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Communication Skills Lab Manual

B.Voc in Mechatronics and Manufacturing

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Practical -1

GREETINGS AND STARTING A CONVERSATION

Conversation: Conversation in plain context means the use of speech for informal exchange of views or ideas or information, or the spoken exchange of thoughts, opinions and feelings. It needs at least two persons to carry out a conversation because it is interactive and participants take turns to exchange messages. Therefore, conversation is fundamentally a sequential activity. Strong conversation skills benefit both the speaker and the listener in several ways.

Starting a conversation can be one of the most stressful things in life, but also one of the most rewarding. Being good at starting conversations is essential in our career, romance and many other aspects of life, so start mingling.

Starting a Conversation - General Tips:

- Research interesting things to talk about.
- Before you approach somebody to talk, relax.
- Ask interesting questions.
- Don't focus on seeming clever
- Be prepared to listen.
- Avoid controversial subjects, complaining or gossip

Starting a Conversation

You've done your prep work. Now you're out and about, and ready to mingle!

Before you approach anybody, relax.

If you're tense, you'll make other people tense. Calm down, try to think of this as an enjoyable experience, and let your body language become very casual and welcoming. Remember, there's really nothing to be so afraid of. Even if the conversation is a little dull or awkward, it's hardly the end of the world.

If you spot a stranger you want to talk to, give them a quick but thorough look to see if you can get any ideas about their possible interests. A band t-shirt is an obvious sign about the kind of music that person likes. Look for other clues in the person's clothing.

You can also check out your surroundings for possible things to talk about.

Is there anything interesting in the area? Is there some sort of unusual art or Architecture nearby?

Do you have any mutual friends there? Say hello and shake their hand, if the circumstances seem appropriate.

In certain situations, shaking hands could seem too formal. In other situations, it could seem too personal.

If you know you have some common ground with the person, you can start by Focusing on that. Talk about your neighborhood, a teacher you share, something at work, etc.

If the person has nice clothing, you can start a conversation with a compliment and a question. When You Have Nothing to Talk About "I like your coat! Where did you get that?"

Complimenting their clothing is one thing, but you should avoid commenting on the person's physical appearance too soon. Telling somebody they have nice eyes when you just met could seem creepy.

Don't compliment the person for something unless you really mean it. If you give them a false compliment and they see through it, you'll look like you're trying to scam them for some reason.

Don't go into the conversation trying to sound clever. Be ready to listen.

Focus on questions to get things going. Ask about the person, and if a certain subject seems to bring them to life, follow up on it.

If you want to have an interesting conversation, ask interesting questions. If the other person is just answering "yes" or "no" a lot, your questions probably aren't open-ended enough.

If you're paying attention to the other person, you won't be focused on yourself, so you're less likely to be nervous.

Responding to a conversation

- 1. Understanding:** It is a feelings-oriented response which conveys sensitivity and understanding. Understanding is empathy or accurately tuning into what the other person is feeling at the time.
- 2. Clarification:** It indicates your intent to comprehend what the other is saying, and checking it out to ensure your perceptions. Clarification responses reinforce your desire to see from the others point of view.
- 3. Self-disclosure:** It is sharing something about yourself that relates directly to the conversation your personal beliefs, attitudes values or an even an event from your past.

4. **Question:** Question response seeks to elicit information and allows them to develop a point.
5. **Information Giving:** It involves relating facts in an objective manner without judgment or evaluation. This response is useful in giving both positive and negative feedback.
6. **Reassurance:** These responses reduce anxiety, diffuse intense feeling and express confidence
7. **Analytical:** The intent of this response is to analyze, explain or interpret the other person's behavior and feelings
8. **Advice giving:** It implies that you are in a position to know the reasons for the other person's problems, and what she ought, must or should do about them.

.Conclusion: Perhaps the most important tip we can offer is that old cliché: be yourself. It became a cliché for a reason. By letting your true self show when you meet somebody, you're going to be a lot more interesting than you would be if you tried to impress him or her with some fake persona. You've lived a lifetime full of experiences, and there is a whole Earth around you full of fascinating things. You've got a lot to talk about! So, don't be shy. Get out there and mingle.

Using the Right Body Language

Body language is a form of non-verbal communication involving the use of stylized gestures, postures, and physiologic signs which act as cues to other people. Humans, unconsciously, send and receive non-verbal signals all the time Understanding body language

Ways to Improve Body Language

1. Don't cross your arms or legs – Keep your arms and legs open.
2. Have eye contact, but don't stare – If there are several people you are talking to, give them all some eye contact to create a better connection and see if they are listening..
3. Don't be afraid to take up some space – .
4. Relax your shoulders
5. Nod when they are talking – nod once in a while to signal that you are listening.
6. Don't slouch; sit up straight – but in a relaxed way, not in a too tense manner.
7. Lean, but not too much – If you want to show that you are interested in what
8. Someone is saying, lean toward the person talking.
- 9 Smile and laugh – lighten up, don't take yourself too seriously. Relax a bit, smile and laugh when someone says something funny.

10. Don't touch your face – it might make you seem nervous and can be distracting for the listeners or the people in the conversation.
11. Keep your head up - Don't keep your eyes on the ground, it might make you seem insecure and a bit lost. Keep your head up straight and your eyes towards the horizon.
12. Slow down a bit – this goes for many things.
13. Don't fidget – try to avoid, phase out or transform fidgety movement and nervous ticks such as shaking your leg or tapping your fingers against the table rapidly.
14. Use your hands more confidently – instead of fidgeting with your hands and scratching your face use them to communicate what you are trying to say.
15. Use your hands to describe something or to add weight to a point you are trying to make.
16. Keep a good attitude – last but not least, keep a positive, open and relaxed attitude...
17. Don't stand too close –one of the things we learned from Seinfeld is that everybody gets weird out by a close-talker. Let people have their personal space, don't invade it.

PRACTICAL -2

GROUP DISCUSSION

INTRODUCTION: A Group Discussion is a forum where people sit together; discuss a topic with the common objective of finding a solution for a problem or discussing an issue that is given to them

Dynamics of Group Discussion:

In a GD an idea or a perspective which provides a scope of an entirely new dimensional discussion is always highly appreciated

Intervention: it is a common feature we come across in GD. It is important how we intervene. There are several steps to be kept in mind while you intervene in a GD.

- Never be emotional
- Use appropriate vocabulary and phrases
- Use pleasant body language
- Keep in mind that you are doing it only to convey your opinion
- Not prejudice against the other team members.

Summarizing:

1. No new point should be taken up
2. Should not share his or her viewpoint along
3. Should be brief and concise
4. Should incorporate all the important points spoken.

Voice Modulation:

1. **Pitch:** Vary the pitch according to the importance of the expression we are using.
2. **Pace:** Adjust the speed according to the situation. It should not be too fast and not too slow.
3. **Power:** Power speaks for itself. Motivation of an audience calls for the ability to increase the power of our voice.
4. **Pause:** Pause from time to time. Pause can be effectively used to create anticipation.

Body Language:

- Physical appearance.
- Head position
- Eye contact
- Gesture
- Stance
- Facial expression

Relevance: to have logical floor it is important that we identify with what other participants are speaking. To have a relevant flow of thought and discussion, the following points should be kept in mind.

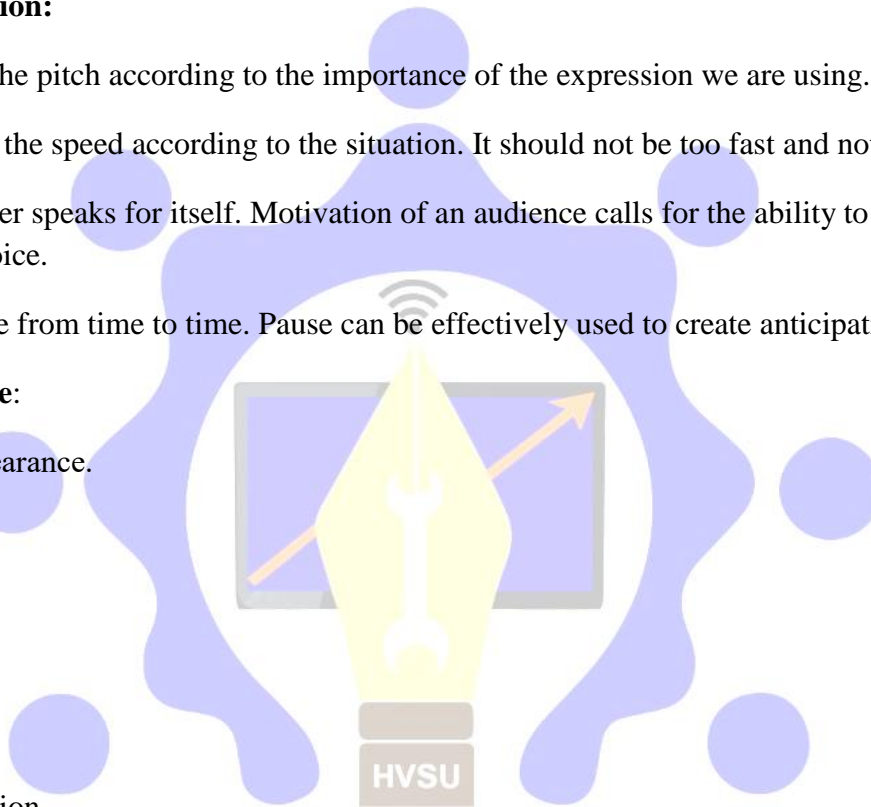
Give prior preparation of the topic.

Arrange the prepared data in a sequence.

Don't panic.

Matter should be relevant to the topic

Fluency and coherence:



योग: कर्मस कौशलम्

हरियाणा विश्वकर्म कौशल विश्वविद्यालय

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Vocabulary should be simple and general. Some phrasal verbs, idioms and proverbs will add extra boost to your fluency. Never rush and be at ease. Speak a loud and clear. Talk plainly, briefly, naturally, sensibly, truthfully and purely.

Coherence:

- Clarify the purpose, goal or thesis of your talk.
- Have the focus of your talk so clear that you can recite.
- Know the point of your talk
- Limit yourself to relatively few main ideas
- Fully develop these few main points
- Make rhetorical choices that maximize the communication of your purpose
- Use an organizational pattern that helps the group to follow and predict where you are headed with your topic.

OBJECTIVES OF GROUP DISCUSSION

A Group Discussion has three main objectives. They are to test

1. The candidate's knowledge of the subject.
2. His ability to communicate with others.
3. His behaviour in the group, which may reflect his personal traits, leadership qualities, attitudes, spirit of accommodation, tolerance, self-confidence etc.

TYPES OF GROUP DISCUSSION

: Group Discussion can be divided into two broad categories based on the topic/issue given for discussion. They are:

Case- based Group Discussion (also called Case Studies): Most of the management institutes (as a part of their admission process) as well as most organizations (as a part of their campus recruitment process) use Topic- based Group Discussions. There are a few institutes or organizations that use Case studies in the Group Discussions in their selection process

TOPIC- BASED GROUP DISCUSSIONS: In topic-based GDs, the group members are given a topic to discuss. A topic is typically in the form of a statement (some times the topic may not be a complete statement.. The Topic-based Group Discussions are of two types:

Knowledge-based: These are such that you need to have some knowledge about the topic to be able to speak on the topic. Knowledge-based topics mostly cover current economic issues. It is mainly focused on the following topics:

- a) Economic topics
- b) Social topics
- c) Political topics
- d) Sports/Films related topics
- e) IT based, .
- f) Legal topics

Non-knowledge-based: These do not require a knowledge base in any specific area for you to be able to talk about them. Common, day-to-day knowledge is sufficient to do a good job of talking about such topics. Your worldly knowledge and common sense will help you in speaking on the topic. It is sub-divided into two categories:

CASE-BASED GROUP DISCUSSIONS (CASE STUDIES): In case studies, a short description of a situation (called a case) is given to all participants. The case will be a problem situation that requires a solution. The participants have to study the case, analyze the problem and discuss their views about the problem solution to the problem with other members of the group.

MODERATOR: The moderator stands in the background and observes the participants' confidence, tact, temperament, alertness ability to convince others with their line of thinking and argument.

PROCEDURE: There are generally five to ten people in a group discussion. The candidates who assemble for a discussion are assigned serial numbers such as 1, 2, 3 and so on. Clear instructions are given that they should not disclose their names. They bear the number tags during the course of discussion and numbers addresses each.

STRATEGIES: Once the topic for discussion is chosen, the candidate has to decide either to speak in favour of the topic or against the topic. The candidate should have sufficient facts either to contradict or to support the issue. The language should be simple and lucid. The candidate should be tactful while contradicting the views of other participants.

Time allotted: Normally, each group is given 15 to 20 minutes for discussing the topic. However there can be variations in the time that is allowed for the discussion. In some cases, the Group Discussion may be terminated much earlier or it can be extended to 30 minutes or more.

How to improve your performance in Group Discussion:

Now that we have understood what Group Discussions are all about and what the moderator looks for in the participants, let us understand how you can enhance your performance in a GD. There are definite ways of improving your participation and performance in a Group Discussion. There are three different aspects that you should take care of to improve your performance in GDs. They are:

Building your knowledge base

Generating ideas about the topic

Improving your participation in GD

Displaying Positive Body Language

Respecting the opinions of other participants

Being polite with the other participants

PRACTICAL -3

READING COMPREHENSION ACTIVITIES

Introduction: Reading is an essential element at every stage of one's life, especially in schools, colleges and at workplace. This is because reading is a means of discovering information to expand one's knowledge and understanding of the subject of any kind and any field. Reading helps in mental development and is known to stimulate the muscles of the eyes. It involves greater levels of concentration and improves the conversational abilities of the reader. Reading Comprehension passages find their place in every competitive examination. Apparently, solving reading comprehension passages seems to be easy, but in reality, it is difficult. The question that vacillates in every aspirant's mind is "How to improve Reading Comprehension"? Students are adapted and comfortable in solving simple and undeviating passages in their schools days, but the task becomes difficult when it comes to competitive examinations. Students find difficulty in understanding the vocabulary, concept of the passage and lose interest in solving reading comprehension passages.

Reading Comprehension Strategies:

Students often complain that they are unable to understand the given passage. If, you

- happen to belong to this category of students, remember that you need not understand each and every word, and at the same time you need to find out the summary or the gist of the paragraph. Focusing on the key words is more important. Know your strengths. The conservative approach is, reading the passage and then

- answering the questions. But some students do not feel comfortable with this approach. Probably, they do not know which key words they have to remember, and waste a lot of time in reading the passage again and again. In such situations, a 'bottom up' approach is followed, where the students read the questions first and then look for corresponding answers from the paragraph. Time management plays a crucial role. Apart from testing knowledge and skill,

- competitive examinations also test an individual's time management. Practice numerous reading comprehension exercises with the help of a timer. Practice more. This will alone make you smart in managing time, understanding the
- techniques and finally makes you proficient in answering the reading comprehension passages. Improve your vocabulary. A person who has poor vocabulary stops more number of
- times while reading a passage. Every time he/she comes across a new word, he/she stops. and tries to understand the meaning. In such situations, understanding the gist of the passage becomes difficult. Having good vocabulary improves reading speed. It also helps in understanding the passage better and saves a lot of time. Use a pencil while reading. Underline the key words.
- Find out words that are not necessary. If you carefully observe any reading
- comprehension passage, you clearly understand that there are more number of words, sentences and phrases which do not add any meaning to the passage. Try to eliminate this junk while reading. You can understand that even without these unwanted words, sentences and phrases the meaning of the passage is clear. Come back later. Sometimes when we don't find answer for a particular question, we
- generally tell ourselves that "Okay, let me proceed, I will come back to it later." This is indeed a good strategy and saves time, but before moving on to another question, circle on your choice of answer, which you feel correct at the present moment. In most situations when you go back to answer the question, you don't remember the gist of the passage. So, you have to read again from the beginning which consumes a lot of time. Most reading comprehensions are complex passages taken from scientific essays.
- fiction, literature or economics. Solving passages from different fields of knowledge will not only give practice, but also increases vocabulary and reading speed. Focus on the content. Don't let your mind to waver here and there.

General Vs Local Comprehension

General comprehension or Global comprehension means understanding the general meaning of what an individual is reading. It is referred to the central idea of a multiple paragraph. Local comprehension can be defined as the most important point about the topic of an individual paragraph. The general meaning is stated in the paragraph and hence visible to the reader. The local or implicit main idea was suggested in the paragraph and hence less visible to the reader.

Reading for facts

Every reading passage contains facts and details. The facts and details tell more about the main idea. Questions about facts and details ask you about something that was stated in the passage. To answer a question about a fact or detail, look back to the passage to find the answer. Five WH questions and one H question answers everything about facts or details. They are who, what, when, Where, why and how.

Guessing meanings from context

The ability to infer the meaning of an unknown word either by looking at the vocabulary around it or its context is an important reading skill. The context here either refers to the sentence or the paragraph where the unfamiliar word appears which provides the reader with information that to give meaning or sense of the term. Four types of clues can be used to support reading comprehension. They are synonyms, antonyms, examples and definitions and general knowledge.

Scanning

It is another types of fast reading used to cover a great deal of material to locate a specific fact or piece of information. While trying to find out meaning for a word in a dictionary, or looking for a telephone number in the telephone directory, we scan and look for only specific information. Scanning speed can be increased by regular practice and better concentration. Scanning is a very important reading technique and serves several purposes, which include looking for

- a. A specific point or fact
- b. relevant details presented in the form of graphs or tables
- c. a formulae in a text
- d. a word in a dictionary
- e. train or television schedules
- f. references or bibliographical listings
- g .examination results

Skimming

It is the rapid survey of the subject. This is to get a rough idea or to see quickly what the book is about. It is a more sophisticated skill than scanning. The main objective of skimming is to understand the central idea and the main points of a text. The reader has to read fast and make quick analysis. Skimming involves three main skills: Identifying the central idea, recognizing main ideas, and identifying the writing patterns of the passage. Skimming is indispensable for

better understanding of a text. Skimming should answer the following questions about a passage or text.

What is the overall purpose of the text?

What is the theme or the central idea of the passage?

What is the organization of the passage?(general to specific, specific to general, chronological, more important to less important, or less important to more important and so on.

What does the author intend to do? (describe, instruct, report, narrate, persuade and so on.)

What are the main points of the text?

Inferring meaning

Inferences are broadly referred to what “you read between lines.” Inferences are what the author suggests or implies. The author wants the reader to arrive at the same conclusion the author has arrived at. When the author implies something, the reader has to infer

Critical Reading

Critical reading is engaging in what you read by posing questions to one self. For example ‘What is the author trying to say’? or ‘what is the main idea or argument presented’? It involves a reasoned argument coupled with evaluation and analyses of what you read.

Note: Don’t spend lot of time in skimming and scanning to avoid drifting away from the content of the paragraph.

Effective Googling

Effective search is an important skill that everybody has to master. There are few tips to be followed for effective googling.

1. Keep the search phrase short
2. Use quotes
3. Search a website
4. Search a domain extension
5. Tell it what you don’t want through a minus (-) sign.
6. Tell about what you don’t want.
7. Search for this or that

8. Use the wild card
9. Avoid synonyms
10. Do a specialty search.

Discussion Topics/Exercises

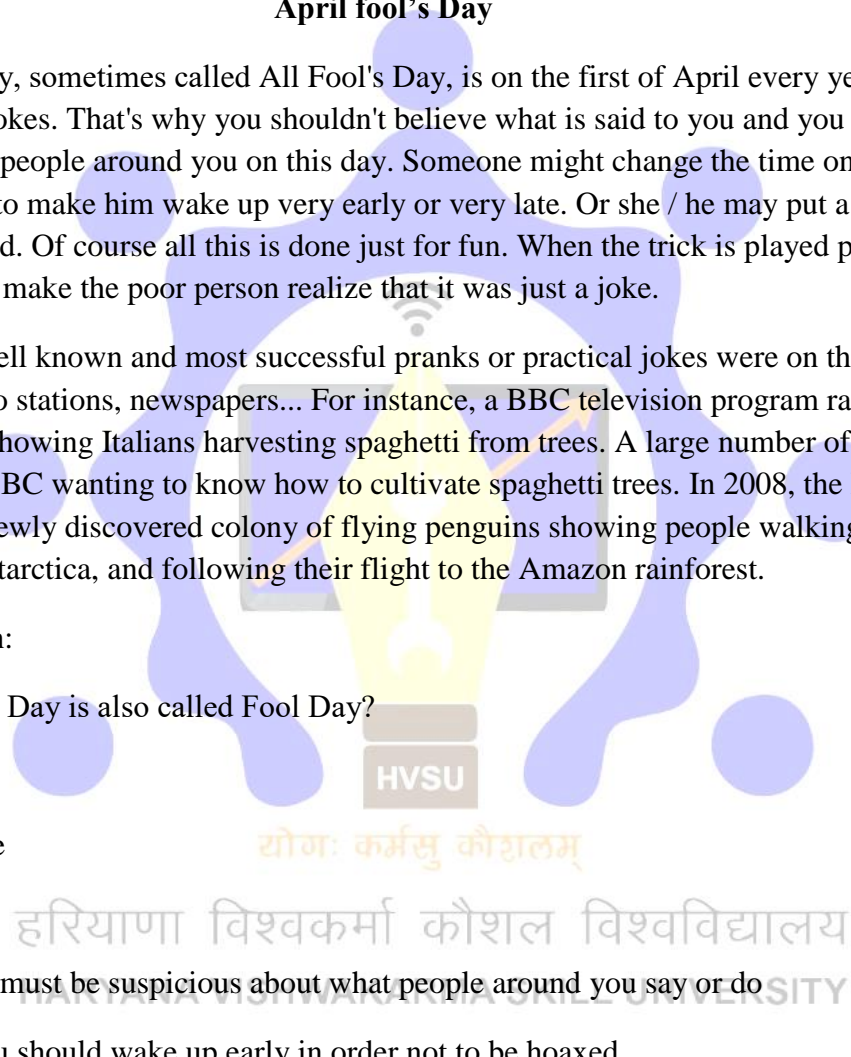
Read the paragraph and answer the following questions

April fool's Day

April fool's Day, sometimes called All Fool's Day, is on the first of April every year. People can play practical jokes. That's why you shouldn't believe what is said to you and you should be doubtful of the people around you on this day. Someone might change the time on another person's alarm to make him wake up very early or very late. Or she / he may put a lot of pepper in another's food. Of course all this is done just for fun. When the trick is played people say "April Fool" to make the poor person realize that it was just a joke.

Some of the well known and most successful pranks or practical jokes were on the media - television, radio stations, newspapers... For instance, a BBC television program ran a famous hoax in 1957, showing Italians harvesting spaghetti from trees. A large number of people contacted the BBC wanting to know how to cultivate spaghetti trees. In 2008, the BBC again reported on a newly discovered colony of flying penguins showing people walking with the penguins in Antarctica, and following their flight to the Amazon rainforest.

Comprehension:

1. April Fool's Day is also called Fool Day?
 - a. True
 - b. False
2. On this day 
 - a. you must be suspicious about what people around you say or do
 - b. You should wake up early in order not to be hoaxed
3. After you play a trick on someone
 - a. say April Fool
 - b. say April Fool's Day
4. After the announcement of the BBC "spaghetti documentary"

- a. people believed the piece of news
- b. people called the BBC to complain about being hoaxed

PRACTICAL-4

ROLE PLAY

ROLE PLAY:

Role playing games, exercises and activities improve training, learning development, and live up conferences and workshops. Role playing games, exercises and activities can also enhance business projects, giving specific business outputs and organizational benefits. Role Play is a fast way to improve speaking and listening for real life situations.

- Role Play uses scripts that you read with your partner, like actors in a movie.
- Role Play gives you information about your role. You can then talk with your partner
- using this information

Role Play to Practice English:

Role Play helps you speak English in full sentences.

- Role Play makes you think about what you are saying, so you remember the language.
- Role Play gives you many things to think and talk about.

Types of Role Play

1. Situation Role Plays: Situation Role Plays give you practice speaking English with correct sentences and pronunciation. Examples: At the Markets, Clothes Shopping, Airport Check-in, Job Interview etc.

2. Story Role Plays : In Story Role Plays, you and your partner are characters in a story.

3. Short Discussions : Short Discussions give you practice in asking and answering questions about a topic. Examples – Introduction, Talk about Food, Talk about America, NEWS! Global Warming

4. Long Discussions: Long Discussions give you practice in asking and answering questions about a topic, as well as discussing the opinions of other people. Examples: Environment, Movies.

How to Overcome Shyness

Many people suffer from some form of social anxiety. It is true that being an introvert can lead to shyness. However, refrain from allowing shyness to hold you back from speaking up when there is a need to.

Tips to overcome shyness and be more confident:

1. Work on deeper fears. Take shyness as a symptom for the need to address your deeper fears. Is your shyness a case of poor self esteem, related to childhood conditioning, excessive worrying and so on?

2. Appreciate your individuality. In case you haven't noticed, everyone is unique and different. Instead of feeling self-conscious, embrace who you are – unconditionally. When you learn to embrace your uniqueness, you will have more confidence.

3. Take Deep breaths. When you are in situations where you feel shyness trying to takeover, it can be helpful to take deep breaths. This will help you to clear your mind, give you some time to gain composure and avoid an anxiety attack.

4. Go on new adventures. Being bold is an important step in overcoming feelings of shyness. The next time you are presented with a social opportunity that is not your usual scene, go out as a member and give it a try.

5. Stop saying you are shy. Instead of constantly talking about how shy you are, try reframing your mind with positive affirmations. Affirm statements such as “I am confident”, “I speak clearly and with ease” and “I can articulate beautifully, eloquently and freely”.

6. Release the past. Don't allow past hurts to rule your future. Find new friends who will appreciate you for who you are.

7. Learn to speak up. It is okay to speak and be heard, so try to get into the habit of talking louder. Practice in front of the mirror. Get someone you feel comfortable with to provide you with feedback about your audibility.

8. Meet new people regularly. A great way to overcome shyness is to make it a point to meet someone new every week. When you are constantly focused on making new friends, you will forget all about your shyness

9. Creative visualization. Imagine yourself striking conversations with strangers and giving public presentations. See yourself as someone who is every bit confident. Act as-if and soon, you

will play the part for real! 9 RAJARAO PAGIDIPALLI B.Tech III YEAR MANUAL FOR AECS

10. Get role models. It helps to get role models who are not shy in the least. Study the behavior, habits and likes of these people.

PRACTICAL -5

INTONATION AND COMMON ERRORS IN PRONUNCIATION

INTONATION

"Intonation is the melody or music of a language. It refers to the way the voice rises and falls as we speak.

Functions of Intonation

All vocal languages use pitch pragmatically in intonation — for instance for emphasis, to convey surprise or irony, or to pose a question.

Functions of Intonation All vocal languages use pitch pragmatically in intonation — for instance for emphasis, to convey surprise or irony, or to pose a question.

attitudinal function (for expressing emotions and attitudes)

- ♣ example: a fall from a high pitch on the 'mor' syllable of "good morning" suggests more excitement than a fall from a low pitch
- ♣ grammatical function (to identify grammatical structure)
- ♣ example: it is claimed that in English a falling pitch movement is associated with statements, but a rising pitch turns a statement into a yes–no question

Psychological function (to organize speech into units that are easy to perceive, memorize and perform)

COMMON ERRORS IN PRONUNCIATION

There are spelling rules in English, even if they are difficult to understand, so pronouncing a word correctly usually does help you spell it correctly. Several common errors are the result of rapid speech, so take your time speaking, correctly enunciating each word. Careful speech and avid reading are the best guides to correct spelling.

Don't say: athelete, atheletic | Do say: athlete, athletic

- ♣ Comment: Two syllables are enough for "athlete."
- ♣ Don't say: diptheria | Do say: diphtheria
- ♣ Comment: The "ph" in this word is pronounced [f], not [p].
- ♣ Don't say: drownd | Do say: drown
- ♣ Comment: You add the [d] only to the past tense and past participle.
- ♣ Don't say: jewlery | Do say: jewelry
- ♣ Comment: The root of this word is "jewel" and that doesn't change for either
- ♣ "jeweler" or "jewelry." The British add a syllable: "jewellery" Don't say: pronunciation | Do say: pronunciation
- ♣ Comment: Just as "misspelling" is among the most commonly misspelled words "pronunciation" is among the most commonly mispronounced words.

PRACTICAL-7

EXTEMPOR OR PUBLIC SPEAKING

PUBLIC SPEAKING

INTRODUCTION

Public speaking is a process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners.

Public speaking is commonly understood as a kind of face-to-face speaking between

- individuals and audience for the purpose of communication. In public speaking, as in any form of communication, there are five basic elements

- often expressed as "who is saying what to whom using what medium with what effects?"

OBJECTIVE

The purpose of public speaking can range from simply transmitting information, to motivating people to act, to simply telling a story.

Good orators should be able to change the emotions of their listeners, not just

- inform them. Public speaking can be a powerful tool to use for purposes such as motivation,
- influence, persuasion, informing, translation, or simply ethos

GUIDELINES.

Know your material. Pick a topic you are interested in. Know more about it than you can include in your speech. Use humor, personal stories and conversational language – that way you won't easily forget what to say.

Practice. Practice. Practice! Rehearse out loud with all equipment you plan on using. Revise as necessary. Work to control filler words; Practice, pause and breathe. Practice with a timer and allow time for the unexpected.

Know the audience. Greet some of the audience members as they arrive. It's easier to speak to a group of friends than to strangers.

Know the room. Arrive early, walk around the speaking area and practice using the microphone and any visual aids.

Relax. Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. Transform nervous energy into enthusiasm.

Visualize yourself giving your speech. Imagine yourself speaking, your voice loud, clear and confident. Visualize the audience clapping – it will boost your confidence.

Realize that people want you to succeed. Audiences want you to be interesting, stimulating, informative and entertaining. They're rooting for you.

Don't apologize for any nervousness or problem – the audience probably never noticed it.

Concentrate on the message – not the medium. Focus your attention away from your own anxieties and concentrate on your message and your audience.

Active and Passive Voice

Active voice is used when the doer of the action is highlighted

Eg. Chetan Bhagath wrote Five Point Something

Passive voice is used when the action is highlighted

Eg: Five Point Something is written by Chetan Bhagath

Common Errors in English

She is my cousin sister X

- She is my cousin.

She has been practicing since 10 hrs. X

- She has been practicing for 10 hrs.

Idioms and Phrases

Idioms

An idiom is a combination of words that has a figurative meaning, due to its common usage. An idiom's figurative meaning is separate from the literal meaning or definition of the words of which it is made. Idioms are numerous and they occur frequently in all languages. There are estimated to be at least 25,000 idiomatic expressions in the English language.

Examples:

- A Blessing In Disguise: Something good that isn't recognized at first.
- Pick up your ears: To listen very carefully.
- Drink like a fish: To drink very heavily.
- Know the Ropes: To understand the details.
- Cock and Bull Story: An unbelievable tale.
- Turn A Blind Eye: Refuse to acknowledge something you know is real or legit.

Phrasal verbs

A phrasal verb is a verb followed by a preposition or an adverb; the combination creates a meaning different from the original verb alone.

Phrasal verbs that include a preposition are known as prepositional verbs and phrasal verbs that include a particle are also known as particle verbs. Additional alternative terms for

phrasal verb are compound verb, verb-adverb combination.

Examples

There are three main types of phrasal verb constructions depending upon whether the verb combines with a preposition, a particle, or both. The words constituting the phrasal verb constructions in the following examples are in bold:

Verb + preposition (prepositional phrasal verbs)

- a. Who is looking after the kids? – after is a preposition that introduces the prepositional phrase after the kids.
- b. They pick on Billy. – on is a preposition that introduces the prepositional phrase on Billy.
- c. I ran into an old friend. – into is a preposition that introduces the prepositional phrase into an old friend.
- d. She takes after her mother. – after is a preposition that introduces the prepositional phrase after her mother.
- e. Sam passes for a linguist. – for is a preposition that introduces the prepositional phrase for a linguist.
- f. You should stand by your friend. – by is a preposition that introduces the prepositional phrase by your friend.

Verb + particle (particle phrasal verbs)

- a. They brought that up twice. – up is a particle, not a preposition.
- b. You should think it over. – over is a particle, not a preposition.
- c. Why does he always dress down? – down is a particle, not a preposition.
- d. You should not give in so quickly. – in is a particle, not a preposition.
- e. Where do they want to hang out? – out is a particle, not a preposition.
- f. She handed it in. – in is a particle, not a preposition.

Verb + particle + preposition (particle-prepositional phrasal verbs)

- a. Who can put up with that? – up is a particle and with is a preposition.
- b. She is looking forward to a rest. – forward is a particle and to is a preposition.
- c. The other tanks were bearing down on my panther. – down is a particle and on is a preposition.
- d. They were really teeing off on me. – off is a particle and on is a preposition.
- e. We loaded up on Mountain Dew and chips. – up is a particle and on is a preposition.
- f. Susan has been sitting in for me. – in is a particle and for is a preposition.