

Communication Skills and Personality Development

Practical Manual

B.Sc. Agriculture, Sem.- II

Course Code: AAC-150

Credit Hours: 2(1+1)

Submitted by

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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

Name of Students

Roll No.

Batch

Session

Semester

Course Name :

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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 the 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.

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.

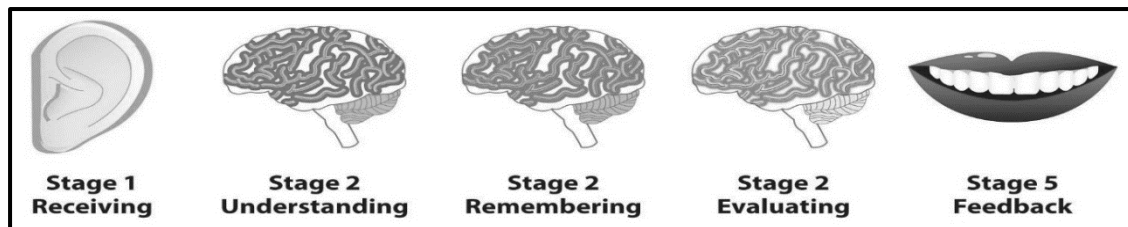
Importance

1. To build relationships
2. To build a successful career.
3. To avoid misunderstandings.
4. To build trust.
5. 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.

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.

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 needs to be purchased from the market. No two members will have the same items in the list, or in 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 the 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.
- D. To demonstrate that Communication is a two-way process.
- E. To demonstrate how message or information can get distorted while passing from one channel/ person to another.

Value addition: Through this activity, the teacher transmitted value in addition to the subject knowledge. The value is that to be a good listener, one should remove all barriers and noise in communication, like mental stress, emotional chaos, jealousy, fear, anxiety etc. These barriers make life stressful and communication difficult. It was also stressed that listening to others allows us to understand them better and hence cements bonds. One must choose carefully what to believe in. and not merely depend on the ear.

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 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.

Teaching Activity 3: Listening Skills Practice with Audio

EATING OUT

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

AUDIO BASED EXERCISE-1

Q. A. Do this exercise while you listen to the audio. State whether true or false:

1. The customer wants two tables.
2. There are two customers eating together.
3. The two customers order the same starter.
4. Both customers order the Thai chicken for their main course.
5. The customers order cold drinks.
6. Both customers order a dessert.

AUDIO BASED EXERCISE- 2

Q. B. fill in the blanks while listening to the recording.

1. A table _____ two, please.
2. Are you _____ to order?
3. What would you _____ for a starter?
4. I'd _____ French onion soup, please.
5. What would you like to drink?
6. I'll _____ a fresh orange juice.

Audio resource: www.britishcouncil.org

<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/eating-out>

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.

Teaching Activity -4 Questionnaire

How Are Your Listening Skills?

Materials: Prints of Questionnaire, pen.

Time: 20 min

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 for 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.

Objective: To enumerate the listening skills of the students and help them understand their skill better to improve upon it.

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

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

The slide is titled "Tips for effective notes making" and contains two columns of tips. The left column has four points: 1. Be an alert and attentive listener/reader. 2. Focus on main points. 3. Do not write down everything that you read/listen. 4. Write accurate notes. The right column has four points: 1. Use abbreviations/symbols/reduction devices. 2. Keep notes in order. 3. Plan beforehand which type of notes making method to use. 4. Make additions when required.

Q. 1. Question Bank

a) What is the purpose of notes making?

.....

.....

.....

.....

b) What are the advantages of the Cornell Method?

.....

.....

.....

.....
c) What are the uses of the Mapping Method?
.....
.....
.....
.....

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.

Abbreviations Practice Worksheet

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

(c) **Short forms.** Taking first and last letters

<i>e.g.</i> bk	for	book	Pt	for	Point
Dr	for	Doctor	ret'd	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

(d) **Some other contractions**

<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

USE OF FULL STOP IN AN ABBREVIATION

(a) Often a full stop is put after an abbreviation which does not end with the last letter of the word; such as

Col.	for	colonel	Co.	for	company
Div.	for	division	info.	for	information

(b) The abbreviations that end with the last letter of the word do not require any full stop at the end, such as

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

Teaching Activity - 6

Know Them All: Abbreviations Practice Worksheet

Q. 1. Replace the abbreviations with complete words:

1. On a pkg. _____ , Attn. means that the letter is meant for the _____ of a particular person.
2. If you buy something in the U.S. on internet, it may not include VAT _____.
3. At the end of a business letter you may see the abbreviations c.c. _____, b.c.c. _____, or encl. _____.
4. In an e-mail to your colleague you may write FYI, _____.
5. On an application if a column does not apply to you, you may write _____.
6. Finish this quiz ASAP, _____.
7. Full form of e.g. is _____.
8. I live on Fifth Ave. _____ across Middleton St. _____.
9. The full form for oz. is _____ and lb is _____.

Q.2. Fill in the blanks:

1. _____ method is based on space indentation.
2. _____ method has branching out of relationships.
3. The _____ method follows a very specific format that consists of four boxes: a header, two columns, and a footer.
4. In this method each new idea is written in a new line. _____

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!)

TEACHING ACTIVITY-7

Identifying Writing Styles Worksheet

Materials: Pen and paper

Time: 20 min.

Identify which type of writing is being described.

1. _____ A story about the time you got lost at Disneyland
2. _____ A web page telling how to create a web page
3. _____ The Harry Potter books
4. _____ A letter to the governor explaining why the tax increase is a bad idea
5. _____ Writing in which you record details of a trip taken
6. _____ An essay discussing a theme from Romeo and Juliet
7. _____ An article attempting to convince readers to boycott a store chain
8. _____ A poem about the sights and sounds of rainfall
9. _____ A paper about the horrible treatment of the people in Darfur
10. _____ The cover story in the morning newspaper
11. _____ A brochure advertising a luxury hotel and resort
12. _____ A paper discussing the after effects of a war

Teaching aid taken from: <https://freeology.com/journal/4-types-of-writing/>

TEACHING ACTIVITY 8

Commonly Confused Words-Practice Sheet

For each sentence circle the correct word from the brackets:

1. We (accept/except) your apology.
2. The priest placed the offering on the (alter/altar).
3. Mary likes to give (advise/advice) to others.
4. I had to (chose/choose) between the two boxes.
5. We built an (addition/edition) onto the house.
6. We sat on the pine log even though it was (course/coarse).
7. My (conscious/conscience) told me not to steal.
8. Night-time isn't completely (quite/quiet), you can still hear the sounds of birds.
9. I went to the (stationary/stationery) shop to buy a pen.
10. I did not ask for your (assent/ascent) to go to the movie.

Objectives

1. To develop the vocabulary and pronunciation of students.
2. 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			

TEACHING AID- 9
PUNCTUATION WORKSHEET, comma (,)

Name _____

Date _____

1. I need to buy eggs milk lettuce and bread.
2. Carlos wants to visit Paris Italy Germany and China.
3. My favourite colours are blue red and pink.
4. I like to go hiking fishing swimming and camping during summer.
5. I have to clean my room walk the dog and take out the trash.
6. The tree is very tall old and green.
7. I want to buy the new jacket but it is too expensive.
8. We will go to the restaurant now for we are very hungry.
9. Today is Thursday April 18 1943.
10. George Washington was born on February 22 1732.

Objectives

- To enhance the writing skills of students in English.
- To teach the different types of punctuation marks and their importance in English communication.

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:

1. Monologue Presentation
2. Guided Presentation
3. Sales Presentation

Factors Affecting Presentation:

1. Audience Analysis- type /size.
2. Communication environment- light, background, stage, noise.
3. Personal appearance.
4. Use of visuals.
5. Opening and closing.
6. Sequence and organisation of presentation.
7. Language, voice quality, body language.

TEACHING AID- 10

Oral Presentation Topic for Classroom - A

Can see diff. animals from the world

It is inhuman to cage animals

Topic for Oral Presentation: “Benefits of Keeping Animals in the Zoo”

More than zoos, wildlife parks are imp.

Protect certain species

Zoos are a kind of research lab.

Marking Scheme: marks are given on the following criteria.

1. Fluency & pronunciation
2. Content (task completion, organisation and cohesiveness)
3. Vocabulary & Grammar
4. Non-verbal communication
5. Ability to answer questions

Objectives:

1. To enable the students to communicate their topic in an interesting way.
2. To enhance Public Speaking Skills and reduce stage fear.
3. To develop sound English Speaking skills, and emphasise on the verbal/non-verbal elements of communication.

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.

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:

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

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

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

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

.....
.....

Hypothesis/Questions:

Discussions/ Conversations:

Recommendations:

Summary:

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

Signature of student

Signature of Instructor

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.

Assuming that you have collected six different type of soil samples during your field visit. Make a Lab record of your observations and experiments of the same in the laboratory.

Lab Record Exercise:

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.¹

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.

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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.....

.....

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

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.....

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.....

Q.4. Distinguish between filing and indexing?

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Q.5. Briefly describe the card index system with its advantages.

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

Q.6. What is Strip Index? What are the advantages of strip index over bound- book index?

.....
.....

Teaching Activity -14

Footnote and Bibliographic Procedure on Ms Word

Practice Exercise- Add a Footnote:

Write a paragraph about the weather

.....

.....

.....

.....

.....

.....

.....

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.

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.

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.**

Katie Clean invited Messy Missy to her house to work on their biology project, but Katie Clean had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking, and Messy Missy is a sloppy eater, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior, but then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After explaining her situation, the teacher allowed Katie to work alone. Messy Missy would have finished the assignment by herself, but she spilled grape soda all over her assignment.

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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PRACTICAL MODULE – 8 (PRECIS WRITING)

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 baptize 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)

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.

Teaching is the noblest of professions. A teacher has a sacred duty to perform. It is he on whom rests the responsibility of moulding the character of young children. Apart from developing their intellect, he can inculcate in them qualities of good citizenship, remaining neat and clean, talking decently and sitting properly. These virtues are not easy to be imbibed. Only he who himself leads a life of simplicity, purity and rigid discipline can

successfully cultivate these habits in his pupils.

Besides a teacher always remain young. He may grow old in age, but not in spite. Perpetual contact with budding youths keeps him happy and cheerful. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair.

Title:.....

Summary:

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Precise Writing 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 through 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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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 teaches 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 improves memory of the read.text.
4. Develop comprehension, reading and writing skills.

Teaching Activity- 17 Summarise the passage-1

Summarise the passage after reading carefully. Give a title.

Electric trolley cars or trams were once the chief mode 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—labor strikes, the Great Depression, regulations that were unfavorable 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.

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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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 story lines 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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