bemused	capital / capitol
any one / anyone	climatic / climatic
aspersion / dispersion	collaborate / corroborate
assistance / assistants	canvas / canvass
auger / augur	tenant / tenet
baited / bated	torpid / turgid
bazaar / bizarre	tortuous / torturous
belief / believe	vane / vain
beside / besides	venal / venial
between / among	veracity / varacity
biannual / biennial	vicious / viscous
bimonthly / semimonthly	waist / viscous
blithe / lithe	wary / weary
borrow / lend	weather / whether
brake / break	which / witch

bridal / bridle
descendant / devise
kind of / sort of
knew / new
latent / patent
in regard to / as regards
implicit / explicit
imply / infer
hall / hale
hanged / hung
herd / heard
heroin / heroine
historic / historical
hoard / horde
foul / fowl
found / founded
founder / flounder
figuratively / literally
fiscal / physical
flammable / inflammable
flare / flair
flaunt / flout
fair / fare
ethereal / ephemeral
exceed / accede
elicit / illicit
emigrant / immigrant
emigrate / immigrate
enervate / innervate
entomology / etymology
each other / one other
each / every
sale / sail

dairy / diary
deduction / induction
effect / affect
describe / ascribe
desert / dessert
diary / dairy
different from / different than
discreet / discrete
disinterested / uninterested
dispersion / aspersion
liable / libel
loathe / loath
manner / manor
militate / mitigate
mute / moot
quote / quotation
precede / proceed
premise / premises
quiet / quite
perspicacious / perspicuous
persuade / convince
piquant / pique
plain / plane
pasture / pastor
penultimate / ultimate
perspective / prospective
obedience / obsequious
obtuse / abstruse
one another / each other
paeon / peon
pamper / pander
raise / raze
real / really

sale / sell
sanguine / saturnine
scene / seen
seam / seem
semimonthly / bimonthly
serf / surf
shear / sheer
singly / singularly

reality / reality
retch / wretch
road / rode
sleight-of-hand / slight –of-hand
stationary / stationery
storey / story
supposedly / supposably

HOMPHONES

- | | | | | | |
|-----|--------|---------|-----|-----------|-----------|
| 1. | Peak | Peek | 24. | Waist | Waste |
| 2. | Aloud | Allowed | 25. | Root | Route |
| 3. | Sail | Sale | 26. | Principal | Principle |
| 4. | Bread | Bred | 27. | Ring | Wring |
| 5. | Hole | Whole | 28. | Knot | Not |
| 6. | Heard | Herd | 29. | Gait | Gate |
| 7. | Groan | Grown | 30. | Bouy | Boy |
| 8. | Hall | Haul | 31. | Dear | Deer |
| 9. | Missed | Mist | 32. | All | Awl |
| 10. | Lead | Led | 33. | Pedal | Peddle |
| 11. | Sea | See | 34. | Knead | Need |
| 12. | Him | Hymn | 35. | Weather | Whether |
| 13. | Eye | I | 36. | Hour | Our |
| 14. | Hair | Hare | 37. | Currant | Current |
| 15. | Main | Mane | 38. | Metal | Mettle |
| 16. | Laps | Lapse | 39. | Flaw | Floor |
| 17. | Higher | Hire | 40. | Flew | Flu |
| 18. | Which | Witch | 41. | Flea | Flee |
| 19. | Brake | Break | 42. | Cheater | Cheetah |
| 20. | Die | Dye | 43. | Cache | Cash |
| 21. | Know | No | 44. | Stair | Stare |
| 22. | Berry | Bury | 45. | Check | Cheque |
| 23. | Ewe | Yew | 46. | Tire | Tyre |

47.	Road	Rode	80.	Genes	Jeans
48.	Muscle	Mussel	81.	Key	Quay
49.	Read	Reed	82.	Weal	We'll
50.	Heroin	Heroine	83.	Hew	Hue
51.	Pause	Paws	84.	Board	Bored
52.	Knew	New	85.	Cue	Queue
53.	Be	Bee	86.	Might	Mite
54.	War	Wore	87.	Sauce	Source
55.	Pail	Pale	88.	Seam	Seem
56.	For	Fore	89.	Cell	Sell
57.	Cite	Sight	90.	Shore	Sure
58.	Steal	Steel	91.	In	Inn
59.	Buy	By	92.	Choir	Quire
60.	Fair	Fare	93.	Find	Fined
61.	Ail	Ale	94.	Oar	Or
62.	Flour	Flower	95.	Morning	Mourning
63.	Swat	Swot	96.	Moor	More
64.	Blew	Blue	97.	None	Nun
65.	Berth	Birth	98.	Tea	Tee
66.	Cannon	Canon	99.	Vain	Vain
67.	Rain	Reign	100.	But	Butt
68.	There	Their	101.	Troop	Troupe
69.	Bean	Been	102.	Hoard	Horde
70.	Peace	Piece	103.	Scene	Seen
71.	Dew	Due	104.	Sole	Soul
72.	Ad	Add	105.	Tear	Tier
73.	Plain	Plane	106.	Coarse	Course
74.	Read	Red	107.	Team	Teem
75.	Knows	Nose	108.	Medal	Meddle
76.	Pea	Pee	109.	Hail	Hale
77.	Loan	Lone	110.	Rough	Ruff
78.	Clause	Claws	111.	Gorilla	Guerilla
79.	Clause	Claws	112.	Told	Tolled

113.	One	Won	137.	Shear	Sheer
114.	Meat	Meet	138.	Rye	Wry
115.	Wood	Would	139.	Guise	Guys
116.	Heal	Heel	140.	Role	Roll
117.	Air	Ere	141.	Formally	Formerly
118.	Some	Sum	142.	Guessed	Guest
119.	Earn	Urn	143.	Mind	Mined
120.	Bail	Bale	144.	Aren't	Aunt
121.	Draft	Draught	145.	Balmy	Barmy
122.	Succour	Sucker	146.	Calve	Varve
123.	Right	Write	147.	Farther	Father
124.	Weak	Week	148.	Fort	Fought
125.	Threw	Through	149.	Laud	Lord
126.	Hear	Here	150.	Wait	Weight
127.	Stalk	Stork	151.	Cause	Cores
128.	Bight	Bite	152.	Raise	Raze
129.	Tacked	Tact	153.	Cellar	Seller
130.	Ball	Bawl	154.	Ante	Anti
131.	Doe	Dough	155.	Flair	Flare
132.	Bard	Barred	156.	Ascent	Assent
133.	Mare	Mayor	157.	Aid	Aide
134.	Way	Weigh	158.	Leant	Lent
135.	Idle	Idol	159.	Rung	Wrung
136.	It's	Its			

16. PRONUNCIATION PRACTICE

Good number of words are given hereunder. Students are advised to refer Oxford Advance Learner's Dictionary and practice the pronunciation. Further, students have to write phonetic transcription of each and every word to get familiarized with the vowels, consonants, monophthongs, diphthongs, triphthongs, stress, intonation and accent. The teacher is requested to play the cassettes of EFL University Imparting for adequate practice

Gregarious	Pander
Provisional	Surreptitious
Docile	Criterion
Homogenized	Foible
Travesty	Parsimony
Insinuate	Condescend
Mannerism,	Obtrude
Ethnology	Tutelage
Imbibing	Phi logy
Rote	Ferret
Deist	Sociology
Educe	An entity
Canvass	Ascertain
Assayed	Stoicism
Refuted	An anomaly
Verity	Specious
Dogmatic	Pertinent
Crux	Purport
Cogitation	Gibes
Lampoon	Gripe
Lackluster	Neurotic
Obligation	A good lubricant
Necessary	Infamous
Nauseate	Effervescent

Trenchant

Irrelevant

Dilate

Fidelity

Infinite

Credence

Eschew

Laborious

Lowly

Be subsumed

Bard

Loquacious

Mediation

Get under your skin

Raillery

Chicanery

Innocuous

Renegade

Squalor

Inexorable

Desultory

Hiatus

Edible

Dearth

Obese

Blatant

Fiscal

Derision

sumptuous

Plumb

Inferences

Incredible

Plaintive

Feigned

Gaunt

Lacerated

Satellite

Marital

Abated

Laconic

Indispensable

Admonished

Upbraided

Astringent

Choleric

Mundane

Rescinded

Enervating

Aquiline

Sterile

Petulant

Obsolete

Hedonists

Azure

Cursory

Year

Bankrupt

affluence