

Business English & Technical Writing Lab Manual

School of Science & Technology

B.TECH 4th Semester [Robotics & Automation]

BUSINESS ENGLISH & TECHNICAL WRITING LAB [HM-EN/P/401]



Prepared by:

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The NEOTIA UNIVERSITY

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School of Science & Technology

B.TECH 4th Semester [Robotics & Automation]

Business English & Technical Writing



STUDENT'S NAME _____

UID No. _____

_____**YEAR** _____**SEMESTER**

ENGLISH PROFICIENCY LEVEL OF STUDENTS PRIOR TO JOINING THE CLASS

Fill up the form below and tick your correct proficiency (Excellent/ Good/Poor) level:

| LANGUAGES KNOWN | READING (ENGLISH) | WRITING (ENGLISH) | SPEAKING (ENGLISH) |
|-----------------|-------------------|-------------------|--------------------|
| 1. | EXCELLENT | EXCELLENT | EXCELLENT |
| 2. | GOOD | GOOD | GOOD |
| 3. | POOR | POOR | POOR |

DETAILED SYLLABUS
B.TECH MARINE ENGINEERING
SEMESTER -1

COMMUNICATIVE ENGLISH LABORATORY; MHUL/110

| SL.No. | Modules / Practical | Name of Modules |
|--------|------------------------|---|
| 1. | Module 1 / Practical 1 | Interpersonal Communication (Ice-breaking) |
| 2. | Module 2 / Practical 2 | Face to face conversations |
| 3. | Module 3 / Practical 3 | Modes of presentation - Overcoming Stage Fear: Confident speaking; Audience Analysis & retention of audience interest |
| 4. | Module 4 / Practical 4 | Individual Verbal Presentation- Nuances: Exposition narration & Description |
| 5. | Module 5 / Practical 5 | Discourse Competence / Business Communication Competence |
| 6. | Module 6 / Practical 6 | Class room presentation; – focus, content, style, analysis, critical thinking |
| 7. | Module 7 / Practical 7 | Seminar/Conference Presentation - Keynote address |

| | | |
|------------|--------------------------|---|
| 8. | Module 8 / Practical 8 | Presentation Online / Webinars |
| 9. | Module 9 / Practical 9 | Learning to use appropriate body language and voice quality |
| 10. | Module 10/ Practical 10 | Kinesics & Voice Dynamics |
| 11. | Module 11 / Practical 11 | Facing an interview |
| 12. | Module 12 / Practical 12 | Interview Skills & Strategies |
| 13. | Module 13/ Practical 13 | Mock Interview |
| 14. | Module 14/ Practical 14 | Group Discussion -Objective & Method |
| 15. | Module 15/ Practical 15 | Group Discussion – participation, leadership, content, communication, turn-taking, content, interjections |

OBJECTIVES OF THE COURSE

To teach and facilitate students to speak and express themselves in fluent, intelligible and functionally correct Professional and Business English

To bring about a consistent accent and intelligibility in their pronunciation of English by providing an opportunity for practice in speaking

To train students and develop their interpersonal communication and employability skills

GENERAL INSTRUCTIONS

1. Students are instructed not to use pen drives during lab sessions.
2. Students must bring their lab manuals to the Practical class without fail and get them signed
3. Should come to class in-time.
4. Use of mobile phones is prohibited unless permitted by the teacher
5. It is mandatory for students to enter their names in log-in register.
6. Students must bring their ID Card to the Practical class .
7. All students should actively participate in the lab activities.
8. Students are evaluated based on their active participation and proper behavior.

EVALUATION & ASSESSMENT PATTERN

Internal Assessment: 50 Marks

1. Lab assessment is continuous and will be made on a regular basis.
2. Students are advised to maintain a Record book to make a note of the activities done in the practical class. Marks will be awarded for the same.
3. Attendance will be taken regularly for the lab sessions for which marks will be awarded.

Total number of marks for Internal assessment: 50.

End Semester Examination: 50 Marks

PRACTICAL CLASS ASSESSMENT

| SL. No. | Date | Module Name | Grade/ Marks | Signature |
|---------|------|-------------|-----------------|-----------|
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| 14. | | | | |
| 15. | | | | |

MODULE 1 / Practical 1

Interpersonal Communication

[Ice-breaking]

A.Objectives

☐☐ To give a quick start and initiation.

☐☐ To make students to start things on a pleasant note and think differently

B. Content:

To begin with interpersonal communication an icebreaking is an activity, game, or event designed to welcome attendees and warm up the conversation among participants in a meeting, training class, team building session, or another event. Any event that requires people to comfortably interact with each other They can be interactive and fun sessions, which run prior to the main event or day's activity.

Reasons to Use an Icebreaker

Icebreakers play a significant role in events in which communication and participant comfort level are important factors. Icebreakers are, of course, helpful when participants don't know each other. But they can also work very well for warming up the room even for employees who are already familiar with each other. An icebreaker can get people talking, generate laughter, and start with an initial level of comfort among participants

Icebreakers When Participants Don't Know Each Other

When participants don't know each other, an icebreaker will help them introduce themselves to the other participants.



Activity Sheet

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Business & Technical English 1

MODULE 2 / Practical 2

Face-to-face Conversation practice & Conversation starters

Objectives:

To teach students formal and informal conversation

To develop the communication skills in formal and informal situations

Content:

Teaching conversational skills can be a challenging task. Generally speaking, most English learners feel that they need more conversation practice. Grammar, writing and other skills are all very important, but, for most students, conversation is the most important. It's important to help students become familiar with language functions rather than focusing on a grammar-based approach when developing lessons to help with conversational skills. Start off with functions such as: polite conversation about unimportant things may include greeting, asking permission, stating an opinion, ordering food in a restaurant, apologizing etc.

Conversation opener: when the speakers do not know each other, it allows them to show that they have friendly intentions and desire some sort of positive interaction. If there is already a relationship between the two talkers, small talk serves as a gentle introduction before engaging in more functional topics of conversation. At the end of a conversation: suddenly ending an exchange may risk appearing to reject the other person. Klaus Schneider theorizes that such a conversation consists of a number of fairly predictable segments, or "moves". The first move is usually phrased so that it is easy for the other

person to agree. It may be either a question or a statement of opinion with a tag question. For example, an opening line such as "Lovely weather, isn't it?" is a clear invitation for agreement. The second move is the other person's response. In functional conversations that address a particular topic, Grice's maxim of quantity suggests that responses should contain no more information than was explicitly asked for.^[17] Schneider claims that one of the principles of small talk contradicts the maxim of quantity. He suggests that politeness in small talk is maximised by responding with a more substantial answer. Going back to the example of "Lovely weather, isn't it?", to respond factually by just saying "Yes" (or even "No") is less polite than saying, "Yes, very mild for the time of year".



Activity Sheet

The Neotia University
Business & Technical English Lab -A-

MODULE 3 / Practical 3

Modes of Presentation

Objectives

- ☑☑ To enable student to learn the modes and methods of presentation
- ☑☑ To learn how to overcome stage fear and speak with confidence

Content

Presentation skills are extremely useful both in and outside the **classroom**. After completing a project, a **presentation** is a channel for students to share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions.

Presentation - methods

There are four basic **methods** (sometimes called styles) of presenting a speech: manuscript, memorized, extemporaneous, and impromptu. Each has a variety of uses in various forums of communication.

Mode of Delivery

- There are four main kinds of speech delivery: impromptu, extemporaneous, manuscript, and memorized.
- Impromptu speaking involves delivering a message on the spur of the moment, as when someone is asked to "say a few words."
- Extemporaneous speaking consists of delivering a speech in a conversational fashion using notes. This is the style most speeches call for.
- Manuscript speaking consists of reading a fully scripted speech. It is useful when a message needs to be delivered in precise words.
- Memorized speaking consists of reciting a scripted speech from memory. Memorization allows the speaker to be free of notes.



Activity Sheet

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Business & Technical English Lab -AD

MODULE 4 / Practical 4

Individual Verbal Presentation

During a presentation you aim to look confident, enthusiastic and natural. You'll need more than good words and content to achieve this - your delivery plays a significant part. In this article, we discuss various techniques that can be used to deliver an effective presentation.

Effective presentations

Think about if you were in the audience, what would:

- Get you to focus and listen
- Make you understand
- Activate your imagination
- Persuade you

Providing the audience with interesting information is not enough to achieve these aims - you need to ensure that the way you present is stimulating and engaging. If it's not, you'll lose the audience's interest and they'll stop listening.

Tips for an Effective Presentation

Keep it simple

You shouldn't overwhelm your audience with information - ensure that you're clear, concise and that you get to the point so they can understand your message.

Connect with your audience

One of the greatest difficulties when delivering a presentation is connecting with the audience.

Eye contact and smile

Avoiding eye contact is uncomfortable because it will make you look insecure. When you maintain eye contact the audience feels like you're speaking to them personally. If this is something you struggle with, try looking at people's foreheads as it gives the impression of making eye contact.



Activity Sheet

MODULE 5 / Practical 5

Discourse Competence

Objective:

To develop students' fluency and speaking abilities

Content:

Discourse Competence or impromptu speech test conducted with the time a time bound extempore speech that is carried out without any preparation or impromptu performances. **Discourse competence** refers to the ability to understand and express oneself in a given language. **Discourse competence** is generally a term referring to the ability to understand and express oneself in a given language. A discourse **competent** speaker or writer is able to arrange words, phrases and sentences to structure a text that is appropriate within a particular genre. **Discourse** is one of the four systems of language, the others being vocabulary, grammar and phonology. **Discourse** has various definitions but one way of thinking about it is as any piece of extended language, written or spoken, that has unity and meaning and purpose. **Discourse competence**, as a part of the **communicative competence** concept and a tool to mediate communication, was highly influential in this approach as a structuring force of both written and oral texts. The use of language should be intentional, and risk-taking skills should be developed. It is also one of the **useful** techniques incorporated by the teachers in improving their learners' speaking skills. JAM stands for Just a Minute rounds where you will give you a topic to talk about for a minute. Three important rules to be followed are:

A student must be ready to speak in any given situation

Utilize every opportunity

Be creative and express new ideas Be brief and to the point

Be cautious of time

Use positive and appropriate vocabulary.



Activity Sheet

Module 6 / Practical 6

Classroom presentation

Presentation skills are extremely useful both in and outside the **classroom**. After completing a project, a **presentation** is a channel for students to share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions.

Giving an oral presentation before a class or another group of people—is a special form of interaction common in education. You will likely be asked to give a presentation in one of your classes at some point, and your future career may also involve public speaking. It's important to develop skills for this form of communication. You stand in front of the class to speak, rather than from your usual seat—and for most students, that changes the psychology of the situation. You also have time outside of class to prepare your presentation, allowing you to plan it carefully—and, for many, giving more time to worry about it and experience even more anxiety! Although a few people seem to be natural public speakers, most of us feel some stage fright or anxiety about having to speak to a group, at least at first.

- Public speaking skills are important because you will likely give presentations in class and perhaps in a future job.
- Overcome anxiety about public speaking by understanding your feelings, preparing well and practicing your delivery, and focusing on your subject.
- Follow a six-step process to prepare and deliver a presentation:
 1. Analyze your audience and goals
 2. Plan, research, and organize your content
 3. Draft and revise the presentation
 4. Prepare speaking notes
 5. Practice the presentation
 6. Deliver the presentation and seek feedback
- Use visual aids to support a presentation, creating visuals that are relevant, attractive, and powerful.



Activity Sheet

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Business & Technical English Lab -AD

Module 7 / Practical 7

Seminar / Conference Presentation

Presenting at a **conference** is a core part of scientific communication for any researcher or academic. ... Developing a **conference presentation** is no different to developing any other **presentation** – you need to be well prepared, consistent throughout and ensure you're able to resonate with your audience

In a conference presentation you need to choose an aspect of your research that can comfortably be conveyed to an audience in an interesting way within the timescale you are given. This is usually only about 20 minutes (with 10 minutes for questions) . This still follows a simple story structure, with a beginning, middle and an end

Make your presentations visual

Your presentation needs to stand out to be remembered so resist this temptation and make sure you use good visual slide design

Ending

The questions and feedback that you get at the end of a conference presentation is one of the most important reasons for attending. Make the most of this time. End with a slide that contains **the most important point** that you want the audience to take away and then specifically say "Thank you for your time, are there any questions or feedback?". Do not put another slide up at this point. That way your most important point stays on screen for longer than any other slide.

Never EVER go over time

This is the **cardinal sin** of conferences. Some conferences will not let you go over time, and will cut you short (after a few warnings). This is also dreadful as you lose your time for questions and feedback. Avoid going over time by making sure you practice it often and trim the slides if necessary.

Activity Sheet

Module 8 / Practical 8

Online Presentation / Webinar

When you are presenting online, maintaining your audience's attention presents a unique set of challenges. What often works in in-person presentations – FASTER, BIGGER, LOUDER! – doesn't always translate to a virtual audience where the name of the game is Engagement.

Understanding how to keep your audience engaged, and working with the challenges of the medium and the technology, requires some strategic but necessary adjustments in the design and delivery of your online presentation.

Increase your visibility

Do tech preparation

Leverage your voice.

Embrace the pause.

Start on time

Plan interaction

Visually reinforce key points.

Simplify your slides

End on time



Activity Sheet

The Neotia University
Business & Technical English Lab -AD

MODULE 9/ Practical 9

Learning to use appropriate body language

Objectives

To raise awareness of the importance of nonverbal communication

To learn to enhance the message of a speech

To communicate feelings, attitudes and perceptions without saying a word

Content

Nonverbal communication is wordless communication. Non-verbal communication includes facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between communicators (proxemics). When we talk about communication we mean communicating through words. However interpersonal communication is much more than words because of the information & message they convey. It involves implicit messages, whether intentional or not through non-verbal behaviours. Non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication. Non-verbal communication may be both conscious and unconscious. In fact non-verbal communication consists of a complete package of expressions, hand eye movements, postures and gestures which should be interpreted along with speech. **Non-verbal communication** is often more subtle and more effective than **verbal communication** and can convey meaning better than words. For example, perhaps a smile conveys our feeling much easier than words.

Awareness of non-verbal communication helps to avoid intercultural misunderstandings whilst adding an extra dimension to natural language production. **Non-verbal Communication is of utmost importance during job interviews.**



Activity Sheet

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Business & Technical English Lab -AD

MODULE 10/ Practical 10

Kinesics & Voice Dynamics

When it comes to using body language, you should be asking yourself: "How can I use movement and gestures to be effective in my presentation?" Here's an easy formula to remember. It's one that will help you avoid give audiences the NODS: Just think **N**eutral, **O**pen, **D**efined, and **S**trong

You should begin in a neutral position with hands at your sides. That may feel awkward at first, but it looks fine to people watching. It's what helps keep you open to your audience, so that influence flows freely in both directions. Gesture sparingly, using defined or "clean" hand movements. That will help make them strong. Follow the NODS formula, and your upper body movement will always support and amplify what you say.

Facial Expressions Are an Important Part of Body Language

We might call this one the "forgotten relative" in the body language family. Yet the human face is vital to communication, from recognizing another person to understanding the subtle clues that underlie motive. Audience members depend upon your facial expressions to augment meaning

Voice Improvement for Business Presentations Is Vital

As I mentioned above, your voice is produced physically. So it's obviously a component of effective body language. In fact, aside from your brain, your voice is the most flexible communication instrument you own.

So you should learn how to use your voice to influence others!



Activity Sheet

MODULE 11 / Practical 11

Facing an Interview

Objectives:

To learn how to face job interviews

To practice effective interviewing techniques

Content

A job interview can be challenging if you have not done it before, or if it's been a while since you have interviewed. Companies use job interviews to get to know you, learn about your work experience and skills, and to see if you would be a fit for an open position. Being prepared will help you to overcome any anxiety or uncertainty you feel about interviews. There are techniques you can practice that will give you confidence. There are also tips you can learn that will make your interview experience a success:

Do your homework

Preparation is the first essential step in the interview process, so don't let yourself down before it's even taken place.

Make a good first impression & Mind your body language

Listen and respond accordingly

Sell your strengths and expertise

Make sure that you communicate your strengths to the interviewer in a concise, factual and sincere manner.

Don't falsify information

Answer questions truthfully and as close to the point as possible

Strive to impress in everything you do



Activity Sheet

The Neotia University
Business & Technical English Lab -AD

MODULE 12 / Practical 12

Interview Skills & Strategies

Objectives:

To learn how to face job interviews

To practice effective interviewing techniques

Content

Interviewing – whether for a new job or a different position with your current employer – can be a nerve-racking experience. You hope that your qualifications speak for themselves, but they may not be enough to make you stand out from a pool of equally talented applicants.

To get noticed, spend time developing a few key interview skills. By learning to form an authentic connection with the interviewer and clearly articulating your value to the company, you will move one step closer to the job you want.

Honing interview skills and understanding how to effectively prepare for them is an important part of preparing students for the workplace.

The job interview is probably the most important step a student will take in his job search journey. Knowing how to prepare for a job interview begins with the following:

Reviewing the job description

Know the Facts

Practice Beforehand

Dress for the Occasion

Remember to Focus on Listening



Activity Sheet

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Business & Technical English Lab

MODULE 13 / Practical 13

Mock Interview

A mock interview, also known as a practice interview, is a simulation of an actual job interview. It provides job seekers with an opportunity to practice for an interview and receive feedback on their interviewing skills.

Mock interview refers to a training practice which utilizes simulation of an actual job interview in order to prepare the candidate for the real thing.

Benefits of mock interview

- Helps the candidate to understand what is expected in a real job interview
- Helps the candidate improve his/her self-presentation
- Provide the candidate with valuable feedback
- Helps a candidate to gain confidence for real interviews
- Provides the candidate with important skills to handle an upcoming interview



Activity Sheet

The Neotia University
Business & Technical English Lab -AD

MODULE 14 / Practical 14

Group Discussion –Objectives & Method

Objectives

To develop team building and social skills in students

To develop interpersonal communication and group behavior in students

Content

Group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a **group** who share some common objectives. A group discussion refers to a group of individuals, who sit in the form of a circle with similar interest to share the ideas, solve problems or give comments. In simple terms, a group discussion is well known as GD. Group discussions are performed to assess the skill set of a person which includes communication skills, leadership skills, managing skills, team building skills, social skills, problem-solving skills and presence of mind. The rating is done on a scale of 1 to 10. A GD is conducted to gauge candidates' social and interpersonal skills. It helps in analysing the candidate's attitude towards fellow members through one's communication and interpersonal skills, listening ability, humility and tolerance to others ideas. A GD helps to achieve group goals as well as individual goals. The examiner can evaluate both the personality traits and group skills of candidates participating in a GD.



Activity Sheet

MODULE 15 / Practical 15

Group Discussion – Participation Strategies

When a topic is given students think over it. The topic might be related to life, current affairs, technology, political news and any other trending topic in the market. So, it is necessary to think about the topic before speaking. While speaking, the participants in a GD need to agree or disagree with the topic, elaborate with illustrations and give proper reasons to it. But, participants must not deviate from the topic. The participating students must listen to other participants and make way for them to speak & take forward the discussion.

1. Introduce yourself & give a brief note on the topic.
2. Make a start on a positive note.
3. Discuss the pros and cons of the topic and how to overcome them.
4. Make everyone speak.
5. Support other points.

Topics for GD covered in class:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Group Members:



Activity Sheet

Recommended Book:

1. *Communication Skills*. Sanjay Kumar and PushpLata. Oxford University Press. 2011.
 2. *Communication Skills for Professionals*, Konar Nira, 2nd Edition, New Arrivals – PHI, 2011
 3. *Exercises in Spoken English. Parts. I-III*. CIEFL, Hyderabad. Oxford University Press
 4. *Personality Development and Soft Skills*, Barun K Mitra, 1st Edition, Oxford Press, 2011
 5. *Soft Skills for Everyone*, Butter Field, Cengage Learning India Pvt. Ltd, 2011
 6. *Soft Skills and Professional Communication*, Francis Peters SJ, McGraw Hill Education, 2011
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