

**LESSON PLAN**

**Name of Course: Developing Soft Skills & Personality.**

**Programme: MBA(II Sem) 2018-19**

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Session No.	Session Name	OBJECTIVES OF THE SESSION	PEDAGOGY	OUTCOMES OF THE SESSION
1	Pronunciation (Consonant Sounds)	<ol style="list-style-type: none"> <li>1. To minimize the influence of region and environment that on each and every individual.</li> <li>2. Minimizing the influences on articulation of sound occurring because many sounds are common between english and the primary language.</li> <li>3.Reducing the habit of generalizing or transferring the sounds from primary to the secondary language.</li> <li>4. Ensuring and maintaining the correct pronunciation of words avoiding MTI in what is spoken.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY: The importance of keeping a Loose Jaw.</li> <li>2. ACTIVITY: Jaw opening Side to side movement Increasing Circular Jaw Movement</li> <li>3. Consonant Sound Ice Breaker.</li> <li>4. Identifying MTI and understange the sentences in which MTI occurs the most.</li> <li>5. Pronunciation activities for the major used consonant sounds.</li> <li>6. Fun with Vocabulary Activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Resulting in learning of pronunciation of Consonant Sounds</li> <li>2. Identifying MTI- Mother Tongue Influence and the words in which MTI is highest.</li> <li>3. Learning of the sound 'P', 'B', 'T', 'D', 'K', 'G', 'S', 'Z', 'F', 'V', 'W', 'M', 'N', 'H', 'I', 'R', 'Y'.</li> <li>4. Learning of phonetically correct pronunciation of 'sh', 'zh', 'ch', 'the', 'ng', 'th'.</li> <li>5. Reading out the meanings of words/ idioms and proverbs.</li> </ol>
2	Pronunciation and Nouns	<ol style="list-style-type: none"> <li>1. Understanding the role of language as a conveyor of very specific information.</li> <li>2. Understanding how language can be used beyond the exact meaning of the word.</li> <li>3. Learning intonation that will help the students to express their thoughts correctly.</li> <li>4. Learning Modulation enabling the students to express every form of emotion.</li> <li>5. Understanding the relation between voice and facial expressions.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY: The Little Boy's Temper- Story Pronunciation.</li> <li>2. Intonation- The 'One sentence in various moods activity'.</li> <li>3. The Wrong and Right Facial Expression Activity.</li> <li>4. Modulation- Dialogue One and Dialogue two Activity.</li> <li>5. Count and Non Count Activities.</li> <li>6. Pitch, Facial Expression and Tone amalgamation Activity.</li> <li>7. Fun with Vocabulary Activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introducing INTONATION AND MODULATION to the students.</li> <li>2. Introductiong the factors that effect the modulation: <ol style="list-style-type: none"> <li>a) Pitch</li> <li>b) Facial Expressions</li> <li>c) Tone</li> <li>d) Pace</li> <li>e) Pause</li> <li>f) Rhythm</li> <li>g) Word Stress</li> </ol> </li> <li>3. Understanding the link between facial expressions and Voice.</li> <li>4. Understanding the difference in Count and Non Count Noun and the pronunciation of the same.</li> <li>5. Reading out the meanings of words/ idioms and proverbs.</li> </ol>

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3	Pronunciation (Vowel Sounds)	<ol style="list-style-type: none"> <li>1. Understanding a 'Vowel Sound' being the one that will let the breath pass freely, uninterrupted from the vocal cords out of the mouth.</li> <li>2. Learning the pronunciation Voiced sounds and Non Voiced Sounds.</li> <li>3. Diminishing the effect of tranference of the native language sounds to English.</li> <li>4. Reducing pronunciation errors which change the meaning of the word being spoken.</li> <li>5. Removal of Pronunciation Errors caused by Vowel Sounds.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- Phonetic traning of the vowel Sounds- 'ae','eh', 'ih', 'aw', 'aw' (broad), 'uh', 'ee', 'oh', 'u', 'ow', 'oy', 'ai'.</li> <li>2. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introducing the vowel sounds and the pronunciation of the same to the students.</li> <li>2. Importance of vowel sounds as the connectors of consonant sounds and giving a meaningful word.</li> <li>3. Learning the sound of 'ae','eh', 'ih', 'aw', 'aw' (broad), 'uh', 'ee', 'oh', 'u', 'ow', 'oy', 'ai'.</li> <li>3. Learning the sounds of 'a', 'er', 'ah', 'ue'.</li> <li>4. Reading out the meanings of words/ idioms and proverbs.</li> </ol>
4	Phonetics (Consonant Sounds)	<ol style="list-style-type: none"> <li>1. Understanding the difference in Written English and Spoken English and the pronunciation of the same.</li> <li>2. Learning that a sound is made of definite movements of organs of speech.</li> <li>3. Learning the right balance of the airstream the lip position and the other organs of speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- Ice Breaker - The consonant sounds.</li> <li>2. ACTIVITY- Class Reading withj the focus on Consonant and already learnt vowel sounds.</li> <li>3. ACTIVITY- Phonetic Training of the 'Consonant Sounds'- 'p', 'b', 't', 'd', 'k', 'g', 'ch', 'zh', 'f', 'v', 'th', 's', 'z', 'sh', 'h', 'm', 'n', 'l', 'w', 'ge'.</li> <li>4. Fun with Vocabulary Activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introducing the consonant sounds, explaining what phonetics are to the students.</li> <li>2. Understanding the souds of 'p', 'b', 't', 'd', 'k', 'g', 'ch', 'zh', 'f', 'v', 'th', 's', 'z', 'sh', 'h', 'm', 'n', 'l', 'w', ge'.</li> <li>3. Eliciting the examples from the learners regarding the sound learned.</li> <li>4. Reading out the meanings of words/ idioms and proverbs.</li> </ol>
5	Phonetics (Vowel Sounds)	<ol style="list-style-type: none"> <li>1. Learning the difference in the vowel sounds produced.</li> <li>2. Understanding the vibration caused in the vocal cords due to pronunciation of vowel sounds.</li> <li>3. Learning vowel sounds by listening and imitationg.</li> <li>4. Learning of 12 vowel and 8 Diphthongs.</li> <li>5. Understanding what a Diphthong is ' A glide that begin with one vowel and gradually changes to another vowel."</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- How the vowel sound is produced.</li> <li>2. ACTIVITY- Phonetic Training of '-e', 'i', 'a', 'o', 'u', diphthong sounds like 'ai', 'ea', 'au', 'oe', 'oy', 'ea', 'ou'.</li> <li>3. ACTIVITY- Three similar sounds together, 'lead', 'lid', 'led'.</li> <li>4. ACTIVITY- Four similar sounds toghether 'cod', 'cord', 'could', 'cooed'.</li> <li>5. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introducing the vowel sounds, explaining the use of organs of speech while saying a vowel sound.</li> <li>2. Understanding the souds of 'e', 'i', 'a', 'o', 'u', diphthong sounds like 'ai', 'ea', 'au', 'oe', 'oy', 'ea', 'ou'.</li> <li>3. Eliciting the examples from the learners regarding the sound learned.</li> <li>4. Reading out the meanings of words/ idioms and proverbs.</li> </ol>

6	Phonetics (Consonant Sounds)	<ol style="list-style-type: none"> <li>1. Mastering the Global English Consonant Sounds.</li> <li>2. Understanding and learning the pronunciation of Voiced and Unvoiced Consonants.</li> <li>3. Analysing the difference in word stress to be kept to make the english phonetically correct.</li> <li>4. Learning to pronounce the consonant sounds softly, unlike the hard sounds produced in Regional Indian Languages.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- Voiced and Unvoiced Consonants.</li> <li>2. ACTIVITY- Consonant Sounds Drill.</li> <li>3. ACTIVITY- Phonetic Training of 'th', 'p', 'b', 'f', 'v', 'ch', 'j', 'k', 'g', 'm', 't', 'd', 'p', 's', 'sh', 'z', 'zh', 'l', 'r', 'n', 'h', 'w'.</li> <li>4. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Voiced and Unvoiced sound learnt well.</li> <li>2. Learning the soft pronunciation of sounds of 'th', 'p', 'b', 'f', 'v', 'ch', 'j', 'k', 'g', 'm', 't', 'd', 'p', 's', 'sh', 'z', 'zh', 'l', 'r', 'n', 'h', 'w'.</li> <li>3. Eliciting examples from the learners.</li> <li>4. Reading out the meanings of words/ idioms and proverbs.</li> </ol>
7	Listening Comprehension	<ol style="list-style-type: none"> <li>1. Learning the importance of listening and understanding before answering.</li> <li>2. Understanding to summarise the points after listening.</li> <li>3. Learning to use and analyse the most important information while listening.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- Listen and Summarize.</li> <li>2. ACTIVITY- Pronouncing what has been summarized.</li> <li>3. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students will learn the art to pick up the most important part from the speech of the speaker.</li> <li>2. The student will learn the manner in which they can be the active listener and make points of the most important parts highlighted in the speech of the speaker.</li> <li>3. Analysing the information and answering the questions when asked.</li> </ol>
8	Phonetics and Pronunciation	<ol style="list-style-type: none"> <li>1. Understanding the difference in Written Vowels and the vowel sounds.</li> <li>2. Use of various vowel sounds differently in the different words.</li> <li>3. Explaining the importance of practising articulating vowels and consonant sound combinations in order to pronounce the words correctly.</li> </ol>	<ol style="list-style-type: none"> <li>1. 1. ACTIVITY- Understanding the production of vowel sounds by modification of the airstream.</li> <li>2. ACTIVITY- Phonetic Training of 'Aa', 'u', 'er', 'ae', 'e', 'ay', 'e', 'uh', 'aw', 'oo'.</li> <li>3. ACTIVITY- Vowel Sound Poem.</li> <li>4. ACTIVITY- Pronounciatoion of two similar sounds in a sentence.</li> <li>5. ACTIVITY- Articulation of Cluster Sounds to improve pronunciation.</li> <li>6. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Following are the sounds learnt from this session, 'Aa', 'u', 'er', 'ae', 'e', 'ay', 'e', 'uh', 'aw', 'oo'.</li> <li>2. Reading out the meanings of words/ idioms and proverbs.</li> </ol>
9	Speaking Practice	<ol style="list-style-type: none"> <li>1. To undertake a one minute free speech and feedback exercise focussing on the correct pronunciation of the sounds.</li> <li>2. Understanding homonyms and homophones.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- FREE SPEECH- Undertaken by students individually and learning the mistakes undertaken.</li> <li>2. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessing each student in the provide time of two minutes and noting down the mistakes in the pronunciation undertaken by each student.</li> <li>2. Ananlysing the pronunciation and speaking grade of the student according to the number of errors undertaken in the free speech and the feedback exercise.</li> </ol>

10	Pronunciation (Syllable Stress and Break Up)	<ol style="list-style-type: none"> <li>1. To learn the meaning of 'syllable'.</li> <li>2. To understand that when a syllable break take place.</li> <li>3. To understand that usually one syllable in the word gets stressed by saying it a little longer, by holding a vowel sound little longer and changing the tone of the voice on a particular syllable.</li> <li>4. To learn that syllable stress plays a very keen role in developing correct pronunciation and a correct rhythm.</li> </ol>	<ol style="list-style-type: none"> <li>1. EXERCISE- SYLLABLE BREAK UP AND SYLLABLE STRESS.</li> <li>2. ACTIVITY- Syllable stress and break up in the words 'pronunciation' and 'catastrophe'</li> <li>3. ACTIVITY- One syllable, Two syllable, Three syllable and Four Syllable words.</li> <li>4. ACTIVITY- Understanding- Syllable Stress.</li> <li>5. ACTIVITY- Syllable stress in words with various suffixes.</li> <li>6. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. One syllable, two syllable, three syllable and four syllable words like horn, advice, paragraph, combination are learnt well.</li> <li>2. Consequences of misplacing the word stress will be learnt well from the session.</li> <li>3. The time required to hold a vowel sound to make the pronunciation efficient is learnt.</li> <li>4. Reading out the meanings of words , idioms and proverbs.</li> </ol>
11	Pronunciation	<ol style="list-style-type: none"> <li>1. With the consonant and vowels sounds that have been learned above, student will undertake the pronunciation activities.</li> <li>2. The difference in the pronunciation of verb an noun.</li> <li>3. Prefix and Suffix stress in a homophone when used as a verb and as a noun.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- The same word as a Noun and as a Verb.</li> <li>2. ACTIVITY- Noun and Verb Pronunciation Difference.</li> <li>3. ACTIVITY- Pronunciation of sentences to bring out the difference in noun and verb.</li> <li>4. ACTIVITY- Which syllable is stressed?</li> <li>5. ACTIVITY- Syllable Break up and Syllable Stess.</li> <li>6. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. A new stress pattern understood and performed in the class.</li> <li>2. Interchangingly using the same word as a noun and a verb by paying appropriate attention to the amount of stress paid to the suffix and prefix.</li> <li>3. The words like contest, incline, survey, reject, suspspect, permit, recall, record, desert and more are practised in order to understand the concept clearly.</li> </ol>
12	Intonation and Modulation	<ol style="list-style-type: none"> <li>1. Learning the intonation patterns, understanding the change in pitch to express different meanings conveyed through change in intonation pattern.</li> <li>2. Learning the importance of mood and personality depiction through intonation.</li> <li>3. Detecting the finer shades of meaning in the speech of other people.</li> <li>4. Introducing modulation and pitch to the students and the importance of the same.</li> <li>5. Learning the tactics to undergo a smooth speech.</li> <li>6. Learning the correct rate of speech.</li> <li>7. Understanding the difference in UPWARD AND DOWNWARD COUNTOUR.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- How should a sentence end?</li> <li>2. ACTIVITY- How Exclamation, Question Mark and Full Stop will make a difference in pronunciation?</li> <li>3. ACTIVITY- Upward and Downward Countour.</li> <li>4. ACTIVITY- Dividing the word into Syllable.</li> <li>5. ACTIVITY- Practising Voice Modulation.</li> <li>6. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student learns to get a right balance of pitch and intonation.</li> <li>2. Depiction of various moods with the help of intonation by pronouncing a same sentence in various moods is done.</li> <li>3. The art of listening and understanding the finer shades of meaning hidden in the speech is done.</li> <li>4. Successful understanding of the countours and practising of the same consequently making difference in the meaning of the same sentence when said with changed intonation and countours.</li> </ol>

13	Word Stress and Thought Gap	<ol style="list-style-type: none"> <li>1. To learn the average rate of speech by analysing the difference in Indian rate of speech and Western Rate of speech.</li> <li>2. To understand thought gap as an independent idea within a sentence.</li> <li>3. Learning the places to put up a 'Pause', 'Slight Pause' and 'Very Slight Pause'.</li> <li>4. To understand the manner in which the speech can be made more effective.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- Practising sentences for Word Stress.</li> <li>2. ACTIVITY- Thought Groups and Pace of Speech.</li> <li>3. ACTIVITY- Word Stress and Syllable Stress.</li> <li>4. ACTIVITY- Controlling the Rate of Speech (pace)through Thought Groups.</li> <li>5. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Moderation required in a sentence while speaking is learnt well.</li> <li>2. The places for the pause to be put are learnt.</li> <li>3. The average rate of keeping quite while taking a 'pause', 'A slight Pause' and 'A Very Slight Pause' are understood.</li> </ol>
14	Pronunciation	<ol style="list-style-type: none"> <li>1. Learning the syllable focus more intricately.</li> <li>2. Producing a feedback for all that has been learnt above.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- Free Speech- Activity undertaken to analyse and understand the mistakes still occurring in the speech and correcting the same.</li> <li>2. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. The outcome of the session will be generation of feedback of all that has been learnt from the above sessions.</li> <li>2. Students understand the weak areas that are still found in their speech and the ways to correct the same.</li> </ol>
15	Regionalism and Common Speech Error	<ol style="list-style-type: none"> <li>1. To understand 'Regionalism' as speech errors caused when we translate from mother tongue into English.</li> <li>2. Removing the confusions caused by 'Colloquial Speech'.</li> <li>3. Understanding the wrong phrases used due to regionalism.</li> <li>4. Understanding the occurrence of errors due to difference in grammar and sentence structure and construction between English and Native Language.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY-Incorrect and the Correct Sentence and the feedback.</li> <li>2. ACTIVITY- Common Grammatical Errors.</li> <li>3. ACTIVITY- Free Speech for detection of common Speech Errors.</li> <li>4. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will understand the importance of the removal of fillers like 'actually', 'basically', 'only', 'just', 'like', 'kind of', okay-okay' and much more.</li> <li>2. Phrases like ' I live in Delhi only' to be corrected to ' I live in Delhi itself ' are learnt well.</li> <li>3. Learning the art of correct translation from Himdi to English.</li> <li>4. Learning to develop the thoughts in English in order to avoid Regionalism and Common Speech Errors.</li> </ol>
16	News Presentation	<ol style="list-style-type: none"> <li>1. To generate a feedback of what is learnt till date.</li> <li>2. Learning the intonation while giving various kinds of news a a journalist like the weather new, sports newa, political news and general information news.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACTIVITY- Newsroom.</li> <li>2. ACTIVITY- Fun with Vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. The students are assessed on the art of speaking with correct intonation and modulation.</li> <li>2. Maintainance of proper pitch, pace and pauses are given huge importance in assessment.</li> <li>3. Students learn the used of words, idioms and proverbs given in the exercise.</li> </ol>