

# **LABORATORY MANUAL**

भारत रत्न सरदार वल्लभ भाई पटेल राजकीय इंजीनियरिंग कॉलेज बस्ती

**BHARAT RATNA SARDAR VALLABH BHAI PATEL**

**RAJKIYA ENGINEERING COLLEGE BASTI**

बांसी रोड, बस्ती (उ० प्र०), पिन- 272002

## **English Language Lab**

**B.TECH. SEMESTER-I /II**

**SUBJECT CODE: BAS 155/255**

**Academic Session: 2025-26**

**Odd/Even Semester**

<b>Student Name:</b>	
<b>Roll. No.:</b>	
<b>Branch/Section:</b>	

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**2025-26**

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## **Program Educational Objectives (PEOs)**

### **Course Outcomes (COs)**

Upon successful completion of the English Language Laboratory course, students will be able to:

1. Demonstrate the ability to write professionally, using clear, concise, and grammatically correct English appropriate for academic and workplace contexts.
2. Exhibit active and purposeful listening skills, leading to accurate comprehension, and produce well-structured written communication such as emails, reports, and proposals.
3. Apply appropriate non-verbal communication strategies, including effective body language, facial expressions, and tone modulation to enhance spoken communication in formal and informal settings.
4. Develop and deliver impactful oral presentations by employing effective communication techniques, clarity of expression, audience awareness, and structured content delivery.
5. Understand, practice, and apply essential core skills such as leadership, teamwork, stress management, and interpersonal communication within professional and academic environments.

### **Program Specific Outcomes (PSOs)**

On completing the English Language Lab component of the program, students will be able to:

1. Demonstrate accurate usage of English grammar, enabling them to construct syntactically correct and contextually appropriate sentences.
2. Communicate effectively in English by integrating strong speaking and listening skills for both academic interactions and professional engagements.

3. Develop a robust foundation of professional vocabulary, enabling its application across diverse communication modes such as reading comprehension, technical writing, and workplace communication.
4. Apply fundamental communication skills in practical and oral tasks, including presentations, discussions, role plays, and voice modulation exercises, thereby strengthening their overall communicative competence.
5. Enhance personal and professional attributes that facilitate a smooth transition from academic life to workplace environments, contributing to improved employability and career growth.

## Program Outcomes (POs)

At the completion of the B.Tech program, students will be able to:

**1. Knowledge:** Apply mathematical, scientific, and engineering principles, along with domain-specific knowledge, to solve complex engineering problems.

**2. Problem Analysis:** Identify, formulate, and analyze engineering problems using research methodologies, scientific reasoning, and logical inference to derive well-supported conclusions.

**3. Design/Development of Solutions:** Design effective solutions for complex engineering challenges and create system components, processes, or models that meet specified needs while considering appropriate technical, economic, environmental, and ethical parameters

**4. Conduct investigations of complex problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**5. Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

**6. The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

**7. Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

**8. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

**9. Individual and team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

**10. Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

**11. Project management and Finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

**12. Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

University Syllabus

### List of Practicals

1. Group Discussion: Practical based on Accurate and Current Grammatical patterns.
2. Conversational Skills for Interviews under suitable Professional Communication Lab conditions with emphasis on Kinesics.
3. Communication Skills for seminars/Conferences/Workshops with emphasis on Paralinguistic/Kinesics.
4. Presentation Skills for Technical Paper/Project Reports/ proposals based on proper Stress and Intonation Mechanics
5. Official/Public Speaking practice sessions based on suitable Rhythmic Patterns.
6. Theme Presentation/ Keynote Presentation based on correct methodologies of argumentation

7. Individual Speech Delivery/Conferencing with skills to defend Interjections/Quizzes.
8. Argumentative Skills/Role Play Presentation with Stress and Intonation.
9. Comprehension Skills based on Reading and Listening Practical's on a model Audio
10. Startup presentations, Video portfolio, Extempore, Role play, Just a Minute (JAM) etc.

### **Course Outcomes**

1. Students will be enabled to understand the basic objective of the course by being acquainted with specific dimensions of communication skills, i.e. Reading, Writing, Listening, Thinking and Speaking.
2. Students would be able to create a substantial base by the formation of strong professional vocabulary for its application at different platforms and through numerous modes as Comprehension, reading, writing and speaking, etc.
3. Students will apply it at their workplace for writing purposes, such as Presentation/official drafting/administrative communication, and use it for document/project/report/research paper writing.
4. Students will be made to evaluate the correct and error-free writing by being well-versed in the rules of English grammar and cultivating a relevant technical style of communication & presentation at their workplace, and also for academic uses.
5. Students will apply it for practical and oral presentation purposes by being honed up in presentation skills and voice-dynamics. They will apply techniques for developing interpersonal communication skills and a positive attitude, leading to their professional competence.

CO	CO Statement	Bloom's Level
CO 1	Write professionally in simple and correct English.	Apply
CO 2	Demonstrate active listening with comprehension, and the ability to write clear and well-structured emails and proposals	Apply
CO 3	Learn the use of correct body language and tone of voice to enhance communication.	Apply
CO 4	Acquire the skills necessary to communicate effectively and deliver presentations with clarity and impact.	Apply
CO 5	Understand and apply some important aspects of core skills, like Leadership and stress management.	Apply

### Course Overview

- To facilitate computer-assisted multi-media instruction enabling individualized and independent language learning
- To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm
- To bring about a consistent accent and intelligibility in students' pronunciation of English by providing an opportunity for practice in speaking
- To improve the fluency of students in spoken English and neutralize their mother tongue influence.
- To train students to use language appropriately for public speaking, group discussions and interviews.

### List of Experiments mapped with COs

S. No	Aim of the	COs
1.	To expose the students to a variety of self-instructional learner friendly modes of language learning.	CO1
2.	To enable them to learn better pronunciation through stress on word accent, Intonation and rhythm and to increase vocabulary.	CO2
3.	To train them to use language effectively to face interviews, group discussions, public speaking.	CO3
4.	To train them to give a positive feedback in various situation, to use appropriate body language and to avoid barrier for effective communication	CO4
5.	To acquaint them with the uses of resume /CV preparation, report writing, format making etc. and to improve writing skills.	CO4
6.	To train them to use the basic concepts of communication in an organised set up and social context.	CO4
7.	To manage the stress at the work place.	CO3
8.	To facilitate software based learning to provide the required English Language proficiency to students.	CO1/ CO5
9.	To acquaint students with specific dimensions of communication skills i.e. Reading, Writing, Listening, Thinking and Speaking. .	CO1
10.	To train students to use the correct and error-free writing by being well versed in rules of English grammar.	CO1

## **DOs and DON'Ts**

### **Do's**

- Keep your bags and other belongings in the lab corridor.
- Conduct yourself in a responsible manner at all times in the laboratory.
- Switch off all the lights, fans and ACs before you leave the lab.
- Observe good housekeeping practices.
- Systematise your tasks.
- Before starting Laboratory work, follow all written and verbal instructions carefully.
- Any failure / break-down of equipment must be reported to the teacher.
- Use of cell phones and IPODs is forbidden.
- If you do not understand how to use the software, ask the teacher for help.
- Protect yourself from getting electric shock.
- Every student should know the location and operating procedures of all safety equipments available nearby.

### **Don'ts**

- Students are not allowed to work alone in Laboratory or without presence of the teacher.
- Don't talk aloud or crack jokes in the lab.
- Do not wander around the room, distract / startle other students or interfere with the laboratory experiments of others.
- Do not eat food, drink beverages or chew gum in the laboratory.
- Do not open any irrelevant internet sites on lab computer.
- Do not use a flash drive on lab computers.
- Do not upload, delete or alter any software on the lab PC.

## Guidelines to Students

All students are required to maintain a record of the experiments conducted by them. Guidelines for its preparation are as follows: -

- 1) Students should be in a professional/academic uniform.
- 2) Headphones should not be used for any other purpose except for listening to the software.
- 3) Students are not allowed into the lab without I.D. Cards.
- 4) After completion of any activity, the student must record it in the Lab record and get it signed by the faculty-in-charge.
- 5) Use of mobile phones during lab hours is strictly prohibited.
- 6) All students should actively participate in the lab activities.
- 7) You will not be allowed to copy any software in any format.
- 8) Marks will be awarded based on the performance in each activity.

## **PRACTICAL – 1**

### **GROUP DISCUSSION: PRACTICAL BASED ON ACCURATE AND CURRENT GRAMMATICAL PATTERNS**

#### **Objective:**

To make students learn about the use of group dynamic processes in relation to communication, meeting, negotiation, feedback, leadership and teamwork.

#### **Theory & Concept:**

A Group Discussion (GD) is a structured interaction in which participants exchange information, opinions, viewpoints, interpretations, and ideas on a given topic. Typically, a GD consists of five to nine participants, which is considered an ideal size to ensure meaningful engagement and balanced participation. In professional and academic settings, GDs serve as an effective tool to evaluate both speaking and listening skills, as well as an individual's ability to function within a group through cooperation, assertiveness, and situational awareness. Consequently, GDs play a significant role in corporate recruitment processes and admissions for professional courses.

GD topics generally fall into two categories:

- Concrete or fact-based topics, which require accurate information supported by logical interpretation.
- Abstract topics, which demand creative thinking, conceptual understanding, and imaginative interpretation rather than factual detail.
- Ensure that you responsibly carry out any specific role assigned to you during the discussion.
- If you are moderating or leading the GD, make sure every participant gets an equal opportunity to contribute. Begin the discussion effectively and provide a clear concluding statement. As a participant, aim to contribute meaningfully and remain actively engaged.
- When disagreeing with someone, avoid blunt or dismissive language. Instead of saying “that doesn't make any sense,” use a polite alternative such as “I am not sure I agree. Could

you please explain further?”

- Maintain politeness and composure throughout. Even if others attempt to provoke you, remain calm, assertive, and supportive of valid points made by others.
- Avoid making statements that may escalate conflict. Participants often hold diverse views, and respect for differing opinions is essential.
- Do not wait passively for someone to invite you to speak. Enter the discussion confidently by making polite and timely interruptions when necessary.
- Keep track of the allotted time. You can earn additional credit by summarizing or directing the discussion appropriately when it is nearing conclusion or becoming intense.
- While concluding, provide a concise and balanced summary that reflects clarity of thought and demonstrates your leadership ability.

**Question to be solved based on practical**

1. What are the Do's and Don'ts of Group Discussion?
2. Is listening also important in a Group Discussion? Why or why not?

## **Practical - 2**

### **CONVERSATIONAL SKILLS FOR INTERVIEWS UNDER SUITABLE PROFESSIONAL COMMUNICATION LAB CONDITIONS WITH EMPHASIS ON KINESICS**

#### **Objective**

To acquaint students with the interview skills.

#### **Theory and concept:**

Possessing strong technical knowledge and domain-specific expertise is essential for securing desirable career opportunities. However, without effective conversational and interpersonal communication skills, even the most capable candidates may fail to capitalize on their potential. While excellent conversation skills alone may not guarantee rapid career advancement, the absence of such skills can significantly reduce the likelihood of obtaining and sustaining meaningful professional roles.

Conversation skills extend far beyond fluent pronunciation, articulate expression, or an impressive vocabulary. Beyond linguistic proficiency, effective communication is shaped by the ability to connect emotionally with the listener, ensuring that one's message is conveyed with clarity, empathy, and impact. Additionally, non-verbal cues, particularly body language (kinesics), play a crucial role in reinforcing or undermining verbal communication, thereby influencing the overall effectiveness of an interaction.

#### **Interviews**

The term interview originates from the French word *interviewe*, meaning “to see one another.” An interview is essentially a structured interaction between two individuals—or sometimes a panel and a candidate—conducted with a specific professional purpose. It is a

formal mode of oral communication designed to assess suitability for a role.

In today's competitive professional environment, mastering interview skills is indispensable. These skills enable candidates to create a positive impression, demonstrate competence, and earn the trust of interviewers. During an interview, employers evaluate why they should select a particular candidate, what distinctive qualities the individual possesses, and how the candidate can contribute to the organization's goals.

A successful interview requires the demonstration of confidence, credibility, commitment, and job-relevant abilities. When candidates effectively communicate these attributes, they significantly enhance their prospects for professional advancement and future success.

To be successful in interview following points are important:

- ❖ On the day of interview arrive 15 minutes earlier to show you're prompt and serious. During interview, start it off winner.
- ❖ Offer your hand and give a firm shake, else greet them with your pleasant smile. Take a permission to sit on a chair.
- ❖ Show a positive confident attitude and introduce yourself. Be comfortable and face the interviewer effectively.
- ❖ Listen to their questions effectively answer it genuinely. Answer every question with confidence.
- ❖ Have a proper eye contact towards your interviewer. Remember that the interviewer might be more than one, so keep your eye contact with every individual interviewer to make them feel unique.
- ❖ Whatever you want to answer, speak clearly with a normal tempo voice. Do not shout. Show your confidence level at every moment of an interview.
- ❖ Show your certification or achievements only when they ask you to show. Always sit straight. It might help them to analyze your personality and your traits.
- ❖ Use the medium of answer, in which you feel comfortable. Remember to use good grammar and strong vocabulary with neutral accent. Always clarify your answer. Do not say Yes or No,

- ❖ Do not argue and always give respect to your interviewer.
- ❖ Always keep neutral thinking and try to mould your answer according to your interviewer's personality.
- ❖ If they give you a chance to ask any question or query, only ask relevant question.

### **Few reasons for not getting a job**

- ❖ Might be you lack oral communication skills or writing skills.
- ❖ Your inappropriate attitude could also let you down in your interview.
- ❖ Lack of knowledge about the working world.
- ❖ Lack of confidence.
- ❖ Inappropriate /fake degree.
- ❖ Lack of experience.
- ❖ Lack of motivation.

### **Question to be solved based on practical**

- 1. What is the role of kinesics to succeed in an interview?**
- 2. You happened to meet your old friend in a super market. Write the dialogues between you and your friend.**

## **Practical - 3**

### **COMMUNICATION SKILLS FOR SEMINAR/ CONFERENCE/ WORKSHOPS WITH EMPHASIS ON PARALINGUISTIC/KINESICS**

#### **Objective**

Students have to be trained in conversational skills.

#### **Theory and Concept**

Communication takes place when one person transfers some information to another person. It also includes the exchange of thoughts, opinions, sentiments, facts and information between two or more persons. Feedback is very important part of communication as it assures that your message has been properly conveyed to the receiver.

The essential features of an effective communicative system are keys for productive communication. The chief principles or characteristics of an effective communication are as follows:

- ❖ Clearness and integrity of message to be conveyed.
- ❖ Adequate briefing of the recipient.
- ❖ Accurate plan of objective.
- ❖ Reliability and uniformity of the message.
- ❖ To know the main purpose of the message.
- ❖ Proper response or feedback.
- ❖ Correct timing.
- ❖ Use of proper medium to convey the message properly.
- ❖ Use of informal communication.

Seminar refers to the discussion of a small group in which result of original research is presented through oral or written presentation whereas conference as the name

indicates is to confer- to confer with people having similar interest and to pool their experiences and opinions. The success of seminar or conference depends on the effective communication of the speakers.

The following are some important guidelines to make communication effective-

- ❖ Try to simplify your thoughts before communicating your message.
- ❖ You must analyze the intent of each message.
- ❖ Consider the overall physical setting whenever you communicate.
- ❖ You must discuss with others, where appropriate, in planning communication.
- ❖ Be careful while communicating, of the overtone as well as basic content of your message.
- ❖ Take the opportunity to suggest something of help or value of the receiver.
- ❖ Follow-up your communication.
- ❖ Prepare yourself for transmitting the message in a proper way.
- ❖ Be sure actions support your communication.
- ❖ Seek not only to be understood but understand.

### **Paralinguistic Features**

Paralinguistic features are non-verbal vocal clues that help in giving urgency to our voice. It is a part of communication as it adds human touch to our words. Therefore, it is essential to understand the characteristic nuances of voice namely quality, volume, rate, pitch, pronunciation and pauses.

Voice modulation can be improved in the following ways—

- ❖ Variation in the speech should be used, as speech delivered at a static level becomes monotonous.
- ❖ Pauses must be at the right places.
- ❖ Rate of delivery must be normal.
- ❖ The speaker must loud enough so it could be audible to audience.
- ❖ The voice should be well modulated.

Whenever a speaker communicates through non-verbal means, **kinesics**, i.e. body language plays a very vital role. For good communication body language of a person is of great importance. It is an important feedback to not only decide how one's message has been accepted but also to determine whether it is right time to convey the message at all. The speaker must pay attention to eye contact, hand movements, hands, posture, gesture and appearance.

**Question to be solved based on practical**

**What is the importance of paralinguistic features and kinesics in a conference/seminar?**

## **Practical - 4**

### **PRESENTATION SKILLS FOR TECHNICAL PAPER/ PROJECT REPORTS/ PROPOSALS BASED ON PROPER STRSS AND INTONATION MECHANICS**

#### **Objective**

To enable students to understand and effectively achieve the fundamental objectives of a presentation—namely, to inform and to persuade.

#### **Theory and Concept**

Professionals such as scientists and engineers, particularly those in leadership or technical roles, are frequently required to communicate their ideas and findings to diverse audiences. Therefore, before preparing any presentation, it is essential to clearly define its purpose and to have a thorough understanding of the audience's background, expectations, and level of knowledge. The speaker's goal is to guide the audience's thinking in a logical and coherent manner so that they can accurately comprehend and appreciate the speaker's viewpoint.

Most successful presentations follow a simple and universally accepted structure consisting of three distinct components: the introduction, the main body, and the conclusion. This structure can be summarized as follows:

- Tell the audience what you are going to discuss.
- Present the information in detail.
- Tell the audience what you have discussed.

A useful guideline for organizing the content is the 10/80/10 rule:

- The introduction should take approximately 10% of the total presentation time.
- The main body should cover around 80%.
- The conclusion should again take the final 10%.

For instance, in a 30-minute presentation, about 3 minutes should be devoted to the introduction, 24 minutes to the main body, and 3 minutes to the conclusion. This distribution is effective for presentations of any length because it aligns with listener expectations and cognitive engagement patterns.

Stress and Intonation play a crucial role in the effective delivery of technical reports, research presentations, and professional communication.

- Stress refers to the emphasis placed on specific syllables, words, or phrases. In presentations, stress is used to highlight key points, titles, headings, and important concepts, ensuring clarity and emphasis.
- Intonation refers to variations in pitch while speaking. Intonation patterns differ across languages, but in English they primarily involve rising and falling tones. These patterns change depending on the type of utterance—questions, statements, or expressions of uncertainty.

Appropriate use of stress and intonation enhances the audience's comprehension and engagement, helping them follow the speaker's message more accurately. While both elements are present in written and spoken communication, their impact is significantly greater in oral presentations, where vocal delivery directly shapes meaning and clarity.

### **Question to be solved based on practical**

**1. How do various tones affect one's speech?**

**2. Prepare a presentation on any interesting topic of your choice.**

## **PRACTICAL-5**

### **OFFICIAL/PUBLIC SPEAKING PRACTICE SESSIONS BASED ON SUITABLE RHYTHMIC PATTERNS**

#### **Objective:**

To provide an overview of speaking skills and to train students to confidently address an audience from a podium.

#### **Theory and Concept**

Public speaking, although often feared or avoided, is an exceptionally valuable skill. A proficient public speaker gains access to opportunities that may not be available to individuals who lack confidence or clarity in communication. Public speaking fosters the ability to convey ideas effectively, interpret audience reactions, and construct persuasive arguments. The competencies developed through public speaking extend far beyond the podium and are applicable in a wide range of academic, professional, and social situations.

The communication skills strengthened through public speaking are highly transferable. Individuals who invest effort in improving their public speaking abilities experience significant benefits, as they learn to adapt their speaking style to suit various contexts and audiences. Public speaking may take several forms, including:

- Short talks or presentations
- Instruction or briefing sessions
- Group discussions or deliberations
- Meetings
- Debates
- Symposia or seminars

In all forms of public speaking, the audience plays a crucial role. The effectiveness of a speech is often determined by the audience's response and level of engagement. To enhance the impact of public speaking, the following guidelines should be observed:

- Understand the audience, as persuading unfamiliar listeners can be challenging without establishing relevance and rapport.
- Focus on the central idea and be clear about the main purpose of the speech.
- Prepare a structured outline to organize content logically.
- Use audiovisual aids, charts, and graphs to reinforce information and maintain audience interest.
- Encourage audience participation by inviting questions and feedback.

Effective presentation is a vital component of successful communication. To deliver an impactful public speech, the speaker must select a topic that aligns with their strengths and suits the context, and must prepare and present the material carefully, with the goal of delivering accurate and meaningful information to the audience.

**Question to be solved based on practical**

**What is the importance of rhythm in public speaking?**

## **PRATICAL 6**

### **THEME-PRESENTATION/ KEY-NOTE PRESENTATION BASED ON CORRECT METHODOLOGIES OF ARGUMENTATION**

#### **Objective**

To train students to speak confidently, accurately, and convincingly on any given theme.

#### **Theory & Concept**

In the contemporary world, spoken communication is pervasive and manifests in a wide variety of styles—formal, informal, polite, neutral, assertive, blunt, tentative, and direct. Each style is context-dependent, and effective speakers must develop the ability to adopt the appropriate tone, attitude, and language for the situation.

A theme presentation is a straightforward and structured delivery of facts or ideas. It is often used as an inaugural or opening speech at the beginning of a program, presentation, seminar, or formal event. Through theme-based or keynote presentations, students learn essential leadership qualities and develop clarity of expression. Achieving intelligibility, impact, and fluency is crucial for delivering a successful presentation.

The following strategies can help students master theme or keynote presentations:

- Develop a clear understanding of the theme and the direction of the presentation.
- Organize words, sentences, and paragraphs in a simple and logical manner.
- Incorporate appropriate humor or relevant anecdotes to make the presentation engaging.
- Ensure that the introduction, middle, and conclusion flow coherently, with proper emphasis on key points.
- Conclude with a well-considered message or objective that reinforces the purpose of the presentation.

#### **Question to be answer based on practical**

- 1. What is theme presentation?**

## PRACTICAL- 7

### INDIVIDUALSPEECH DELIVERY/CONFERENCING WITH SKILLS TO DEFEND INTERJECTIONS/QUIZZES

#### Objective

To train students to initiate and conclude a speech effectively, ensuring clarity, impact, and audience engagement.

#### Theory & Concept

Speaking is a productive oral skill that involves far more than simply pronouncing words. Effective oral communication requires careful attention to clarity, correctness, and completeness—the **3 Cs** of communication:

- **Concise:** Convey the intended message clearly and briefly, including all essential points without unnecessary details or verbosity.
- **Correct:** Ensure accuracy at all levels, including tone, grammar, vocabulary, spelling, style, format, and content. Verify information before delivering it to maintain credibility.
- **Complete:** Include all relevant information to ensure the message is clear, comprehensive, and understandable.

To enhance speaking skills, students should focus on the following principles:

- Pronounce the distinctive sounds of the language clearly to ensure intelligibility.
- Use stress, rhythm, and intonation patterns appropriately to convey meaning effectively.
- Apply correct word forms, including proper tense, case, or gender, as applicable.
- Arrange words in the correct order to ensure grammatical accuracy.
- Use vocabulary that is precise and contextually appropriate.
- Select the appropriate register or style of language according to the situation and audience.
- Make the main sentence constituents (subject, verb, object) clear to the listener.
- Highlight the main ideas distinctly from supporting details or information.

- Ensure the discourse flows logically so the audience can follow the argument or narrative smoothly.

### **Voice Elements for Effective Speaking**

For an impactful speech, speakers must also pay attention to **voice patterns**, including:

- **Pitch:** The tone of the voice, determined by the rate of vibration of the vocal cords.
- **Volume:** The loudness or softness of speech, adjusted according to the setting and audience.
- **Quality:** The characteristic tone of the voice, which influences how the message is perceived.
- **Rate of Delivery:** Speaking too fast can confuse the audience; the pace should allow listeners to comprehend the content effectively.

The overall effectiveness of a speech depends on the **balanced integration** of these elements, ensuring that the message is delivered clearly, persuasively, and memorably.

**Question to be solve by the students**  
**based on practical** Name the various  
methods of delivery.

## **PRACTICAL-8**

### **ARGUMENTATIVE SKILLS/ROLE PLAY PRESENTATION WITH STRESS AND INTONATION**

#### **Objective**

To familiarize students with the fundamental dimensions of thought processes and to develop their ability to express opinions effectively through various thought patterns.

#### **Theory & Concept**

##### **Argumentative Skills**

Argumentative skills are essential during debates or discussions, where the speaker must present opinions either in favor of or against a proposition and respond to opposing viewpoints. To develop effective argumentative skills, students should keep the following principles in mind:

- Develop a clear and structured understanding of the topic.
- Ensure that the argument is clearly defined, either in favor or against.
- Acquire thorough knowledge of the subject and anticipate potential questions.
- Analyze the topic critically and present insights logically.
- Organize arguments strategically, beginning with the strongest points and progressing to supporting points.
- Show respect for opposing opinions to maintain decorum and credibility.
- Use voice modulation effectively; vary pitch, tone, and emphasis to reinforce key points.

#### **Role-Playing**

Role-playing involves adopting a specific behavior or persona, either unconsciously to fulfill a social role or consciously to act out an assigned role. It may take the form of monologues, soliloquies, or individual speaking exercises. Role-playing is situational and responsive, requiring participants to react appropriately to a given scenario, thereby enhancing expressive and communicative skills.

For effective dialogue or role-play presentation, the following aspects should be considered:

- Express thoughts in clear, simple, and natural language.
- Learn to dramatize ideas and expressions to enhance engagement.
- Ensure that monologues and dialogues are spontaneous and authentic.
- Adopt an artistic style that captivates, impresses, or enthralls the audience.

**Question to be answer based on practical**

**What is the purpose of stress and pauses while presentation?**

## PACTICAL- 9

### COMPREHENSION SKILLS BASED ON READING & LISTENING PRACTICAL ON A MODEL AUDIO

#### **Objective**

To enhance students' listening skills and provide opportunities to practice authentic vocabulary, comprehension, and commonly used expressions.

#### **Theory & Concept**

Reading comprehension is the ability to understand and interpret information presented in written form. This skill is essential for academic, professional, and everyday purposes, including textbook assignments, articles, newspapers, and business documents. Reading should be an active and fluent process, engaging both the reader and the material to construct meaning effectively.

Listening comprehension develops the ability to process, retain, and interpret spoken information. Effective listeners can identify the main ideas, recognize supporting details, and take systematic notes. Key components of comprehensive listening include understanding the speaker's *accent, pronunciation, grammar, vocabulary, and overall message*.

To develop strong comprehension skills, the following steps are recommended:

- Familiarize yourself with the content before reading or listening.
- Identify and select the most important information.
- Paraphrase or re-write the information in your own words.
- Establish logical links between sentences and paragraphs.
- Adjust the length of summaries according to the purpose.

#### **Use of Audio-Visual Aids**

Audio-visual aids are effective tools to supplement comprehension exercises. Such aids make communication clearer, more vivid, and engaging, capturing the attention of listeners.

Commonly used devices include blackboards, overhead projectors (OHP), filmstrips, slide projectors, and video recorders. These aids help learners connect spoken and written content more effectively.

## Reading and Listening Together

Reading and listening are complementary processes. When a speaker reads clearly and fluently, listeners are able to respond and give meaningful feedback. Research suggests that a proficient reader can read at approximately **400 words per minute**, while an average reader reads about **250 words per minute**.

## Comprehension Exercise

Read the following passage carefully and select the correct answers:

*Naval architects never claim that a ship is unsinkable, but the sinking of the passenger-and-car ferry Estonia in the Baltic should surely never have happened. It was well-designed and carefully maintained. It carried the proper number of lifeboats and had been thoroughly inspected on the day of its fatal voyage. Yet hours later, the Estonia rolled over and sank on a cold, stormy night. It went down so quickly that most of those on board, caught in their dark, flooding cabins, had no chance to save themselves. Of those who managed to scramble overboard, only 139 survived. The rest died of hypothermia before rescuers could reach them. The final death toll amounted to 912 souls. Questions remain about why the Estonia sank and why so many survivors were men in the prime of life, while most of the dead were women, children, and the elderly.*

## Questions:

1. One can understand from the reading that:
  - A) The lifesaving equipment did not work well, and the lifeboats could not be lowered
  - B) Design faults and an incompetent crew contributed to the sinking of the Estonia ferry
  - C) 139 people managed to leave the vessel but died in freezing water
  - D) Naval architects claimed that the Estonia was unsinkable
  - E) Most victims were trapped inside the boat as they were in their cabins
2. It is clear from the passage that the survivors of the accident:
  - A) Helped one another to overcome the tragedy that had affected them all
  - B) Were mostly young men, while women, children, and the elderly had little chance
  - C) Helped save hundreds of lives

- D) Are still suffering from severe post-traumatic stress disorder
  - E) Told the investigators nothing about the accident
3. According to the passage, when the Estonia sank:
- A) There were only 139 passengers on board
  - B) Few of the passengers were asleep
  - C) There were enough lifeboats for the number of people on board
  - D) Faster reaction by the crew could have increased the Estonia's chances of survival
  - E) All the passengers had already moved out onto the open decks

**PRACTICAL- 10**  
**STARTUP PRESENTATIONS, VIDEO PORTFOLIO,  
EXTEMPORAL, ROLEPLAY, JUST A MINUTE (JAM) etc.**

**Objective**

To enable students to apply language skills practically in various real-life situations through role-play exercises.

**Theory & Concept**

Role-playing can be considered a form of unstructured drama, in which students adopt the perspective of a character within a given scenario. While the instructor provides the setting and characters, students are responsible for determining their character's lines and actions. Role-playing exercises require imagination, research, contextual understanding, and effective communication skills, making them a valuable tool for developing practical language proficiency.

**Types of Role Play**

1. **Situation Role Plays:** These provide practice in constructing grammatically correct sentences and accurate pronunciation in real-life situations.

*Examples:* Market interactions, clothes shopping, airport check-ins, job interviews.

2. **Story Role Plays:** Students and partners assume characters in a story, practising dialogue and expression within a narrative framework.

3. **Short Discussions:** Focused on brief exchanges, these exercises help students practice asking and answering questions about simple topics.

*Examples:* Introductions, discussing food, talking about countries, news topics like global warming.

4. **Long Discussions:** Extended exchanges allow students to discuss topics in depth, present opinions, and respond to others' viewpoints.

*Examples:* Environmental issues, movies, social debates.

## Non-Verbal Communication in Role-Play

Effective role-play requires attention to non-verbal communication elements, including:

**Chronemics:** Timing of verbalizations and pauses.

**Haptic Communication:** Physical contact and deliberate touch.

**Kinesics:** Body language, gestures, posture, facial expressions, and eye movements.

**Oculesics:** Intentional or unintentional eye contact.

**Olfactics:** Influence of scent or odor.

**Physical Appearance:** Clothing, hairstyle, and overall presentation.

**Proxemics:** Use of personal space and arrangement of objects.

**Silence:** Strategic pauses or absence of communication.

- **Symbolism:** Meaning conveyed through symbols or visual cues.
- **Vocalics:** Voice modulation, including tone, pitch, volume, and speech rate.

### Example Role-Play: Opening a Bank Account

**CLERK:** Good morning. May I help you?

**Mrs. Jayanthi:** Yes. My husband and I have just moved here from Florida. We're nearby, and your bank seems the most convenient. I'd like to open an account.

**CLERK:** Not only are we the closest, but we're also the most modern and convenient bank in the metropolitan area. Let me take you to our new accounts manager, Ms. Vanaja. (Leads her to a desk) She'll assist you as soon as she's free.

**Ms. Vanaja:** Good morning. I'm Vanaja. How may I help you today?

**Mrs. Jayanthi:** I want to open a joint account for my husband and myself. My name is Jayanthi Natarajan.

**Ms. Vanaja:** Would you like a joint account?

**Mrs. Jayanthi:** Yes. Please explain your checking account policy. Is there a minimum balance?

**Ms. Vanaja:** There is no mandatory minimum deposit, but if you maintain at least ₹500, there is no service charge. Interest is paid on checking accounts, calculated on the average daily balance. Monthly charges apply if the balance falls below ₹500, and additional charges apply for checks or returned funds.

**Mrs. Jayanthi:** I understand. We'll ensure our balance remains above ₹500.

**Ms. Vanaja:** Excellent. Let's discuss the check styles available for your account.

This example demonstrates practical language usage, correct pronunciation, vocabulary application, turn-taking, and situational response, all of which are essential skills in real-life communication scenarios.