Student's Manual

Course title: Public Speaking

Course Code: 24X0027

Semester: 1.2

Included:

1. **Course description, objectives and learning outcomes**
2. **Module-1: Scenarios-Role plays**
   - Contexts for scenarios
   - Teaching method and strategies
   - Language expressions for conversations
3. **Module-2: Group discussions skills**
   - Teaching method and strategies
   - Language expressions of Rhetoric skills
   - Topics and Outline for group discussions
4. **Module-3: Presentation skills**
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5. **Module-4: Class room seminars**
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   - Presentation
   - Feedback and review
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7. **Resources**
8. **Assessment plan and criteria**

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1. Course description, objectives and learning outcomes

Course description:

This course basically focuses on speaking skills required in contexts such as conversations, group discussions, seminars and presentations. It provides ample of practice on how to play a role in different academic settings. Students come across a lot of language expressions such as giving opinion, agreement, disagreement, explaining, making suggestions and proposals which they can use in group discussions on variety of topics. Most importantly, this course offers a lot of techniques like organizing information, structuring of presentation etc. and stages of presentation practices for delivering an effective presentation.

Course Objectives:

- Develop students' understanding and using of conversational language in different contexts
- Enable students to express themselves in English and give their opinions confidently.
- Improve students' presentation and discussion skills
- Enrich students' English vocabulary with more advanced and complex words
- Prepare Students for Standardized tests like TOEFL, IELTS.

Course Outcomes:

- Recall considerable knowledge of language expressions related to public speaking
- Use specific language expressions to open, continue and conclude conversations
- Relate varied language expressions required for multiple rhetoric skills in group discussion
- Deliver effective presentations
- Foster an environment of autonomous learning by engaging in public speaking
- Exhibit confidence and professionalism in producing academic language in public speakin

2. Module-1: Scenarios- Role play (4 weeks)

Scenarios:

1. Library (Role-A Student & Role B- Librarian)-2 hrs.
2. Finding accommodation (Role-A Student & Role B- Manager)—2 hrs.
3. Deadline for an assignment (Role-A Student & Role B- Professor)—2 hrs.
4. Examination result-(Role-A Student & Role B- Professor)-2 hrs.

Activity: Role play in pairs and reversal of the roles and changing speaking counterpar

Procedure:

- Four scenarios are given to the students for practice in pairs.
- Students are divided into two categories- Role A and B.
- Once they complete one conversation they exchange the roles.
- Then, they change the partners to repeat the conversation to explore variation in content and language.

Language expressions for conversations: (find them below)

Preparation: (Separately for each of the Roles)

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- Prepare background information for the scenario (creating a context)
- Establishing clear goal
- Planning the strategy-
    - Pooling ideas, suggestions, alternatives;
    - Expecting and encountering possible crisis
- Resolving methods
- conclusion

Scenarios are given below. Read them and make notes for an effective conversation. Be open to add and make the conversations more dynamic. A model of notes is given for the first scenario**.**

2.1 Scenario-1: Library

Role A: Student

It is the last week of the vacation before the start of the academic year, when your academic course begins. Last week you completed a pre-sessional language course and this week you want to spend 3 working on the preliminary reading list of books that you have been sent for your degree course. According to the instructions from your department, students are expected to have read the main items on the list before term (semester) starts.

Although some of the books are available in the bookshops, they are very expensive. You have been told that there are copies of all of 6 them in the departmental library. The problem is that this week the library is only open in the afternoon, and one of the other students has told you that the librarian has decided not to lend books this? week.

You have decided to go to the library and see whether the librarian will allow you to borrow books. Can you think of good reasons that might persuade her to lend you the books you need? Can you think of alternatives for if she refuses to let you have all the books?

Role B: Librarian

You are the head librarian of a departmental library. It is Monday afternoon of the last week of the summer vacation and you are preparing for the beginning of the academic year next week by doing your annual stocktaking. Normally, you would have the help of the assistant librarian but she is away on holiday. So you are doing the stocktaking on your own. Because of this you have decided to keep the library closed in the mornings this week, so as to allow you to work uninterrupted. So for this week only, the opening hours are 2-5 p.m.; Monday to Friday.

There are very few students around at the moment, so you have decided not to lend books this week. Any students that come in asking to borrow items from the library can be told to wait until term starts. Alternatively, they can use the main university library, which is open at its normal-times-9 a.m. to 5 p.m. on weekdays.

A foreign student comes in and asks about borrowing books from the library. How can you make it clear to him that you are not allowing any borrowing this week? Is there some alternative you can offer?

Language Expressions:

Student

- I was wondering whether I could...

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- Can I explain my problem
- I can see you're busy but...
- I'm afraid that would be too late for me to..
- Is there a rule that says I can't borrow?

Librarian

- I appreciate your problem, but..
- If I make one exception, then I will have to...
- Couldn't you...?
- How about...?
- Well, perhaps I can lend you one book overnight

A Sample: Notes for Conversation

Role A: Student

Background Information:

- You are a student readying to start a semester
- Last week of vacation
- You have completed pre-sessional language course
- Working on the preliminary readings
- Deadline to finish the reading list
- Though some books available, they are expensive
- You were told, copies of those books are available in library

Crisis:

- Library is open only in the afternoon in this week
- Librarian decided not to lend the books during this week

Establishing a goal:

- To meet the librarian
- To borrow books

Planning the Strategy:

- Come up with good reasons to persuade librarian to lend books to you
- Think of alternatives if librarian refuses to lend all necessary books

Find a common ground to resolve the issue:
- Requesting a onetime exception
- Proposing to volunteer to assist in librarian

Role B: Librarian

Background information:

- You are the head librarian

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- This is the last week of the summer vacation
- You are preparing the library for annual stocktaking
- Library is closed in the morning session

Crisis:

- Your assistant librarian is on leave
- As you can not handle both the tasks- lending and stocktaking

Establishing the goal:

- Stop lending the books this week
- Complete stocktaking before the start of the semester

Planning the strategy:

- Planning to tell the students to wait for a week, If they ask for books
- Ways to convince the students who came to borrow books

Find a common ground to resolve the issue:

- Making a onetime exception
- Suggesting him to take all needed books at one go and not to come in the week

2.2 Scenario-2: Finding accommodation

Role A: Student

The university term (semester) has already started and you still don't have permanent accommodation. You are staying in a guest house, which you are finding very expensive. You need to find accommodation urgently because your family is coming to join youin a month's time.

What you want is a flat (apartment) with the following features:

- two bedrooms and plenty of space
- a maximum rent of _____per month
- near your university department, to save you travel time and money.

There are two ways of finding a flat. One way is to go through the University Accommodation Service; the other is to look for a private flat, but that tends to be more expensive.

You have already been twice to the Accommodation Service. The same man dealt with you both times. He offered two different flats, but neither of them was suitable. You feel that the man is beginning to lose patience with you. However, you have made another appointment to see him because one of the students doing your course has told you there are some unoccupied university flats near your department. You don't know why the Accommodation Officer has not mentioned them to you.

Plan what to say at your new appointment, to find out more about these unoccupied flats. Think of ways of persuading the Accommodation Officer to let you see one of them.

Notes for Conversation

Role A: Student

1. Background Information:

_____
_____
_____
_____

2. Crisis:

_____
_____
_____

3. Establishing a goal:

_____
_____
_____

4. Planning the Strategy:

_____
_____
_____

5. Find a common ground to resolve the issue:

_____
_____
_____

Role B: Accommodation Manager

You work in the first week of the term (semester) and you are extremely busy. An international student came to see you a couple of weeks ago looking internatiobedroom flat (apartment). You offered her a flat that you thought was exactly what she wanted, but she didn't like it. You offered her another one, and she didn't like that one, either. She seems to be quite difficult to please.

The student has made another appointment to see you today. Usually, the Accommodation Service tries to give priority to international students, because they are often unable to arrange accommodation in advance. Now that the term has started, it is getting really difficult to find flats of the type the student wants.

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There is in fact a block of two-bedroom university flats very close to the student's department, but at the moment the flats are being modernised and redecorated. The work will probably not be finished for three or four weeks, so you didn't mention them to the student when she came in before. When the flats are ready, the rent will be _____ per month, excluding service charges (heating, lighting and telephone).

You have one large two-bedroom flat which you think will suit the student. It's about 10 minutes by bus from her department. The rent_____ is a month, including all charges (except the telephone). You have decided that if she doesn't accept this flat, you are going to recommend her to look for private accommodation.

Discuss how you can give her that advice without appearing to be unhelpful. After all, it's your job to find students the accommodation they need.

Notes for Conversation

Role B: Accommodation officer

1. Background Information:

_____
_____
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_____

2. Crisis:

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_____
_____

3. Establishing a goal:

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4. Planning the Strategy:

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_____
_____

5. Find a common ground to resolve the issue:

_____
_____
_____

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Language expressions:

Student:

- I hope I'm not being a nuisance….
- I really do not need to find a flat nearer to…
- How soon would I be able to move in…
- That's more than I can afford.

Add a few more expressions:

_____

_____

_____

New vocabulary learnt and used:

_____

_____

_____

Accommodation officer

- Well, you have to realise that…
- I'm afraid there's not really very much more I can do for you.
- I could give you a list of agencies

Add a few more expressions:

_____

_____

_____

New vocabulary learnt and used:

_____

_____

_____

2.3 Scenario-3: Deadline for an assignment

Role A: Student

Today is Thursday. You have two weeks to go before the end of your first term (semester). You're working on an essay which has to be handed in by 5 p.m. on Friday (tomorrow).

You are normally quite well-organised and you know that you have worked hard on this particular essay, but you have realised that you're not going to be able to finish it in time for tomorrow's deadline.

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The main problem has been that you have been waiting for one specific book on your home country, to use in the essay. The only copy of the book in the University Library had been borrowed by another student. You asked for the book to be recalled, but it came back to the Library only yesterday. You need time to read and analyse the information in the book, and you think that will take you at least another two days. You reckon you should be able to finish the essay by Sunday.

You want to ask the tutor who set the essay to give you an extension of the deadline until Monday. Unfortunately, she is well-known for being very strict about deadlines. Earlier this term you were ill and the tutor agreed to give you an extension for another essay, but you think it's going to be difficult to persuade her this time.

What is the best way to ask for the deadline to be extended to Monday? What can you say if the tutor is unwilling to let you have an extension?

Notes for Conversation

Role A: Student

1. Background Information:

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_____
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_____

2. Crisis:

_____
_____
_____

3. Establishing a goal:

_____
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_____

4. Planning the Strategy:

_____
_____
_____

5. Find a common ground to resolve the issue:

_____
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_____

Role B: Instructor

The students on one of the courses you teach are working on an essay that you set them for tomorrow (Friday). The deadline by which they have to hand in their essays is 5 p.m.

One of the students has asked to see you and is probably going to ask for an extension of the deadline. Your department has no fixed policy about what to do when students miss deadlines. Your own rule is that if an essay comes in late without a good reason you take 10% off the final mark.

This particular student has already had one extension on an earlier essay, when he was ill. But he doesn't seem to be a very good student; he misses some lectures and comes in late to others.

This week you have a lot of work. Next week you are running a one-day conference for specialists in your field, so you plan to do all the marking (grading) of the students' essays this weekend. That will make it very difficult for you to accept a late essay unless there are exceptional reasons for doing so.

What will you say to the student if he asks you to extend his deadline? In what circumstances will you agree? What reasons will you give for not extending the deadline?

Notes for Conversation

Role B: Instructor

1. Background Information:

_____

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_____

2. Crisis:

_____

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_____

3. Establishing a goal:

_____

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4. Planning the Strategy:

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5. Find a common ground to resolve the issue:

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_____

_____

_____

Language expressions:

Student

- Is there any chance of getting an extension for this essa
- I realize that it would be inconvenient, but...
- I know I have already had an extension but...
- I really did everything I could to get hold of the book but

Add a few more expressions:

_____

_____

_____

New vocabulary learnt and used:

_____

_____

_____

Tutor

- This isn't the first time you've.
- But it's a question of fairness. I
- have to think about the other students.
- You should have had plenty of time to...
- Why didn't you come to tell me about this earlier?

Add a few more expressions:

_____

_____

_____

New vocabulary learnt and used:

_____

_____

_____

2.4 Scenario-4: Examination results

Role A: Student

It is the beginning of the second term (semester) of your university course. At the end of last term your class did a 'mock' exam and you didn't do very well. In fact you hadn't really expected to do well, because most of the course topics were new to you. But the topics for the second term are more familiar so you expect to do better on them.

You feel determined to work harder this term, too. That may mean you have to concentrate on your studies and avoid the various distractions, such as the sports and social activities that took up some of your time in Term 1.

The Director of Studies for the course has asked you to come and see him to discuss your exam results. If your marks weren't very good, what reasons can you give to explain them and to show that you expect to do better now?

Role B: Director of Studies

It's the first week of the second term (semester) of the university year. The students you are responsible for took a 'mock' exam at the end of last term. You have arranged a meeting with each student to give them their results.

One of the international students on the course is causing you and the other lecturers special concern. The questions she asks in your lectures suggest that she misunderstands quite basic points. It is not clear whether this is due to her poor English or to her lack of background knowledge. She contributes very little to tutorial discussions and her only piece of written work - apart from the mock exam paper - was very disorganised and hard to follow.

In the mock exam most of this student's answers were off the point; her overall result was a Fail. You and your colleagues have discussed her case at a course meeting and the general view is that she is at risk of failing the course. In the light of her apparent language problems, it was decided at the meeting that she should be required to attend an evening English course this term.

The student is on her way to your room to get her exam result. You need to think carefully how best to make clear to her the seriousness of her situation, because her listening is relatively weak.

Language expressions:

Student

- I had a feeling it wouldn't be very good.
- I think there are probably a number of reasons why I didn't do ve well.
- I've probably spent too much time on...
- I realize I'm going to have to...

Add a few more expressions:

_____

_____

_____

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New vocabulary learnt and used:

_____

_____

_____

Director of Studies

- I'm afraid your result wasn't too good.
- You seem to be having some problems with...
- To be honest, we're worried about your work.
- There's a real risk that you...

    Add a few more expressions:

    _____

    _____

    _____

    New vocabulary learnt and used:

    _____

    _____

    _____

2.5 Additional Language Expressions for Conversations

Conversations involve different types of language expressions depending on the context. Here's a categorized list of essential expressions. Level-1 expressions are meant for a general conversations and level-2 expressions are meant for a more in depth and enquiring conversations.

Level-1: Language expressions required for general conversations

1. Greetings & Introductions

- Formal:
    - Good morning/afternoon/evening.
    - How do you do?
    - It's a pleasure to meet you.

- Informal:
    - Hi! / Hey!
    - What's up?
    - How's it going?

2. **Asking & Responding to Well-being**

- Asking:

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- o How are you? / How have you been?
- o How's life? / How's everything?

- Responding:

    - o I'm fine, thanks. What about you?
    - o Not too bad. How about yourself?

3. Making Small Talk

- It's a lovely day, isn't it?
- Have you heard about…?
- What do you think about…?

4. Seeking & Giving Opinions

- Seeking:

    - o What's your opinion on…?
    - o How do you feel about…?

- Giving:

    - o I think… / I believe…
    - o In my opinion… / As far as I'm concerned…

5. Agreeing & Disagreeing

- Agreeing:

    - o That's a good point.
    - o I totally agree with you.

- Disagreeing:

    - o I see your point, but…
    - o I'm not sure I agree with that.

6. Asking for & Giving Clarification

- Asking:

    - o Could you repeat that, please?
    - o Could you clarify what you mean?

- Giving:

    - o What I meant was…
    - o Let me explain it in another way…

7. Making Requests

- Could you help me with this?
- Would you mind passing me that?

8. Giving & Responding to Invitations

- Inviting:

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- o Would you like to join us?
- o How about coming over for dinner?

- Accepting:

  - o That sounds great!
  - o I'd love to!

- Declining:

  - o I appreciate it, but I can't.
  - o Maybe another time.

9. **Expressing Gratitude & Responding**

- Gratitude:

  - o Thank you so much!
  - o I really appreciate it.

- Responding:

  - o You're welcome.
  - o No problem at all.

10. **Apologizing & Responding**

- Apologizing:

  - o I'm sorry for…
  - o I apologize for…

- Responding:

  - o No worries.
  - o That's alright.

11. **Ending a Conversation**

- It was nice talking to you.
- I'll catch you later.
- Take care!

Level-2: Language expressions for conversations

For an in-depth and enquiring conversation, you need expressions that help you ask deep questions, probe for details, and keep the discussion engaging. Here are some useful expressions categorized for different stages of an enquiring conversation:

1. **Initiating a Deep Conversation**

- I've been thinking about something lately…

- I'd love to hear your thoughts on…

- What's your take on…?

- Can I ask you something that's been on my mind?

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- I wonder if you've ever considered…

2. **Asking for More Information & Probing Further**

- Could you elaborate on that?

- Can you give me an example?

- What makes you say that?

- How did you come to that conclusion?

- What do you mean by that exactly?

- Can you walk me through your reasoning?

- What led you to that perspective?

3. **Clarifying & Confirming Understanding**

- Just to make sure I understand, you're saying that…?

- If I'm hearing you right, you believe that…?

- Do you mean that…?

- So, in other words, you think that…?

- Correct me if I'm wrong, but are you suggesting that…?

4. **Challenging Ideas Respectfully**

- That's an interesting point, but have you considered…?

- I see your perspective, but what about…?

- I respect your view, though I see it a bit differently because…

- How would you respond to someone who says…?

- Do you think there could be another way to look at this?

5. **Encouraging Reflection & Personal Insights**

- How did that experience shape your views?

- Has your opinion on this changed over time?

- What's the most important thing you've learned from this?

- Looking back, would you have done anything differently?

- How do you personally relate to this idea?

6. **Hypothetical & Thought-Provoking Questions**

- What if things had happened differently?

- Imagine if you were in that situation—what would you do?

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- If you could change one thing about this, what would it be?

- Suppose this trend continues—where do you think it will lead?

- How do you think this issue will evolve in the future?

7. **Encouraging Deeper Emotional Expression**

- How did that make you feel?

- What was the most challenging part of that experience?

- Did you find it difficult to deal with?

- What was going through your mind at that moment?

- If you had to describe your emotions in one word, what would it be?

8. **Concluding an Enquiring Conversation Thoughtfully**

- That's a fascinating perspective—I hadn't thought of it that way before.

- I really appreciate you sharing your insights.

- This has given me a lot to think about.

- I'd love to continue this conversation sometime.

- You've given me a new way to look at this issue—thank you

3. Module-2: Discussion skills (5 weeks)

Unit-1- (2 hours)

Rhetoric Skill-1: Giving opinion; and Rhetoric Skill-2: Agreeing and Disagreeing-

Topics: Public and Private transport, the Internet, Social media, gaming, traffic in your city,   Engineering education,

Language expressions: (List provided in the Teachers guidelines section)

Activity: Brain storming and preparation in groups in a guided environment followed by group discussion

Unit-2- (2 hours)

Rhetoric Skill-3: Explaining; and Rhetoric Skill-4: Making suggestions

Topics: Drug addiction; Uses of AI; Need of physical fitness; Discipline in studies; Students and social media

Language Expressions: (Refer to the Teacher's guide)

Activity: Brain storming and preparation in groups in a guided environment followed by group discussion

Unit-3- (2 hours)

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Rhetoric Skill-5: Interrupting; and Rhetoric Skill-6: Reporting

Topics: The Future of Electric Vehicles in India; Is Online Learning as Effective as Classroom Learning?

Language Expressions: (Refer to the Teacher's guide)

Activity: Brain storming and preparation in groups in a guided environment followed by group discussion

Unit-4- (2 hours)

Rhetoric Skill-7: Questioning; and Rhetoric Skill-5: Dealing with questions

Topics: Engineering vs Entrepreneurship: Which is a Better Career Path?

Language Expressions: (Refer to the Teacher's guide)

Activity: Brain storming and preparation in groups in a guided environment followed by group discussion

Unit-5- (2 hours)

Rhetoric Skill: All eight skills

Topics: Entry age into the world of social media

Language Expressions: (Refer to the Teacher's guide)

Activity: Brain storming and preparation in groups in a guided environment followed by group discussion

3.1 Language Expressions for Rhetoric skills used in Group Discussions

Rhetoric skills are very essential for any group discussions as you may be requiring multiple rhetoric skills to be an effective and engaging voice in a group discussion. Here are two levels of language expressions used in various contexts such as general, academic and corporate.

Level-1: Language expressions

For an effective group discussion, here are the essential language expressions categorized under the eight rhetorical skills you mentioned:

1. Giving an Opinion

- Personally, I believe that…
- In my opinion, …
- From my perspective, …
- I'd say that…
- As far as I'm concerned, …
- To my mind, …
- It seems to me that…
- If you ask me, …

2. Agreeing & Disagreeing

Agreeing

- That's a great point!
- I completely agree with you.
- You're absolutely right!
- I couldn't agree more.
- That's exactly how I see it.
- I share the same opinion**.**

Disagreeing (Politely)

- I see your point, but I have a slightly different take on this.
- I understand your perspective, but I would argue that…
- That's an interesting view, but I'm not sure I fully agree.
- I respect your opinion, but have you considered…?
- I see what you mean, but don't you think…?

3. Explaining

- What I mean is…
- Let me put it another way…
- To clarify, …
- The reason I say this is because…
- What I'm trying to say is that…
- This is important because…
- The key idea here is…

4. Making Suggestions

- I suggest that we…
- How about we…?
- Why don't we…?
- One possible solution could be…
- Maybe we should consider…
- It might be a good idea to…
- What if we try…?

5. Interrupting (Politely)

- Sorry to interrupt, but I'd like to add something.
- Can I just jump in here for a moment?
- If I may, I'd like to say something.
- Excuse me, but can I clarify something?
- I don't mean to interrupt, but…

6. Questioning (Probing for More Information)

- Could you elaborate on that?
- Can you give an example?
- What do you mean by that exactly?
- How did you come to that conclusion?

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- Could you clarify that point a bit more?
- What makes you say that?
- How does that compare with…?

7. Reporting (Summarizing & Relaying Information)

- To summarize, we've discussed…
- So far, we have agreed that…
- Based on what has been said, …
- From what I understand, …
- If I'm not mistaken, the main points are…
- To put it briefly, …

8. Dealing with Questions (Handling Tough or Unexpected Questions)

- That's an interesting question. Let me think about that.
- I see where you're coming from. Here's how I'd respond…
- That's a good point! I'd say that…
- I don't have all the details, but I believe…
- That's something worth considering. My initial thought is…
- I'll need to look into that further, but based on what I know…
- Let me rephrase your question to make sure I understand…

Level-2: Language expressions

The following are the language expressions tailored for different contexts-Academic and Corporate settings.

1. Academic Discussions (For students, debates, seminars)

- **Giving an Opinion:**
    - From an academic standpoint, I would argue that…
    - Research suggests that…
    - A key theory in this field states that…

- **Agreeing & Disagreeing:**
    - I completely agree with your analysis, as it aligns with…
    - That's an interesting perspective, though some studies suggest otherwise…

- **Explaining:**
    - To clarify, the main argument is…
    - This concept can be better understood through the example of…

- **Making Suggestions:**
    - Perhaps a comparative analysis could provide deeper insight…
    - It might be beneficial to explore…

- **Interrupting (Politely):**

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- o If I could interject for a moment, I'd like to add…

- **Questioning:**

  - o What evidence supports this claim?
  - o How does this theory apply to real-world situations?

- **Reporting (Summarizing Key Points):**

  - o To summarize, we have examined…

- **Dealing with Questions:**

  - o That's an insightful question. A possible answer could be…

2. Corporate Discussions (For business meetings, team discussions)

- **Giving an Opinion:**

  - o From a business perspective, I believe…
  - o Based on market trends, it seems that…

- **Agreeing & Disagreeing:**

  - o I see your point, and I think it aligns well with our company's goals.
  - o I appreciate your viewpoint, but I'd like to propose an alternative…

- **Explaining:**

  - o Let me break it down into three key points…
  - o The data suggests that…

- **Making Suggestions:**

  - o I propose that we take the following approach…
  - o One way to address this issue could be…

- **Interrupting:**

  - o Excuse me for a moment, but I think this connects to our earlier discussion on…

- **Questioning:**

  - o How does this align with our strategic objectives?
  - o Can you clarify how this impacts our budget?

- **Reporting:**

  - o So far, we have discussed three possible solutions…

- **Dealing with Questions:**

  - o That's a valid concern. Let's explore possible solutions.

3. Debate-Style Discussions (For panel discussions, competitive debates)

- **Giving an Opinion:**

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- o A compelling argument in favor of this is…
- o Historical evidence demonstrates that…

- **Agreeing & Disagreeing:**

  - o I strongly support this viewpoint because…
  - o I must challenge that assumption by pointing out…

- **Explaining:**

  - o Let me illustrate this with an example…
  - o The fundamental principle here is…

- **Making Suggestions:**

  - o An alternative perspective to consider is…

- **Interrupting:**

  - o If I may interject, that claim contradicts earlier evidence…

- **Questioning:**

  - o How do you justify this claim given the opposing evidence?

- **Reporting:**

  - o To conclude, the key arguments presented were…

- **Dealing with Questions:**

  - o That's an important challenge, but here's why my argument holds…

3.2 Structured Outline for the Group discussion topics

There are twelve topics are given below with a few arguments. Students have to brainstorm in groups and add few more points to reinforce their rhetoric skills focused in each unit. Then, they have to engage in group discussion practicing the targeted rhetoric skills.

1. Artificial Intelligence: Boon or Bane?

Introduction:

Artificial Intelligence (AI) is transforming industries, automating tasks, and enhancing decision-making. However, it also raises concerns about job loss, ethics, and security.

Arguments in Favor (Boon):

✅ **Efficiency & Automation** – AI reduces human effort in repetitive tasks.
✅ **Medical Advancements** – AI aids in early disease detection, robotic surgeries, and personalized treatments.
✅ **Better Decision-Making** – AI-driven data analysis helps in industries like finance, logistics, and weather forecasting.

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✅ **Improved Security** – AI enhances cybersecurity, fraud detection, and surveillance.
✅ **Innovation in Education** – Personalized learning and AI tutors improve education systems.

Add points if any:

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New vocabulary learnt and used:

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Arguments Against (Bane):

❌ **Job Loss & Unemployment** – AI is replacing human jobs in various sectors.
❌ **Lack of Human Judgment** – AI lacks emotional intelligence and ethical reasoning.
❌ **Privacy & Security Risks** – AI-powered surveillance and deepfakes raise concerns about data misuse.
❌ **Bias in AI Systems** – AI models can be biased if trained on flawed data.
❌ **Dependence on Technology** – Over-reliance on AI can reduce critical thinking and human skills.

Conclusion:

AI is a powerful tool, but its impact depends on how it is implemented. Responsible AI development, ethical guidelines, and upskilling the workforce are key to ensuring that AI remains a **boon rather than a bane**.

2. The Future of Electric Vehicles in India

Introduction:

With rising fuel prices and environmental concerns, electric vehicles (EVs) are seen as the future of transportation. India is making strides in EV adoption, but challenges remain.

Arguments in Favor:

✅ **Eco-Friendly** – EVs reduce carbon emissions and air pollution.
✅ **Government Support** – Subsidies under FAME (Faster Adoption and Manufacturing of Electric Vehicles) and tax benefits encourage EV adoption.
✅ **Lower Running Costs** – EVs have fewer moving parts, leading to less maintenance and cheaper operation.
✅ **Technological Advancements** – Battery technology and charging infrastructure are improving.
✅ **Energy Independence** – Reduces reliance on imported fossil fuels.

Add points if any:

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New vocabulary learnt and used:

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Arguments Against:

❌ **High Initial Cost** – EVs are more expensive than petrol/diesel vehicles.

❌ **Limited Charging Infrastructure** – Charging stations are not yet widespread in India.

❌ **Battery Issues** – Limited range, long charging time, and battery disposal concerns.

❌ **Electricity Demand** – Mass EV adoption may strain India's power grid.

❌ **Raw Material Dependence** – Lithium and cobalt for batteries are mostly imported.

Add points if any:

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New vocabulary learnt and used:

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Conclusion:

The future of EVs in India is promising but requires improvements in infrastructure, affordability, and battery technology. Government policies, industry innovation, and consumer awareness will play a crucial role in making EVs mainstream.

3. Should Coding Be Made Mandatory for All Engineers?

Introduction:

With rapid advancements in technology, coding is becoming an essential skill. But should it be compulsory for all engineering disciplines?

Arguments in Favor:

✅ **Industry Demand** – Many industries prefer engineers with coding skills for automation and data analysis.

✅ **Problem-Solving & Logical Thinking** – Learning to code enhances analytical skills.

✅ **Interdisciplinary Applications** – Even non-CS fields (e.g., Mechanical, Civil) use coding in simulations, robotics, and AI.

✅ **Better Job Opportunities** – Coding expands career prospects in tech-driven fields.

Add points if any:

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New vocabulary learnt and used:

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Arguments Against:

❌ **Not Relevant for All Disciplines** – Core branches like Civil and Chemical Engineering don't require extensive coding.

❌ **Focus on Core Engineering Skills** – Instead of coding, students should master domain-specific knowledge.

❌ **One Skill Can't Fit All** – Engineers can excel in design, project management, or research without coding.

❌ **Overburdening Students** – Engineering already has a heavy curriculum.

Add points if any:

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New vocabulary learnt and used:

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Conclusion:

Coding should be encouraged but not forced. Instead of making it mandatory, engineering colleges can offer **coding electives** based on students' interests and career goals.

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4. Is Online Learning as Effective as Classroom Learning?

Introduction:

The rise of digital education platforms has transformed learning, but can online learning truly replace traditional classroom education?

Arguments in Favor (Online Learning is Effective):

✅ **Flexibility & Accessibility** – Learn anytime, anywhere at your own pace.
✅ **Wide Range of Resources** – Access to global experts, courses, and interactive simulations.
✅ **Cost-Effective** – Saves travel, accommodation, and material costs.
✅ **Self-Paced Learning** – Students can revisit lectures and materials as needed.

Add points if any:

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New vocabulary learnt and used:

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Arguments Against (Classroom Learning is Better):

❌ **Lack of Hands-on Experience** – Practical subjects (e.g., lab work, engineering workshops) are difficult online.
❌ **Limited Peer Interaction** – Online learning lacks teamwork and real-world communication.
❌ **Discipline Issues** – Many students struggle with self-motivation in online courses.
❌ **Technology Dependence** – Poor internet access can disrupt learning.

Add points if any:

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New vocabulary learnt and used:

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Conclusion:

A **blended learning** approach (mix of online & offline) is the best solution. Online learning is useful for theoretical knowledge, but classroom learning is essential for practical skills and collaboration.

5. Engineering vs. Entrepreneurship: Which is a Better Career Path?

Introduction:

Engineering provides a stable career, while entrepreneurship offers independence and innovation. Which path is better?

Arguments in Favor of Engineering:

✅ **Job Security & Stability** – Engineers have diverse job opportunities in industries.
✅ **Structured Growth** – Clear career progression, promotions, and benefits.
✅ **Less Financial Risk** – A steady income without the risk of business failure.
✅ **Opportunities in Research & Innovation** – Engineers can work on cutting-edge technologies.

Add points if any:

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New vocabulary learnt and used:

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Arguments in Favor of Entrepreneurship:

✅ **Financial Freedom & Higher Potential** – Successful entrepreneurs can earn more than salaried engineers.
✅ **Creative Freedom** – Innovate, solve real-world problems, and build unique products/services.
✅ **Flexibility** – No fixed work hours; control over decision-making.
✅ **Job Creation** – Entrepreneurs contribute to the economy by generating employment.

Add points if any:

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New vocabulary learnt and used:

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Challenges in Entrepreneurship:

❌ **High Risk of Failure** – Many startups fail due to financial or market challenges.

❌ **Uncertain Income** – No guaranteed monthly salary.

❌ **Need for Multiple Skills** – Entrepreneurs need business, marketing, and finance skills, not just technical knowledge.

Add points if any:

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New vocabulary learnt and used:

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Conclusion:

Both paths have their advantages. Engineers with an entrepreneurial mindset can **start their own tech ventures**, combining the best of both worlds. The choice depends on one's **risk appetite, interests, and long-term goals**.

6. The Importance of Soft Skills for Engineers

Introduction:

Technical expertise is essential for engineers, but soft skills play a crucial role in career success.

Key Soft Skills & Their Importance:

✅ **Communication Skills** – Engineers must present ideas, write reports, and collaborate effectively.

✅ **Teamwork & Leadership** – Engineering projects require working in teams and leading initiatives.

✅ **Problem-Solving & Critical Thinking** – Essential for troubleshooting and innovation.

✅ **Adaptability & Continuous Learning** – Keeping up with new technologies and industry trends.

✅ **Time Management** – Meeting project deadlines and managing workloads.

✅ **Emotional Intelligence** – Handling workplace stress and maintaining professional relationships.

Add points if any:

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New vocabulary learnt and used:

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Arguments Against Overemphasis on Soft Skills:

❌ **Technical Skills Are the Priority** – Engineers are hired for their expertise, not communication.

❌ **Soft Skills Can Be Learned Later** – Work experience naturally improves these skills.

Add points if any:

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New vocabulary learnt and used:

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Conclusion:

Soft skills **complement technical skills** and enhance career growth. Engineers should **balance** both to excel in today's competitive world.

7. Make in India vs. Made in India: Which is More Important?

Introduction:

The Indian government launched the **Make in India** initiative in 2014 to boost manufacturing and reduce import dependence. But should we focus more on **Made in India**, which emphasizes locally produced and consumed goods?

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Make in India – Key Arguments:

✅ **Attracts Foreign Investment** – Encourages global companies to set up factories in India.

✅ **Job Creation** – Manufacturing hubs generate employment across multiple sectors.

✅ **Technological Advancement** – Foreign collaboration brings expertise in AI, robotics, and automation.

✅ **Boosts Exports** – Increases India's global competitiveness in manufacturing.

Add points if any:

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New vocabulary learnt and used:

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Made in India – Key Arguments:

✅ **Supports Domestic Businesses** – Encourages local entrepreneurship and MSMEs.

✅ **Reduces Import Dependence** – Strengthens self-reliance and economic resilience.

✅ **Promotes Sustainable Growth** – Encourages eco-friendly, locally sourced products.

✅ **Cultural & Economic Identity** – Strengthens India's global brand in traditional industries (e.g., textiles, handicrafts).

Add points if any:

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Challenges in Both Approaches:

❌ **Infrastructure & Policy Gaps** – India needs better logistics, electricity, and regulatory frameworks.

❌ **Skill Shortage** – Workforce needs upskilling to handle advanced manufacturing.

❌ **Global Competition** – Competing with established economies like China and Germany is tough.

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Add points if any:

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New vocabulary learnt and used:

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Conclusion:

Both initiatives are interdependent – "Make in India" attracts global players, while "Made in India" strengthens local businesses. A balanced approach will drive **economic growth and self-reliance**.

8. India's Space Exploration: Are We Investing Enough?

Introduction:

India has made significant progress in space exploration (e.g., Chandrayaan, Mangalyaan, Aditya-L1). But are we investing enough compared to other global players?

Arguments in Favor (We Are Investing Enough):

✅ **Budget Efficiency** – ISRO delivers high-quality missions at a fraction of the cost of NASA and SpaceX.

✅ **Rapid Technological Advancements** – India has successfully launched lunar, interplanetary, and satellite missions.

✅ **Economic & Strategic Benefits** – Space research strengthens defense, weather forecasting, and communication.

✅ **Private Sector Participation** – Startups like Skyroot and Agnikul are innovating in the space sector.

Add points if any:

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New vocabulary learnt and used:

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Arguments Against (We Need More Investment):

❌ **Low Budget Allocation** – India's space budget is **less than 0.04% of GDP**, compared to the US and China.

❌ **Lagging in Human Spaceflight** – Gaganyaan is still under development, while other nations have advanced space stations.

❌ **Competition from Private Players** – SpaceX, Blue Origin, and Chinese companies are making rapid progress.

❌ **Underdeveloped Space Economy** – India lacks a strong commercial space sector.

Add points if any:

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New vocabulary learnt and used:

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Conclusion:

While India's **cost-effective** space program is commendable, **higher investment in R&D, AI, and space tourism** will help India become a global space leader.

9. Startups in India: Challenges and Opportunities

Introduction:

India is the **third-largest startup ecosystem** in the world, with unicorns emerging in fintech, edtech, and AI. However, many startups struggle to survive.

Opportunities in the Indian Startup Ecosystem:

✅ **Government Support** – Initiatives like Startup India, tax benefits, and funding schemes help new businesses.

✅ **Growing Digital Economy** – Increasing internet penetration boosts online startups.

✅ **Rising Entrepreneurial Culture** – Young talent is exploring AI, blockchain, and deep tech innovations.

✅ **Global Investments** – India attracts venture capital and foreign funding.

Add points if any:

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New vocabulary learnt and used:

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Challenges Faced by Startups:

❌ **Funding Issues** – Many startups struggle to secure early-stage funding.

❌ **High Failure Rate** – Over 90% of Indian startups fail within five years.

❌ **Regulatory Hurdles** – Complex taxation, legal compliance, and bureaucracy slow growth.

❌ **Talent Retention** – Skilled professionals often prefer MNCs over startups.

❌ **Scalability Issues** – Expanding beyond metro cities is challenging.

Add points if any:

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Conclusion:

To succeed, startups need **better financial access, innovation-friendly policies, and skilled workforce development**. India has the potential to be a **global startup hub** with the right ecosystem.

10. Cryptocurrency: The Future of Money or a Risky Gamble?

Introduction:

Cryptocurrencies like Bitcoin, Ethereum, and CBDCs (Central Bank Digital Currencies) are reshaping finance. But are they a **reliable future currency or a risky investment?**

Arguments in Favor (Future of Money):

✅ **Decentralization & Transparency** – No government control; transactions are secure.

✅ **Fast & Borderless Transactions** – Cryptos enable instant global transfers.

✅ **Protection Against Inflation** – Fixed supply prevents devaluation like fiat currencies.

✅ **Innovation in Finance** – Blockchain technology enables smart contracts and DeFi (Decentralized Finance).

Add points if any:

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New vocabulary learnt and used:

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Arguments Against (Risky Gamble):

❌ **Price Volatility** – Crypto prices fluctuate wildly, making them unreliable for daily transactions.

❌ **Regulatory Uncertainty** – Many governments, including India, are cautious about legalization.

❌ **Security Risks & Scams** – Hacking, frauds, and Ponzi schemes are common in the crypto space.

❌ **Environmental Concerns** – Bitcoin mining consumes enormous energy.

Add points if any:

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New vocabulary learnt and used:

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Conclusion:

Cryptocurrency has **potential but needs proper regulation** to ensure security and stability. The future could be a mix of **crypto and government-backed digital currencies (CBDCs)**.

11. What Should Be the Entry Age for Social Media?

Introduction:

Social media is an integral part of modern life, but excessive exposure at a young age can have negative effects. Many platforms set the minimum age at **13 years** (as per COPPA – Children's Online Privacy Protection Act), but is this appropriate?

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Arguments for a Higher Entry Age (16 or 18 years):

✅ **Mental Health Concerns** – Young users face cyberbullying, anxiety, and depression.

✅ **Maturity & Decision-Making** – Children may lack the judgment to handle online threats.

✅ **Privacy & Security Risks** – Young users may unknowingly share sensitive data.

✅ **Academic Distractions** – Overuse of social media affects concentration and performance.

✅ **Exposure to Harmful Content** – Fake news, violence, and inappropriate content are common.

Add points if any:

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New vocabulary learnt and used:

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Arguments for a Lower Entry Age (13 years or below):

✅ **Early Digital Literacy** – Children learn to navigate technology responsibly.

✅ **Parental Guidance** – With proper supervision, social media can be a learning tool.

✅ **Social Connectivity** – Helps kids develop communication and networking skills.

✅ **Access to Educational Content** – Many platforms offer informative and skill-based content.

Add points if any:

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New vocabulary learnt and used:

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Conclusion:

A **balanced approach** is needed. Platforms should implement **stricter parental controls and digital literacy programs**. Instead of a fixed age, readiness should be assessed based on **maturity, education, and supervision**.

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12. Disciplined Parenting vs. Friendly Parenting: Which One is Better?

Introduction:

Parenting styles impact a child's development, behavior, and future success. Should parents be **strict disciplinarians** or adopt a **friendly, understanding approach**?

Arguments for Disciplined Parenting:

✅ **Instills Strong Values & Respect** – Teaches responsibility, punctuality, and obedience.
✅ **Prepares for Real-World Challenges** – Encourages resilience and self-discipline.
✅ **Minimizes Behavioral Issues** – Reduces chances of bad habits and rule-breaking.
✅ **Better Academic Performance** – Structured routines enhance focus and success.

Add points if any:

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New vocabulary learnt and used:

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Arguments for Friendly Parenting:

✅ **Encourages Open Communication** – Children feel comfortable sharing problems.
✅ **Builds Emotional Intelligence** – Less fear, more trust, and stronger parent-child bonds.
✅ **Reduces Stress & Anxiety** – Strict rules can sometimes lead to rebellion and low self-esteem.
✅ **Promotes Independence & Creativity** – Kids learn to think freely and make better choices.

Add points if any:

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New vocabulary learnt and used:

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Conclusion: A

balanced parenting style works best – combining **discipline with warmth and understanding**.

Parents should be **strict at times** but also **approachable**, allowing children to learn **self-discipline**.

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4. Module-3: Presentation skills (4 weeks)

Unit-1: (4 hours): **Presentation Skill-1: Structuring presentation**

- Being clear about your objective
- Organising the information
- Signalling the structure: Use of Signposts and language signals
- Presentation practice

Topics: 1. Should Coding Be Made Mandatory for All Engineers?

2. The Importance of Soft Skills for Engineers

Activity: Brain storming and preparation in groups in a guided environment followed by Presentation practice in small groups

4.1 Structuring presentation

1. **Being clear about your objective**
   - What you know about the topic
   - Who are your audience
   - Context
   - Purpose of the presentation

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2. **Organising the information**
   - Chronological sequence
   - Most important to less important
   - General to specific
   - Comparing one point of view with the other.

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3. **Signalling the structure**
   Use of Signposts
   Signposting gives an advance view of the organisation of the whole presentation or of the next session.
   a) Organising the whole presentatio
      - Firstly, I present….; Secondly….; and then; and finally…. etc.
   b) Organisation of the next section
      - There are three reasons such as….
      - There are two important aspects, they are….

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4. **Use of language signals**
   Examples:
   a) Topic of the talk: I want to focus on
   b) A complete section: Now I would like to turn to the issue of….
   c) A new point: Secondly or thirdly etc.
   d) A contrasting point: However, others think that the young are careless…
   e) An example: In some colleges, for example, students are not allowed to..
   f) A point of special importance: Here I would like to emphasise the need of training

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Unit-2: (2 hours): **Presentation Skill-2: Introducing your presentation-**2 hrs

Topic: What should be the entry age into social media?

Activity: Brain storming and preparation in groups in a guided environment

followed by Presentation practice in small groups

Introducing your presentation

- Greet and introduce yourself
- State clearly the topic and objective of the topic

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- Give outline of the structure of the presentation
- Mention Q&A session will be followed

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Presentation Skill- 3: Concluding your presentation
- Use signal language for concluding your talk
- Summarise your main points
- Give concluding remarks/recommendations firmly and clearly

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Unit-3: (2 hours)

Presentation Skill-4: Speaking in an appropriate style-2 hrs

Topic: Disciplined parenting vs. Free parenting: Which one is better?

Activity: Brain storming and preparation in groups in a guided environment

followed by   Presentation practice in small groups

Speaking in an appropriate style

- Academic speaking style is primarily formal
- Use formal language
- Do not read the written text
- Follow a note but deliver in a speaking style

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Presentation Skill-5: Delivery: Emphasis and phrasing
- Keep your voice modulated
- Keep your words audible and clear
- Pace your words moderately
- Keep appropriate pauses
- Identify the words or points to emphasise

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Presentation Skill-6: Referring to visual aids
- Present visual aids clearly
- Place the points separately in bullet points
- Use appropriate language to explain

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5. Module 4: Class room seminars (2 weeks)

- Preparing and delivering a presentation
- Using visual aids, handout, and notes
- Signposts, and language signals
- Non-verbal communication
- Asking and dealing with questions

Activity: Class room seminar.

Prepare a 5-minute presentation and present in front of the class. Take the feed back from faculty and the peers, improvise and re-present it.

Topics: Topics of student's choice or can select any one of the previous topics

(One topic for presentation and one topic for summative assessment)

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1. **Presentation practice**

Stage-1 Preparation

Choose a topic and Plan a short talk (about 5 minutes)
Make a short note- one or two words for each of the following
- Introduction:
- Main point-1
- Main point-2
- Main point-3
- Conclusion

(Use signposting and signalling for each section of your talk)

Stage-2: Practice
- Practice by speaking to one of your classmates
- Ask them to make a note of your talk
- Observe their notes, if they had understood your talk
- Take their feed back
- Exchange your roles and continue practice

Stage-3: Presentation

Now present in front of a group or whole class

Stage-4: Evaluation

Take a evaluation from the peers and the faculty

6. Module 5: Strategies for success (1 week)

- Techniques of effective public speaking
- Parallelly focus on the following.
  - Content enrichment
  - Pronunciation and Fluency
  - Grammar and Vocabulary
  - Receive feedback and improvise

7. Resources:

7.1 Reference Books:

- Study Speaking. A course in spoken English for academic purposes. By Kenneth Anderson, Joan Maclean & Tony Lynch.
- "The Art of Public Speaking" – Dale Carnegie & J. Berg Esenwein
- "Presentation Zen: Simple Ideas on Presentation Design and Delivery" – Garr Reynolds
- "TED Talks: The Official TED Guide to Public Speaking" – Chris Anderson
- "The Quick and Easy Way to Effective Speaking" – Dale Carnegie

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7.2 Online Courses & Resources

Free Courses:

Coursera – "Introduction to Public Speaking" (by University of Washington)

- Visit: https://www.coursera.org

edX – "Rhetoric: The Art of Persuasive Writing and Public Speaking" (Harvard University)

- Visit: https://www.edx.org

Toastmasters International   Visit: https://www.toastmasters.org

YouTube Channels for Public Speaking

- **TEDx Talks** – YouTube Channel.
- **Toastmasters International** – YouTube Channel   Visit: https://esllibrary.com
- **Udemy – "English Speaking Masterclass"** Visit: https://www.udemy.com

8. Assessment:

8.1 Assessment Plan:

Part-1- 20% (For Units –1) Assessment of conversational skills
- Continuous Assessment method.
- In class assessment
- During weeks 3 and 4

(Refer Teachers' guide for rubrics).

Part-2- 30% (For Units –2) Assessment of Group discussion skills
- Continuous Assessment method.
- In class assessment
- During weeks 8 and 9

(Refer Teachers' guide for rubrics).

Part-3- 30% (For Units –3 and 4) Assessment of Presentation skills
- During class room seminar
- During weeks 14 and 15
- Summative assessment (Two evaluators)

(Refer Teachers' guide for rubrics)

Part-4- 20% Additional Assessment-Embedded

(take test between Week 14 and 16 and submit the score)

- **EFSET Certification**   https://www.efset.org/
- **Saylor.org Academy**   https://learn.saylor.org/course/index.php?categoryid=29
- **Cursa**   https://cursa.app/free-courses-english-online

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8.2 Assessment Criteria:

2. Assessment criteria for Conversation skills
   - Content relevance
   - Listening and responding
   - Grammar and vocabulary
   - Engagement and body language

3. Assessment criteria for Group discussion skills
   - Relevance of ideas
   - Communication and clarity
   - Active listening and interaction
   - Logical thinking and argumentation
   - Team work and respect

4. Assessment criteria for Presentation skills
   - Content and organization
   - Speaking and Confidence
   - Engagement and Body language
   - Use of visual aids/written notes
   - Grammar and vocabulary

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