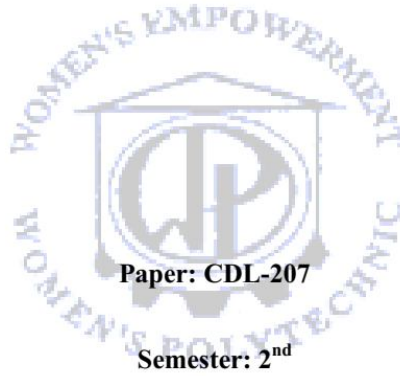




**WOMEN'S POLYTECHNIC  
GOVERNMENT OF TRIPURA  
HAPANIA, TRIPURA (W) PIN-799130  
Phone 0381-237-6814**

**COMMUNICATION SKILLS- I**

**LAB MANUAL**



**Paper: CDL-207**

**Semester: 2<sup>nd</sup>**

**Full Marks: 50**

**SYLLABUS  
CDL-207**

**2<sup>nd</sup> half, Full Marks- 50 (35 + 15)**

**COMMUNICATION SKILL- I**

**(For all Discipline)**

**DETAILED COURSE CONTENT**

**PRACTICING READING, WRITING AND LISTENING SKILL**

Asking to read from a given paragraph– Comprehending a paragraph– Speaking on a given topic– Comprehending an audio visual presentation– Writing correctly on a given topic relating to real field situation.

**AT THE WORKPLACE**

Group discussion – Responding appropriately – Discourses and interaction – Skimming newspaper information – Identification of different formats of personal & business letters – Memorandum – Deliberation on extempore speech – Comprehension of audio visual aids.

**TEACHING INSTRUCTIONS**

There should be no difference between the teaching methodologies of the lecture classes of the subject ENGLISH COMMUNICATION and those of the sessional classes of the subject COMMUNICATION SKILL-I (LAB), since all the modules are practical oriented.

**TEXT BOOK AND OTHER RECOMMENDED BOOKS:**

1. ENGLISH SKILLS for Technical Students – TEACHERS' HANDBOOK / West Bengal State Council of Technical Education in collaboration with THE BRITISH COUNCIL / Orient Longman
2. Business Correspondence and Report Writing, by Krishna Mohan & C. Sharma
3. Business Correspondence, by V.G. Natu and C Kaur
4. Professional Communication Skills, by Pravin Bhatia and A.M. Shaikh
5. A Guide to Business Correspondence and Communication Skills, by A.N. Kapoor.
6. English Grammar, by Wren & Martin.

## OBJECTIVES:

- Develop the ability to identify English words and phrases to support listening skills.
- Develop better comprehension of English language items.
- Demonstrate the ability to communicate with teachers in written and verbal form.
- To enable students speak effectively in formal and informal situations.
- To equip students with various techniques for delivering a successful speech.
- To make the students understand and learn the basics of successful discussion.
- Ability to write using appropriate format and conventions.

## GENERAL RULES AND REGULATIONS:

1. **Attendance:** 100% attendance is compulsory in all the labs. Students will not be allowed to take the final lab exam if they fail to put in required attendance.
2. **Punctuality:** Punctuality is also considered in terms of submission of assignments and writing the records.
3. **Lab records:** Every student needs to submit lab record regularly every week after completing the required tasks.

## MODE OF TEACHING:

Three modes of instruction are employed in the Lab:

- (a) Theoretical
- (b) Practical
- (c) Exercises

For each of the topics, the faculty first gives theoretical inputs followed by an activity and then group or individual workouts.

## SCHEME OF EXAM:

The practical examination for the Communication Skills lab has two parts.

**A. Continuous Evaluation 15 (Attendance 5 + Assignment 5 + Performance 5)**

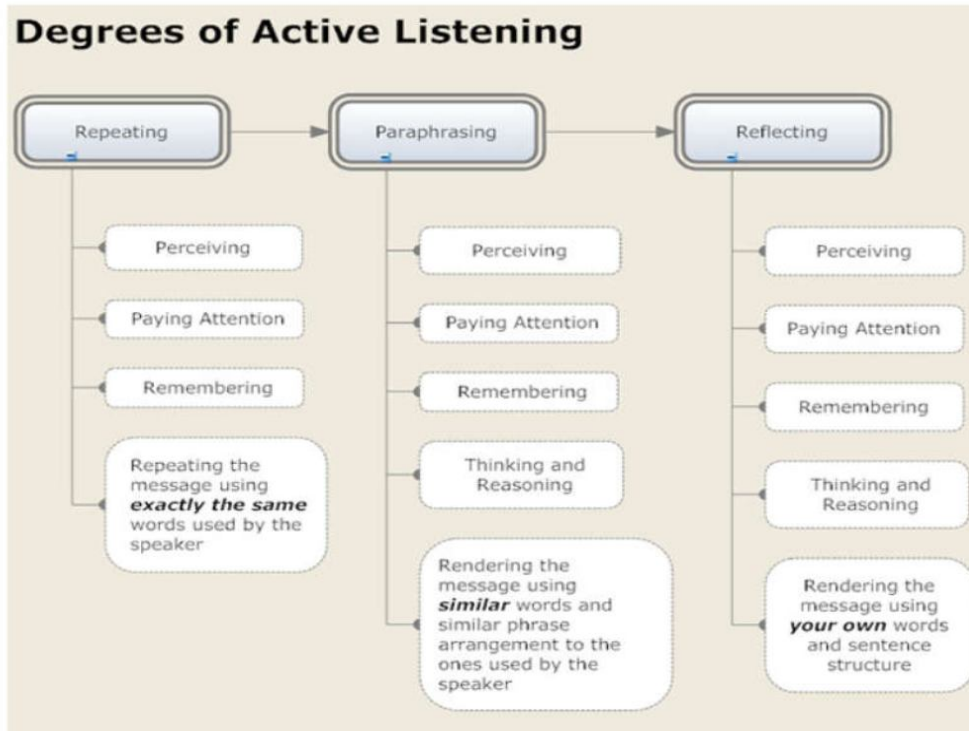
**B. End Semester Examination 35 (Ext. Examiner 17 + Int. Examiner 18)**

## EVALUATION SCHEME:

Paper: CDL-207, Sub: Communication Skills I, Marks: 50									Date:				
Branch:	Int. Examiner 18				Ext. Examiner 17				Cont. Assessment 15				Grand Total
	Writing Correctly	Discourse, Interaction	Extempore Speech	Total	Comprehension	Speaking on a Topic	Group Discussion	Total	Attendance	Projects Assignments	Performance Aptitude	Total	
	6	6	6	18	5	6	6	17	3	6	6	15	50

## 1. LISTENING SKILL:

Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. The four stages of the listening process are: (1) Attending (2) Interpreting (3) Responding, and (4) Remembering. The below diagram shows the degree of listening with corresponding results:



Source [http://en.wikipedia.org/wiki/Active\\_listening](http://en.wikipedia.org/wiki/Active_listening)

### ➤ Comprehension Test

#### Activity1:

**A. Read the given passage and answer the questions that follow.**

**5 marks**

According to Greek mythology, Atlas was a Titan of enormous strength. After being defeated by the god Zeus, Atlas was forced to carry the earth and the sky for an eternity. In depictions of Atlas, he is shown as a stooped figure carrying the globe on his shoulders. Because of his association with the globe, maps began to be decorated with this image of Atlas. Accordingly, the word "atlas" became a nickname for a collection of maps. Today, an atlas refers to any book that consists of a bound collection of maps. For example, an atlas can be made up of maps of the countries of the world or of the states of the United States. Sometimes an atlas will also contain graphs and charts with other statistical information about the culture, religion, climate, or government of the population of a given area.

1. Who was Atlas?
2. Who was Zeus?
3. How is Atlas depicted?
4. What does Atlas mean today?
5. Which mythology is the story taken from?

➤ **Responding Appropriately:**

Responding is the skill of communicating accurate understanding of what the speaker has said. This is done by reflecting the speaker's messages, feelings, and meanings. The **responding** stage is the stage of the listening process wherein the listener provides verbal and/or nonverbal reactions. Here are some **useful expressions** for showing that you've listened to someone and responded to keep the discussion going.

Greetings/Wishes		Enquiry			Apology	Hesitation Fillers/ Absolute Phrases
Starter	Finisher	Request	Question	Exclamation	Sorry	Well...
Good morning	Good night	Would you....	WH questions	Really!	Beg your pardon	Basically...
Hello, Hi	Take care	Please....	Auxiliary verb based	How....!	Forgive me	Actually....
Merry Christmas	Have a nice day	Excuse me ...	Tag questions	What a.....	I apologise	Of course...
congratulations	You are welcome	Do you mind...		Interjections!	I am afraid	Ummm!

➤ **Tips of active listening:**

- Let the other person know that you are listening and following what is being said. Give an occasional Yes, I see, or Uh-huh.
- Probe with open-ended statements to gain more information. Use Tell me more about ..., Let's talk about that, or I'm wondering about ... Responding in this manner is usually more effective than using specific who, what, when, where, and why questions.
- Ask for clarification, e.g., I'm having trouble understanding what you're saying. Is it that ...? or Could you go over that again, please?
- Give responses appropriate for the age, sex, and emotional state of the other person.
- Use responsive body language: make eye contact, lean forward posture.
- Show understanding and sincerity in your responses, so the other person will feel comfortable discussing additional information. Gesture

**Activity2: Fill up the blanks with appropriate RESPONSE words/ Phrases:**

A) Sarita: \_\_\_\_\_ Mam.

Interviewer: Good morning! Have your seat

Sarita: \_\_\_\_\_ Mam.

Interviewer: How are you today?

Sarita: \_\_\_\_\_

Interviewer: Why do you think you .....this job ?

Sarita: Mam, I am qualified for the job and I have a passion for children and teaching.

All these traits make me suitable for the job.

Interviewer : Can .....any foreign language?

Sarita : Yes, I can speak and write German.

Interviewer : What ..... in graduation?

Sarita : Mam, I have graduated in \_\_\_\_\_.

Interviewer : Do you ..... experience?

Sarita : Yes, \_\_\_\_\_ in a public school.

Interviewer : Well, then we may consider you for the job.

Sarita: \_\_\_\_\_ Mam.

Interviewer: \_\_\_\_\_ Have a good day.

B) Dialogue between a shopkeeper and a customer

Customer : What is the rate of Kaju Burfi?

Shopkeeper : Rs. 600 per kg, sir

Customer : Pack half a kg for me.

Shopkeeper : \_\_\_\_\_

Customer : But you have weighed less than half a kg.

Shopkeeper : \_\_\_\_\_

Customer : Oh! Thank you.

Shopkeeper : Well, I am here to do good to my customers, sir.

**Activity3: Role Play among 2/3 students with vice versa role:**

- i) Father mother and daughter on gifting a new mobile phone to daughter
- ii) Teacher and student on exam preparation
- iii) Two friends in a shopping mall.

### ➤ **Comprehending Audio Visual Presentation:**

Audiovisual (AV) comprehension means possessing a sound and a visual component, such as presentations, films, television programs, stage productions. The combination of visual and auditory aids is more satisfying for listening comprehension than auditory stimuli alone. This lesson will equip the students to comprehend web streaming, video conferencing and live broadcast services.

#### ➤ **Audio-Visual aids used in the Lab:**

- Relia: Real things or three dimensions models
- Picture/ image/ Drawing: digital or handmade contents
- Movies/ Videos/documentaries: online or offline streaming
- Posters / Slides / Graphs/Maps: pre developed content presentation via projector
- Memes/ comics/emoji: popular among youngsters in social media

**Activity 4:** After watching the AV content in the lab what do you feel about the significance of the title/ or what should be the appropriate title for the shown AV content and Why?

**Activity 5:** Work with Vocabulary: Vocabulary building by showing images and video clips.

**Activity 6:** playing games with synonym, antonym, homonym etc.

### 2. **SPEAKING SKILL:**

Speaking means to converse, or expressing one's thoughts and feelings in spoken language. Speaking skills are the skills that give us the ability to communicate effectively. Academic presentation and Public speaking are the most important and most dreaded forms of communication. Glossophobia or speech anxiety is the most common fear people have.

#### ➤ **Tips on Speaking:**

1. Greetings and addressing one and all
2. Find a gripping way to begin your speech.
3. Practice speaking loudly and clearly in front of the mirror.
4. Time yourself while you read the speech out loud.
5. Talk slowly and pause between ideas.
6. Pay attention to body language and other soft skills.
7. Don't insult or offend anyone.
8. Don't forget to thank audience dignitaries and organisers and background people

### Activity 7: Speaking on a given topic:

- i) Your favourite TV show
- ii) Happiest memory of your life
- iii) Favourite food and how to make it
- iv) One day without a smart phone
- v) Personal qualities you like and dislike

#### ➤ Group Discussion:

Dynamics of group discussion: Group discussions are a great way to get things done. You can explore a topic, come up with a plan of action, or solve an issue. To be good at group discussions, you have to contribute, but you also must help to keep the group going in a positive direction. Following are some tips for leading in a group discussion:

- Allow everyone to introduce themselves.
- Initiate the discussion with Defining key terms and questions to the point of Topic
- Listen to what others have to say. Don't interrupt. Wait for others to finish.
- Write ideas down throughout the discussion.
- Speak up when you have an opinion but with proper back up
- Disagree on ideas instead of making personal attacks.
- Summarize as you go on.

#### Topics for GD:

1. Money is needed to earn more money.
2. Knowledge is power.
3. Role of a mother in a family.
4. Can we survive without a mobile phone?
5. Internet: Boob or Bane?

#### RUBRICS FOR GD EVALUATION:

Group Discussion (6marks)		
Criteria	2	1
<b>Knowledge:</b> explanation with example and analogy	Extensive to moderate use	Normal
<b>Language:</b> accuracy, fluency, pronunciation etc.	Very good use of language	Normal
<b>Soft skills:</b> Gesture, voice modulation, eye contact	Very good demonstration	Normal



➤ **Extempore speech:**

An **extempore speech** is an impromptu speech which the candidate is required to make on a topic given there and then. In some instances, the panel provides the candidate with about a minute or so to organize his/her thoughts before speaking. By using notes rather than a full manuscript, the extemporaneous speaker can establish his points while maintaining eye contact with the audience. There are four main kinds of speech delivery: impromptu, extemporaneous, manuscript, and memorized.

**EVALUATION RUBRICS:**

<b>Extemporaneous Speech (6 marks)</b>		
<i>Criteria</i>	<i>2</i>	<i>1</i>
<b>Readiness</b> in preparation and initiation	confident	lacking
<b>explanation</b> of thought with example, information and analogy	v. good	good
<b>Presentation</b> language style and soft skills	Fluent and accurate	bumpy

**Activity 8: Extempore Speech:**

1. In a group of four or five students, ask each student to give a one-minute impromptu speech giving their opinion on
  - i) Your college uniform
  - ii) Oral cleanliness
  - iii) First aid box
  - iv) Physical exercise
  - v) Wearing helmets
  - vi) First day of college

➤ **Discourse and Interaction:**

**Discourse** means a conversation or text usually of certain duration on a topic. **Discourse** is a cooperative, one-way creation. The goal is to deliver information from the speaker/writer to the listeners/readers. It is a shared a shared way of talking or creating texts in oral or scripted form. Discourse is focused on the implicit meanings found in texts and media, for example, a professor's lecture on international affairs. **Interaction** can describe any process whereby the action of one participant influences the action of another participant. Interaction means sharing

messages within individuals or in a group. For example, two undecided voters talking to each other about the candidates, trying to figure out whom they want to vote for.

### Topic for discourse:

1. Global warming.
2. Renewable energy.
3. Moral and ethics studies.
4. Child labour.
5. Environmental pollution.
6. Co curricular activities in colleges.

### EVALUATION RUBRICS:

Discourse/ Interaction (6)		
Criteria	2	1
<b>Content:</b> richness and depth of the content explored	very good	good
<b>Use of Language:</b> decorum, fluency, accuracy.	very good	good
<b>Soft skills:</b> eye contact, voice modulation, gestures attitude.	very good	good

### 3. READING SKILLS:

**Reading** is a complex "cognitive process" of decoding symbols in order to construct or derive meaning. The aim of teaching reading as a skill is to enable a student to comprehend the seen & unseen passages and answer the questions given. The students decode the sounds of the words in the first step and then increase their vocabulary every time they read and are able to recall these words when they see them again.

- **Scanning** is a quick reading, focusing on locating specific information.
- **Skimming** is a quick reading to get to know the general meaning and the structure of a passage with an effort to get an idea of the intention of the writer.

#### Activity 9:

Scanning, skimming, inferring meaning newspaper information (ad, news or article)

#### 4. WRITING SKILLS:

Clear written communication is an important aspect in any business or academic correspondence. Good writing skills enable one to communicate his thought and ideas effectively with others. Written communication is very important and widely used in every workplace. The professionals are always writing notes, emails, memos, letters, and reports as a part of formal communication.

➤ **Barriers:** Correct grammar, punctuation and spelling are keys in written communications. Incorrect grammar or spelling errors may seem a trivial detail in correspondence such as an e-mail, but lazy writing can distract the reader from the point you are trying to make. Formatting your correspondence correctly is important for effective communication.

➤ **Formal and informal Writing:**

A formal style of writing is marked by an impersonal, objective and precise use of language. Informal writing is similar to a spoken conversation. Informal writing may include slang, figures of speech, broken syntax, asides and so on. Informal writing takes a personal tone as if you were speaking directly to your audience.

<b>Writing Correctly (6 marks)</b>		
<i>Criteria</i>	<i>2</i>	<i>1</i>
<b>Language accuracy:</b> Grammar/spelling/ structure	praiseworthy	good
<b>Formatting:</b> Writing maintaining correct format of the content	satisfactorily maintained	good
<b>Presentation of the writing content</b> (appearance and content)	very nice	nice

➤ **Personal Letter:**

Personal letters are handwritten or printed and often mailed to friends, relatives and family members usually in *casual language* and *informal style* consisting of topics on a *personal level*. Since personal letters are less formal, you can feel free to write it however you like, but the below mentioned format is fairly common.

➤ **Format**

Return Address Line 1 <sup>1</sup>
Return Address Line 2
Date (Month Day, Year) <sup>2</sup>
Dear (Name/relation of Recipient), <sup>3</sup>
Introductory Body Paragraph 1 .....
..... (Greetings, wishes and
explain the reason for the letter)
Body Paragraph 2 .....
..... (Give specific comments/information about something
that was particularly interesting to you)
Body Paragraph 3 .....
..... <sup>4</sup> (Thank the receiver and other courtesy words)
Closing <sup>5</sup>
(Sincerely yours,/ Yours ever,/ With love,/ Your loving...../ Your affectionately
etc...),
Signature <sup>6</sup>
**P.S. <sup>7</sup>

**Notes:**

In the personal letter format, your address, date, the closing, signature, and printed name are all indented to the right half of the page. Also the first line of each paragraph is indented.

**Your Address**<sup>1</sup>

All that is needed is your street address on the first line and the city, state and Pincode on the second line. (Not needed if the letter is printed on paper with a letterhead already on it.)

**Date**<sup>2</sup>

Put the date on which the letter was written in the format Month Day Year e.g. August 30, 2003. Skip a line between the date and the salutation.

**Salutation**<sup>3</sup>

Usually starts out with Dear so and so, or Hi so and so. There is a comma after the end of the salutation (you can use an exclamation point also if there is a need for some emphasis).

**Body**<sup>4</sup>

The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip 2 lines between the end of the body and the closing.

Usually the first paragraph of the body will consist of well wishes and an introduction which will give the recipient an idea about why you're writing to them with a short summary of the main topic of your letter. If you don't know the person you are writing to, you may want to introduce yourself in this introductory paragraph as well.

The next few paragraphs will usually consist of the message you want to get across along with any details you may want to convey.

The last paragraph will usually be the conclusion where you wrap everything up. You can sum up your main idea in this paragraph, thank the recipient for their time, wish the recipient well, and/or ask any questions.

Skip 2 lines between the end of the body and the closing.

**Closing**<sup>5</sup>

Let's the reader know that you are finished with your letter; usually ends with Sincerely, Sincerely yours, Thank you, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized.

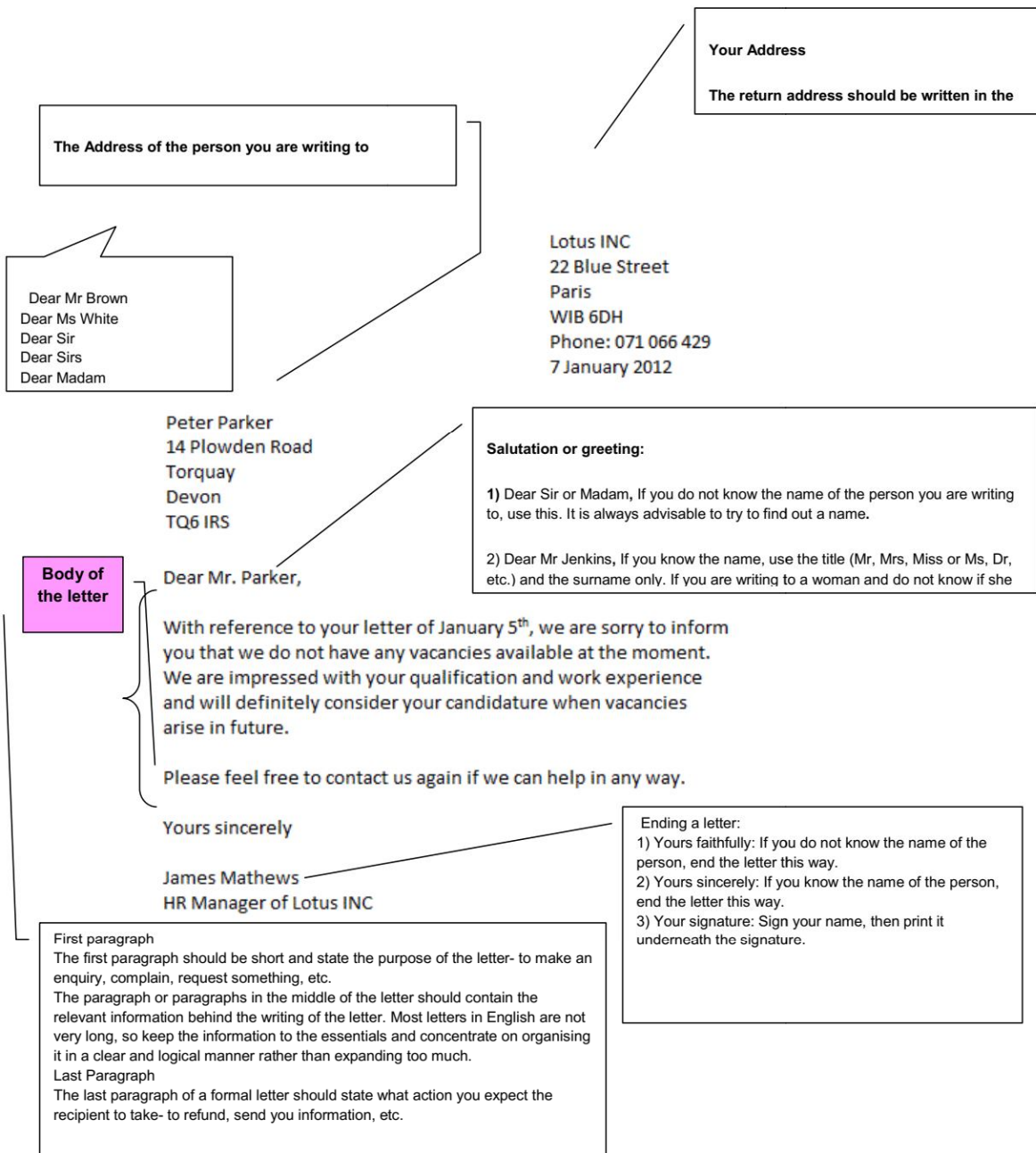
**Signature**<sup>6</sup>

Your signature will go in this section, usually signed in black or blue ink with a pen. Skip a line after your signature and the P.S.

**P.S.**<sup>7</sup>

If you want to add anything additional to the letter you write a P.S. (**post script**) and the message after that. You can also add a P.P.S after that and a P.P.P.S. after that and so on.

➤ **Formal Personal Letter**



➤ **Business Letter:**

**Types: Order, Complaint, Request, Cancellation**

<b>FRIENDS AND NEIGHBORS</b> 516 W. Iowa Street Dermott, AR 71638-2039 (870) 555-0183	<b>Letterhead</b>
December 7, 200- <b>About 2 inches or 2 lines below letterhead</b>	<b>Date</b>
↓ 4	
Mr. Alex P. Perkla Homemade Construction 571 S. Pecan Street Dermott, AR 71638-2225	<b>Letter Address</b>
↓ 2	
Holiday Gratitude	<b>Subject Line</b>
↓ 2	
Thank you for helping to make this year's Friends and Neighbors Dinner a success.	<b>Body</b>
 The tables and benches your crews built, delivered, and set up were put to good use. Meals were enjoyed by 376 people who might otherwise have spent their holiday alone and hungry.	
 Homemade Construction has a positive reputation in the community. That reputation is well deserved.	
↓ 4	
Chuck L. Fosgate, Chair	<b>Signature Lines</b>
↓ 2	
vu	<b>Reference Initials</b>
↓ 2	
Enclosures	<b>Enclosure Notation</b>

➤ Memorandum Writing:

## TRADITIONAL MEMO

	<b>About 2 inches</b>
<b>Memo Headings</b>	<b>TO:</b> Marketing Department Staff ↓ 2 <b>FROM:</b> Paula Pierz, Manager pp ↓ 2 <b>DATE:</b> September 25, 200- ↓ 2 <b>SUBJECT:</b> Staff Meeting ↓ 2
<b>Body</b>	Representatives of ACE Computer Corporation will be here October 7, 8, and 9 to conduct training sessions for us. These all-day sessions will be held in Conference Room A; equipment will be installed there for our use. Please bring the following materials with you: <ul style="list-style-type: none"><li>• Operating system manual.</li><li>• Graphics software manual.</li><li>• Word processing software manual.</li><li>• Samples of letters, memos, reports, and proposals you have completed during the past six months.</li></ul>
<b>Treat bulleted items as paragraphs.</b>	
<b>Align text for readability.</b>	The attached brochure will more fully describe the training we will receive. Please read it before the first session.  These classes will provide a good introduction to our equipment and software. It is important that we all attend. Sessions covering advanced applications will be scheduled after the first of the year.
<b>Reference Initials</b>	↓ 2 eb
<b>Attachment Notation</b>	↓ 2 Attachment

### Activity 10:

Writing business letter and writing memorandum on various subjects.



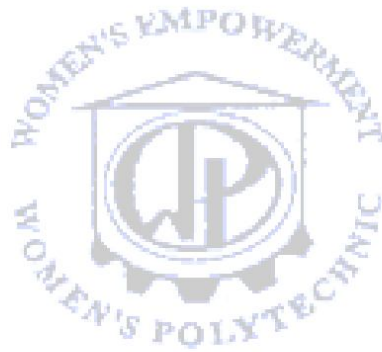
**5. INTERNAL EVALUATION:**

**15 MARKS**

- **Project/ Assignment:** **06marks**
- Seminar/ Professional Presentation 3 marks
  - A Report on the same has to be prepared and presented. 3 marks

Teachers may use their discretion to choose topics relevant and suitable to the needs of students. Not more than two students to work on each mini project. Students may be assessed by their performance both in oral presentation and written report.

- **Practical/ Performances:** **6 marks**
- Classroom activities and performances 3 marks
  - Presentation of Lab/classroom copy 3 marks
- **Attendance:** **3 marks**
- Less than or 60%----- 1 mark
  - More than 60% to 75% or Medical ----- 2 marks
  - More than 75% to 100%----- 3 marks

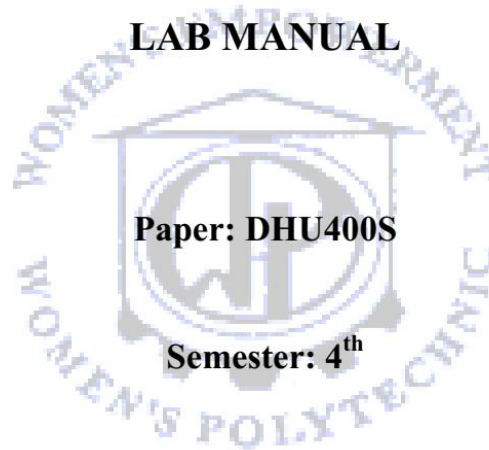




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## **COMMUNICATION SKILLS- II**

### **LAB MANUAL**



**Paper: DHU400S**

**Semester: 4<sup>th</sup>**

**Full Marks: 100**

## SYLLABUS

### COMMUNICATION SKILL-II

DHU-400S

Full Marks- 100 (70+30)

(For all Discipline)

#### MODULE –1: LOOKING FOR A JOB 10 marks

- 1.1 Identifying Sources — Skimming Newspapers for Information
- 1.2 \*JOB INTERVIEWS- Preparing for an interview — Responding Appropriately — Group Discussions — Using Language Effectively for Interaction
- \*Mock interviews are to be arranged and to be conducted by any suitable person
- 1.3 Preparation of C.V.

#### MODULE –2: PHONETICS 15 marks

- 2.1 The speech mechanism
- 2.2 Speech sounds: Vowels & consonants
- 2.3 Phonetic symbols
- 2.4 The syllable
- 2.5 Intensive drilling in phonetic skills, and accent and intonation

#### MODULE –3: WRITING SKILLS 10 marks

- 3.1 Writing using a variety of simple and complex sentences and a range of subordinate and co-ordinate clauses of time, manner, reasons, relation, results etc.
- 3.2 Knowledge to construct a coherent and cohesive text, using a range of cohesive devices dealing with consequences, addition, concession, apportion, agreement, contrast.
- 3.3 Dialogue writing considering various purposes – formal, semi-formal, informal.

#### MODULE – 4: DEVELOPING CONVERSATIONAL SKILLS 10 marks

Develop different forms of conversation, formal or informal in different situations like–  
a) Greetings, Salutations b) Asking the way c) In the Post office d) Catching a train e) Booking a room at a hotel f) At the bank g) Making a telephone call h) At the police station I) Receiving and seeing off a guest.

#### MODULE –5: MAKING PRESENTATIONS 25 marks

- 5.1 Methods of speaking – speaking from a manuscript – speaking from memory – Impromptu delivery – extemporaneous delivery.
- 5.2 Analysing the Audience.
- 5.3 Organizing the presentation – Using visual Aids – Designing and presenting visual Aids.

#### EXAMINATION SCHEME:

1. Continuous internal assessment of 30 Marks is to be carried out by the teachers throughout the 4<sup>th</sup> Semester.
2. External Assessment of 70 Marks shall be held at the end of the 4th Semester on the entire syllabus.

#### TEXT BOOK AND OTHER RECOMMENDED BOOKS:

1. ENGLISH SKILLS for Technical Students – TEACHERS’ HANDBOOK / West Bengal State Council of Technical Education in collaboration with THE BRITISH COUNCIL / Orient Longman
2. Business Correspondence by V.G. Natu and C Kaur.
3. Professional Communication Skills, by Pravin Bhatia and A.M. Shaikh.
4. English Grammer, by Wren & Martin.
5. A text book of English : Phonetics for Indian Students / T. Balasubramanian / Macmillan India Ltd.
6. Writing skills by A . Parry, S. Harlle and M. Bartram.

## OBJECTIVES:

- To develop the job interview skills of the students.
- To make the students understand and learn the dynamics of successful group discussion.
- To learn English phonetic vowel and consonant sounds with their IPA symbols.
- To develop the ability to speak English following correct pronunciation, accent and intonation.
- Enhance the ability to write a cohesive text with various correct sentence types and structures.
- To develop effective verbal communication in formal and informal situations.
- To equip students with various techniques for delivering a successful speech.
- To learn the pre-presentation steps, to understand the structure of a good presentation, and practise various techniques for delivering a successful audio visual presentation.

## GENERAL RULES AND REGULATIONS:

- 1. Attendance:** 100% attendance is compulsory in all the labs. Students will not be allowed to take the final lab exam if they fail to put in required attendance.
- 2. Punctuality:** Punctuality is also considered in terms of submission of assignments and writing the records.
- 3. Lab records:** Every student needs to submit lab record regularly every week after completing the required tasks.

## MODE OF TEACHING:

Three modes of instruction are employed in the Lab:

- (a) Theoretical**
- (b) Practical**
- (c) Exercises**

For each of the topics, the faculty first gives theoretical inputs followed by an activity and then group or individual workouts.

## SCHEME OF MARKS:

The practical examination for the Communication Skills lab has two parts.

**A. Continuous Evaluation 30 (Attendance 6 + Assignment 12 + Performance 12)**

**B. End Semester Examination 70 (Ext. Examiner 35 + Int. Examiner 35)**

## EVALUATION SCHEME:

Paper: DHU400S Sub: Communication Skills II , Marks: 100											Date:	
Branch:	Int. Examiner 35				Ext. Examiner 35			Cont. Assessment 30				Grand Total
	Group Discussion	Phonetics	Writing Skills	Total	Conversational skills	Presentation Skills	Total	Attendance	Projects Assignments	Performance Aptitude	Total	
	10	15	10	35	10	25	35	6	12	12	30	100

## 1. LOOKING FOR A JOB:

10 marks

### ➤ **Skimming and scanning for information:**

Skimming and scanning are two different techniques for fast reading. Skimming is all about reading the article in order to get the general idea of it. On the other way, scanning is about locating a specific text or phrase in a document. Scanning is reading a text quickly in order to find specific information, e.g. figures or names. It can be contrasted with skimming, which is reading quickly to get a general idea of meaning. One can look for job related information in many types of media now a day:

### ➤ **Sources:**

Media	Example
Electronic	Radio, TV, Internet
Print	Newspaper, Magazine etc.
Personal	Friends and relatives

### ➤ **Writing an comprehensive bio data/ CV/ Resume:**

**Bio Data** is the short form for Biographical **Data**. In a **bio data**, the focus is on personal particulars like date of birth, gender, religion, race, nationality, residence, marital status, and the like. A chronological listing of education and experience comes after that.

**Resume** is a French word meaning “summary”. A resume is a brief summary of your skills and experience over one or two pages. A good resume would start with a Brief Profile of the candidate, Summary of Qualifications, followed by Industry Expertise and then Professional Experience in reverse chronological order. Focus is on the most recent experiences (with responsibilities and accomplishments), and previous experiences are only presented as a summary. This would be followed by Education details and/or Professional Affiliations and/or Voluntary Initiatives.

‘**Curriculum Vitae**’ is a Latin word meaning “course of life”. CV is more detailed and can stretch well beyond two pages. C.V. lists out every skill, all the jobs and positions held, degrees, professional affiliations the applicant has acquired, and in chronological order.

### ➤ **Preparing for an interview:**

The students will learn by practising

How to build rapport: (entry, greetings, listen, body language, and pick up cue)

How to carry themselves: (appearance, cleanliness, apparel etc.)

How to maintain positivity: (Attitude, boldness, confidence)

How to communicate effectively: (listening, speaking fluency, presentation etc.)

How to Answer queries: (smart, prompt, honest)

### ➤ **Mock interviews are arranged as a part of practical activity**

### ➤ **Group Discussion:**

Learning the dynamics of group discussion:

Organization of ideas

Making intervention

Summarizing

Modulation of voice

Body language

➤ **Responding Appropriately:**

Responding is the skill of communicating accurate understanding of what the speaker has said. This is done by reflecting the speaker's messages, feelings, and meanings. The **responding** stage is the stage of the listening process wherein the listener provides verbal and/or nonverbal reactions. Here are some **useful expressions** for showing that you've listened to someone and responded to keep the discussion going.

Greetings/Wishes		Enquiry			Apology	Hesitation Fillers/ Absolute Phrases
<b>Starter</b>	<b>Finisher</b>	<b>Request</b>	<b>Question</b>	<b>Exclamation</b>	Sorry	Well...
Good morning	Good night	Would you....	WH questions	Really!	Beg your pardon	Basically...
Hello, Hi	Take care	Please....	Auxiliary verb based	How....!	Forgive me	Actually....
Merry Christmas	Have a nice day	Excuse me ...	Tag questions	What a.....	I apologise	Of course...
congratulations	You are welcome	Do you mind...		Interjections!	I am afraid	Ummm!

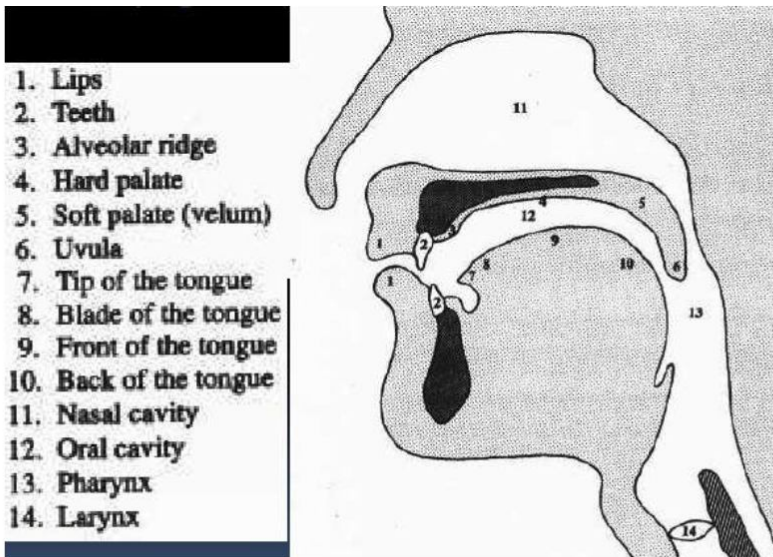
➤ **Practical activities:**

- A) Write a bio data and a C.V. of yourself to be submitted to a company for the post of technical assistant. 5marks
- B) Make group discussion on given topics.  
Or  
Play role in a given situation with appropriate responses.  
Or  
Participate in a mock interview as a job seeker. 5 marks

**2. PHONETICS:**

**15 marks**

➤ **Knowing Speech Organs and Mechanism:**



**Figure: Places of Articulation**

➤ **Description of vowels and consonants:**

The articulatory features that distinguish different vowel sounds are said to determine the vowel's quality. Daniel Jones developed the cardinal vowel system to describe vowels depending on the **height** (vertical dimension), **backness** (horizontal dimension) and **roundedness** (lip position).

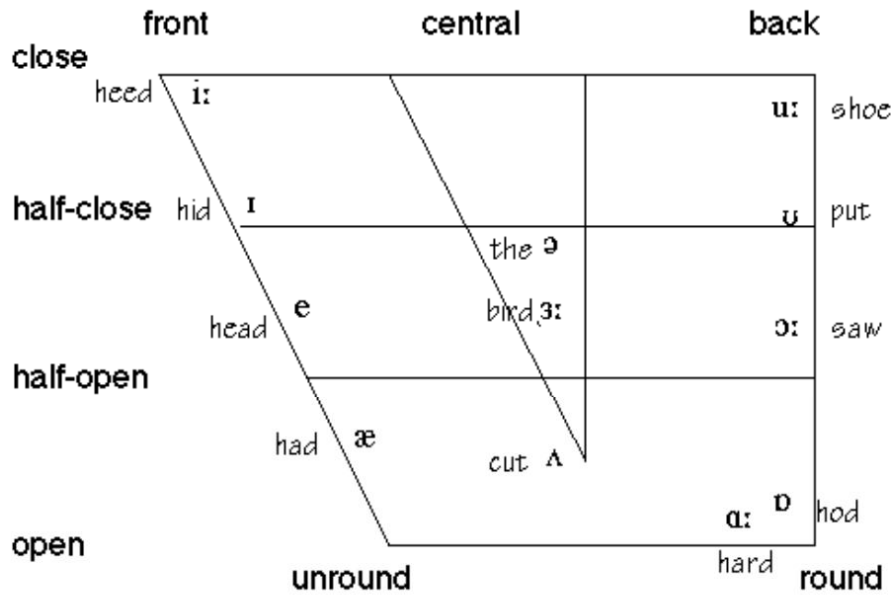


Figure: description of vowels

The consonants of English are classified by voicing, place and manner of articulation:

		Place of Articulation												
		Bilabial		Labio-dental		Inter-dental		Alveolar		Palatal		Velar		Glottal
Manner of Articulation	Stop	p	b					t	d			k	g	ʔ
	Fricative			f	v	θ	ð	s	z	ʃ	ʒ			h
	Affricate									tʃ	dʒ			
	Flap								r					
	Nasal		m						n				ŋ	
	Lateral Liquid								l					
	Retroflex Liquid								ɭ					
	Glide	w	w								j			

State of the Glottis: Voiceless Voiced

Figure: Description of consonants

➤ **Working with the Syllable:**

A syllable is a unit of organization for a sequence of speech sounds. For example, the word water is composed of two syllables: wa and ter.

A word that consists of a single syllable (like English *dog*) is called a **monosyllable** (and is said to be *monosyllabic*). Similar terms include **disyllable** (and *disyllabic*; also *bisyllable* and *bisyllabic*) for a word of two syllables; **trisyllable** (and *trisyllabic*) for a word of three syllables; and **polysyllable** (and *polysyllabic*), which may refer either to a word of more than three syllables or to any word of more than one syllable.

IPA transcription is typically divided into words by spaces, and often these spaces are also understood to be syllable breaks. In addition, the stress mark (ˈ) is placed immediately before a stressed syllable, and when the stressed syllable is in the middle of a word, the stress mark also marks a syllable break, for example in the word "understood" (/ʌndə'stʊd/).

➤ **Activity: syllable**

Directions: Read the word in the first column. Write the number of syllables each word has in the second column. Write the word and separate the syllables in the third column.

Word	Number of Syllables	Write and Separate Syllables
1. guitar	2	gui / tar
2. homework		
3. paper		
4. backpack		
5. backyard		
6. basketball		
7. baseball		
8. soccer		
9. eraser		

➤ **Stress or accent**

Stress or accent is relative emphasis or prominence given to a certain syllable in a word, or to a certain word in a phrase or sentence. The stress placed on syllables within words is called word stress or lexical stress. The stress placed on words within sentences is called sentence stress or prosodic stress.

In most languages, the pitch or pitch contour in which a syllable is pronounced conveys shades of meaning such as emphasis or surprise, or distinguishes a statement from a question.

**Word Stress Rule**

Word type		Where is the stress?	Examples
Two syllables	Nouns	on the first syllable	center object flower
	Verbs	on the last syllable	release admit arrange
Compound	Nouns (N + N) (Adj. + N)	on the first part	desktop pencil case bookshelf greenhouse
	Adjectives (Adj. + P.P.)	on the last part (the verb part)	well-meant hard-headed old-fashioned
	Verbs (prep. + verb)		understand overlook outperform



➤ **Intonation:**

Intonation is primarily a matter of pitch variation. It is also important to be aware that intonation functions in the expression of attitudes and emotions.

Doing this can change or clarify the meaning of a sentence; for example:

- I didn't take the test yesterday. (Somebody else did.)
- I *didn't* take the test yesterday. (I did not take it.)
- I didn't *take* the test yesterday. (I did something else with it.)
- I didn't take *the* test yesterday. (I took a different one.)
- I didn't take the *test* yesterday. (I took something else.)
- I didn't take the test *yesterday*. (I took it some other day.)

Low fall:	It's raining.
High fall:	Bond had instructions to leave.
Low rise:	Do you like the food?
High rise:	Tomorrow did you say?
(High) fall-rise:	Personally, I loathe it.
(High) rise-fall:	Why should I?

**Practical Activities:**

1. Show different organs of speech in a diagram. 2 marks
2. Pronounce different types of vowels with their descriptions. 3 marks  
Or  
Describe different consonants according to place and manner of articulation.  $2\frac{1}{2} + 2\frac{1}{2} = 5$  marks
3. Write and pronounce IPA symbols of either Vowels **or** Consonants. 5 marks
4. Put stress on any five of the following English words after breaking them into syllable(s).  
 $2\frac{1}{2} + 2\frac{1}{2} = 5$  marks  
Teacher, category, mathematics, grammatically, permit, permission, element,  
Or  
Place intonation marks and show the change of meaning in the following sentences.  
 $2\frac{1}{2} + 2\frac{1}{2} = 5$  marks  
A. Where are you going tonight?  
B. I didn't take the test yesterday.

### 3. WRITING SKILLS:

10 marks

Clear written communication is an important aspect in any business or academic correspondence. Good writing skills enable one to communicate his thought and ideas effectively with others. Written communication is very important and widely used in every workplace. The professionals are always writing notes, emails, memos, letters, and reports as a part of formal communication.

**Barriers:** Correct grammar, punctuation and spelling are keys in written communications. Incorrect grammar or spelling errors may seem a trivial detail in correspondence such as an e-mail, but lazy writing can distract the reader from the point you are trying to make. Formatting your correspondence correctly is important for effective communication.

➤ **Paragraph/article writing:**

**Activity:**

Write a paragraph on **Deforestation** or **Environmental Pollution**

5 marks

➤ **Dialogue Writing: Formal and informal**

A formal dialogue is marked by an impersonal, objective and precise use of language whereas an informal dialogue is similar to a spoken conversation. Informal dialogue may include slang, figures of speech, broken syntax, asides and so on. Informal writing of dialogue takes a personal tone as if you were speaking directly to your audience/counterpart.

**Activity:**

1. Write a dialogue in maximum ten lines between two **friends on their favourite TV show.**  
Or  
Between **teacher and student on examination preparations**

5 marks

### 4. CONVERSATIONAL SKILLS:

10 marks

Conversation means to interact and express one's thoughts and feelings with others.

➤ **Formal and informal conversation:**

A Formal conversation is less personal and more institutional. It is used in professional or academic purposes like university assignments, board meetings or job interviews etc. Formal conversation has minimum use of colloquialisms, contractions or first person pronouns such as 'I' or 'We'

Informal conversation is more casual and spontaneous. It is used when communicating with friends, family or relatives.

**Activity:**

Play roles **interchangeably** and make a lively conversation in a given formal/informal situation.

5+5=10 marks

1. In a taxi as driver also a passenger interchangeably **on driving safely to destination.**
2. In the Post office as postal assistant also as customer **on opening Savings account.**
3. At a hotel as manager also as a tourist **on booking a room.**
4. At the police station as an officer also as complainer **on theft of mobile.**

## 5. MAKING PRESENTATIONS:

25 marks

### ➤ Oral Presentation:

There are four main kinds of speech delivery: impromptu, extemporaneous, manuscript, and memorized.

- **Impromptu speaking** involves delivering a message on the spur of the moment, as when someone is asked to “say a few words.”
- **Extemporaneous speaking** consists of delivering a speech in a conversational fashion using notes. This is the style most speeches call for.
- **Manuscript speaking** consists of reading a fully scripted speech. It is useful when a message needs to be delivered in precise words.
- **Memorized speaking** consists of reciting a scripted speech from memory. Memorization allows the speaker to be free of notes.

### ➤ Presentation with Audio Visual Aids:

Presentation with power point slides including text, image, audio, video, chart, diagram etc. -- Designing the front page of presentation--Presentation of content—issues and valuable tips.

### Activities:

1. Give an oral presentation on **Global Warming.** 10 marks

Oral Presentation		
Criteria	2	1
<b>Opening:</b> greetings, addressing, self and topic introduction	very good	good
<b>Content:</b> richness and depth of the content explored	very good	good
<b>Use of Language:</b> decorum, fluency, accuracy.	very good	good
<b>Soft skills:</b> eye contact, voice modulation, gestures attitude.	very good	good
<b>Closing:</b> sum up and self impression	very good	good

2. Give an Audio Visual presentation (P. Pt.) on **Looking For A Job** 15 marks

Power point Presentation			
Criteria	3	2	1
<b>Opening:</b> greetings, addressing, self and topic introduction	very good	Moderate	good
<b>Structure/Design:</b> front page, body, closing page, visibility, colour, font, graphics etc.	very good	Moderate	good
<b>Content research:</b> richness and depth of the content explored.	very good	Moderate	good
<b>Presentation Skills:</b> decorum, fluency, accuracy, eye contact, voice modulation, gestures, attitude.	very good	Moderate	good
<b>Closing:</b> sum up and self impression on interactions	very good	Moderate	good

**6. INTERNAL EVALUATION:**

**30 MARKS**

➤ **Project/ Assignment:**

**12 marks**

- Seminar/ Professional Presentation
- A Report on the same has to be prepared and presented.

6 marks

6 marks

Teachers may use their discretion to choose topics relevant and suitable to the needs of students. Not more than two students to work on each mini project. Students may be assessed by their performance both in oral presentation and written report.

➤ **Practical/ Performances:**

**12 marks**

- Classroom activities and performances
- Presentation of Lab/classroom copy

6 marks

6 marks

➤ **Attendance:**

**6 marks**

- Less than or 60%-----
- More than 60% to 75% or Medical -----
- More than 75% to 100%-----

2 marks

4 marks

6 marks

