LANGUAGE LAB DOCUMENT

PRINCIPAL
ROYAL COLLEGE OF ENGINEERING & TECHNOLOGY
AKKIKAVU

Royal College of Engineering and Technology

An ISO 9001 : 2015 Certified Institution
(**Approved by AICTE & Affiliated to APJ Abdul Kalam Technological University**)
Akkikavu, Chiramanangad PO., Thrissur – 680 604.
(Sponsored by Royal Educational Society & Research Foundation)

U100 **LANGUAGE LAB**

Lab Manual (2015 scheme)

Vision

"To continuously grow as a resourceful, outstanding, youthful, adaptive **i**nstitution in the field of engineering and technology habituating lifelong learning."

Mission

"To groom the youth into eminent technocrats- with lifelong learning skills to meet future requirements, deep sense of social responsibility, strong ethical values and a global outlook, to face the challenges of the changing world."

Quality Policy- (2015)

We at RCET are committed to provide and continually improve quality service in the field of technical education for the overall development of the students and for transforming the institution as a centre of excellence. This we achieve by providing state of the art facilities for keeping the students abreast with the developments in the field of engineering, by faculty up gradation, by providing opportunities for extracurricular development and by giving placement assistance.

Program Educational Objectives (PEOs)

1. To enable the students as an engineering specialist, who would help to solve engineering problems in the field of Computer Science based on Industry requirements.
2. To impart the students in undergoing innovative projects which enable them to become leaders, entrepreneurs and social reformers.
3. To inculcate our students in their profession with social awareness and responsibility.
4. To encourage our students in pursuing higher studies in engineering who can pursue career paths in teaching or research.

Program Specific Outcomes (PSOs)

- Students are given practical and theoretical training in the language and communication theory.
- An ability to use current techniques, skills and tools necessary for computing and engineering practice.
- Recognition of the need for and an ability to engage in continuing professional learning (lifelong learning).

Program Outcomes (POs)

1. **Engineering knowledge**: Ability to apply the knowledge of mathematics, science and computing, appropriate to the discipline.
2. **Problem analysis**: Ability to analyze and review problems, identify and define the computing requirements and reaching substantiated conclusion or solution.
3. **Design/development of solutions**: Ability to design, implement and evaluate systems, processes, components or programs to meet desired needs focusing on public health, safety and environmental considerations.
4. **Conduct investigations of complex problems**: Ability to identify, formulate and solve engineering problems using research based knowledge and methods.
5. **Modern tool usage**: Ability to apply appropriate techniques and IT tools including prediction and modeling, to computing and engineering practice with an understanding of

the limitations.

6. **The engineer and society**: An understanding of professional, ethical, legal, security and social issues and responsibilities by the contextual knowledge.

7. **Environment and sustainability**: Ability to understand the impact of engineering in societal and environmental contexts and demonstrate the need for sustainable development.

8. **Ethics**: Ability to understand the norms of engineering practices with commitment to professional ethics and responsibilities.

9. **Individual and team work**: Ability to function effectively as an individual, as a member or leader, in diverse teams and in multidisciplinary environments.

10. **Communication**: Ability to communicate effectively with a range of audiences with high skills of comprehension, effective presentation and report writing, designing documentation and clarity in receiving instructions.

11. **Project management and Finance**: Ability to address contemporary issues and analyze the local and global impact of computing and engineering solutions on individuals, organizations and society and apply these to manage projects.

12. **Life-long learning**: Recognition of the need for lifelong learning and an ability to engage in the broadest context of technical change.

SYLLABUS

COURSE CODE	COURSE NAME	L-T-P-C	YEAR OF INTRODUCTION
UU100	**LANGUAGE LAB**	0-0-0-0	2015

Prerequisite:
Should have registered for UU100 Language lab

Course objectives:□
- To expose the students to a variety of self-instructional, learner-friendly modes of language learning.
- To help the students cultivate the habit of reading passages from the computer monitor, thus providing them with the required facility to face computer-based competitive exams such as GRE, TOEFL, GMAT etc.
- To train them to use language effectively to face interviews, group discussions, public speaking.
- To enable them to learn better pronunciation through stress on word accent, intonation, and rhythm.

List of Experiments:

1. Introduction to phonetics of English sounds, Vowels, Diphthongs.
2. English spellings and sounds.
3. Stress patterns in words
4. Stress patterns in phrases
5. Ice breaker games
6. Situational dialogue and role plays
7. Oral presentation-prepared and extempore
8. Describe objects, situation and people
9. Telephoning skills
10. Giving Directions
11. Debate
12. Interview
13. Just a minute
14. Group discussion

Course Outcomes

1. Students will develop their professional literacy towards establishing a voice within the university setting.
2. Students will apply conventions for writing across particular forums, audiences, genres, cultural groups, and academic disciplines.
3. Students will be able to use the target language for the purpose of communication and academic literacy.
4. Students will gain familiarity with tools for engaging with writing collaboratively, both in traditional and electronically-mediated environments.
5. Students will be able to communicate effectively with a range of audiences.
6. Students will develop an understanding of professional, ethical, legal, security and social issues and responsibilities.

CO-PO Mapping

Course Outcome (COs)	Program Outcomes(POs)											
	1	2	3	4	5	6	7	8	9	10	11	12
CO 1		M	M	H	M	M	M	M	M	M	M	M
CO 2		H	H	H	M	H	M	M	M	H	M	M
CO 3		H	H	H		M		M	M	M		H
CO 4	H	H		H	M	M	M		M	M	H	H
CO 5	H	H	H	H			M		M	M		H
CO 6		H	H	H	M	M	H	M	M	H	H	H

H ----- High

M ----- Medium

L ----- Low

RULES AND REGULATIONS

1. Students should maintain strict discipline in the lab.
2. Absence in Lab without prior permission is not at all entertained.
3. Students must be on time. The lab door opens 5 minutes before any given session and closes 5 minutes after the beginning of the session.
4. Students should submit their lab works at the end of the class to respected faculties.

LABORATORY CLASSES -INSTRUCTIONS TO STUDENT

1. Students must attend the lab classes with ID cards and in the prescribed uniform.
2. Students are not allowed to use footwear inside the lab.
3. Students should enter the roll number, name, login time, logout time, and system number in the issue register.
4. Students should submit the rough record and fair record on time.
5. Mobile phones are strictly prohibited inside the Lab.
6. Perfect order and silence must be maintained with in the lab.
7. No student is permitted to enter and leave the lab without the permission of the faculty concerned.
8. Students should shut down the system and arrange the chair non proper place before leaving the lab.
9. If any damage is caused to any of the equipments in the lab by any student of group of students-the cost of the same will be recovered with fine from the particular student or group of students.
10. Students are requested to be in their lab a few minutes prior to the stroke of the bell.
11. Personal chatting, mail checking, accessing unnecessary sites are not allowed in the lab.

PROFESSIONAL COMMUNICATION

MODULE 1

Communication is the process of passing information and understanding from one person to another. It is the process of imparting ideas and making oneself understood by others. -   Thed Haiman

Communication is the two way process of exchanging ideas and information. - Murphy-et-al

Elements of Communication

1*)* **Sender**: The person who feeds the needs to express certain ideas and thoughts is known as sender or communicator. It initiates the message.

2**)** **Message**: Message is the fact idea, meaningful content or piece of information that sender wants to convey and send to the receiver.

3) **Encoding of Message**: Encoding is the process by which the sender translates his thoughts, ideas into a series of symbols (words, signs) or any medium that is shared between the sender and receiver. It is for safety purpose.

4) **Communication Channel**: Communication channel is the medium through which the message passes. It may be formal channel (ex-member, presentation, reports) or informal medium (ex personal letters). 5) Receivers: The person who receives the message and provides feedback is called Receivers.

6) **Decoding**: Decoding is the process of comprehensing meaning and all the sense of the message so that the receiver understands it.

7) **Feedback**: Feedback is the receiver‟s response to the message sent by the sender. Feedback confirms the receipt of message by the receiver

Process of Communication:

1) Communication is process which involves sender of a message and receiver.

2) Communication is complete only when the receiver is able to inter spread a message as desired by the sender and responds to it.
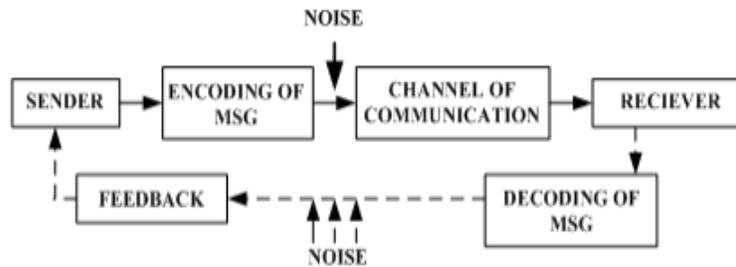
Roles of Communication

1) It increases interaction in a giant organization.

2) It helps in operating in global business organization.

3) Many companies operate in the international level.

4) This requires dealing with people of different language and culture.

5) Timely information.

6) To keep pace with a changing environment.

7) Better decision making.

8) Better human relations.

9) Achieving organizational goals.

10) Better public relations.

11) Generations of better ideas.

12) Helpful as a motivational force.

7 C's of Communication

1) **Completeness**: Every communication must be complete and adequate. Incomplete messages keep the receiver guessing, create misunderstanding and delay action. Every person should therefore, be provided with all the required facts and figures. E.g. when the factory supervisor instructs workers to produce, he must specify the exact size, shape, quality and cost of the product.

2) **Conciseness**: It means that in business communication you should be brief and be able to say whatever you have to say in fewest possible words.

3) **Clarity**: The message must be put in simple terms to ensure clarity. Words must mean the same thing to the receiver as they do to the sender.

4) **Correctness**: The term correctness as applied to business messages means bright level of language and accuracy of facts, figures and words. If the information is not correctly conveyed the sender will lose credibility.

5) **Consideration**: Consideration means preparing the message with the intended receiver in the mind. In order to communicate effectively, the sender should think and look from the receiver‟s angle, i.e. adopting a humane approach and understanding the emotions and sentiments of the receiver.

6) **Concreteness:** It means be specific, definite and vivid (clear) rather than vague (not clear) and general. In oral communication, we can‟t draw the tables, diagrams and graphs to make our statement vivid which is relevant with facts and figures.

7) **Courtesy**: Courtesy and politeness stems from a sincere youth attitude. It is not merely politeness with mechanical insertions of please and thank you. Although applying socially accepted manner. Rather, it is politeness that grows out of respect and concern for other.

Levels of Communication:

Learning to communicate with others by using language in an effective way in both personal and professional field is a challenge itself. Basically human communication takes place at six levels:

1). **Extra Personal Communication**: When communication is done with non human entities and humans results to extra personal communication. E.g. The bark of a pet dog when something happens to the master.

2). **Inter Personal Communication**: In this two people share their ideas and thoughts which enable us to get along with each others. E.g. Fight, Friendship, productivity in life etc.

3**). Intra Personal Communication**: It is all about talking ourselves. Prefix "intra" means "within", hence it means „self talks". E.g. If you become overweight, then you admit it and plan a diet for you.

4**). Group Communication**: Group communication occurs when three or more than three individual with a common goal, interact formally or informally.

5**). Mass Communication**: It occurs when extremely large group receive information at the same time but at different location. E.g. Television Audience.

6**). Organizational Communication**: Communication in an organization takes place at different hierarchical levels. Direct contact and communication is further divided into three steps:

a). **Inter operational**: Communication that occurs in conducting work within an organization is called as inter operational communication. This is the backbone of any organizations.

b). **External operational**: All work related communication that an organization does with other organization or dealers is classified as external operational communication.

c). **Personal**: Any sort of communication that takes place without the intention of business or communication not related to organization is known as personal communication.

COMMUNICATION NETWORK:

A network of communication represents the pattern of contact among the members of an organization. Types of Formal Communication Networks:

1). **Single Strand or chain Network**: As shown in figure, here one person communicates with one person only. It can flow from top to bottom or bottom to top in a line.

2). **Wheel Communication Network**: As shown in figure, the wheel network represents the communication pattern under which the subordinates can communicate with and through one manager

. 3). **Circular Communication Network**: In case of circular network, the message moves in circle. Each person can communicate with his two neighboring colleagues only.

4**). Free Flow Communication Network**: In such an communication network, everyone is free to communicate with anyone or everyone in the organization.

5). **Y Communication Network**: This network is centralized with information flows along the pre determined paths. Such networks may be appropriate for simple operations requiring little interaction among the members of the group.

Chain Network   Wheel Communication Network   Circular Communication Network   Free Flow Communication Network   Y-Communication Network
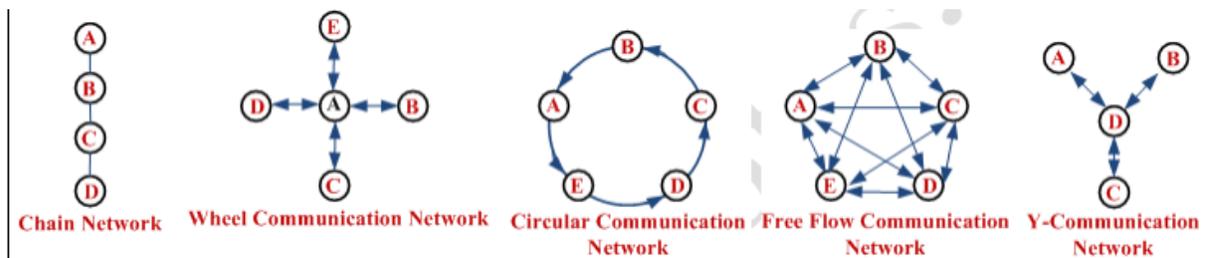
TECHNICAL COMMUNICATION

"All the information which is organized, presented and communicated in a specific format for a specific purpose and to specific audience is called Technical Communication". For e.g. business plan, business letter, agenda, advertisement, action plans, audit report, brochure, catalogue, contract, data book, memo etc.

Significance of Technical Communication

Technical communication is conveying of scientific, engineering or other technical information using appropriate vocabulary/diagram/drawing. Technical communication derives its siginificance by virtue of being.

- Clear and matter of fact
- Able to employ technical terms to target those who understand.
- Evoke reasoning and logical thinking rather than aesthetics.

Vocabulary Used in formal letters.

 Apologizing
I'm sorry about...

I am sorry that...
I'm very sorry about...
I'm very sorry for...
Please forgive me for...
I'd like to apologize for...
Please accept my apologies.
Please accept my sincere apologies. (very formal)

Asking for Help

I'd be grateful if you could...
I would be grateful if you could...
I would appreciate it if you could...
Could you please...
I was wondering of you could help me.(informal)
I would like to know...

Asking for Information

I am writing to enquire about...
I am writing to find out about...
What I am looking for is...
I would like to know about/if...

Closing

I look forward to seeing you.
I look forward to hearing from you.
I look forward to meeting you.

Conveying regards

Please give my best regards to your family.
Please pass on my best wishes to your wife and children.
Please give my regards to your parents.

Expressing satisfaction

I was delighted to hear that...
I was very happy to learn that...
I was thrilled to find out that...
I was glad to hear that...
...was very enjoyable.

Compound words

A compound word is formed when two words are combined to make a new word. It is one of the ways in which the English language is flexible and always changing, as compound words allow people to create new words as the need arises.

There are three types of compound words: closed form, open form, and hyphenated.

Closed compound words are formed when two fully independent, unique words are combined to create a new word. These are the most common types of compound word. For example:

- bullfrog
- snowball
- mailbox

Open compound words are formed when two words remain separate on the page but are used together to create a new idea with a specific meaning. For example:

- attorney general
- peanut butter
- Boy Scouts

Hyphenated compound words are formed with two separate words are joined together by a hyphen. For example:

- two-fold
- check-in

PARAPHRASING

Paraphrasing means formulating someone else's ideas in your own words. To paraphrase a source, you have to rewrite a passage without changing the meaning of the original text. When paraphrasing, it is important to keep the original meaning so that the facts remain intact.

The purpose of the paraphrase is often to summarize or simplify the author's ideas, making them easier to understand, more approachable. How to paraphrase in five steps:

- Read the passage several times to fully understand the meaning
- Note down the key points
- Write your version of the text without looking at the original
- Compare your paraphrased text with the original passage and make minor adjustments to phrases that remain too similar
- Cite the source where you found the idea

ACTIVE TO PASSIVE VOICE

TENSE	ACTIVE	PASSIVE
Simple present	Takes	Taken
Simple present cnts	Is/are taking	Is/are being taken
Simple past	Was/were took	Was/were taken
Past cnts	Was/were taking	Was/were being taken
Present prefect	Has/have taken	Has/have been taken
Past prefect	Had taken	Had been taken
Future	Will take	Will be taken
Future perfect	Will have taken	Will have been taken

Example:

- She would do the work
  The work would be done by her.
- She needs to finish the work
  The work needs to be finished by her

REPORTED SPEECH

Reported speech is used to communication what someone else said, think or believe, but without using the exact words.

Rules:

- Remove all inverted commas, commas, question marks.
- Use 'that' after reporting verb
- Pronoun change
- Reporting verb- said, told

Tense Change

Direct speech	Indirect speech
Simple present	Simple past

Present cnts	Past cnts
Present prefect	Past prefect
Present prefect conts	Past prefect cnts
Simple past	Past prefect
Past cnts	Past prefect cnts
AUXILARY VERB CHANGE	
Will	would
Must	Had to
Shall	Should
May	Might

Example:

- "I have been to london three times"

She said that she'd been to London three times.

- "I want to go home"
  She said that she wanted to go home.

Distinction Between general and Technical Communication:

General Communication	Technical Communication
General Communication includes day to day gossips, casual talks among peers	All communication, written or oral, done in the professional arena to a specific audience for specific purpose.
It is done without reference to any specialized techniques, terminology and format.	It is specifically in a proper format.
It doesn"t need any boundaries and rules.	It is for specific audience only.
It could be vague, suggestive, equivocal, and very plain. It hasn"t ant set pattern of communication	The writing is concise, clear and accurate. It conveys technical, complex or specialized information.
It is elegant and creative and can be poetic, literary or generic	It is strictly technical and organized in a way that is easy for a non technical reader to understand

BARRIERS TO COMMUNICATION:

The term „barrier" means hurdles, hindrance and obstacles. Thus barrier to communication imply hurdles or obstacles on the way of transmission of message from the sender to the receiver. Types of Barriers:

1). Physical and Mechanical Barriers:

a). Noise: Noise though of varying degree, disturbs or interferes with communication. E.g. Noise of heavy traffic and human sound.

b). Distance: Long distance between sender and receiver often resorts to disturbance in telephone connection.

c). Time: Time refers to the reaching of message. If an important message reaches late it is sure to affect communication.

d). Information Overload: If much more information is transmitted to receiver then he cannot pass it due to lot of confusion.

e). Physical Barriers: Poor lightning, too cold or thundering weather etc lead to physical obstruction in communication.

f). Use of words with different meanings: E.g. The word „tube" may mean tube, cycle tube or water tube which may be taken differently by different persons.

g). Denotations and Connotations: The literal meaning of words is known as Denotation. E.g. pen, book, chair and table. Connotative words like honest, punctual and cheap arouse qualitative judgments. Mostly denotation should be used.

2). Language or Semantic barriers:

a). Unclear Message: Lack of clarity and poor expressions phases etc leads to poor understanding of message.

b). Words or symbols with multiple meanings: A word may have several meanings but that expression should made which is understood as it is by receiver. Example: The word „value" may be expressed in different ways: The value of this book is Rs 100. We value our customer.

c). Technical words or jargons: Specialists and technical experts always use technical language but common man cannot understand it. So too much use of jargons should be avoided.

d). Faulty translation: Sometimes instructions originally drafted in a language need to be translated in a language understood by workers (Hindi) or else they won"t be able to draw the meaning out of it.

e). Unclarified Assumptions: Sometimes messages are based on certain assumptions which are subject to different interpretations. E.g. Take care of your guest. One may take care of only few problems but some other may do it right from vehicles to lodging and food.

f). Body language and Gesture: Along with verbal communication, body language should also mean the same or else it will obstruct the proper meaning.

3). Socio Psychological Barriers:

a). Difference in perception: Due to the differencing experience, education and culture, the two people perceive the same information in a different way and it creates problem.

b). Difference in attitude: If the message is consistent with our attitude, we tend to like it otherwise dislikes it. E.g. A news of salary hike will please mood of the employees while the implantation of new machinery will disappoint many of the employees.

c). Emotions: How the receiver feels at the time of receipt of information, affects a lot on how he interprets the information. E.g. If the receiver feels that the communicator is in jovial, he interprets that the information being sent by the communicator to be interesting.

d). Inattention: If receiver or sender and of them does not pay attention on what the other person is saying, it will obstruct communication.

e). Closed Minds: Both the sender and receiver should be open minded while listening to each other or else it will cause misunderstanding and misinterpretations.

f). Pre mature evaluation: Some people form a judgment before receiving the full information which becomes a barrier in effective communication.

g). Distrust: If the sender and receiver both do not trust each other, none of them can communicate effectively with other.

h). Resistance to change: When new ideas are communicated, most of the people do not filter them or resist them. It works as a barrier to communication.

i). Cultural Differences: People with different cultures have different meanings of different signs, symbols and assumptions. So in communication, while communicating by a person by one culture may be interpreted differently by the receiver of other culture. E.g. thumb up means all the best in one culture but a kind of disrespect in some other culture.

4). Organizational Barrier:

a). Status Relationship: Organizational structure creates a number of status levels in the organization (e.g. CEO and supervisor). If the upper and higher level/state does not share a good relationship communication between them will be obstructed.

b). One way flow: When sender and receiver both in the organization don''t participate in communication, it will not be effective.

c). Complex Organizational Structure: that is several layers of supervision long communication lines organizational distance between workers and top managers These many formalities may create problems in communication

d). Rigid rules and regulations: Lots of Do''s and Don''ts obstruct the communication flow.

e). Distance Barriers: If the receiver is too far in an organizational structure, sender avoids communicating.

5). Personal Barriers:

a). Attitude of superiors: If the attitude of superiors is fine, there is no problem in communication but if the attitude is unfavorable, there is a greater possibility that messages would not flow adequately from/or to superior.

b). Lack of confidence in subordinates: When the subordinates are less competent or less confident they don"t flow information upwards.

c). Insistence of proper channel: That means when superiors do not like by passing any information in order to prove their own importance, it obstructs communication.

d). Ignoring Communication: Sometimes even superiors do not like to communicate properly with subordinates as to maintain status quo, it creates problems.

e). Filtering of Information: Sometimes the sender intentionally screens the information for passing only such information which will look favorable to the receiver.

f). Shortage of time: "No time", "lack of time" etc phases are used by superiors and they do not communicate properly.

g). Barriers in Subordinates: Following barriers in subordinates act as barrier to communication: They dislike showing mistakes. People generally resist new ideas. Unwillingness to communicate upward a message on personal grounds. Lack of incentives and encouragement. They suppress information relating to their failure.

h). Miscellaneous Barriers: Sometimes sheer fear and distrust may effective communication flow badly. Sometimes the sender may fear of the consequence of passing the information by making a preconception and it acts like a barrier.

UNIT 2

READING COMPREHENSION AND SUMMARIZING

READING STYLE

There are 4 main reading style

Scanning: for a specific focus.
The technique you use when you're looking up a name in the phone book: you move your eye quickly over the page to find particular words or phrases that are relevant to the task you're doing.
It's useful to scan parts of texts to see if they're going to be useful to you:
* the introduction or preface of a book
* the first or last paragraphs of chapters
* the concluding chapter of a book

Skimming: for getting the gist of something
The technique you use when you're going through a newspaper or magazine: you read quickly to get the main points, and skip over the detail. It's useful to skim:
* to preview a passage before you read it in detail
* to refresh your understand of a passage after you've read it in detail.
Use skimming when you're trying to decide if a book in the library or bookshop

Intensive reading

 To read intensively is to completely deconstruct a text, with the goal of absorbing as much meaning from it as possible. This is done by taking a text, and systematically looking up every word, phrase, or collocation that you do not understand.

This is an activity that requires great mental effort and focus. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout. Specifically, if you wish to read a text intensively, you must take care to read texts that are interesting and short, to

read only for brief periods of time, and to do so when you have the most mental energy.

Extensive reading

To read extensively is to simply read as much as possible, without concerning oneself with the minutia of meaning and the occasional unknown word. This is done by reading for large swaths of time, and looking up words only when you deem it absolutely necessary to your understanding of the text.

If the text you wish to extensively read is at the appropriate level, you'll find that most unknown words can be deciphered by looking at their surrounding context, making overt use of translations or dictionaries unnecessary.

While intensive reading requires a high level of focus and deliberate effort, extensive reading is meant to be a fun and pleasurable experience, requiring a low expenditure of mental effort. The more extensive reading you do, the more language you are exposed to, allowing you to increase your passive knowledge of vocabulary quite quickly.

Specifically, if you wish to read a text extensively, you must read texts that are interesting, level-appropriate, of moderate length, to read when you can dedicate longer blocks of time, and to do so when you are relaxed.

READING SPEED

Speed reading is a skill that almost seems like superpower. The ability to quickly read and comprehend books, articles and other written materials would be life changing for lot of us.For some context most of us tend to read at about 200-400 words per minute. Speed reading has a few different popular methods,but most fall into a couple different systems.

READING EVALUATION

When children struggle with reading,its important that we evaluate them to determine why they are having trouble,what part of reading process is problematic for them,where they are on the continuum of reading disabilities and what can be done to help them achieve success .

CRITICAL READING

Critical reading means that a reader applies certain processes, models, questions, and theories that result in enhanced clarity and comprehension. There is more involved, both in effort and understanding, in a critical reading than in a mere "skimming" of the text. What is the difference? If a reader "skims" the text, superficial characteristics and information are as far as the reader goes. A critical reading gets at "deep structure" (if there is such a thing apart from the superficial text!), that is, logical consistency, tone, organization, and a number of other very important sounding terms.

What does it take to be a critical reader? There are a variety of answers available to this question; here are some suggested steps:

1. Prepare to become part of the writer's audience.

After all, authors design texts for specific audiences, and becoming a member of the target audience makes it easier to get at the author's purpose. Learn about the author, the history of the author and the text, the author's anticipated audience; read introductions and notes.

2. Prepare to read with an open mind.

Critical readers seek knowledge; they do not "rewrite" a work to suit their own personalities. Your task as an enlightened critical reader is to read what is on the page, giving the writer a fair chance to develop ideas and allowing yourself to reflect thoughtfully, objectively, on the text.

3. Consider the title.

This may seem obvious, but the title may provide clues to the writer's attitude, goals, personal viewpoint, or approach.

4. Read slowly.

Again, this appears obvious, but it is a factor in a "close reading." By slowing down, you will make more connections within the text.

5. Use the dictionary and other appropriate reference works.

If there is a word in the text that is not clear or difficult to define in context: look it up. Every word is important, and if part of the text is thick with technical terms, it is doubly important to know how the author is using them.

6. Make notes.

Jot down marginal notes, underline and highlight, write down ideas in a notebook, do whatever works for your own personal taste. Note for yourself the main ideas, the thesis, the author's main points to support the theory. Writing while reading aids your memory in many ways, especially by making a link that is unclear in the text concrete in your own writing.

7. Keep a reading journal

In addition to note-taking, it is often helpful to regularly record your responses and thoughts in a more permanent place that is yours to consult. By developing a habit of reading and writing in conjunction, both skills will improve.

Critical reading involves using logical and rhetorical skills. Identifying the author's THESIS is a good place to start, but to grasp how the author intends to support it is a difficult task. More often than not an author will make a claim (most commonly in the form of the thesis) and support it in the body of the text. The support for the author's claim is in the evidence provided to suggest that the author's intended argument is sound, or reasonably acceptable. What ties these two together is a series of logical links that convinces the reader of the coherence of the author's argument: this is the warrant. If the author's premise is not supportable, a critical reading will uncover the lapses in the text that show it to be unsound.

SQ3R METHOD

SQ3R is a Reading/Study formula designed to help process and increase retention of written information. It consists of the following five steps.

S = SURVEY Scan the piece of writing to establish its purpose and get the main ideas. Look for:

- Titles and Headings – Indicate the main topics and concepts being developed.

- Pictures, questions, bold or italicized print – emphasize important information
- Introduction and conclusion –May give the topics being covered as well as the purpose. First and last sentences in paragraphs.
- Footnotes

Q = QUESTION

Write questions to give purpose and improve concentration. This aids comprehension. Turn main headings and pictures into questions. Jot down questions that you may have as you survey the material

. R = READ

Search for answers to your questions. Make notes and highlight main ideas that support the concept.

R = RECITE

Reciting helps to put the information into your long-term memory. Put what you have learned into your own words.

R = REVIEW

It is important to review the material to understand and remember it. Did you answer all of the questions and understand the information? Reviewing each time you study will eliminate the need to "cram" for a test.

*There is another version of this method called the SQ4R. In this method the additional R can mean several things that you can do to add more power to your study method. Below are various methods of the 4th R for you to consider adding to the SQ3R method

. R = RELATE ·

It is easier to remember ideas that are personally meaningful. · When you study a chapter, try to link new facts, terms, and concepts with information you already know.

The PQRST Method

This method helps the student focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use that information in an exam. The method can also be modified to suit any particular form of learning in most subjects. It can also allow more accurate timing of work so instead of having to decide how much time to attribute to one whole topic you can decide how long it might take to preview the material and then each step after that.

p review: Look at the topic you have to learn, glancing over the major headings or the points in the syllabus. (before you dig into the reading, look at the headings, bold words, pictures & diagrams. Think about what you already know about the topic P)

Question: Formulate questions that you would like to be able to answer once you have finished the topic. It is important that you match as much as possible what you would like to know to your syllabus or course direction. This allows a certain flexibility to take in other topics that may aid your learning of the main point or if you are just interested. Make sure that your questions are neither more specific nor more openended than they might be in an exam. (before you read and while you are reading consider the questions you should be able to answer from the reading, you can even turn those headings into questions, ask who, what, when, where, why, how?)

R ead: Read through your reference material that relates to the topic you want to learn for your exam being mindful to pick out the information that best relates to the questions you wish to answer. (while you are reading, ask yourself "Do I understand this?" Reread if necessary. Make mental notes. Visualize. Mark the text with sticky notes. Think what will happen next)

Summary: This is the most flexible part of the method and allows individual students to bring any ways that they used to summarize information into the process. This can include making written notes, spider diagrams, flow diagrams, labeled diagrams, mnemonics, making a voice recording of you summarizing the topic, or any method that feels most appropriate for what has to be learned. You can combine several methods as long as this doesn't extend the process too long as

you may lose sight that you are merely seeking to use the information in the most appropriate way. (Say or write down the main idea from each paragraph)

Test/think: Use this step to assess whether you have focused on the important information and stayed on topic. Answer the questions that you set for yourself in the Question section as fully as you can as this using of the information is another way of using the information and remembering more of it. This section also reminds you to continually manipulate the information so that is focused on whatever form of assessment that it is needed for. It is sometimes easy to lose sight of the point of learning and see it as a task to be completed mundanely. Try to avoid adding questions that you didn't formulate in the Q section. (answer the questions, review, transfer to memory, test yourself).

Comprehension Techniques

- **Monitor Comprehension**
  When readers monitor their comprehension, they keep track of their thinking as they read, listen and view. They notice when a text make sense or when it doesn't. They distinguish between what the text is about and text makes them think about. Only when they are "thinking about their thinking" ca make they sense about what they read and also recognize when meaning has gone astray.
- **Active and Connect**
  Whether we are connecting, questioning, or inferring, background knowledge is the foundation of thinking. Readers can't understand what they hear, read, or view without thinking about what they already know. To comprehend, learners must connect the new to the known. Kids must be prepared not only to think about what they already know but also to revise their thinking when they encounter new and more accurate information.
- **Ask Questions**
  Curiosity is at the heart of teaching and learning. Encourage students to frame questions before and after reading to increase their comprehension. Each student should be able to reflect on three main questions, namely, a right now question, an analytical question, and a research question.
- **Infer and Visualize**

Inferring is the bedrock of understanding. It involves taking what you know-your background knowleage- merging it with clues in the text to come up with ideas and information that aren't explicitly stated. Inferential thinking helps readers to figure out unfamiliar words, draw conclusions, develop interpretations, make predictions, surface themes, and even create mental images. Visualizing is sort of a first cousin to inferring. When readers visualize, they construct meaning by creating mental image, seeing, hearing, tasting, touching and even smelling their imaginations.

- **Determine importance**:
  For too many years, kids have been asked to pick out"the main idea" without being shown how or explaining why. Once kids know how to merge their thinking with the information, they need to be able to figure out what makes sense to remember.

- **Summarize and Synthesize**
  Synthesizing information nudges readers to see the bigger picture as they read. Though readers to see the bigger picture as they read. Thoughtful readers intergrate the new information with their exisying knowledge to come to a complete understanding of the text. As readers encounter new information, their thinking evolves. They merge the new information with what they already know and construct meaning as they go. As they distill nonfication text into few important ideas, they may develop a new perspective or an original insight.

Note – taking

Taking notes is an important part of the life of every student. There are two main reasons
  - Taking notes helps you concentrate.
  - Notes helps to maintain an permanent record

Key benefits of effective note-taking

- Improve focus and attention to detail.
- Promotes active learning. By taking effective notes, students are actively involved in the learning process thus giving it a purpose and increasing productivity.

- Boost comprehension and retention. A proven method of increasing memory retention, note taking can also increase comprehensionby breaking down the context for a student to consume easily.
- Teaches prioritizing skills
- Extends attention span. Proven to extend a student's attention span, a necessary tool in any learning situation
- Improves organizational skills.
- Increase creativity

MODULE 3

ORAL PRESENTATION

Voice Modulation

In basic terms "voice modulation is adjusting your pitch and volume while speaking and give stress to the particular word which should sound different."Voice modulation is very important part of communication.

Here are few components of voice modulation.

Pace or Speech speed: It must always be at a speed that the listener can understand, the medium speed works better. But sometimes you have to change the pace from slow to fast if required according to the situation, but yet the speed should be within your comfort zone. Put the pace at that speed where the listener can understand you properly.

Pitch or Depth of voice: You can simply start practicing increasing the depth of your voice from your oral track to vocal chord to your chest till your abdomen. The deeper you go, the more depth you get. Keep it at a level that is comfortable for you and don't strain your vocal cords. More depth your have more commanding and powerful your sound. Being loud helps you to do it.

Pause: Pauses should be given at required intervals like where there is punctuation like , . : ; " ? - ! etc and conjunctions like "and" "or" "but" "yet" "either" "neither" "so" etc. It is given to let the listener absorb your information. It is given for emphasis and dramatic effect. You sound fluent and natural.

Power: In order to create power in your voice, you should not speak from your mouth but from inside from the abdomen, make it commanding by generating intensity in your voice. The more depth you have more the powerful you can sound.

Volume: Try and match your listener's speech volume, unless they are shouting. Try dropping your volume so that they have to drop their volume to hear you. Maintain your volume according to the listener, decrease or increase (do not shout

to increase it be loud). Increasing your volume simply means being loud and louder. The louder you are, more clear and commanding you sound.

Emphasis: Put emphasis by putting some pressure or focus on the keywords or syllables in order to provide contrast to your words bring out their desired meaning. It helps your voice sound clear and attractive.

Inflection: Inflection means ups and downs of words. In combination inflection links meaning and feeling with your words.

It is an adjustment of the pitch or tone of voice to become enough to be clearly heard and understood by folks.

PRESENTATION SKILLS

Oral presentation

Oral presentations are one of the most common assignments in college courses. Scholars, professionals, and students in all fields desire to disseminate the new knowledge they produce, and this is often accomplished by delivering oral presentations in class, at conferences, in public lectures, or in company meetings. Therefore, learning to deliver effective presentations is a necessary skill to master both for college and further endeavors. Oral presentations typically involve three important steps: 1) planning, 2) practicing, and 3) presenting.

1. **Planning**
   Oral presentations require a good deal of planning. Scholars estimate that approximately 50% of all mistakes in an oral presentation actually occur in the planning stage (or rather, lack of a planning stage). Make sure to address the following issues:
   Audience:
   - Focus your presentation on the audience. Your presentation is not about how much you can say, but about how much your audience can understand.
   - Organize your information into three to five points/categories. Audiences can only easily remember a maximum of three to five points.

- Build repetition. Listening is much different than reading. Your audience cannot go back and read over something they missed or did not understand. Build repetition through internal summaries, transitions, analogies, and stories.

Introduction:

- Introduce yourself if needed, providing your affiliation and/or credibility.
- Create an effective opening that will interest your audience: pose a question, give an amazing• fact, or tell a short, interesting story.
- Reveal your topic to the audience and explain why it is important for them to learn about. Give a brief outline of the major points you will cover in your presentation.

Main Body:

- Explain your points. Give clear explanations. Provide sufficient evidence to be convincing.
- Use transitions between sections of your presentation (introduction, body, and conclusion) as well as between points in your main body section. The Writing Studio's handout on Roadmaps provides a great explanation of how to create clear signals and "signposts" that will guide the audience through your presentation.
- Use analogies and stories to explain complicated ideas and to build repetition.

Conclusion:
- Signal your conclusion with a transition.
- Summarize your points.
- Refer to future action if needed.
- End with, "Thank You."
- If answering questions, tell your audience, "I'll now be happy to answer any questions."

2. **Practicing**

   Practicing your presentation is essential. It is at this stage of the process that you figure out word and phrase emphasis and the timing of your sections and overall presentation. Record your presentation and review it in order to know how you sound and appear to your audience. You may notice that you are pausing awkwardly, talking too fast, or using distracting gestures. Consider using different colored highlighters to remind yourself when to pause, when to emphasize a particular point, when you have a slide change on your PowerPoint, etc.

   Practice in front of peers and elicit feedback. Ask your peers to comment on your delivery and content. What aspects of your delivery work well to convey the information and argument of the presentation, and what aspects of your delivery are not working as well as they could? Also, are there moments in your presentation in which your peers become confused, bored, or distracted.

   Remember that the more you practice, the more comfortable you will become with the material. As a result of repeated practice, you will appear far more polished and professional while delivering your presentation.

3. **Presenting**

   As the person in charge of the situation when presenting, it is your job to make your audience feel comfortable and engaged with both you and the material of the presentation.
   ● Maintain eye contact. Only look at notes or slides very briefly. Sweep the room with your gaze, pausing briefly on various people.
   ● Be aware of your body posture.
   ● Be enthusiastic about your topic
   . ● Smile

PUBLIC SPEAKING

Public speaking is the process of communicating information to an audience. It is usually done before a large audience, like in school, the workplace and even in our personal lives. The benefits of knowing how to communicate to an audience include sharpening critical thinking and verbal/non-verbal communication skills.

There are six steps to successful public speaking

- Clarify your objective
- Analysing your audience
- Collect and organize your information
- Choose your visual aids
- Prepare your notes
- Practice your delivery

TYPE OF PUBLIC SPEAKING / SPEECH PURPOSE

- The entertaining speech
  The speaker provides pleasure and enjoyment that make the audience laugh or identify with anecdotal information. Some examples of entertaining speeches.
  - Excuses for any occasion
  - Explaining cricket to an American
  - Things you wouldn't know without the movies
  Effective preparation requires identifying the purpose of your speech. Once you've identified your purpose, you can move on to the objective of your speech (coming next week).

- The informative speech
  With informative speaking, the speaker is trying simply to explain a concept to the audience members. College lecture courses involve informative speaking as do industry conferences and public officials sharing vital information. In this type of speaking, the information is what is important. The speaker is not trying to get others to agree with him or to show them how to do something for themselves. Rather he is disseminating vital information.
- The persuasive speech
  Persuasive speaking tends to be the most glitzy. Politicians, lawyers and clergy members use persuasive speaking. This type of speaking requires practicing voice inflections and nuances of language that will convince the audience members of a certain viewpoint. The persuasive speaker has a stake in the outcome of the speech. Politicians, for instance, may want votes

or a groundswell of support for a pet project, while lawyers are trying to convince a jury of their position -- and clergy members are trying to win others over to their faith. The persuasive speaker uses emotional appeals and strong language in speeches.

- The inspirational speech

  An inspirational speech doesn't need the audience to take action. Its intention is to create an uplifting emotional experience that leaves the audience feeling inspired. The goal of a motivational speech is to motivate an audience to take a specific action, usually in regard to personal or professional growth.

There are several techniques you can use to inspire your audience. Here are just a few. You don't necessarily want to use all of them at once, just keep them in mind as you develop your inspirational speech.

- **Give them hope**
  Hope is a very powerful emotion … one that can keep people going even during the darkest of times. If you can evoke this emotion with your stories or information, you can inspire an audience to "hang in there."

- **Stand in your power**
  You cannot inspire your audience if you don't come across as confident. People are inspired by leaders and leaders are confident. Be aware of the subtle messages your body is sending … work on maintaining a confident, self-assured posture and use gestures that show authority, while still conveying compassion.

- **Believe in your message**
  Audiences can tell a fraud when they hear one. Your inspirational message must come from your heart and be fueled by your passion. If your message does not inspire you, how can you expect it to inspire your audience.

BUSINESS PREPARATION
Business presentation can be defined as formal information about the business products or practices. It is typically carried out by using the audio and visual presentation material such as statistical documents, projectors, flip charts, whiteboards, and much more. The most common examples of the business presentations are intra-organization and sales presentations. Generally, the suppliers conduct the sales presentations in front of a potential customer with the

aim of pitching their services, whereas the intra-organization presentations conducted by members of a company in front of their coworkers with the purpose to introduce new operations or policies.

      1. **Sales presentation** :are conducted by suppliers in front of a potential client or customer ,with the express purpose of pitching their product or service. The sales presentation should begin by identifying the needs or deficits of the organization that the supplier plans to fill. The supplier should come prepared with pre-researched information on the specifics of the organization's needs: or ,in lieu of such details, statistics on the industry that the organization is a part of.

      2. **Intra organizational presentation**: are conducted by one or more members of an organization to their co-workers, and are often for the purpose of introducing new policies or operations. An intra organization business presentation is typically conducted by whichever department or personnel is spearheading the new operations that are being introduced to the organization.

PREPARATION

Preparation is the single most important part of making a successful presentation, it is an absolutely crucial foundation ,and you should dedicate as much time top it as possible, avoid shortcuts.

Organizing the presentation material may include:

- Blue sky thinking(ideas)
  Keeping your objectives in your mind, write down all the points you   wish to make, irrespective of order.
- Select your main points
  The talk or presentation should be divided in to three sections
      1.Introduction(beginning)
      2.Main content(middle)
      3.Conclusion(end)
- Decide whether to illustrate
  If the presentation is short and informal its not probably not necessary to use any visual aids. Use visual illustrations if any thing requires expanding, clarifications, or simplifying. Illustrations of any type should be relevant and fully explained.

- Introduction and conclusion

  The introduction should give a preview of what you are going to say and should gain the attention of the listeners with a statement of purpose. Make it clear whether you wish to accept questions as they arise during the presentation, there by breaking your flow and risk begin side tracked. The conclusion should repeat the main points but this time try to use different words and summarize the main point and argument.

DEBATE AND GROUP DISCUSSIONS

Group discussion, as its name suggests, happens within a group of people. The Number may vary from 6 to 8 people. It is a conversation where more than one person puts their views and thoughts on a particular topic or subject. It is a verbal presentation of a certain topic by the participants. Group discussion can also be termed as a method to test your communication and convincing skills. Your views required to be heard by the other members of that group. A Group discussion may or may not have a conclusion point but you need to ensure that your ideas, thoughts, and viewpoints are at least acknowledged by the other participants.it is a popular methodology used by an many organizations (company, institute, business school, etc.) these days to gauge whether the candidate has certain personality traits such as interpersonal communication skills, confidence in public speaking, team spirit, leadership abilities, social behaviour and problem-solving skills. GDs form an important part of the short-listing process for recruitment or admission in a company or institution.

A debate is a form of public discourse; it can be in the form of formal direct oral contest or competition in argumentation between two or more people on a defined proposition at a specific time. According to the Oxford English Dictionary, debate is "a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote." (The Oxford English Dictionary, 3rd Edition, Edited by J. Simpson and E. Weiner. Clarendon Press, 2010).

- Competitive debate can be in the form of a formal, disciplined, and rule-governed contest/competition that is conducted within a set framework. A debate may comprise single participants or teams that include several

individuals. In a typical debate, two teams are presented with a proposition that they will debate, with each team given a set period of time to prepare their arguments. Debates are performed in a structured setting that gives all participants a chance to present and defend their arguments.

- In other words, the two debating sides are given a proposition to debate. The Affirmative side of the proposition – also called the Proposition – advocates, supports, and upholds the resolution. The Negative side of the proposition – also called the Opposition – opposes and refutes the resolution; as such, they deny the stance of the Affirmative. Stated differently, the Proposition is the team that attempts to secure the acceptance of a proposition. The Opposition is the team that attempts to secure the rejection of a proposition. It is vital that the proposition should take a definite stance on an issue.

- Basic debate styles vary widely in terms of their format, time limits for speeches, the order of speeches, and how arguments are presented. Despite these differences, debates also have many features in common. Overall, debates are very common in social, political, and educational environments.

- Although the topics addressed in a debate can be virtually anything, most debates tackle controversial issues that appeal to the audience. Certain debates also allow for audience participation where attendees can pose questions to the debaters.

Difference between GD and Debate

DIFFERENCE BETWEEN DISCUSSION AND DEBATE

Debate
- Either Winning or Losing.
- A debate is a perfect situation for expressing intense emotions.

Discussion
- Expression of your point of view and respecting another's point of view.
- A GD, however, calls for a lot more maturity and logic.

Brainstorming the Topic

Brainstorming is the name given to a situation when a group of people meet to generate new ideas around a specific area of interest. Using rules which remove inhibitions, people are able to think more freely and move into new areas of thought and so create numerous new ideas and solutions. The participants shout out ideas as they occur to them and then build on the ideas raised by others. All the ideas are noted down and are not criticized. Only when the brainstorming session is over are the ideas evaluated.

This is the traditional way brainstorming is done. The aim of this website is to train you in the methods of traditional brainstorming and then to move on and discover a series of advanced techniques available to Brainstorming is the name given to a situation when a group of people meet to generate new ideas around a specific area of interest. Using rules which remove inhibitions, people are able to think more freely and move into new areas of thought and so create numerous new ideas and solutions. The participants shout out ideas as they occur to them and then build on the ideas raised by others. All the ideas are noted down and are not criticized. Only when the brainstorming session is over are the ideas evaluated.

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Some other definitions:

- Brainstorming is a process for generating new ideas.

- Brainstorming is "a conference technique by which a group attempts to find a solution for a specific problem by amassing all the ideas spontaneously by its members" - Alex Osborn

- To brainstorm is to use a set of specific rules and techniques which encourage and spark off new ideas which would never have happened under normal circumstances

Brainstorming will help you come up with new ideas. And not only will you come up with new ideas but you will do so with surprisingly little effort. Brainstorming makes the generation of new ideas easy and is a tried-and-tested process. Exactly what you apply brainstorming techniques to depends on what you want to achieve. You can apply them to develop new products, services and processes in your job, or you can apply them to develop your personal life.

GD Strategies

Every individual must learn the successful tips of group discussion to fair well in the interviews as well as the screening process of educational institutes.

- The first and the foremost tip for an individual to perform well in a GD is to learn the art of participation. Don't expect others to force you to speak. Take the initiative, participate in the discussion and share your ideas with others. Never shout in a group discussion and always wait for your turn to speak. Remember it's a discussion, not a fighting ground. Be polite but firm.

- Try to take the initiative. Don't wait for the others to start the discussion. Always volunteer yourself and start the discussions in an extremely confident manner. Introduce yourself and your team members and then start with the topic but one thing to remember here is that one must initiate the Group Discussion only when he or she is well versed with the topic. Don't take the risk if you yourself are not very clear about your thoughts.

- A leader is the one who actually gives the group discussion a direction and guides other team members when they seem to be lost or confused. Like a true leader, an individual must try his level best to refrain from personal favours. Don't only ask your acquaintance to speak, give equal opportunity to other participants as well. As the leader of the group, he must ensure that the discussion does not end up in fighting and reaches a conclusion.

- One must speak only if he is well prepared with the topic. Don't just speak for the sake of points or marks; speak only when you are absolutely sure about what you are speaking. Never depend on guess works in group discussions as it sometimes can seriously go against you. Avoid using slangs

or crack jokes in between the discussions as it is considered highly unprofessional.

- Never be rigid in group discussions. Always keep in mind that the other person is also as learned as you. Always listen to what he is saying and then only respond. Be a good and a patient listener. Don't just simply draw conclusions as there is always a room for discussions. Debate logically and sensibly and try to take everyone along with you.

- Read a lot and always keep your eyes and ears open. Always begin your day with the newspaper and know what is happening around you. An individual must be aware of the current events to succeed well in a group discussion.

- Be alert always. A participant usually gets around 15 minutes to think about the topic. You need to think fast and cover as much as you can. Always take care of your words. The content has to be sensible, crisp and well supported with examples or real life situations. Don't adopt a laidback attitude or yawn in between group discussions.

- Take care of your dressing as well. Don't wear flashy clothes while going for a group discussion or interview. Female candidates should also avoid cakey makeup or flaunt heavy jewellery. The clattering sounds of bangles sometimes act as a disturbing element in formal discussions. Be in professional attire and avoid loud colours.

An individual must keep in his mind that group discussion is meant for bringing out the managerial skills of an individual. The organizer of the group discussion will never appreciate you or give you the credit if you shout or fight in group discussions. Be calm, composed, confident and neutral to create an impression in the discussion and win over others.

MODULE 4

LISTENING AND INTERVIEW SKILLS

LISTENING

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood. Listening is one of the most important skills you can have. An active process of getting information, ideas. "Listening is the process of receiving, constructing meaning from, and responding to spoken.

TYPES OF LISTENING

- ## ACTIVE AND PASSIVE LISTENING

Active Listening	Passive Listening
It is the process of converting an idea or thought into message with complete involvement.	It is the process of just absorbing the message without any involvement.
Listener encourages the speaker to express his ideas enthusiastically by showing interest in the speech.	The listener discourages the speaker by expressing boredom on his face.
It is a two way process where listener plays an active role	It is a one way process where the listener plays no role.
Active listener never neglects the physical aspects of the speaker such as appearance, expressions, and bodily movements as they are very helpful to convey meaning to spoken words	Passive listener has nothing to do with these physical aspects as he wants to bring out no meaning from the spoken words
To encourage the speaker active listener responds non-verbally by rolling eyes, changing facial expressions, showing smile and in this way shows his keenness to listen.	Passive listener also responds nonverbally by yawning and showing boredom on face and discourages the speaker

Active listening leads to effective and sound listener-speaker relationship.	No scope for listener-speaker relationship and in fact the speaker wants to avoid such listeners.
Active listener shows his thirst for knowledge and information by asking relevant questions frequently	Passive listener wants the speaker to conclude as early as possible and thus no chance of building up rapport between them

• DISCRIMINATIVE AND COMPREHENSIVE LISTENING

Discriminative listening :

 As the name itself suggests, discriminative listening is the most basic type of listening, whereby the difference between the sounds is identified. If you cannot hear differences, then you cannot grasp the meaning that is expressed by such differences. By being sensitive to changes in the speaker‟s rate, volume, force, pitch and emphasis, the informative listener can detect even minute and minor meaning of difference in meaning.

 Comprehensive listening :

When the listener comprehends the message in order to understand the full meaning, it falls into the category of comprehensive or evaluative listening. This type of listening results in to selection of the needed information out of the total information. Students should involve themselves in this type of listening. Comprehension listening is also known as content listening, informative listening and full listening. There are two other types of listening which are similar to Comprehensive listening.

Intensive and extensive listening

Intensive listening is the choice of teaching recording and story, essay or science essay; extensive listening can choose some spoken textbooks or some interesting stories, more contact recording material, in order to be familiar with the English pronunciation, broaden their knowledge ,improve hearing. Extensively can again understand the general meaning. If you again do not understand, upside down to listen to it again, or did not understand, a brief look at the book, to continue to

listen to them. In the first pass, when listening to the new material, we must concentrate on, so that their own thinking to keep up with every syllable. At the end of each pause in my mind over and over again. Listen to them as to encounter a new word not to stop and think, because some words you can understand the entire contents. Some words do not affect the meaning of understanding can regardless of stop to think, but affect listen to the content of the following. Listening to with the frequency of the recording material in the brain repeated in English, and the speed you want to turn out to be able to keep up with the recording speed can not listen and translate. General, as long as the rather difficult, could hear most of the words and can understand the effect.

DEVELOPING EFFECTIVE LISTENING SKILLS

- Repeat what is said to you. When someone is telling you a story or has information that is important to them to share with you, repeat what they have said.
- Write it down
- Maintain eye contact and provide non verbal cues
- Avoid outside distraction
- Listen from heart
- Ask clarifying question

BARRIES TO EFFECTIVE LISTENING

- Excessive talking
  Good conversational skills are assets, and a person with these skills is more likely to achieve professional success. However, talking more than necessary is a barrier to effective communication.
- Prejudice
  Prejudice is a preconceived opinion of feeling, which is usually irrational. Prejudice is very dangerous and has the potential to bring animosity into the team and to break team spirit. The reason for a prejudice may be the speaker's race, religion, age or appearance.
- Distraction
  Physical, mental, auditory, visual
- Expecting others to share your personal beliefs and values

- Misunderstanding
  The inability to hear correctly is one of the many reasons for the misunderstanding what a speaker is trying to communicate.
- Interrupting
  Interrupting a conversation with improper body language or inappropriate words will have a negative impact in effective communication.
- Faking Attention
- Brining in emotions
- Noise
- Fear

INTERVIEW SKILLS

Types of interviews

- **Screening interviews**
  Screening interviews are generally conducted when an employer has a large applicant pool which they want to narrow down to a more manageable number. The purpose is to "weed out" the application who are obviously not a fit
- **Phone interviews**
  Most screening interviews are done by phone, but phone interviews will also be used for other reasons, such as geographic obstacles- the applicant lives in another city or state. In the case, phone interviews will be longer and more detailed.
- **Skype interview**
  Skype video interviews take the phone-screening interview to the next level, and they are becoming a regular part of the job application process for many companies. From choosing the right on screen look to making sure all of your tech system area go, you'll want to be 100%redy for your TV debut.
- **One-one- interview**
  This is the most common interview method and involves you and the interviewer alone in a private office. Once you are face-to-face with the interviewer your dress, appearance, non-verbal communication skills and

other visual factors, as well as your verbal communication skill will come to play.

- **Panel interviews**

  Panel interviews are very effective from the employer's perspective because it allows them, in effect, to do many interviews all at once. Remember that in a panel interview you must connect and engage with every member of the panel, not just the person asking the question.

- **Serial interviews**

  In a serial interview you will meet with several people throughout the day, usually back-to-back. One people will interview you, then pass you to the next person, and son on throughout the day. Serial interviews are physically and mentally tiring because they can often take the entire day.

- **Lunch interviews**

  Sometimes the employer will take you to an interview lunch or even dinner.

- **Group interviews**

  Instead of several interviewers and one candidate, one interviewer will sometimes interview several candidates at the same time. The interviewer will ask questions of no one in particular in hopes that a leader will emerge.

- **Stress interviews**

  Stress interviews are conducted to discover how a candidate behaves in stressful conditions. In this type of interview, the interviewer will come to know whether the candidate can handle the demands of a complex job. The candidate who maintains his composure during a stress interview is normally the right person to handle a stressful job.

HOW TO SUCCESS AN INTERVIEWS

- Review your cv
- Research the company
- Prepare answers to competency- based question
- Know your strengths
- Prepare to ask questions
- Expect the unexpected
- Make a good first impression
- Avoid common pitfalls

- Fail to prepare, prepare to fail

FAQs RELATED TO JOB INTERVIEWS

- **What are your weaknesses?**
  This is one the most popular questions interviewers ask. It is also the most dreaded question of all. Handle it by minimizing your weakness and emphasizing your strengths.Stay away from personal qualities and concentrate on professional traits:"I am always working on improving my communication skills to be a more effective presenter. I recently joined toastmasters, which I find very helpful".

- **Why should we hire you?**
  Summarizing your experience, " with five years experience working in the financial industry and my proven record of saving the company money, I would make a big difference in your company. I'm confident I would be a great addition to your dream".

- **Why do you want to work here?**
  The interviewer is listening for an answer that indicates you've given this some thought and are not sending out resumes just because there is an opening. Example " I've selected key companies whose mission statements are in line with my values, where I know I could be excited about what the company does, and this company is very high on my list of desirable choices."

- **What are your goals?**
  Sometimes it's best to talk about short-term and intermediates goals rather than locking yourself into the distant future. The example " my immediate goal is to get a job in a growth-oriented company. My long – term goal will depend on where the company goes. I hope to eventually grow into a position of responsibility."

- **Why did you leave your job?**
  State your reason for leaving in a positive context: " I managed to survive two rounds of corporate downsizing, but the third round was a 20% reduction in the workforce, which include me".

- **What salary are you seeking?**

Prepare by knowing the going rate I your area, and your bottom line or walk-away point. " I am sure when the time comes, we can agree on a reasonable amount. In what range do you typically pay someone with my background?"

MODULE 5
FORMAL WRITING

TECHNICAL WRITING

Technical writing is a style of writing used in delivering technical information regarding a particular subject. Here, the intended audience should have a certain knowledge about the subject in order to understanding the technical jargon and the meaning of the text. Technical writing is the style of writing that is mostly observed in non-fiction.

LITERARY WRITING

There are certain texts that are not necessary to read, but we read them as they entertain us or educate us in a writing style that is flowing and full of figure of speeches. Of course, literary writing also intends to educate, but the writers feel at a liberty to arouse the emotions of the readers.

Literary writing can be at times personal and very informal. The text is often lyrical or prosaic with a lot of flexibility at the disposal of the writer. Literary writing has an aesthetic appeal, and the writer takes care to make it enjoyable for the readers. There is no limitation of words in the case of literary writing, and this style of writing is very old.

DIFFERENCE BETWEEN TECHNICAL LITERARY STYLES

- The content and style of writing of technical writing is different from literary writing as the subjects chosen are vastly different

- The intended audiences of technical writing are academicians and experts whereas literary writing is for general readers.

- The main purpose of technical writing is to inform and to implore action on the part of the readers whereas the main purpose of literary writing is to entertain and to arouse emotions

- Technical writing makes use of figures of speeches whereas technical writing is to the point and straight forward

- Technical writing is non-fiction whereas literary writing is mostly fiction

- Logic and reasoning dominate technical writing while humanism is the main characteristic of literary writing.

JOB APPLICATION

Writing a job application letter is very different from a quick email to a friend or a thank-you note to a relative. Hiring managers and potential interviewers have certain expectations when it comes to the letter's presentation and appearance, from length (no more than a page) to font size and style to letter spacing:

Length: A letter of application should be no more than one page long.

Format and Page Margins: A letter of application should be single-spaced with a space between each paragraph. Use about 1" margins and align your text to the left, which is the standard alignment for most documents.

Font: Use a traditional font such as Times New Roman, Arial, or Calibri. The font size should be between 10 and 12 points.

Heading: A letter of application should begin with both your and the employer's contact information (name, address, phone number, email) followed by the date. If this is an email rather than an actual letter, include your contact information at the end of the letter, after your signature.

- Header Examples

Salutation: This is your polite greeting. The most common salutation is "Dear Mr./Ms." followed by the person's last name. Find out more about appropriate cover letter salutations, including what to do if you don't know the person's name, or are unsure of a contact's gender.

Body of the letter: Think of this section as being three distinct parts.

In the **first paragraph**, you'll want to mention the job you are applying for and where you saw the job listing.

The **next paragraph(s)** are the most important part of your letter. Remember how you gathered all that information about what employers were seeking, and how you could meet their needs? This is where you'll share those relevant details on your experience and accomplishments.

The **third and last part of the body of the letter** will be your thank you to the employer; you can also offer follow-up information.

Complimentary Close: Sign off your email with a polite close, such as "Best" or "Sincerely," followed by your name.

- Closing Examples

Signature: End with your signature, handwritten, followed by your typed name. If this is an email, simply include your typed name, followed by your contact information.

- Signature Examples

CV-CURRICULUM VITAE

Curriculum Vitae is a latin word meaning "course of life". It is more detailed than a resume, generally 2 to 3 pages, or even longer as per the requirement.CV lists out every skill,all the jobs and position held, degrees, professional affliations the applicant has acquired, and in chronological order. C.V. is used to highlight the general talent of the candidate rather than specific skills for a specific position.

The length of a CV : There is no page limit for cv,the only thing isd_it is always being considered as larger in length as compared to Resume.

RESUME

A resume is a one- or two-page formal document that job hopefuls submit to hiring managers and employment recruiters as a means of itemizing their work experience, educational background, and special skills. Successful resumes entice potential employers to invite applicants to interview for the position. Resumes are

traditionally accompanied by cover letters in which applicants champion their relevant skills and tout their specific qualifications for a given position.

Resume	Vs	CV
Emphasizes skills		Emphasizes academic accomplishments
Used when applying for a position in industry, non-profit, and public sector		Used when applying for positions in academia, fellowships and grants
Is no longer than 2 pages, with an additional page for publications and/or poster presentations if highly relevant to the job		Length depends upon experience and includes a complete list of publications, posters, and presentations
After 1 year of industry experience, lead with work experience and place education section at or near the end, depending upon qualifications		Always begins with education and can include name of advisor and dissertation title or summary (see examples). Also used for merit/ tenure review and sabbatical leave

MINUTE PERPARATION

Minutes are a tangible record of the meeting for its participants and a source of information for members who were unable to attend. In some cases, meeting minutes can act as a reference point, for example:

- when a meeting's outcomes impact other collaborative activities or projects within the organization
- minutes can serve to notify (or remind) individuals of tasks assigned to them and/or timelines

What should be included in meeting minutes?

Before you start taking notes, it's important to understand the type of information you need to record at the meeting. As noted earlier, your organization may have required content and a specific format that you'll need to follow, but generally, meeting minutes usually include the following:

- Date and time of the meeting
- Names of the meeting participants and those unable to attend (e.g., "regrets")
- Acceptance or corrections/amendments to previous meeting minutes.
- Decisions made about each agenda item, for example:
    - Actions taken or agreed to be taken
    - Next steps
    - Voting outcomes – e.g., (if necessary, details regarding who made motions; who seconded and approved or via show of hands, etc.)
    - Motions taken or rejected
    - Items to be held over
    - New business
    - Next meeting date and time

MEETING MINUTES TEMPLATE

Organization Name
Meeting Minutes
Date

Opening:
When the meeting was called to order, where it was being held, and who called it to order.

Present:
All present members.

Absent:
Any members who were not present.

Approval of Agenda
Approval of Minutes

Business From the Previous Meeting
Any motions or topics that were previously raised, a brief description of what took place, and whether they were approved or rejected.

New Business
Any motions or topics that were raised for the first time at this meeting, a brief description of what took place, and whether they were approved or rejected.

Additions to the Agenda
Any additional items that were raised by committee members. ›

Adjournment:
What time the meeting was adjourned and by whom, as well as where the next meeting will be held and when.

Minutes submitted by: Name
Minutes approved by: Name

ANALYTICAL AND ISSUE – BASED ESSAYS AND REPORT WRITING

BASICS OF REPORT WRITING

- **Overview**

  The overview is a brief summary which tells the reader quickly what the report is all about. It identifies the purpose and the most important feature of the report, states the main conclusion, and sometimes makes recommendations. It does this in as few words as possible, condensing the report to several key sentences.

- **Background**

  The background sets the scene for your reader. There is no need to confuse the overview with the background if you member that the overview provides a brief summary of the entire report, whereas the background introduces the subject and explains the reason for the report.

- **Discussion**

  The discussion presents your finding. You should have as much evidence as a reader will need to understand the subject. You must develop these findings in an organized, logical manner to avoid confusing your reader.

- **Conclusion**

  Conclusion briefly states the major points that can be drawn from the discussion. If there is more than one conclusion, state the main conclusion first, and the remaining conclusion in decreasing order of importance.

REFERENCING STYLE (IEEE FORMAT)

IEEE referencing is a widely used system for attributing credit to authors whose findings, facts or theories have contributed to a new research paper. The IEEE reference format is the standard of referencing format set by The Institute of Electrical and Electronics Engineers and is based on the widely used Chicago referencing style.

Where many styles have the author's name shown within the text, IEEE uses a numbering system to make sure that the paper is still easy readable. The number

within the text correlates to a numbered reference at the end of the research paper to make it clear which source contributed to which section of the paper.

IEEE citation style includes in-text citations, numbered in square brackets, which refer to the full citation listed in the reference list at the end of the paper. The reference list is organized numerically, not alphabetically.

STRUCTURE OF IEEE REPORT

Abstract	The problem
	How the study addresses this Problem Key results
Introduction	Write this last
Background or Literature Review	The most difficult part of the paper to write
Methods and Materials	Straightforward
Data and Results	Straightforward
Discussion	Your ideas on what the data means
Conclusion	Summary of the findings
	Limitations of the study Recommendations
Acknowledgements	Especially grant sources
References	Pay special attention to the journal guidelines for references