

Practical Manual

# Communication Skills and Personality Development

B.Sc. Forestry, Sem. - I

Course Code : FBS-142 Credit Hours: 2 (1+1)



**Dr Alka Jain**

Assistant Professor, English

2020

**College of Horticulture & Forestry  
Rani Lakshmi Bai Central Agricultural University, Jhansi**

**Syllabus:**

**Practical:** Listening Skills, Note-Taking Skills, Writing Skills, Oral Presentation Skills, Field- Diary and Lab Records, Indexing, Footnote and Bibliographic Procedures. Reading and Comprehension of General and Technical Articles. Precis Writing, Summarising and Abstracting; Individual and Group Presentations

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## INTRODUCTION

Given the growing importance of English as a tool for global communication and the consequent emphasis on training students to acquire communicative competence, the syllabus has been designed to develop the personality and communication skills of the students. Communication breakdowns result in building barriers against one's ability to develop, both professionally and personally. Communication is an art and process of creating and sharing ideas. Effective communication, therefore, depends on the richness of those ideas, hence it requires the development of several communication skills.

prepares students for the challenges of a society that is shaped by communication. As participants in the program, students develop and integrate knowledge, creativity, ethical practice, and skills. Students also examine and produce work in oral, written, and visual communication and practice skills in group and intercultural communication.

The emphasis of this course and the corresponding exercises is to focus on the growth and enhancement of the four basic skills of communication - Reading, Writing, Speaking and Listening.

### Goals and Learning Outcome

1. Understanding the different types of Communication.
2. Understanding the importance of possessing good communication skills.
3. Display competence in oral, written and non-verbal communication.
4. Exploring opportunities in the field of communication.
5. Use current technology related to the communication field.
6. Respond effectively to cultural communication differences.
7. **Value based and holistic learning.**
8. Demonstrate positive group communication exchanges.
9. Develop sound professional and personal relationships.
10. Identify Communication barriers.
11. Develop vocabulary and grammar skills.

**Objective: To study listening skills**

**Teaching Activity 1: Fish Market**

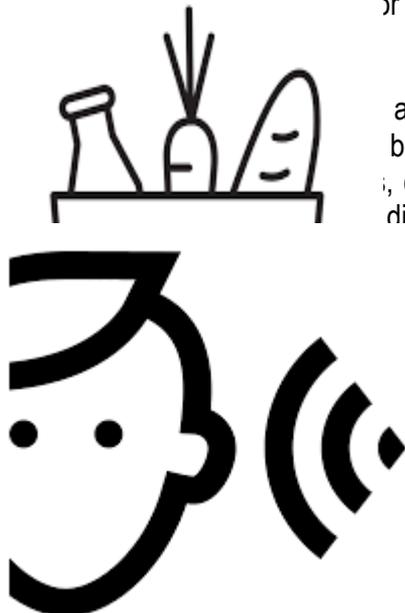
**How to Play**

**Materials required:** List of general grocery or consumer products, paper and pen.

1. Students are divided into two groups (A – B) and made to sit facing each other. Each member in group A has a corresponding partner in group B.
2. Each member of team A is given a list of items that need to be purchased from the market. No two members will have the same items in the list or the same sequence.
3. The corresponding partners in team B are given a paper and a pen each. They are asked to write their names on the paper.
4. The teacher starts the game. The trick is that all the members in team A will start calling out the names on their list at the same time. The partner in team B has to write only those names which are called out by his/her partner in Team A.
5. What will ensue is a Fish- market type scene, where all the team members are shouting out. There is a lot of noise created.
6. The list of each member of team A is matched with the items noted down by the partner in team B. The partners with the highest number of correct entries become winners.

**Objectives**

- A. To teach students, the importance of developing listening skills.
  - B. To impart knowledge that NOISE is a dangerous barrier and listening cannot happen in noise.
  - C. To demonstrate that listening is different from hearing.
- Communication is a two-way process.  
Information can get distorted while passing from one



activity, the teacher transmitted value in addition to the subject  
be a good listener, one should remove all barriers and noise in  
emotional chaos, jealousy, fear, anxiety etc. These barriers make  
difficult. It was also stressed that listening to others allows us to  
ments bonds. One must choose carefully what to believe in. and

**Objective: To study listening skills**

**Teaching Activity-2 Chinese Whisper**

**How to play**

**Materials:** A long tongue twister, a long funny line, any sentence of at least 10-15 words

1. This is an ancient game and very apt for this lesson. One student is asked to begin. He/ She is given a line orally whispered or written down on a paper.
2. The student reads it and whispers to the student sitting next to him/her. The student must ensure that the message is not too loud to be heard by others.
3. The second student passes on the message to the third and so on. No repetition of the message is allowed.
4. The last student calls out the message loudly. It is seen that the message has entirely changed! And the meaning too! Efforts are made to trace the source from where the message started getting distorted. The game creates a lot of laughter and fun.

**Objectives**

1. To demonstrate the difference between hearing and listening.
2. To teach listening skills by conducting an interactive and entertaining classroom session.
3. To demonstrate the importance of the channels of communication, in this case, oral communication.
4. To enable students to understand how a message can be distorted while passing through mediums.

**Value Addition:** To teach the students a value that one should never believe and react to what they hear because messages get distorted while travelling through mediums and can affect interpersonal relationships.

**Objective: To study listening skills**

**Teaching Activity 3: Listening Skills Practice with Audio**

**TRANSPORT ANNOUNCEMENTS**

**Materials:** An audio recording, mobile/computer/ speaker, worksheet, pen.

**AUDIO BASED EXERCISE-1**

**Q. A. Do the exercise while listening to the audio. State whether true or false:**

1. The Bristol Line is at 12.20.
2. First-class is at the back of the train.
3. Passengers for Oxford are delayed by eight minutes.
4. The Paris flight is EV318.
5. People in front of the carriage can get out easily at Liverpool Street.
6. The back doors won't open.
7. Liverpool Street has lots of other underground lines.
8. Redbridge is the last stop.

**AUDIO BASED EXERCISE- 2**

**Q. B. Answer the following while listening to the recording.**

1. The number of stops before Bristol Temple Meads.
2. The number of minutes delay to the Bristol Train.
3. The new platform for the Bristol Train.
4. The gate for the Paris Flight.

**Q. C. Match the definitions with the words in Capital letters in the sentences.**

a section of a train/ to get on a train, plane or boat/ to end/ to leave/ train/ more or less/ to be careful about

1. Move to the front of the CARRIAGE.
2. APPROXIMATELY five minutes.
3. Your plane is BOARDING at gate 1.
4. Your plane will DEPART soon.
5. Some RAIL services are delayed.
6. MIND your walk.
7. The train TERMINATES here.

Audio resource: [www.britishcouncil.org](http://www.britishcouncil.org)

<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/transport-announcements>

**Objectives**

1. To enable the students to listen to native speakers of English and comprehend (decode) the message.
2. To develop their ability to focus on the main theme and important points of a listened lecture.

**Objective: To study listening skills**

**Teaching Activity -4 Questionnaire**

**How Are Your Listening Skills?**

**Materials:** Prints of Questionnaire, pen.

**Time:** 20 min

**Objective:** To enumerate the listening skills of the students and help them understand their skills and make improvements.

**Value Addition-** To inculcate the value that we must strive to listen to show respect. Secondly, in the modern chaotic world relationships need to be cultivated and invested in. This way we can help each other come out of stress, sorrow and depression.

For each of the statements below, keep track of whether it is “always,” “sometimes,” or “rarely/never” true of you.

**Note:** Speaker refers to professors and classmates.

- 1. I allow speakers to complete sentences before I speak. ....
- 2. I make sure I understand the other’s point of view before I respond. ....
- 3. I listen to the speaker’s important points. ....
- 4. I try to understand the speaker’s feelings. ....
- 5. I attempt to frame my response before I speak. ....
- 6. I consider the solution before speaking. ....
- 7. I am in control, relaxed, and calm when listening. ....
- 8. I use listening noises such as “yes” and “I see.” ....
- 9. I take notes when someone else speaks. ....
- 10. I listen with an open mind. ....
- 11. I listen even if I find the other person boring. ....
- 12. I listen even if I have doubts about the speaker’s knowledge. ....
- 13. I am patient when I listen. ....
- 14. I ask questions. ....
- 15. I do not allow distractions to bother me. ....

**Scoring:**

- 14-15 “always” answers: You are an excellent listener.
- 11-13 “always” answers: You are a good listener but could improve.
- 7-10 “always” answers: You are a fair listener and can thus improve specific behaviours.
- 4-6 “always” answers: You are a poor listener. Work consciously to improve specific areas.  
Fewer than
- 4 “always” answers: Are you sure you are listening?

This questionnaire has been adapted from: “How are your listening skills?”  
[www.hamline.edu/WorkArea/DownloadAsset.aspx?id=2147505151](http://www.hamline.edu/WorkArea/DownloadAsset.aspx?id=2147505151)



**Objective: To study Notes Taking skills**

**Teaching Activity 5 – Converting Text to Notes –Exercise**

Convert five (5) topics of your course into notes by using different Notes Making method.  
Use one that best suits the topic.

**ANSWERS:** As sent by a student.....

**1. OUTLINE METHOD**

**I. TYPES OF LARVAE IN INSECT**

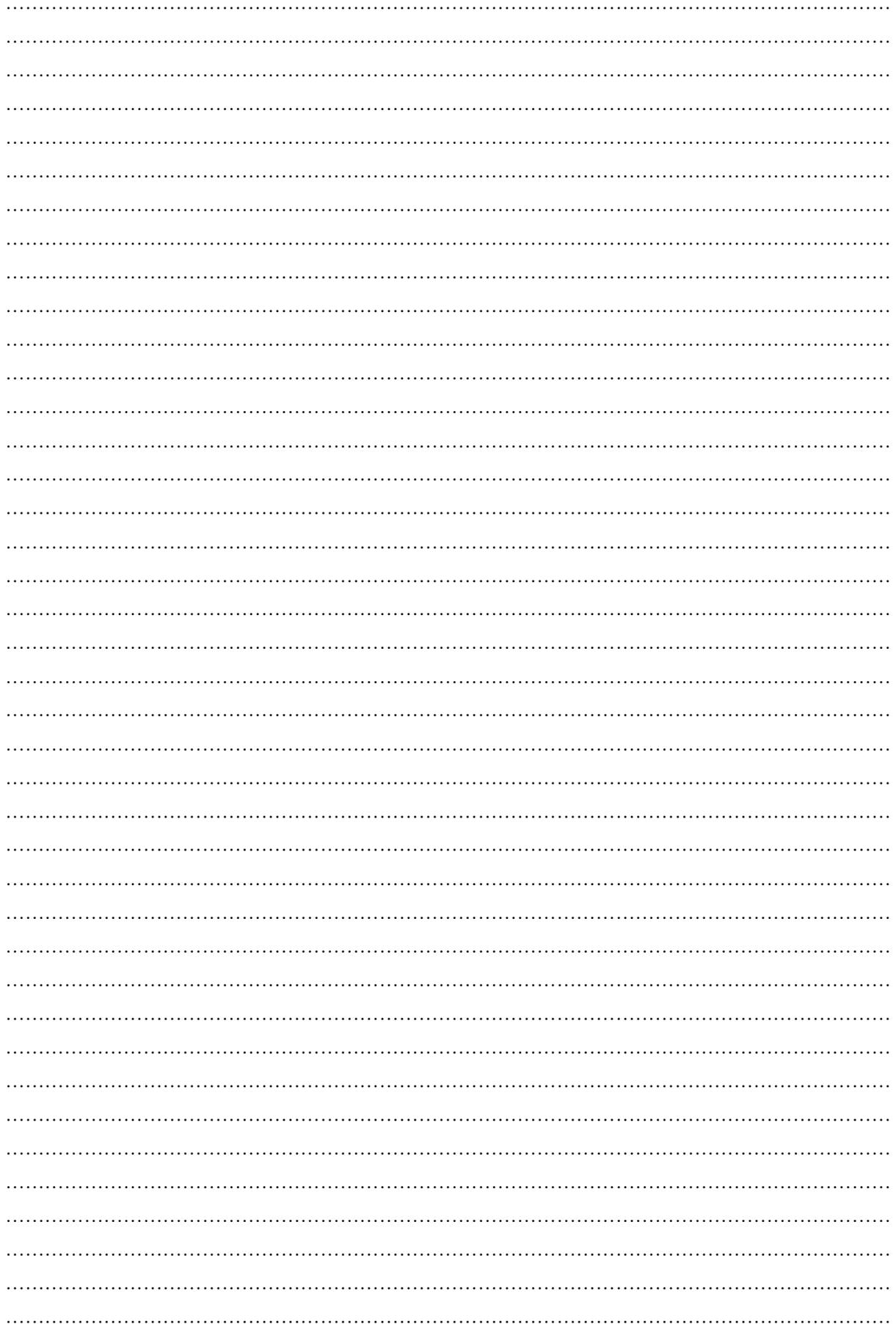
1. Protopod larvae
  - 1.1 Rudimentary Cephalis.
  - 1.2 Emerge from Egg.
2. Oligopod Larvae
  - 2.1 No Abdominal leg.
3. Polypod larvae
  - 3.1 Well def. segmentation.
  - 3.2 Phytophagous, Destructive.

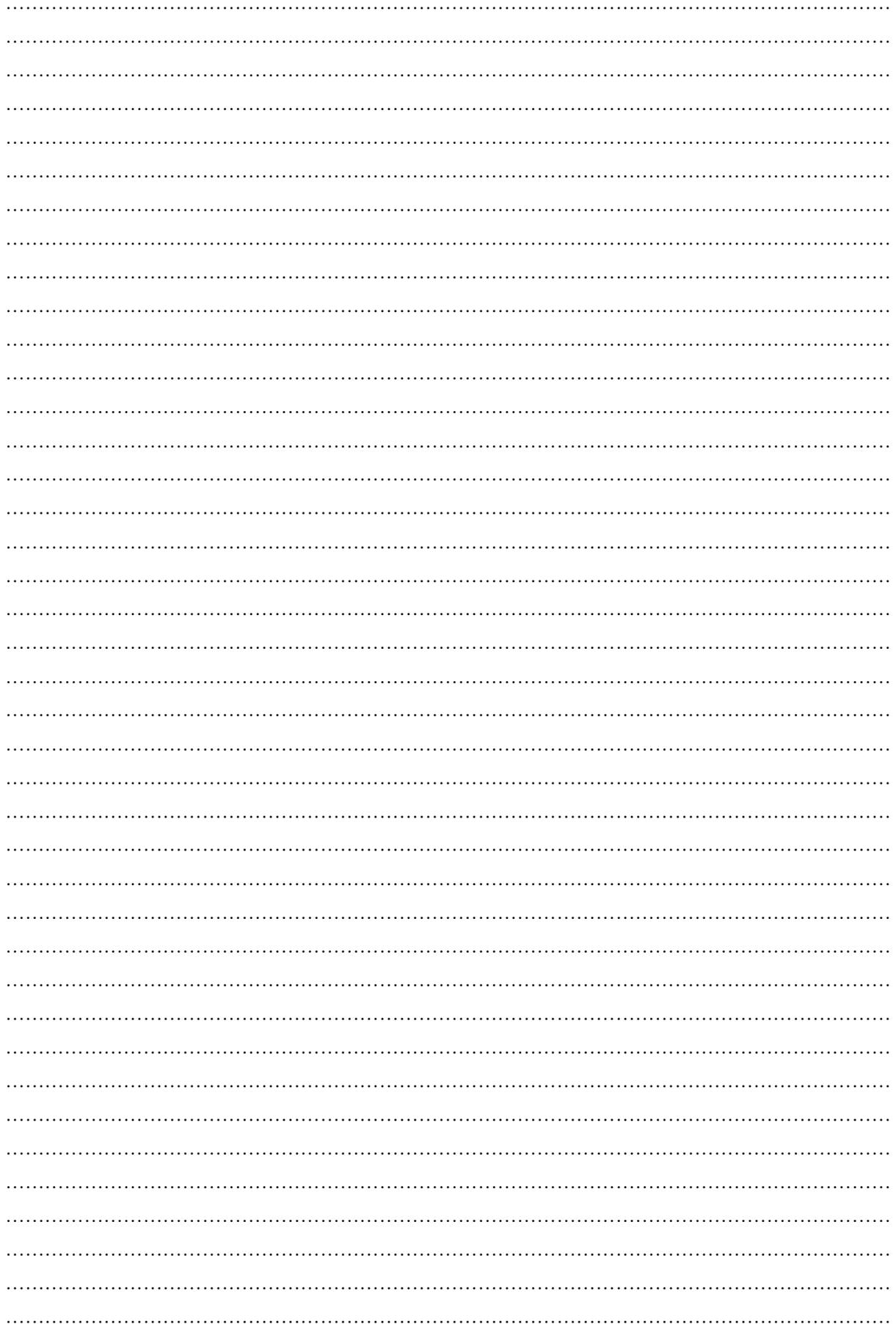
**2. SENTENCE METHOD**

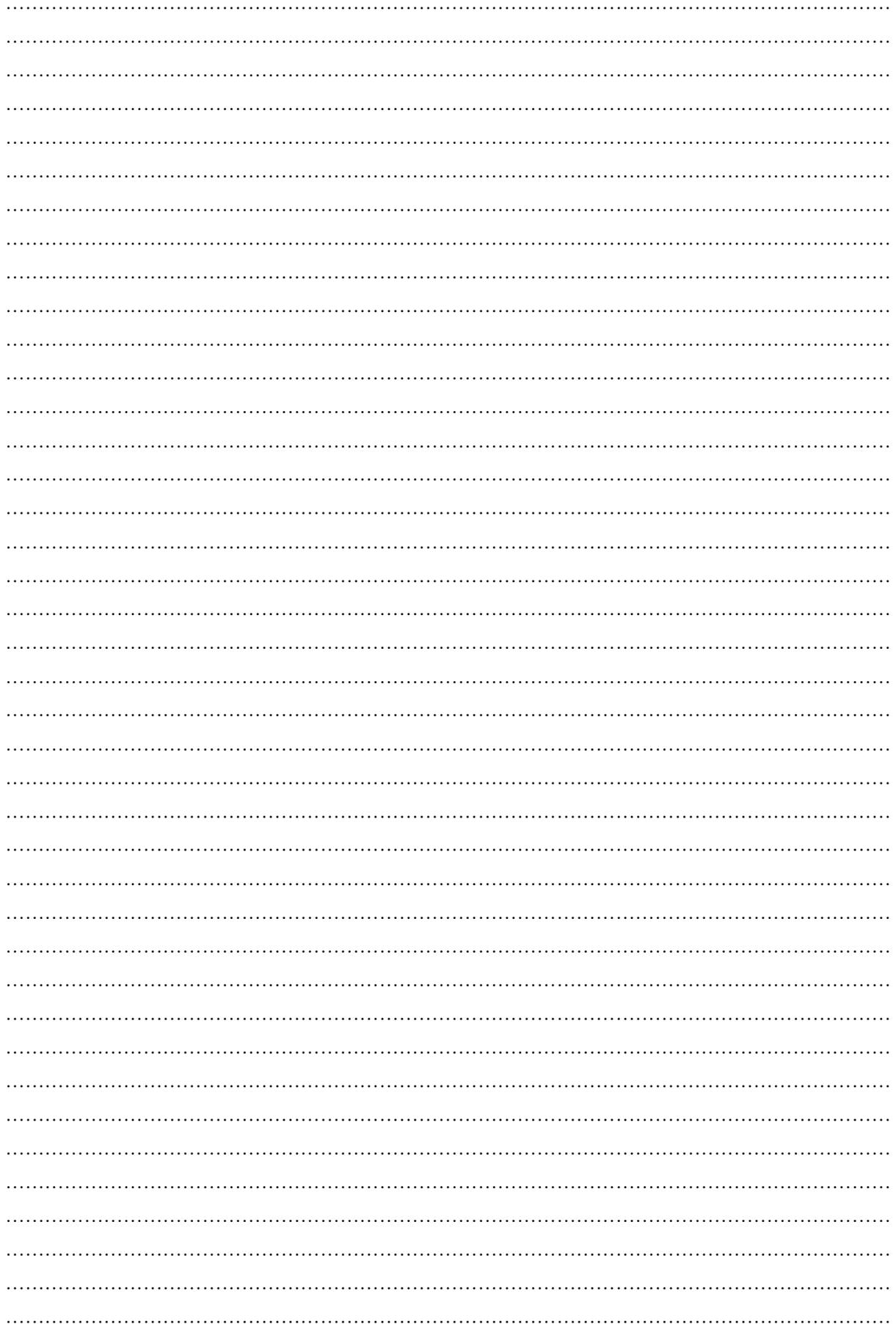
1. The rod-like chromosome which has the centromere on the proximal end is called as telocentric chromosome.
2. The rod-like chromosome having a very small arm and a very long arm called as acrocentric chromosome.
3. The L-shaped chromosome having unequal arms is known as sub-metacentric chromosomes.
4. The V-shaped chromosome having 2 equal arms is known as metacentric chromosomes.
5. Size of chromosomes varies species to species.
6. Chromosomes are thread-like principal nuclear structure.

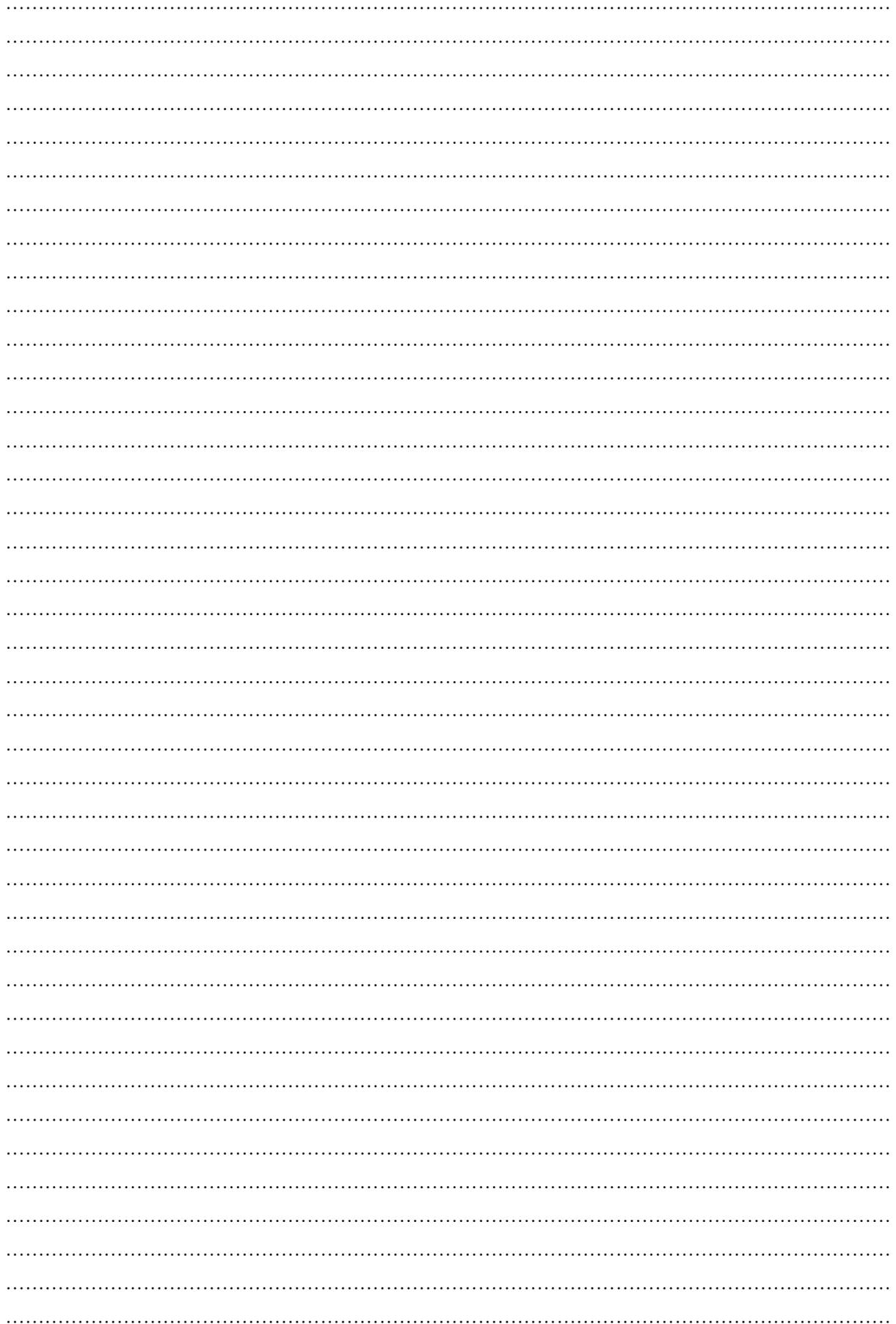
**Objectives**

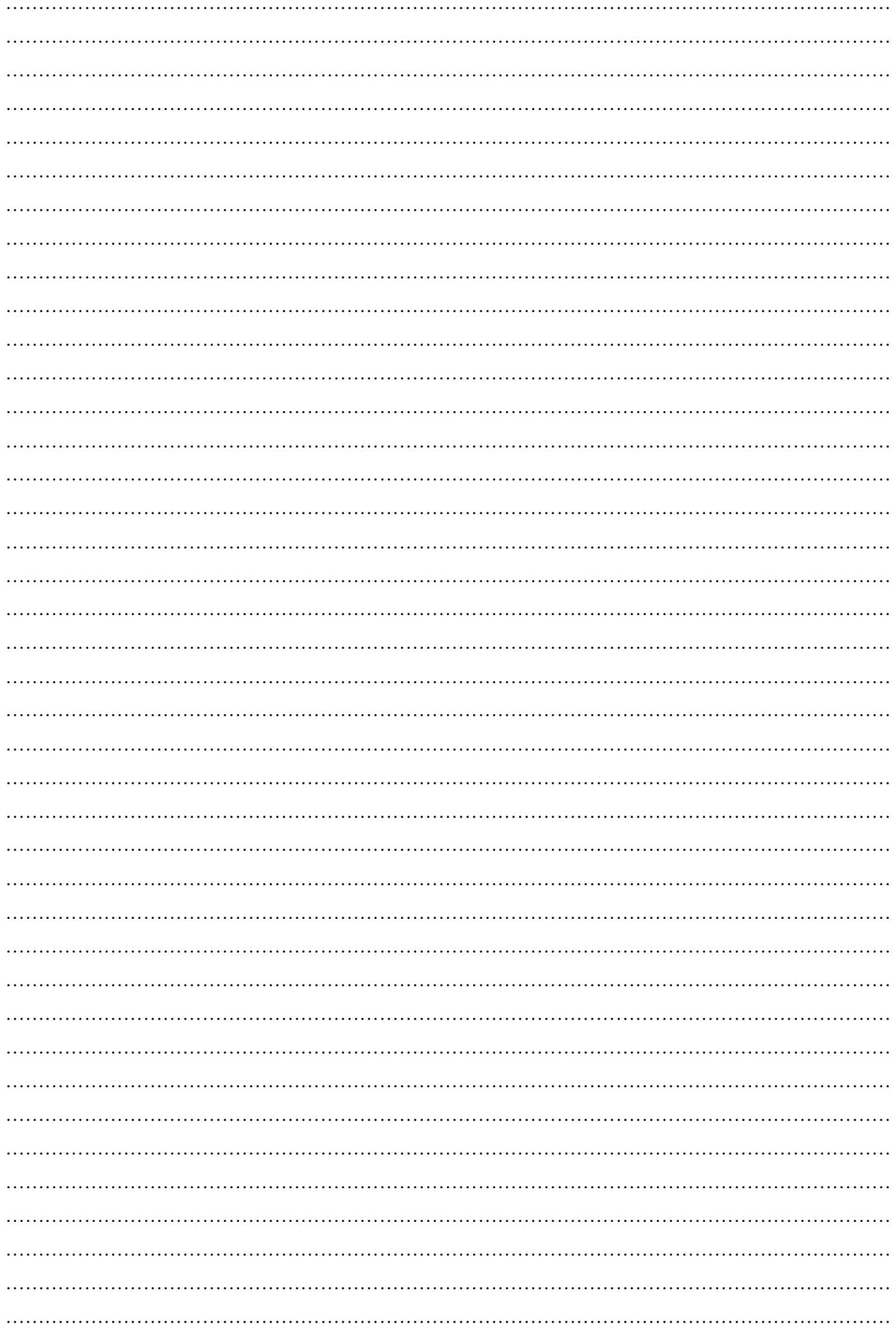
1. To develop reading and writing skills of students.
2. To enable students to extract the theme and important points from a message.
3. To teach notes-making as a tool to enhance memorisation and exam performance.











**Objective: To study Notes Taking skills**

**Teaching Activity - 6**

**Know Them All: Abbreviations Practice Worksheet**

**Q. 1. Replace the abbreviations with complete words:**

1. Professors in our University have been researching AI \_\_\_\_\_ for years now.
2. The ancient city was founded in 125 AD \_\_\_\_\_.
3. The min. \_\_\_\_\_ qty. \_\_\_\_\_ that you can purchase is 7lbs. \_\_\_\_\_.
4. While sending an invitation to your friend you may write RSVP \_\_\_\_\_.
5. You may come to the ATM \_\_\_\_\_ at 6.00 am \_\_\_\_\_ to withdraw the money.
6. Send the bcc \_\_\_\_\_ of this mail to the C.E.O. \_\_\_\_\_ of the company.
7. The E.T.A. \_\_\_\_\_ of the train is 8.0 p.m.
8. If a carton box has haz. mat. \_\_\_\_\_ written on it keep away!
9. The full form for oz. is \_\_\_\_\_ and lb is \_\_\_\_\_.

**Q.2. Fill in the blanks:**

1. Relationships can be traced easily with \_\_\_\_\_ method.
2. \_\_\_\_\_ method allows a new sentence for a new idea.
3. The \_\_\_\_\_ method is based on reducing and recording and summarizing.
4. \_\_\_\_\_ method is ideal for brainstorming ideas.

**Objective: To learn Writing skills**

**TEACHING ACTIVITY-7**

**Identifying Writing Styles Worksheet**

Materials: Pen and paper

Time: 20 min.

Identify which type of writing is being described.

1. \_\_\_\_\_ A direction guide of a shopping mall.
2. \_\_\_\_\_ Your first trip to a zoo.
3. \_\_\_\_\_ An article on the beauty and grandeur of Taj Mahal.
4. \_\_\_\_\_ A letter to the Editor complaining about potholes in your colony.
5. \_\_\_\_\_ A recipe of Humus and Falafel.
6. \_\_\_\_\_ An essay discussing a theme from Shakespeare's *Hamlet*.
7. \_\_\_\_\_ An article attempting to convince that death penalty should be banned.
8. \_\_\_\_\_ A poem about the daffodils.
9. \_\_\_\_\_ Your first experience on the playground.
10. \_\_\_\_\_ The cover story in the morning newspaper
11. \_\_\_\_\_ A brochure advertising an air conditioner company.
12. \_\_\_\_\_ An autobiography of a person.

**Objective: To study Writing skills**

**TEACHING ACTIVITY 8**

**Commonly Confused Words-Practice Sheet**

For each sentence circle the correct word from the brackets:

- 1. The magician created an (allusion/illusion) before us. ....
- 2. All of us have (allott/ a lot) to study nowadays. ....
- 3. Among/Between) the paintings was an original Picasso. ....
- 4. This greatly (affected/effected) his mental state. ....
- 5. I have (less/few) patience than Tom. ....
- 6. Many people were (hanged/hung) during the war. ....
- 7. I can (infer/imply) from your words that you are hurt. ....
- 8. I have too (much/many) complaints. ....
- 9. I went to the (stationary/stationery) shop to buy a pen. ....
- 10. The petrol price continues to (raise/rise) ....

**Objectives**

To develop the vocabulary and pronunciation of students.

To enhance writing and reading skills, concentration and sentence building.

**TYPES OF PUNCTUATION**

1. Full stop	2. Comma	3. Semicolon	4. Colon	5. Apostrophe
6. Hyphen	7. Dash	8. Brackets	9. Inverted commas	10. Exclamation mark
11. Question mark	12. Bullet points			

**Objective: To study Writing skills**

**TEACHING AID- 9**

**If I WERE.....**

**Objectives**

- To develop the writing skills of the students including vocabulary and grammar.
- To impart training in life skills like decision making, analyzing and problem-solving.
- To teach students to communicate their thoughts and ideas.

**Value Addition**

Self-introspection and self-analysis is the key to confidence- building. The activity mentioned below aims at imparting an important value- taking responsibility for the decisions taken and examining the choices made in life, career, and relationships. Before communicating with others it is essential that we understand our personality and thought process through self- examination. This will help create a sense of well-being and happiness.

Here are some situations in which you are being asked to place yourself in. You will have to select a choice and say why you made that choice.

1. If I were an animal, I'd be a (n) \_\_\_\_\_ because \_\_\_\_\_

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2. If I were an automobile, I'd be a (n) \_\_\_\_\_ because \_\_\_\_\_

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3. If I were a major Indian city, I would be \_\_\_\_\_ because \_\_\_\_\_

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4. If I were a song, I would be \_\_\_\_\_ because \_\_\_\_\_

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5. If I were a major event in history, I would be \_\_\_\_\_ because

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6. If I were a type of food, I would be \_\_\_\_\_ because \_\_\_\_\_

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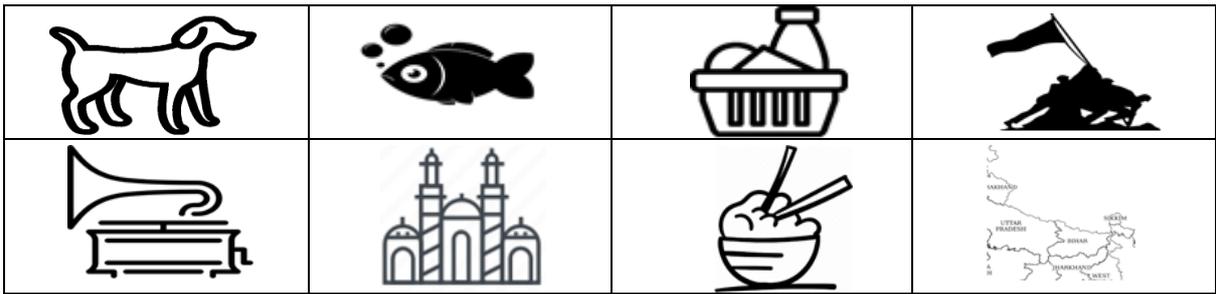
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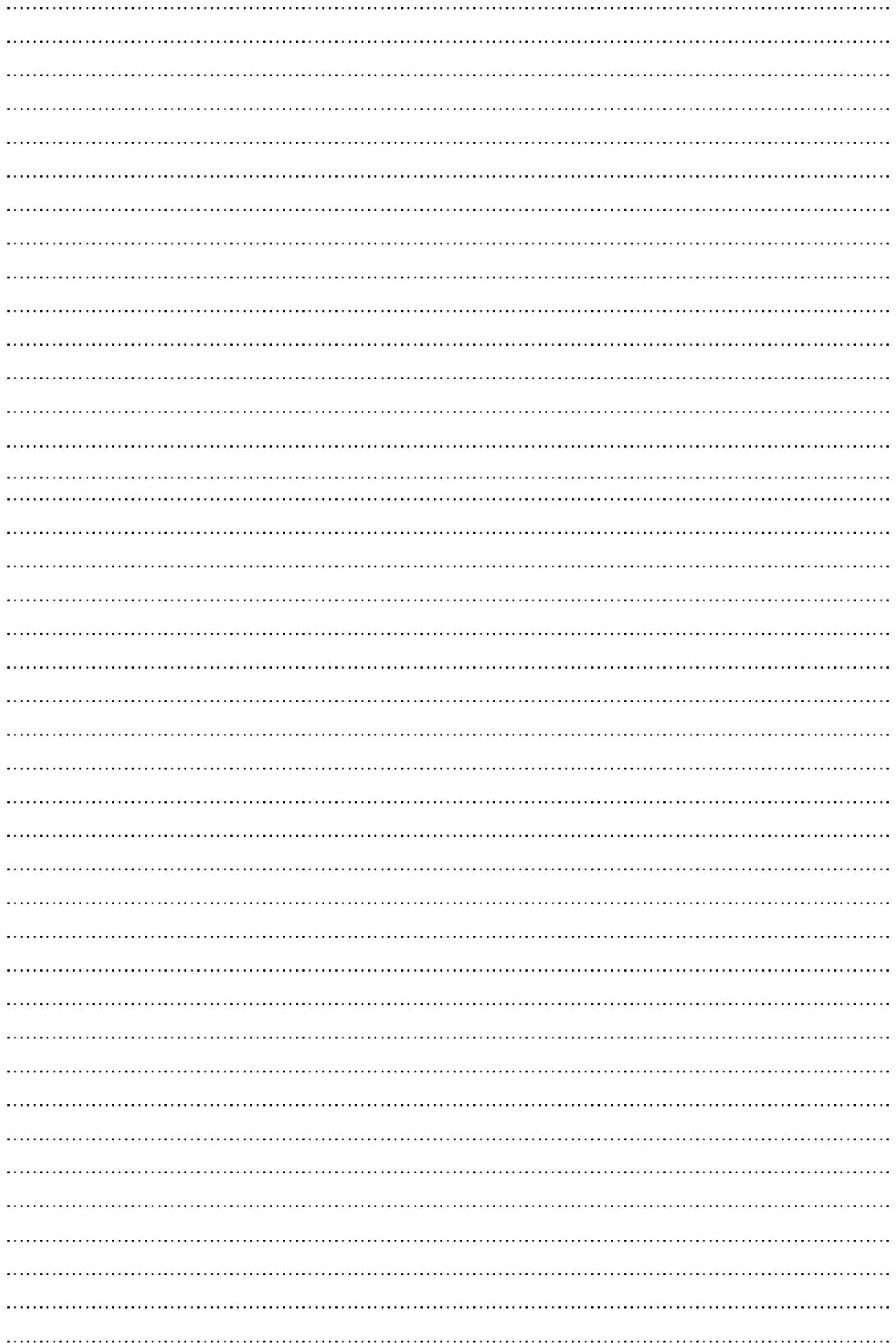
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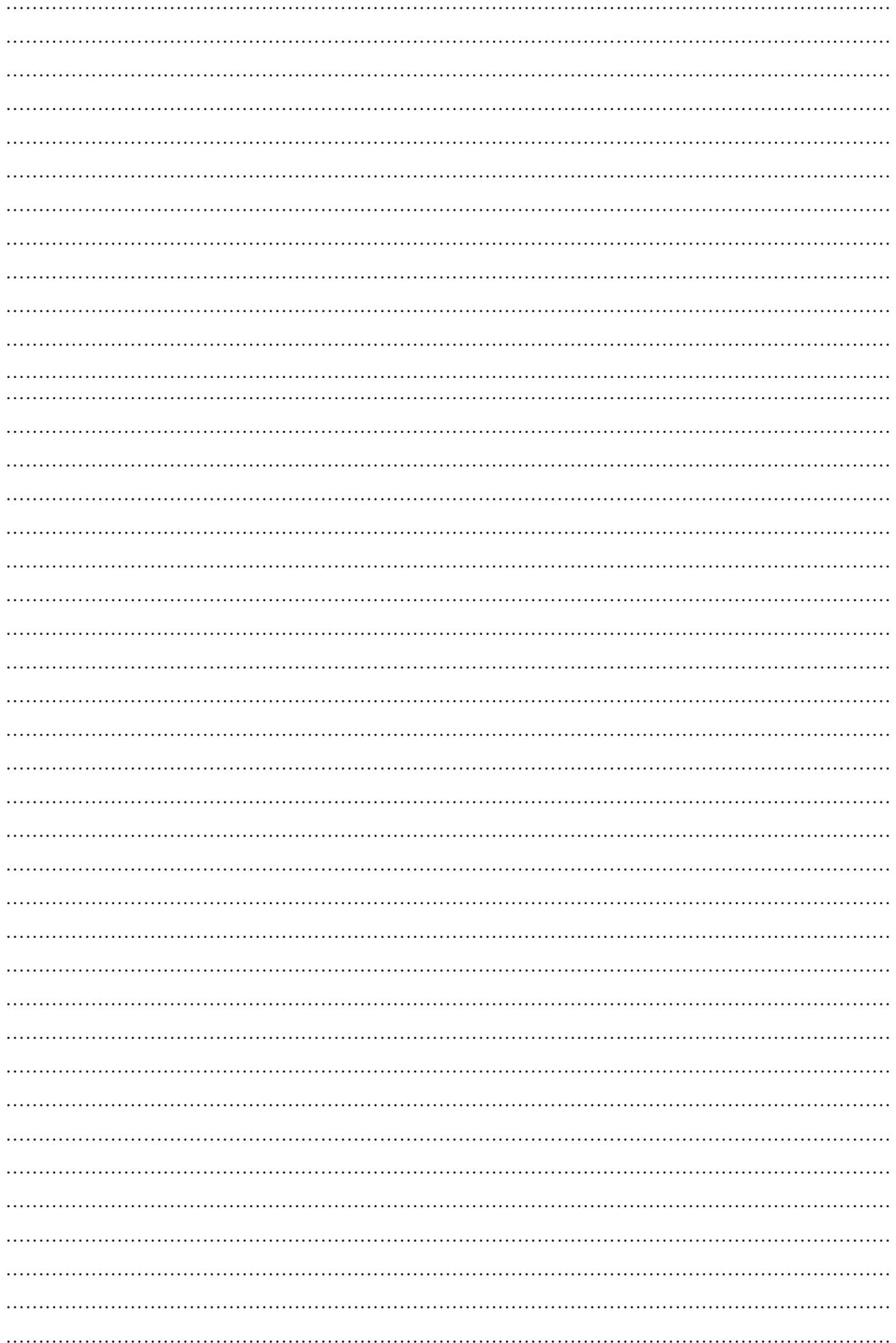
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**Objective: To study Field Diary and Lab Records**

**Teaching Activity- 12**

**Write A Field Diary on a recent Field Visit**

My Field Visit to \_\_\_\_\_

Name:..... Date: .....

Place of Observation: ..... Time of Visit: .....

Abstract: .....

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.....  
.....  
.....  
.....

Data/Facts/Information collected from the site:.....

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.....  
.....

Personal Observations (depending on the sensory organs and reflections.):

.....  
.....

Hypothesis/Questions: .....

Discussions/ Conversations: .....

Recommendations: .....

Summary: .....

.....  
.....  
.....  
.....

Signature of student

Signature of Instructor



**Objective: To learn Indexing, Foot Note and Bibliography skills**

**Teaching Activity - 13**

**Indexing Exercises- Fill -ups, Question Bank**

**Q.1. Fill in the Blanks:**

- (a) The process of arranging and storing records is known as \_\_\_\_\_.
- (b) The major objectives of filing are proper arrangement, careful storing and easy \_\_\_\_\_ of records.
- (c) The word 'index' means to \_\_\_\_\_
- (d) Under \_\_\_\_\_ indexing all addresses are stored in small strips.
- (e) The filing system should occupy \_\_\_\_\_ space as modern office space is very costly

**Question Bank?**

Q. 1. State the main objectives of indexing?

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Q.2. State the situations in which vowel indexing may be useful?

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Q. 3. List the main advantages of vertical filing?

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**Objective: To learn Indexing, Foot Note and Bibliography skills**

**Teaching Activity -14**

**Footnote and Bibliographic Procedure on Ms Word**

**Practice Exercise- Add a Footnote:**

**Write a paragraph about the weather** .....

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**Footnote:** .....

**At the end of the paragraph, add a footnote with the following information:**

U.R. Weather, Weather Phenomenon (Grand Rapids, MI: Knight Inc., 2001), 245.

**Objective**

1. To enable the students to use Ms Word to understand the citation and bibliographic procedure.
2. To promote ICT in teaching.

**Objective: To learn reading and comprehension skills**

**Teaching Activity-15**

**Identifying the Theme of the Story**

**Directions:** Determine what the theme of the story and explain. Remember, a theme is a lesson or message in the story.

**Complete the sentences.**

All Victor ever wanted to do with his life was to become a singer. He didn't pay attention in school and he spent all of his time at home watching music videos online and impersonating his idols. His mother tried to teach him the value of getting an education and having a backup plan, but Victor would respond the same way every time, "Mom, I won't need to know any of that boring old stuff when I'm famous. You'll see." But there was one major problem with Victor's plan: he wasn't any good at singing. Victor wanted to be a singer so badly, that he didn't notice the pained look on the faces of those who endured his singing. Because he wanted to be a singer so badly, when honest people told him to find something else to do with his life, he accused them of being "jealous haters" and ignored their advice. After Victor dropped out of high school to focus on his music career, the years passed and the doors never opened.

**Q.1.What is the theme of the story?**

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**Q.2.What happens in the story that leads you to believe this?**

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**Q.3.Write the meanings of all the words that are underlined in the above passage.**

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**Objective: To learn Precise writing skills**

**TEACHING ACTIVITY- 16 PRECIS WRITING (Assignment – 1 and 2)**

**Assignment 1:** Make a **Precis** of the following paragraph in your own words. Assign a title and word limit to it.

Electric trolley cars or trams were once the chief modes of public transportation in the United States. Though they required tracks and electric cables to run, these trolley cars were clean and comfortable. In 1922, auto manufacturer General Motors created a special unit to replace electric trolleys with cars, trucks, and buses. Over the next decade, this group successfully lobbied for laws and regulations that made operating trams more difficult and less profitable. In 1936 General Motors created several front companies for the purpose of purchasing and dismantling the trolley car system. They received substantial investments from Firestone Tire, Standard Oil of California, Phillips.

Petroleum, and other parties invested in the automotive industry. Some people suspect that these parties wanted to replace trolley cars with buses to make public transportation less desirable, which would then increase automobile sales. The decline of the tram system in North America could be attributed to many things—labour strikes, the Great Depression, regulations that were unfavourable to operators—but perhaps the primary cause was having a group of powerful men from rival sectors of the auto industry working together to ensure its destruction.

**Title:**.....

**Summary:** .....

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**Assignment 2:** Make a **Precis** of the following paragraph in your own words. Assign a title and word limit to it.

When we survey our lives and efforts, we soon observe that almost the whole of our actions and desires are bound up with the existence of other human beings. We notice that whole nature resembles that of the social animals. We eat food that others have produced, wear clothes that others have made, live in houses that others have built. The greater part of our knowledge and beliefs has been passed on to us by other people though the medium of a language which others have created. Without language and mental capacities, we would have been poor indeed comparable to higher animals.

We have, therefore, to admit that we owe our principal knowledge over the least to the fact of living in human society. The individual if left alone from birth would remain primitive and beast like in his thoughts and feelings to a degree that we can hardly imagine. The individual is what he is and has the significance that he has, not much in virtue of the individuality, but rather as a member of a great human community, which directs his material and spiritual existence from the cradle to grave.

**Title:**.....

**Summary:** .....

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**Objective: To learn summarizing and abstracting skills**

**Teaching Activity- 17 Summarise the passage-1**

**Summarise the passage after reading carefully. Give a title.**

There are many types of lethal venom in the animal kingdom, but perhaps no stranger carrier than the platypus. The platypus is one of few venomous mammals. Male platypus carries a venom cocktail in their ankle spurs. This venom incapacitates victims with excruciating pain. Stranger still, the platypus is the only mammal that uses electroreception. That means that the platypus uses its bill to sense the electricity produced by the muscular movements of its prey. Electroreception is a sixth sense different from seeing, hearing, smelling, tasting, or feeling. Perhaps most odd, the platypus is the only mammal that lays eggs rather than giving birth to live young. What an odd creature indeed.

**Q.1 What is the main idea of the passage.**

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**Q.2. Summarize the passage in your own words:**

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**Q.3. Write the synonyms of the underlined words.**

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**Objective: To learn summarizing and abstracting skills**

**Teaching Activity- 18 Summarise the passage-2**

**Summarise the Passage- Exercise 2**

When one hears the term "reality" applied to a show, one might expect that the events portrayed occurred naturally or, at the least, were not scripted. This is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. Such living environments do not reflect what most people understand to be "reality." Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of "reality" television claim that the participants were urged to act out storylines premeditated by producers. With such accusations floating around, it's no wonder many people take reality TV to be about as real as the sitcom.

**Q.1. Summarize this paragraph in one sentence. Clearly explain the main idea.**

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**Q.2. Give an appropriate title:**

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**Q.3. Give antonyms of the underlined words.**

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**PRACTICAL MODULE- 1 (LISTENING SKILLS)**

**Overview:** Listening is one of the vital skills that one needs to communicate effectively. It allows one to ‘decode’ the message received.

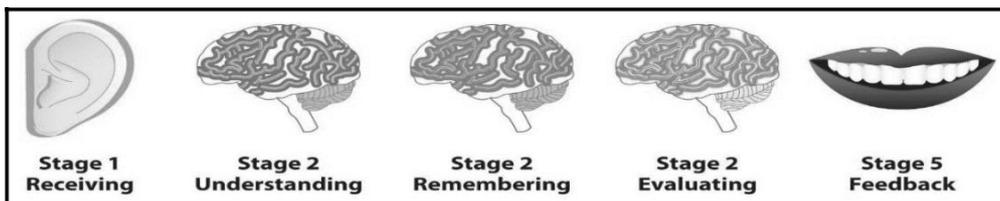
**Definition:** Listening is the process of the “**hearing, determining meaning, critical analysis and appreciation of a spoken message.**” Gross.

**Importance:** To build relationships; To build a successful career; To avoid misunderstandings; To build trust; and Listening leads to learning.

**Characteristics of Listening**

It is a cognitive process involving the faculty of the brain and involves both attending to and assigning meaning to aural stimuli. It is different from hearing.

The Cognitive process of Listening: 1. Sensing      2. Interpreting      3. Evaluating      4. Responding



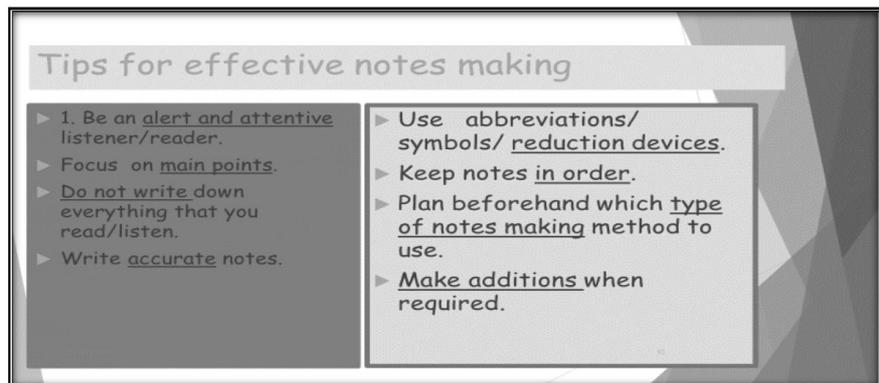
**Barriers to Listening**

1. Exposure to verbal /non-verbal stimuli.
2. Noise- Noise is an unwanted and unpleasant sound or undesirable distraction that prevents easy and effective transmission of communication.
3. Negative motivation- general aversion, past bitter experiences, tiredness, boredom, reactive mindset etc.
4. Positive motivation- Factors which increase our willingness to listen. Like Job pressure, monetary rewards etc.

**PRACTICAL MODULE -2 (NOTES TAKING)**

**Overview:** Notes making is the practice of writing down the important points of a read text or a listened message in a quick, clear and concise way. It involves:

1. Reading the message carefully to understand it objectively.
2. Taking notes during reading/listening.
3. Reducing the message using abbreviations and symbols.
4. Organising the material.



**Purpose /Importance of Notes Making**

- To keep a clear /concise record of written/listened lecture.
- To force oneself to listen carefully.
- To develop an excellent source of review/revision.
- To have a readymade aid for understanding and memorisation.
- To gather bits of information and pool them.
- To update information regularly

**Types of Notes Making**

- |                       |                    |                   |
|-----------------------|--------------------|-------------------|
| 1. The Cornell Method | 2. Outline Method  | 3. Mapping Method |
| 4. Charting Method    | 5. Sentence Method |                   |

**Abbreviations Practice Worksheet**

Here are a few **common abbreviations** that can be used in Notes Making. Revise them for future reference:

<b>(c) Short forms. Taking first and last letters</b>					
<i>e.g.</i>	bk	for	book	Pt	for Point
	Dr	for	Doctor	retd	for Retired
	dft	for	draft	relgn	for Religion
	Dept	for	Department	rec'd	for received
	estd	for	established	shd	for should
	ft	for	foot/feet	Std	for Standard
	Govt	for	Government	Stn	for Station
	Ltd	for	Limited	Secy	for Secretary
	Mr	for	Mister	Wt	for Weight
	Ms	for	Miss/Mrs	Yr	for Year
	Org'zn	for	Organization	Yd	for yard
<b>(d) Some other contractions</b>					
<i>e.g.</i>	A/c	for	account	edn	for education
	bldg	for	building	kg	for kilogram
	bks	for	books	m	for metre
	can't	for	cannot	N/A	for not applicable
	civil'zn	for	civilization	rdng	for reading
	cm	for	centimetre	shan't	for shall not
	C/o	for	care of	won't	for will not
	MS	for	manuscript	M/S	for messers
<b>USE OF FULL STOP IN AN ABBREVIATION</b>					
<b>(a) Often a full stop is put after an abbreviation which does not end with the last letter of the word; such as</b>					
	Col.	for	colonel	Co.	for company
	Div.	for	division	info.	for information
<b>(b) The abbreviations that end with the last letter of the word do not require any full stop at the end, such as</b>					
	Govt	for	government	Mr	for Mister
	Ms	for	Miss	Pt	for Pandit
	Dr	for	Doctor	Wrt'g	for writing
	10th	for	Tenth	Wt	for weight

### PRACTICAL MODULE 3 (WRITING SKILLS)

**Overview:** In today's information-overloaded world, it's vital to communicate clearly, concisely and effectively. People don't have time, neither the patience to read poorly-constructed written communication, whether it is an e-mail, letter, proposal, report or any other written material. The better our writing skills are, the better the impression we make on the people around us-teachers, seniors, boss, colleagues, and clients. Good writing skills take you very far!

#### Objectives

1. To enable students to identify the different writing styles.
2. To enable students to choose the writing style best suited for a purpose.

#### Importance of Writing Skills

- Writing is critical to becoming a good reader.
- Writing is an essential job skill.
- Writing is the primary basis upon which one's work, learning, and intellect will be judged.
- Writing equips us with communication and thinking skills.
- Writing expresses who we are as people.
- Writing fosters our ability to explain and refine our ideas to others and ourselves.
- Writing preserves our ideas and memories.

- Writing allows us to entertain others

### Types of Writing Skills

There are four main types of writing: expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose. A single text may include more than one writing style.

1. **Expository:** Expository writing is one of the most common types of writing. It tries to explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions but focuses on accepted facts about a topic, including statistics or other evidence. Examples: Textbooks, How-to articles, recipes, news stories (not editorial/op-eds), business, technical or scientific writing.
2. **Descriptive:** Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are. Examples: Poems, diary/journals, nature descriptions, fiction, novels, plays.
3. **Persuasive:** Persuasive writing is the main style of writing you will use in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief. Persuasive writing contains the author's opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position. Any "argumentative" essay you write in school should be in the persuasive style of writing. Examples: Cover Letters, editorials, letter of complaints, advertisements.
4. **Narrative:** Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings. Examples: oral histories, novels, short stories, anecdotes.

### Things to keep in mind while writing:

1. Audience and Format
2. Composition and Style
3. Structure
4. Avoiding Grammatical Errors
5. Proofing

Many people rush through their documents, but this is how you miss mistakes. Follow these guidelines to check what you've written:

- **Proof your headers and sub-headers** – People often skip these and focus on the text alone. Just because headers are big and bold doesn't mean they're error-free!
- **Read the document out loud** – This forces you to go more slowly meaning that you're more likely to catch mistakes.
- **Use your finger to follow the text as you read** – This is another trick that helps you slow down.
- **Start at the end of your document** – Proofread one sentence at a time, working your way from the end to the beginning. This helps you focus on errors, not on content.

### Here are some examples of commonly misused words:

Errors in your document will make you look unprofessional. It's essential to learn grammar properly and to avoid common mistakes that your spell checker won't find. Your/You're

"Your" is a possessive. (Example: is that your file?)

"You're" is a contraction of "you are." (Example: you're the new manager.)

Note: Also watch out for other common homophones (words that sound alike but have different spellings and meanings) – such as their/they're/there, to/too/two, and so on. Its/It's

"Its" is a possessive. (Example: is that its motor?)

"It's" is a contraction of "It is." (Example: it's often that heavy.) (Yes, it is this way around!)

## PRACTICAL MODULE - 4 (ORAL PRESENTATION SKILLS)

Presentation skills are important because they help the presenter:

- Communicate complex information in simple and interesting ways to keep the audience engaged
- Communicate thoughts and feelings effectively
- Develop self-confidence
- Gain real-world skills, such as the ability to present accomplishments and skills during a job interview

**Kinds of Presentation:** Monologue Presentation; Guided Presentation; Sales Presentation

**Factors Affecting Presentation:** Audience Analysis- type /size; Communication environment- light, background, stage, noise; Personal appearance; Use of visuals; Opening and closing; Sequence and organisation of presentation; Language, voice quality, body language.

## PRACTICAL MODULE - 5 (FIELD DIARY AND LAB RECORDS)

**Overview:** A Field Diary is the basic document which contains all the data collected from the field of observation. It is an important research document as it contains data, interpretation and observation.

**Objectives:**

- To enable students to develop field- diary and lab record writing skills.
- To acquaint students with the information that is to be communicated through field diaries and lab records.
- To enable students to understand the importance of recording data and observations.

**Lab Records** is a documentation of all the experiments, procedures and examinations conducted in a laboratory. The writing becomes a reliable source of records. Records should be chronologically written. Entries must be clear and objective. All entries must be dated and loose pages must be kept separately in a file.

## PRACTICAL MODULE – 6 (INDEXING, FOOTNOTE AND BIBLIOGRAPHIC PROCEDURES)

**Overview:** Indexing is an important aid to the filing. It points out or indicates the exact place where a file is placed. It is also a condensed record of plants, seeds, agricultural equipment etc. as it contains brief information. Indexing also helps in cross-referencing.

The Footnote/Bibliography method requires two elements: footnotes throughout your assignment, and a bibliography or list of references at the end.

Footnotes are notes (or a reference to a source of information) which appears at the foot (bottom) of a page. Footnoting should be numerical and chronological: the first reference is 1, the second is 2, and so on. The advantage of footnoting is that the reader can simply cast their eyes down the page to discover the source of a reference which interests them.

In a footnote referencing system, you indicate a reference by putting a small number above the line of the type directly following the source material. This number is called a note identifier. It sits slightly above the line of text.

**It looks like this.<sup>1</sup>**

Bibliographical details are information about a source. Such details include the names of the author, the title of the publication, the date of publication, the name of the publisher, the place of publication, URLs and Digital Object Identifiers (DOI). Remember, numbers are still given in the superscript form in the note.

**Citation of a Book:** Include information in the following order:

**author's surname(s) and initial(s)**  
**title of the book** (underlined or italicised)  
**publisher**  
**place of publication**  
**year of publication**  
**page number(s).**

1 M. Henninger, *Don't Just Surf: Effective Research Strategies for the Net*, UNSW Press, Sydney, 1997, p. 91.

**How to write a bibliographic reference:**

Reid, I Higher Education or Education for Hire? Language and Values in Australian Universities. CQU Press, Rockhampton, 1996.

## Practical Module – 7 (Reading/ Comprehension of General and Technical Articles)

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

### Objectives:

- To develop the reading skills of the students and enable them to use the different types of reading techniques.
  - To help students understand to identify the message (theme).
  - To help students attempt abstracting and summarising.
1. **Skimming** - used to understand the "gist" or main idea. **Examples:** The Newspaper (quickly to get the general news of the day). Magazines (quickly to discover which articles you would like to read in more detail). Business and Travel Brochures (quickly to get information)
  2. **Scanning** - used to find a particular piece of information. Examples: a train schedule, a conference guide
  3. **Extensive reading** - used for pleasure and general understanding. Examples: Novels, fiction, travelogues.
  4. **Intensive reading** - accurate reading for detailed understanding. Examples: exam course, legal documents, insurance papers.

**Overview:** A **PRECIS** is a miniaturised version of a text. It contains the main points of a text. A good Precis' is marked by clarity and brevity. It is written in the writer's own words and is written objectively, without having any biases or individual perceptions of the writer. It merely states what the author of the original text records. A precis avoids repetitions and unnecessary details and is written in reported speech. It is usually 1/3rd of the original passage. It also has a relevant title.

### OBJECTIVES:

To enable students to develop reading and comprehension skills.  
To enhance students' ability to extract the main theme and points of a text.  
Ability to express a passage objectively and clearly.  
Enhancement of Vocabulary and Grammar Skills.

### Example of Precis Writing

It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So, all healthy-minded people like making money ought to like it and enjoy the sensation of winning it; it is something better than money.

A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay—very properly so and justly grumbles when you keep him ten years without it—till, his main mission of life is to win battles, not to be paid for winning them. So, of clergymen. The clergyman's object is essentially baptizing and preach not to be paid for preaching. So of doctors. They like fees no doubt—ought to like them; yet if they are brave and well-educated the entire object to their lives is not fees. They on the whole, desire to cure the sick; and if they are good doctors and the choice were fairly to them, would rather cure their patient and lose their fee than kill him and get it. And so, with all the other brave and rightly trained men: their work is first, their fee second—very important always; but still second. (155 words)

### The Main Points:

1. Money making is a common attraction in life.
2. But it cannot be the principal aim of well-educated, intellectual brave persons.

### Precis

#### Money and It's Importance

Money-making is a common attraction in life, but it cannot be the principal aim of educated, cultured and brave men. A valiant soldier prizes his honour and victory more than pay. A pious clergyman focuses on moral welfare and a sound doctor values his patients' well-being more than anything else. Thus, for all educated and intellectual men, work comes first (Total words: 60)

## PRACTICAL MODULE – 9 (SUMMARISING AND ABSTRACTING)

**Overview:** Summarising helps in understanding the gist of a passage, book, movie, play etc. It is an important communication skill which enables the student to report in short, what the text is about. Unlike the Precise it does not focus on reproducing all the main and sub-points but simply tells what the passage wants to say. It enables one to quickly

grasp the meaning and message of a text, research paper or article. It generally begins as, "In the book, ABC, written in 1967, the author, XYZ says that..."

**Objectives:**

1. To teach students how to discern the most important ideas in a text and ignore irrelevant information.
2. To enable students to integrate the central ideas in a meaningful way.
3. To demonstrate that summarizing skills improve memory of the readtext.
4. Develop comprehension, reading and writing skills.

## **PRACTICAL MODULE – 10 (INDIVIDUAL AND GROUP PRESENTATION)**

**Overview:** Individual Presentations are given by individuals alone, whereas in Group Presentation the students form teams and one group presents one topic before the audience. The emphasis is on developing personality traits such as team building skills, leadership qualities, interpersonal communication, initiative, management skills, stress management and so on. While working as a group the members decide to divide a topic into several small units and each member gets to present a unit. The division of the topic into sections, the transition from one person and unit to another becomes very important to judge the overall impact. The body language, gestures and non-verbal elements playing amongst the members become focal.

Group Presentations can be ideal for long topics as they break the monotony due to the presence of several members. Secondly, each teammate gets to use his strength and make the presentation attractive and engaging.

The game is pretty much self-explanatory – We give the students two (or more) scenarios and they have to choose which one they'd rather experience. Combining the Would You Rather – a question with your presentation topic is usually very easy, and it also adds fun to teach. We can let the students vote for the choices by letting them raise their hands!

**Objectives:**

- To teach Speaking and Presentation skills through ice-breakers and fun games.
- To develop inter-personal communication in class and enhance personality development.
- To increase the self-confidence of students and reduce stage fear.
- To teach non-verbal elements of language such as tone, pitch volume and speed.