

केन्द्रीय विद्यालय संगठन

ZIET, MUMBAI



3 - Day workshop on

Communication

Skills

for Principals

1st to 3rd November 2017

Ice breaking Activity



Debate



Session on Pronunciation



Debate



Inauguration



Morning Prayer



Active Listening



Valedictory function



केन्द्रीय विद्यालय संगठन

KENDRIYA VIDYALAYA SANGATHAN
आंचलिक शिक्षा एवं प्रशिक्षण संस्थान, मुंबई

Zonal Institute of Education & Training, Mumbai



प्राचार्यों के लिए 'अँग्रेजी में संप्रेषण कौशल 03- दिवसीय
कार्यशाला

**3 – Day workshop on 'Communication Skills
in English' for Principals**

Date: 1st - 3rd November 2017

Course Director

Ms. Usha Aswath Iyer

Director

ZIET, Mumbai

Resource Person

Mr. Eugin Dellas Leen

PGT English

ZIET, Mumbai





श्री संतोष कुमार मल्ल, भा.प्र.से.
माननीय आयुक्त
के. वि.सं. नई दिल्ली
Mr. Santosh Kumar Mall, IAS
Hon'ble Commissioner
KVS New Delhi

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Mr. G. K. Srivastava, IAS
Additional Commissioner (Admin.)
KVS New Delhi



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संयुक्त आयुक्त (प्रशि)
केवि. सं. नई दिल्ली .
Dr.Shachi kant
Joint Commissioner (Trg.)
KVS New Delhi



Course Director

Ms. Usha Aswath Iyer
Director, ZIET

Resource Person

Mr. Eugin Dulles Leen
Training Associate (English), ZIET, Mumbai

Coordinator

Mrs. Pushpa Verma
Training Associate (Economics), ZIET, Mumbai.

Supported by

ZIET Mumbai Staff

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MESSAGE FROM THE DIRECTOR

The word 'COMMUNICATION' seems to imply some set of formal rules and a whole lot of technology with which we can pass on what we are thinking to fellow human beings. But animals too communicate- using only sounds and some movements! And Nature too communicates using some signs like thunder and dark clouds or a pink sky.

Human communication is a whole lot more complex and varied. There are a myriad languages, all influenced by place and culture and society as well as our individual thinking.

One important part of communicating is 'LISTENING'. Unless we listen carefully and sincerely to another's speech, we will miss the meaning of the message. And with this add his gestures, his body language and one can realise why 'communication' often breaks down.

In order to be a 'good' communicator, first of all be a good listener. Listen carefully, without jumping to conclusions. Ask questions or rephrase to clarify whether you have understood what the speaker wants to say.

Next speak from the heart- don't try to say that which you think the listener wants to hear. Use simple, clear language-remember communication is not an area for us to show off our literary skills. Pay attention to your body language too- no mobiles, looking around or barking orders when somebody is really talking to you.

Finally fill your heart with good positive thoughts. Always be helpful and kind. Show your empathy but do not take decisions for someone else. What you truly feel, is what will come on your lips.

So finally I can say that a 'good' human being will be a good communicator as he will think of others more than of himself.

USHA ASWATH IYER
DIRECTOR KVS ZIET MUMBAI

Objectives

- ✓ To identify the key components of the communication process.
- ✓ Demonstrate increased awareness of forms of communication and social behaviour.
- ✓ Identify and use strategies for managing specific contexts for communication, including giving presentations.
- ✓ To explore the use of words, tone of voice, and body language in communication.
- ✓ To identify ways to establish rapport in communication.
- ✓ Recognize and understand the power of communication.
- ✓ Understand how problems develop due to listening.
- ✓ Identify specific communication problems and apply treatments.
- ✓ Learn techniques to manage and ensure proper communication.
- ✓ Enhance your knowledge of non-verbal communication.
- ✓ Improve your pronunciation.
- ✓ Learn the applications of digital dictionary for language practice.
- ✓ Practice, role-play, discuss, and problem solve.

TIME TABLE

Zonal Institute of Education and Training - Mumbai 3 - Day Workshop on 'Communication Skills' for Principals from - 01/11/2017 to 03/11/2017

DATE	9.00 - 9.30	9.30 - 10.45	10.45 - 11.00	11.00 1.00	1.00 to 2.00	2.00-4.00	4.00 - 4.15	4.15-5.30
01/11/2017	Registration	Communication Skills - An Overview EDL	TEA BREAK	English Pronunciation Consonants UAI & EDL	LUNCH	Active Listening EDL	TEA BREAK	Public Speaking UAI
02/11/2017	9.00 - 9.15	9.15 - 10.45	TEA BREAK	11.00 1.00	LUNCH	2.00-4.00	TEA BREAK	4.15-5.30
	Prayer	English Pronunciation Vowels & Diphthongs UAI & EDL		Body language A. D		Body language A. D		Digital Dictionary EDL
03/11/2017	9.00 - 9.15	9.15 - 10.45	TEA BREAK	11.00 1.00	LUNCH	2.00-4.00	TEA BREAK	4.15-5.30
	Prayer	Para verbal Communication EDL		Debate Group work		Debate Group work		Etiquette EDL

Kendriya Vidyalaya Sangathan, New Delhi
Zonal Institute of Education and Training, Mumbai

3 - Day Workshop On Communication Skills In English For Principals

01/11/2017 to 03/11/2017

List of Participants

S.N.	Name of Participant	Name of Vidyalaya	Region
1.	Sh. Manoj Kumar	Jalipa Cantt	Jaipur
2.	Sh. G .R. Meena	KV Jhalawar	Jaipur
3	Sh. Mukesh Kumar	Karauli	Jaipur
4	Sh. S. C. Meena	Pokhran	Jaipur
5.	Sh. R. S. Shukla	No.1 Kota	Jaipur
6	Sh. B. L .Mahich	No.2AFS suratgarh	Jaipur
7	Sh. Gaurav Dwivedi	Uttarlai	Jaipur
8	Sh. Shivdan Singh	No.3 Nal Bikaner	Jaipur
9	Sh. P. C. Kothari	No.1 Udaipur	Jaipur
10	Sh. Narsi Lal	Suratgarh Cantt	Jaipur
11	Sh. Sarjeet Singh	No.1 Bikaner	Jaipur
12	Sh. Jagdish Prasad	Junagadh	Ahmedabad
13	Sh. Ishwar Singh	DIU	Ahmedabad
14	Sh. K.C Meena	AFS Samana, Jamnagar	Ahmedabad
15	Sh. A.K. Mishra	Silvasa	Ahmedabad
16	Sh. A. K. Gupta	Rajkot	Ahmedabad
17	Sh. Ramesh Kumar	No, 1Harni Road, Baroda	Ahmedabad
18	Sh. Rajesh Trivedi	Army Bhuj	Ahmedabad
19	Sh. B. M. Sharma	INS Valsura Jamnaoar	Ahmedabad
20	Sh. Deepak Singh Bhati	Ambarnath	Mumbai
21	Ms. Aashalata Gaavnkar	Ponda	Mumbai
22	Sh. P. S. Sangole	R.H.E.Pune	Mumbai
23	Sh. Parvez Aslam	Mandovi	Mumbai
24	Sh.R. K . Lale	B EG Pune	Mumbai
25	Mr. Chandrashekar Singh	Thane	Mumbai
VICE -PRINCIPALS			
26	Mr. P. D . Garg	Ambarnath. (Shift-2)	Mumbai
27	Mrs. Sindhu Bhanse	Koliwada	Mumbai
28	Mr. R. S. Singh	No.3. Colaba	Mumbai
29	Mrs. Mercy Alexander	Ganeshkind Pune	Mumbai

Communication Quiz – Warm up Activity

S. No	Statement	Not at all.	Rarely	Some times	Often	Very Often.
1	I try to anticipate and predict possible causes of confusion, and I deal with them up front.					
2	When I write a memo, email, or other document, I give all of the background information and detail I can to make sure that my message is understood.					
3	If I don't understand something, I tend to keep this to myself and figure it out later.					
4	I'm sometimes surprised to find that people haven't understood what I've said.					
5	I can tend to say what I think, without worrying about how the other person perceives it. I assume that we'll be able to work it out later.					
6	When people talk to me, I try to see their perspectives.					
7	I use email to communicate complex issues with people. It's quick and efficient.					
8	When I finish writing a report, memo, or email, I scan it quickly for typos and so forth, and then send it off right away.					
9	When talking to people, I pay attention to their body language.					
10	I use diagrams and charts to help express my ideas.					
11	Before I communicate, I think about what the person needs to know, and how best to convey it.					
12	When someone's talking to me, I think about what I'm going to say next to make sure I get my point across correctly.					
13	Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, and so on).					
14	I try to help people understand the underlying concepts behind the point I am discussing. This reduces misconceptions and increases understanding.					
15	I consider cultural barriers when planning my communications.					

Courtesy – mindtool.com

Effective Communication Skills

Everyone uses communication skills. We use them at home with our families, in the workplace with our bosses and co-workers, on our computers when we answer email, and on the telephone for various purposes. People send us messages in every interpersonal communication encounter. Those messages can be explicit (verbal comments) or implicit (nonverbal facial expressions, other body language, and physical space).

DEFINITION OF COMMUNICATION

Communication can be defined in many ways. In simple terms communication is:

- Information transmitted
- A verbal or nonverbal message
- A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior

KEY ELEMENTS IN COMMUNICATION

There are three key elements in the communication process. They are:

- You
- Your audience
- Your message

YOU bring professional experience and education and training to the communication process. In order to be an effective communicator, you need to know who your AUDIENCE is. If your audience is a student, then you can talk effectively about various subjects. If your audience is the public, you need to switch from academic jargon to "plain English." The principles of effective interpersonal communication are the same whether your "audience" is one person, ten people, or one thousand.

The MESSAGE element is equally important. What do you want to say? What is the best way to communicate the message? There is a basic rule used by journalists for writing a newspaper story that can help you focus your message. A well-written story should contain the who, what, when, where, why, and how of the story in the first paragraph or two. If it does not, it will not hold our attention.

The same principle applies to your message in the process of interpersonal communication. If you do not let your audience know quickly the who, what, when, where, why, and how of your message, you risk their losing interest,

being inattentive, and tuning out. Therefore, whether spoken or unspoken, messages should contain most of these elements.

COMMUNICATION TOOLS

There are four basic communication tools:

- Listening
- Speaking
- Reading
- Writing

All four of these basic tools can be learned and improved. First, you must want to improve your communication skills. Next, you must understand them, and recognize their importance in the communication process. Then, you need to learn some new skills. Finally, you must practice good skills to become a better, more effective communicator.

At an early age we begin to learn to speak, early enough that it is difficult to remember the process. However, most of us can recall learning to read and write. These are skills we learn from parents and teachers. We spend most of our communication time listening. Yet, listening is a skill we are not taught, unlike writing, reading, and speaking. Probably, listening is the most important communication skill we can develop.

HOW WE GET AND USE INFORMATION

How much information we retain in the communication process depends on many factors. It is important for each of us to recognize how we learn best. Do we remember most of what we read? Most of what we hear? Do we learn more if someone shows us?

Typically, we retain information at these rates:

- 10 percent of what we read***
- 20 percent of what we hear***
- 30 percent of what we see***
- 50 percent of what we see and hear***
- 70 percent of what we see and discuss***
- 90 percent of what we do***

Another way to think about how we retain information is this adage:

***Tell me and I will probably forget,
Show me and I might remember,
Involve me and I will learn.***

NONVERBAL COMMUNICATION

Nonverbal communication is behavior, other than spoken or written communication, that creates or represents meaning. In other words, it includes facial expressions, body movements, and gestures. Nonverbal communication is talking without speaking a word. It is very effective, may be even more so than speech. Some sources say that it may be 60 to 78% of

communication between people. In other words, nonverbal communication may be the most important part of communicating with other people. Remember the saying, “Actions speak louder than words.”

You may be surprised to know that not only humans respond to this kind of communication. If you have a pet, especially a dog, it may follow directions and respond to hand and body movements more than your words. Dogs will even get confused if you say “sit” but give the hand motion that you usually use for “stay”.

There are **two main types** of nonverbal communication. **Body language** is the first. Body language is body movements that depend on a person’s attitude or feelings. Body language includes the way people walk, how they stand, and their facial features. In other words, any kind of meaning that is shown by a person's body attitude or movements. For example, when a boy is sad he may droop his head and walk slowly. Or, if a girl is happy, she might run and jump or stand up straight and put her hands in the air. People don't have to say anything to show how they feel about things. Body language can be voluntary (on purpose) or involuntary (a person can't help it). An interesting fact is that blind children will smile when happy even though they have never seen a smile.

The next main type of nonverbal communication is **gestures**. Gestures are communications like facial expressions, hand signals, eye gazing, and body postures. Examples include smiles, handshakes, waving, and raising certain fingers to say something.

SPACE

In order to communicate effectively with people, whether in our own culture or in others less familiar, we need to understand accepted boundaries. The use of space between people who are communicating has been studied extensively. Here is a brief description of how we use space in the communication process:

Public space ranges from 12 to 25 feet and is the distance maintained between the audience and a speaker, such as the President and reporters at a press conference, or a professor and students in a classroom.

Social space ranges from 4 to 12 feet and is used for communication among business associates, as well as to separate strangers using public areas such as beaches and bus stops.

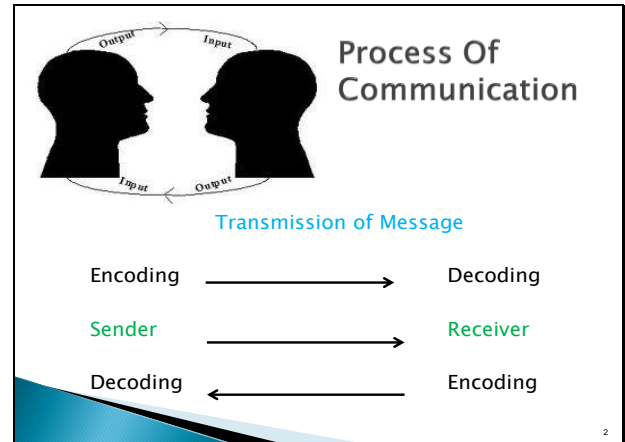
Personal space ranges from 2 to 4 feet and is used among friends and family members, and to separate people waiting in lines at teller machines or fast food vendors for example.

Intimate space ranges out to one foot and involves a high probability of touching, as in whispering and embracing. We reserve intimate space for parents, our children, spouses, and close friends.

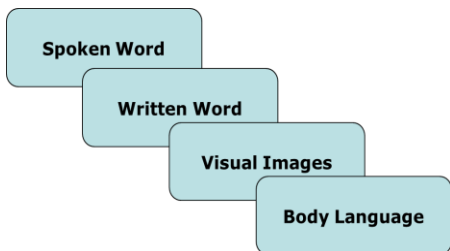
Use of public, social, personal, and intimate space is interesting to observe in all cultures.

Effective Communication Skills

- ▶ **Communicare** - Latin verb which means to impart, to participate, to share.
- ▶ Communication is the process by which messages or meanings are exchanged between people through the use of common set of symbols. (commonly owned, accepted and recognized by the members of the community.)



What are the ways in which we communicate?



Types of communication

- ▶ **Verbal.....** Oral & written
- ▶ **Non-verbal...** (other than spoken or written word) gestures, body language, facial expression. (about 55% communication)

The Mehrabian Model

- ▶ **7% WORDS**
 - Words are only labels and the listeners put their own interpretation on speakers words
- ▶ **38% PARALINGUISTIC**
 - The way in which something is said – the accent, tone and voice modulation is important to the listener.
- ▶ **55% BODY LANGUAGE**
 - What a speaker looks like while delivering a message affects the listener’s understanding most.

Paraverbal Messages

Para verbal communication refers to the messages that we transmit through the tone, pitch, and pacing of our voices.

"I didn't **SAY** you were stupid."
 "I didn't say **YOU** were stupid."
 "I didn't say you were **STUPID**."

Barriers to Effective Communication

- ▶ Barriers can disrupt the accurate transmission of information.
- ▶ These barriers take different forms:
 - Feedback barrier
 - Noise barrier
 - Perception barrier

7

Barriers

- ▶ Badly coded messages.
- ▶ Inattention by the receivers.
- ▶ Vagueness

8

Metacommunication

Message sent	Message implied by senders	Message inferred by receivers
"Be on time."	"An early start is the best one." OR "You are often late."	"She thinks I'm always late."
"Take more time with your work."	I want to help you improve." OR We can't afford any more foul-ups."	"He thinks I'm careless, and this comment is a warning."
"This work is better."	"Good solid revisions." OR "Your work finally shows promise."	"Was my previous work bad?"

9

Visible code

- ▶ Personal appearance ..
- ▶ It may create listening mood or reluctant mood among the listeners.
- ▶ Should suit the occasion.
- ▶ Dress code (in army) for various occasions.



10

Postures

- ▶ The way one stands, sits, and walks reveal individual's personality.
- ▶ **Situation (A)** : A subordinate while telling an idea to his boss doesn't sit in reclining position in chair.
- ▶ **Situation (B)** : In group discussion a person while taking his turn to speak changes his posture.

11

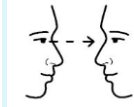
Suggestions

- ▶ Should walk across the stage with ease and grace..
- ▶ Shift in postures while walking
- ▶ Facial expression .. **A smile** - friendliness
 Raising eyebrows - disbelief.
 Tightening jaws - antagonism.
- ▶ Good subject knowledge.
- ▶ Good preparation.
- ▶ Good loud voice.
- ▶ Good humor.

12

Eye Contact

- ▶ Eye is an extension of brain and window of the soul.
- ▶ A means of gaining feedback.
- ▶ A good speaker looks at all sections of his audience not on the ground, ceiling, the door.



13

Dyadic Communication

- ▶ Interaction between two persons. face to face, interview. (one to one)
- ▶ **Suggestions ..**
- ▶ Be courteous and cheerful
- ▶ Feel interested in what is being said.
- ▶ Being dogmatic and argumentative may spoil conversation.
- ▶ Exaggeration (hyperbole) to be shunned.
- ▶ Smooth flow be affected if you deliberately use high flown vocabulary.

14

Telephone Conversation

- ▶ Cultivate a cheerful and friendly tone.
- ▶ Never sound hurried and impatient.
- ▶ Listen attentively.
- ▶ Reassure him that you are listening by speaking words ...yes ..ok ..yea etc.
- ▶ Don't engage telephone conversation longer than necessary.



15

Avoid Jargons

- ▶ **Jargon ridden** ...the biota exhibited a one hundred percent mortality response.
- ▶ **Jargon free...** all the plants and animals died.
- ▶ **Jargon ridden..** The responsibility of a person in pedagogical pursuits is to impart knowledge (among) to those sent him for instruction.
- ▶ **Jargon free..** The teacher's job is to instruct the students.

16



"If you could just email me the faxes of the photocopies of the transcripts of the fifteen phone messages in question, that would probably be the simplest."

17

Space distancing

- ▶ Should maintain personal territory (unless the listener is very friendly)
- ▶ In social interaction, normally, a zone ranging from 4 feet to 10 feet is maintained.
- ▶ It is culture based..



18

Pronunciation Test

There are two different sentences (a & b) containing words of minimal pairs under each item. Out of these two sentences, one is read aloud. Identify the sentence and write a or b. The minimal pairs are highlighted for your convenience.

S. NO		Sentence	Diagnostic	Achievement	Remarks
			Write a / b	Write a / b	
1	a b	I need a pin . I need a pen			
2	a b	I'm sending the table. I'm sanding the table.			
3	a b	See the tracks on the road. See the trucks on the road.			
4	a b	There is a problem with my heart . There is a problem with my hut .			
5	a b	He has got a white cot . He has got a white cat .			
6	a b	I wouldn't like warm soup I wouldn't like worm soup			
7	a b	There is a gull on the beach. There is a girl on the beach.			
8	a b	I work early. I woke early.			
9	a b	We had a bought picnic. We had a boat picnic.			
10	a b	It was a long bar . It was a long bow .			
11	a b	<i>The ear isn't good.</i> <i>The air isn't good.</i>			
12	a b	<i>This tea tastes salty.</i> <i>This tear tastes salty.</i>			

13	a b	It's pressed meat. It's breast meat.			
14	a b	Where's the train ? Where's the drain ?			
15	a b	It's a land crab . It's a land grab .			
16	a b	He made a nice batch . He made a nice badge .			
17	a b	It was a wonderful safe . It was a wonderful save .			
18	a b	I wish I had blue ice . I wish I had blue eyes .			
19	a b	It was his mission . It was his vision .			
20	a b	There is a hat on the top. There is a mat on the top.			
21	a b	I met his kin . I met his king .			
22	a b	He is singing . He is sinking .			
23	a b	We need low tables. We need no tables.			
24	a b	She broke the rock She broke the lock			
25	a b	She sells yam . She sells jam .			
26	a b	Look at the whale . Look at the veil .			
27	a b	A wiper was used in the experiment. A viper was used in the experiment.			
28	a b	He was watching his car. He was washing his car.			

Key to Phonetic Symbols

Vowels				Consonants			
1	i :	see	/si : /	1	p	pen	/pen/
2	ɪ	sit	/sɪt/	2	b	bad	/bæd/
3	e	ten	/ten/	3	t	tea	/ti : /
4	æ	hat	/hæt/	4	d	did	/dɪd/
5	ɑː	arm	/ɑ : m/	5	k	cat	/kæt/
6	ɒ	got	/gɒt/	6	g	got	/gɒt/
7	ɔ :	saw	/sɔ : /	7	tʃ	chin	/tʃɪn/
8	ʊ	put	/pʊt/	8	dʒ	June	/dʒu : n/
9	u :	too	/tu : /	9	f	fall	/fɔ : l/
10	ʌ	cup	/kʌp/	10	v	voice	/vɔɪs/
11	ɜ :	fur	/fɜ : r/	11	θ	thin	/θɪn/
12	ə	ago	/ə'gəʊ/	12	ð	then	/ðen/
Diphthongs				13	s	so	/səʊ/
13	eɪ	page	/peɪdʒ/	14	z	zoo	/zu : /
14	əʊ	home	/həʊm/	15	ʃ	she	/ʃi : /
15	aɪ	five	/faɪv/	16	ʒ	vision	/vɪʒən/
16	aʊ	now	/naʊ/	17	h	how	/haʊ/
17	ɔɪ	join	/dʒɔɪn/	18	m	man	/mæn/
18	ɪə	near	/nɪər/	19	n	no	/nəʊ/
19	eə	hair	/heər/	20	ŋ	sing	/sɪŋ/
20	ʊə	pure	/pjʊər/	21	l	leg	/leg/
				22	r	red	/red/
				23	J	yes	/jes/
				24	w	wet	/wet/

BODY LANGUAGE

How to read body language signs and gestures –

Non-verbal communications

Body language goes both ways:

- Your own body language reveals your feelings and meanings to others.
- Other people's body language reveals their feelings and meanings to you.

The sending and receiving of body language signals happens on conscious and unconscious levels

Body language warning

- Body language is not an exact science.
- No single body language sign is a reliable indicator.

Understanding body language involves the interpretation of **several consistent signals** to support or indicate a particular conclusion.

Body language is more than body positions and movements

Body language is not just about how we hold and move our bodies.

Body language potentially (although not always, depending on the definition you choose to apply) encompasses:

- **how we position our bodies**
- **our closeness to and the space between us and other people (proxemics), and how this changes**
- **our facial expressions**
- **our eyes especially and how our eyes move and focus, etc**
- **how we touch ourselves and others**
- **how our bodies connect with other non-bodily things, for instance, pens, cigarettes, spectacles and clothing**

- **our breathing, and other less noticeable physical effects, for example our heartbeat and perspiration**

Humans regardless of culture.

However the use and recognition of less fundamental physical gestures (hand movements for example, or the winking of an eye), and aspects of personal space distances, are now generally accepted to be environmentally determined (learned, rather than inherited), which is significantly dependent on local society groups and cultures.

The six universal facial expressions - recognized around the world

These emotional face expressions are:

- **Happiness**
- **Sadness**
- **Fear**
- **Disgust**
- **Surprise**
- **Anger**

Charles Darwin was first to make these claims in his book *The Expressions of the Emotions in Man and Animals*, published in 1872. This book incidentally initially far outsold *The Origin of Species*, such was its wide (and controversial) appeal at the time.

Darwin's assertions about genetically inherited facial expressions remained the subject of much debate for many years.

In the 1960s a Californian psychiatrist and expert in facial expressions, Paul Ekman, (with Sorenson and Friesen) conducted and published extensive studies with people of various cultures to explore the validity of Darwin's theory - that certain facial expressions and man's ability to recognize them are inborn and universal among people.

Body language analysis

SOME BASICS AND THEIR ORIGINS

As with other behavioural sciences, the study of body language benefited from the development of brain-imaging technology in the last part of the 20th century. This

dramatically accelerated the research and understanding into connections between the brain, feelings and thoughts, and body movement. We should expect to see this effect continuing and providing more solid science for body language theory, much of which remains empirical, i.e., based on experience and observation, rather than scientific test.

Given the potential for confusion, here are some considerations when analysing body language:

Context /sufficient samples/evidence

A single body language signal isn't as reliable as several signals:

As with any system of evidence, 'clusters' of body language signals provide much more reliable indication of meaning than one or two signals in isolation.

Avoid interpreting only single signals. Look for combinations of signals which support an overall conclusion, especially for signals which can mean two or more quite different things.

Body language also depends on context: body language in a certain situation might not mean the same in another

Culture/ethnicity

Certain body language is the same in all people, for example smiling and frowning (and see the six universally recognizable facial expressions above), but some body language is specific to a culture or ethnic group.

Awareness of possible cultural body language differences is especially important in today's increasingly mixed societies.

Body language is relative to age and gender

. Body language should not be used alone for making serious decisions about people Body language is one of several indicators of mood, meaning and motive

Also remember that cultural differences influence body language signals and their interpretation.

Body language analysis

Most of the basic communication gestures are the same all over the world. When people are happy they smile; when they are sad or angry they frown or scowl. Nodding the head is almost universally used to indicate 'yes' or affirmation. It appears to be a form of head lowering and is probably an inborn gesture, as it is also used by deaf and blind people. Shaking the head from side to side to indicate 'no' or negation is also universal and may well be a gesture that is learned in infancy

Eyes -

Eyes tend to look right when the brain is imagining or creating, and left when the brain is recalling or remembering.

Palm Power

One of the least noticed but most powerful non-verbal signals is given by the human palm. Throughout history, the open palm has been associated with truth, honesty, allegiance and submission. When used correctly, palm power invests its user with a degree of authority and the power of silent command over others

Many oaths are taken with the palm of the hand over the heart, and the palm is held in the air when somebody is giving evidence in a court of law.

In day-to-day encounters, people use two basic palm positions. One of the most valuable ways of discovering whether someone is being open and honest or not is to look for palm displays. When someone begins to open up or be truthful, he will expose all or part of his palms to another person. Like most body language, this is a completely unconscious gesture, one that gives you a feeling or hunch that the other person is telling the truth. When a child is lying or concealing something, his palms are hidden behind his back. There are three main palm command gestures: the palm-up position, the palm-down position and the palm-closed-finger-pointed position.

The palm facing up is used as a submissive, non-threatening gesture, reminiscent of the pleading gesture of a street beggar.

When the palm is turned to face downwards, you will have immediate authority. The person to whom you have directed the request feels that he has been given an order

The pointed finger is one of the most irritating gestures that a person can use while speaking, particularly when it beats time to the speaker's words. If you are a habitual finger-pointer, try practising the palm-up and palm-down positions and you will find that you create a more relaxed attitude and have a more positive effect on other people.

Dominant and Submissive Handshakes

Dominance is transmitted by turning your hand so that your palm faces down in the handshake

The human uses the palm-up gesture to show submission to others. The reverse of the dominant handshake is to offer your hand with your palm facing upwards

The vertical position as each person transmits a feeling of respect and rapport to the other

GRIPPING HANDS, ARMS AND WRISTS

This is a superiority/confidence gesture position. It also allows the person to expose his vulnerable stomach, heart and throat regions to others in an unconscious act

of fearlessness. Experience and research has shown that, if you take this position when you are in a high stress situation, such as being interviewed by newspaper reporters or simply waiting outside a dentist's surgery, you will feel quite relaxed, confident and even authoritative.

The palm-in-palm gesture should not be confused with the hand-gripping-wrist gesture which is a signal of frustration and an attempt at self-control. In this case one hand grips the other wrist or arm very tightly as if it is an attempt by one arm to prevent the other from striking out.

Interestingly, the further the hand is moved up the back, the more angry the person has become.

STANDARD ARM-CROSS GESTURE

Both arms are folded together across the chest as an attempt to 'hide' from an unfavourable situation. The partial arm barrier is often seen at meetings where a person may be a stranger to the group or is lacking in self-confidence. **DISGUISED ARM-CROSS GESTURES**

Disguised arm-cross gestures are highly sophisticated gestures used by people who are continually exposed to others. This group includes politicians, sales people, television personalities and the like who do not want their audience to detect that they are unsure of themselves or nervous.

CROSSED-LEG GESTURES

Like arm barrier gestures, crossed legs are a signal that a negative or defensive attitude may exist.

Zone Distances

The radius of the air bubble around suburban middle class white people living in Australia, New Zealand, England, North America and Canada is generally the same. It can be broken down into four distinct zone distances.

1. *Intimate Zone* (between 15 and 45 centimetres or 6 to 18 inches)

Of all the zone distances, this is by far the most important as it is this zone that a person guards as if it were his own property. Only those who are emotionally close to that person are permitted to enter it. This includes lovers, parents, spouse, children, close friends and relatives. There is a sub-zone that extends up to 15 centimetres (6 inches) from the body that can be entered only during physical contact. This is the close intimate zone.

2. *Personal Zone* (between 46 centimetres and 1.22 metres or 18 to 48 inches)

This is the distance that we stand from others at cocktail parties, office parties, social functions and friendly gatherings.

3. Social Zone (between 1.22 and 3.6 metres or 4 to 12 feet)

We stand at this distance from strangers, the plumber or carpenter doing repairs around our home, the postman, the local shopkeeper, the new employee at work and people whom we do not know very well.

4. Public Zone (over 3.6 metres or 12 feet)

Whenever we address a large group of people, this is the comfortable distance at which we choose to stand.

Practical Applications and cultural factors affect Zone Distances

Much of our basic non-verbal behaviour is learned and the meaning of many movements and gestures is culturally determined.

Reference

Body Language- www.businessballs.com/body-language.htm Body Language- How to read others' thoughts by their gestures--- by Allen Pease

Understanding Para verbal Communication

Whenever we think of the key word “communication” the spoken maybe even the written word generally comes to mind. However, between two people this represents only one of three levels composing communication – and by far not the most important! After all, seen from the perspective of its evolutionary history the word does not stand alone – other channels of communication were at least equally important! Maybe you already have had similar experiences that you can express a lot more with a glance or a gesture than with an endless sermon. Or you have listened to someone volubly trying to convince you of something while you were thinking to yourself: “he/she is lying down his/her throat”. In that case you are already aware of the other two channels people use to communicate with each other and which are going to be today’s primary subject.

At one point the psychologist Paul Watzlawick put it this way: “One cannot not communicate!” If you are in a space with someone and turn your back to him/her without saying anything, you might not be talking to this person and still very succinctly convey the message: “Just leave me alone!” or even “I want nothing to do with you!” Had you put this message into words, you would also have utilized the verbal channel of communicating. On the other hand, when you only let your posture speak for you, you communicate non-verbally. It includes all physical signals used to express emotions, opinions, affection or aversion. As a rule we deploy them in support or punctuation of our verbal messages (e.g. our facial expressions or gesticulation.) However, it is quite capable – as in the example outlined above – to convey an abundance of information all on its own.

Generally our non-verbal communication signals are quite direct and immediate because they – unless we consciously concentrate on them – are rather more created subconsciously and therefore are less subject to our control than the spoken word. As a result non-verbal signals frequently transmit more distinct – and more genuine! – indications of that which we really think. This gets really interesting at the moment when verbal information (e.g. “I feel fine, thank you!”) and non-verbal information (e.g. unhappy facial expression, hunched posture) just don’t seem to be in sync. That will normally cause us to stop short and when someone tells you in this manner that he/she is feeling just fine you would

probably react by asking: “Are you sure?” Because, when we are given the choice of posture or the spoken word we instinctively choose the information provided by the body. In that case non-verbal information is perceived as more important and reliable than verbal information, in those situations we believe that which we see and not what we hear.

Some of the most important elements of non-verbal communication are:

Posture (e.g. the posture two people assume vis-à-vis each another)

- **Facial expression and gesticulation** (should you smirk at a statement, it may indicate its verbal content for instance ironically or as not seriously taken)
- **Line of vision** (it initiates communication as for instance a flirt in a bar where long, exchanged glances represent the beginning before the first word is spoken. But then glances can express a lot more: the entire emotional spectrum from fondness all the way to loathing and revulsion, domination or subservience, by provokingly staring at a person or alternatively casting down one’s eyes. And least of all the eyes tell a lot about the amount of attention someone pays to what is being said – if his/her eyes wander all over the place that which I happen to be saying is probably boring him/her to death and he/she is looking for an escape route.)
- **Objects** (if you encounter a person in uniform wearing a police hat you are immediately aware of his/her profession before he/she even says a word. In case you are not a fan of the Green Bay Packers but the Chicago Bears and on the way to the stadium from the parking lot you end up in a crowd of cheese heads you are painfully aware without a word being spoken that you are in the wrong crowd.)
- **Distance** (if you let someone get really close to, maybe even hug him/her then it says just as much about your feelings as when you carefully maintain at least a foot distance between the two of you.)

In addition to the verbal and non-verbal plane there is a third means of communicating: the paraverbal. This includes all communication signals

dealing with voice modulation and – level. (Some communication researchers also categorize this means as a sub-category of non-verbal communication). I am sure that you are, or at least should be aware of this based on your own means of communicating: When we are sure of ourselves, feel calm and confident our voice sounds clear and well enunciated; if for example we are nervous or aggressive, we generally speak faster and often in a high-pitched tone. Aggression generally causes the voice to get louder; on the other hand, fear and insecurity are manifested by a rather more muted and a higher voice or also by floundering. In addition to insecurity the voice level also signals fun and happiness – you probably have squealed for joy when you received something particularly nice or exciting. On the other hand, fear can naturally cause some very impressive squealing; in order to relate to that all one has to do, is hang out and watch the activity around a free-fall-tower or one of those death and gravity defying roller coasters.

Consequently paraverbal signals are not unilaterally entirely unequivocal; in the course of experiments subjects most easily recognize the emotions fear and anger in the voice level. From an evolutionary point of view, this makes sense because it was surely very useful that one was aware of a danger the other had noticed early on (that could well also be threatening to oneself at the same time) or when someone else was furious and therefore it was probably safer to get out of dodge. In addition to this emotional information paraverbal signals also provide information about our counterpart's group affiliation – for instance about which dialect he/she speaks or whether he/she is a foreigner and therefore has an accent.

As part of a communication in the case of doubt, paraverbal signals are clearly superior to verbal content: when your girl friend assures you that she is *absolutely* not afraid and communicates that in a trembling voice two octaves higher than usual, you can be pretty sure that she is about to tell you a fib. Lie researchers have determined that paraverbal signals are an excellent indication of conscious attempts to deceive. The wrong inflection, a wrong intonation or incorrect emphasis quickly warns experts that someone is not speaking the truth.

Although opinions regarding the reliability of nonverbal and paraverbal signals as

a part of communication differ – there is no question that these two areas present any number of opportunities for misinterpretation or misunderstandings - however, all experts are agreed in one basic fact: we instinctively grade the value of nonverbal and paraverbal signals considerably higher than the one of verbal signals. Based on research non- and paraverbal elements represent between 60 and 90% in response to the question whether that which someone just told us was convincing, or not.

If this subject interests you and you would like to do a little more for your credibility (e.g. in the course of a job interview or the job itself), you might enjoy and find the following exercises useful:

- At the next opportunity pay particular attention to your conversational partner's non- and paraverbal signals. What attracts your attention? Are there certain people in your environment who tend to display incongruent (= non compatible) behavior more often than others? What do you suspect could be the cause for this?
- Test the effect you have on others, for instance when you hold your head up and look them straight into the eyes or as opposed to frequently casting your eyes down and slightly bending your head forward. Which reactions to your different body positions do you observe in others?
- The next time you feel insecure or stressed, consciously pay special attention to your hands. They frequently are the first sign betraying when we don't feel up to par by fiddling with something or subconsciously touching our ears, the hair, etc. If you would like to avoid that, look for a subject you can "hold on to" giving them the opportunity to calm down.
- The next time you are in a bar or a restaurant, observe a few people. How would you interpret their posture or the way they move? Are they feeling good or down? Are they bored, interested, tired, excited, and angry? Which signals tell you that? It is equally exciting to observe people who are flirting. If you have the opportunity, try to guess who is more interested in whom and how this whole deal will probably end – with a second date or a bust.

- If the opportunity presents itself it can be great fun to watch oneself in a video while making a presentation, for instance or even having a conversation with someone. In those case lots of interesting things become suddenly apparent!

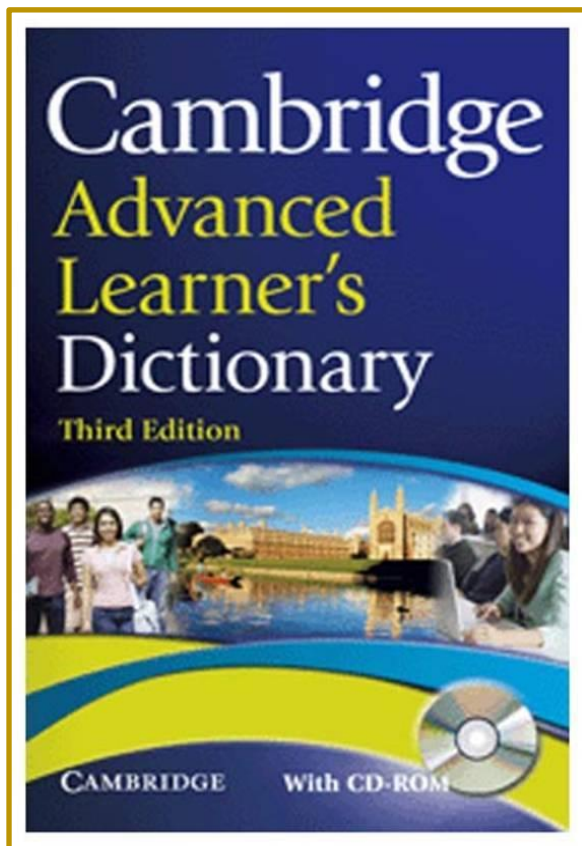
And here a final experiment for the next stroll through town: Communication scientists recognize four zones of „personal distance“ around people. These zones are always reserved for different categories of people:

very familiar people may get very close to us (50 cm)

- a space of between 50 cm and 1,2 meters is reserved between ourselves and folks we know well (our „intimate zone“)
- where contact remains impersonal and superficial we are lots more comfortable when between 2.5 and 3.5 meters separate us
- and if there is someone we don't know at all we prefer that he/she doesn't get any closer than about 3.5 meters (that is called the “public distance”).

In case someone who doesn't belong there happens to penetrate our “intimate zone” of 1 or even 50 cm like for instance on a overcrowded bus, in the elevator or some queue at the post office, it tends to make us very uncomfortable and we attempt all sorts of ways and means to put some distance between ourselves and the intruder (for instance by consciously avoiding eye contact or donning the ipod). You'll have plenty of opportunities to experiment with your very own zones. Which distances do you find to be acceptable and those that bother you? Who do you permit to get close? Are there differences according to gender? (For instance, do you tend to let persons of the same gender get closer or the other way around)? You can also try and see what happens when you intrude into someone else's “intimate zone” – how does he or she react?

by Felicitas Heyne (www.ipersonic.com)



Digital Dictionary

Cambridge Advanced Learner's Dictionary

This book is a comprehensive and updated dictionary for advanced learners of the English language.

(The CD comes along with this book has got a lot of interesting features)

Mainly targeted at advanced level learners of ESL (English as a Second Language) or EFL (English as a Foreign Language), this book has an extensive list of words, with current vocabulary updates. Besides this, it contains many special features that make it a good choice for a contemporary, advanced

dictionary.

The dictionary provides clear definitions and contains over 170,000 words and phrases and examples. Several hundred new words that have entered common usage in recent years have been included to make the dictionary up-to-date. Examples of new words that have been included are clickable, 9/11 etc.

The dictionary contains several useful sections that help learners improve their language skills.

The Common Mistakes section identifies the most common mistakes made by learners. It is based on errors committed by learners in ESOL Exams conducted by Cambridge.

The Word Partner section helps readers learn how to use words effectively and correctly, in the way a native learner would use them.

Thesaurus boxes provide better alternatives for overused words. This helps learners sound more natural when they speak.

The most frequently used words have been highlighted so that readers can add to their list of vital, basic vocabulary.

Extra Help sections contain maps, illustrations, and photos to further clarify meanings.

The Let's Talk section focuses on conversational skills.

The accompanying CD contains many useful extra features. It contains **pronunciation guides** for words, giving both the English and American pronunciations.

The Advanced Search feature allows the user to search for particular types of content. For instance, it can be used to find just idioms or parts of speech sections.

The SMART Thesaurus feature lists words with similar meanings for any word chosen.

The QUICKfind feature shows definitions for a word in a small window when the word is pointed at by the mouse.

SUPERwrite tools help in developing writing skills by providing grammar and other help. The CD also contains seven types of **word exercises** and **36 picture exercises**. The sentences for the word exercises are randomly generated. The exercises can be printed out for use in the classroom or at home for self-practice.

Cambridge Advanced Learner's Dictionary is a great aid to help improve vocabulary, and acquire a deeper knowledge of the language. The user of the dictionary learns skills that will help them become a better speaker and writer of English.

Active Listening

Hear What People are Really Saying

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

For instance:

- We listen to obtain information.
- We listen to understand.
- We listen for enjoyment.
- We listen to learn.

Given all this listening we do, you would think we'd be good at it! In fact most of us are not, and research suggests that we remember between 25 percent and 50 percent of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. This is dismal!

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope the important parts are captured in your 25-50 percent, but what if they're not?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success!

Active Listening

The way to improve your listening skills is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information if you need. While nodding and "uh huhing" says you're interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

Becoming an Active Listener

There are five key active listening techniques. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's **body language** .

2. Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.

3. Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"
- Summarize the speaker's comments periodically.

4. Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

Key Points

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening skills are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Start using active listening techniques today to become a better communicator, improve your workplace productivity, and develop better relationships.

www.mindtools.com

LISTENING



The Power of Listening



What is Listening?



- listening (ILA, 1996): the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages; to hear something with thoughtful attention
- Effective communication is 2-way
 - depends on speaking and listening



Listening vs. Hearing

- Hearing- physical process; natural; passive
- Listening- physical & mental process; active; learned process; a skill
- Listening is hard!



You must choose to participate in the process of listening.



Fast Facts



- We listen at 125-250 wpm, think at 1000-3000 wpm
- 75% of the time we are distracted, preoccupied or forgetful
- 20% of the time, we remember what we hear
- More than 35% of businesses think listening is a top skill for success
- Less than 2% of people have had formal education with listening



Percentage of Communication

Mode of Communication	Formal Years of Training	Percentage of Time Used
Writing	12 years	9%
Reading	6-8 years	16 %
Speaking	1-2 years	30%
Listening	0-few hours	45%



Why Be A Good Listener?

Needs of the students

- To be **recognized** and **remembered**
- To feel **valued**
- To feel **appreciated**
- To feel **respected**
- To feel **understood**
- To feel **comfortable** about a want or need





Listening is the most powerful form of acknowledgment

...a way of saying, "You are important."



Listening builds stronger relationships

...creates a desire to cooperate among people because they feel accepted and acknowledged.



Listening promotes being heard

..."Seek first to understand, then be understood."

- Stephen Covey



Listening creates acceptance and openness

...conveys the message that "I am not judging you."



Listening leads to learning

...openness encourages personal growth and learning



Listening reduces stress and tension

...minimizes confusion and misunderstanding, eliminating related stress and tension





Listening is CRITICAL in conflict resolution

...much conflict comes from the need to be heard. Successful resolution depends on being a non-anxious presence.



Barriers to Listening



- Equate With Hearing
- Uninteresting Topics
- Speaker's Delivery
- External Distractions
- Mentally Preparing Response
- Listening for Facts
- Personal Concerns
- Personal Bias
- Language/Culture Differences
- Faking Attention



Bad Listening Habits

- Criticizing the subject or the speaker
- Getting over-stimulated
- Listening only for facts
- Not taking notes OR outlining everything
- Tolerating or creating distraction
- Letting emotional words block message
- Wasting time difference between speed of speech and speed of thought



When Are You Listening?

- Non-Verbal Encouragers
- Verbal Encouragers



Active Listening

- ... Allows you to make sure you hear the words and understand the meaning behind the words
- Goal: go beyond listening to understanding



Active Listening Requires...

- Definite Intent to Listen
- Focus on the Speaker
- Verbal and Non-Verbal Encouragers
- Feedback Loop to Insure Accuracy





Active Listening (4 Steps)

1. Listen
2. Question
3. Reflect-Paraphrase
4. Agree



Step 1: Listen

- To Feelings As Well As Words
 - Words – Emotions -- Implications
- Focus on Speaker
 - Don't plan, speak, or get distracted
- What Is Speaker Talking About?
 - Topic? Speaker? Listener? Others?
- Look At Speaker
- Use Verbal & Non-Verbal Encouragers



Step 2: Question

- 3 Purposes
 - Demonstrates you are listening
 - Gather information
 - Clarification
- Open-ended
 - Tell me more?
 - How did you feel?
 - Then what happened?



Step 3: Reflect-Paraphrase

- Reflect What Is Said (In your words)
- Reflect Feelings
- Reframe
 - Capture the essence of the communication
 - Remove negative framing
 - Move toward problem solving



Step 4: Agree

- Get Speaker's Consent to Your Reframing
- Speaker Has Been Heard and Knows It!
- Solution Is Near!



Activity

- **Speaker** – talk for 2 min.
- **Listener** – listen using the skills we've discussed
- **Observer** – observe the application of the skills and take notes



LISTENING

ACTIVITY ACTIVE LISTENING.

Speaker _____ Listener _____ Observer _____

Listen

1	Listen to feelings as well as words. Words, Emotions –Implications.	1	2	3	4	5
2	Focus on speaker. Don't plan, Speak or get distracted.	1	2	3	4	5
3	What is speaker talking about? Topic, Speaker, Listener, others	1	2	3	4	5
4	Look at speaker. Use verbal & non-verbal encouragers.	1	2	3	4	5

Question

1	Demonstrate you are listening. Tell me more?	1	2	3	4	5
2	Gather information Then what happened?	1	2	3	4	5
3	Clarification How did you feel?	1	2	3	4	5

Reflect/ Paraphrase

1	Reflect what is said. (In your own words)	1	2	3	4	5
2	Reflect feelings	1	2	3	4	5
3	Reframe -Capture the essence of the communication -Remove negative framing -Move toward problem solving	1	2	3	4	5

Agree

1	Get Speaker's Consent to Your Reframing	1	2	3	4	5
2	Speaker Has Been Heard and Knows It!	1	2	3	4	5
3	Solution Is Near!	1	2	3	4	5

English Songs

Una paloma blanca,

When the sun shines on the mountains
and the night is on the run,
it's a new day, it's a new way,
and I fly up to the sun.

I can feel the morning sunlight.
I can smell the new-mown hay.
I can hear God's voices calling
of my golden skylight way.

Una paloma blanca,
I'm just a bird in the sky.
Una paloma blanca,
over the mountains I fly.
Yes, no one can take my freedom away.

Once I had my share of losing,
once they locked me on a chain.
Yes, they tried to break my power.
Oh I still can feel the pain.

Una paloma blanca,
I'm just a bird in the sky.
Una paloma blanca,
over the mountains I fly.
Yes, no one can take my freedom away.

DANIEL BOONE –

BEAUTIFUL SUNDAY

Sunday morning, up with the lark
I think I'll take a walk in the park
Hey, hey, hey, it's a beautiful day
I've got someone waiting for me

And when I see her I know that she'll say
Hey, hey, hey, it's a beautiful day

(chorus)

Ha, ha, ha, beautiful Sunday
This is my, my, my, beautiful day
When you said, said, said, said that you loved me
Oh my, my, my, it's a beautiful day

Birds are singing, you by my side
Lets take a car and go for a ride
Hey, hey, hey, it's a beautiful day
We'll drive on and follow the sun
Making Sunday go on and on
Hey, hey, hey, it's a beautiful day

Doris Day - Que Sera, Sera

When I was just a little girl
I asked my mother, what will I be
Will I be pretty, will I be rich
Here's what she said to me.

Que Sera, Sera,
Whatever will be, will be
The future's not ours, to see
Que Sera, Sera
What will be, will be.

When I was young, I fell in love
I asked my sweetheart what lies ahead
Will we have rainbows, day after day
Here's what my sweetheart said.

Que Sera, Sera,
Whatever will be, will be
The future's not ours, to see

Que Sera, Sera
What will be, will be.

Now I have children of my own
They ask their mother, what will I be
Will I be handsome, will I be rich
I tell them tenderly.

Que Sera, Sera,
Whatever will be, will be
The future's not ours, to see
Que Sera, Sera
What will be, will be.

[ABBA – I Have A Dream Lyrics](#)

I have a dream, a song to sing
To help me cope with anything
If you see the wonder of a fairy tale
You can take the future even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream - I have a dream

I have a dream, a fantasy
To help me through reality
And my destination makes it worth the while
Pushing through the darkness still another mile
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream - I have a dream
I'll cross the stream - I have a dream
I have a dream, a song to sing
To help me cope with anything

If you see the wonder of a fairy tale
You can take the future even if you fail
I believe in angels
Something good in everything I see
I believe in angels
When I know the time is right for me
I'll cross the stream - I have a dream
I'll cross the stream - I have a dream

Fools Garden – Lemon Tree

I'm sitting here in the boring room
It's just another rainy Sunday afternoon
I'm wasting my time
I got nothing to do
I'm hanging around
I'm waiting for you
But nothing ever happens and I wonder
I'm driving around in my car
I'm driving too fast
I'm driving too far
I'd like to change my point of view
I feel so lonely
I'm waiting for you
But nothing ever happens and I wonder
I wonder how
I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just a yellow lemon-tree
I'm turning my head up and down
I'm turning turning turning turning around
And all that I can see is just another lemon-tree
I'm sitting here
I miss the power
I'd like to go out taking a shower
But there's a heavy cloud inside my head
I feel so tired
Put myself into bed

While nothing ever happens and I wonder
Isolation is not good for me

One way ticket

One way ticket, one way ticket
One way ticket, one way ticket
One way ticket, one way ticket to the blues

Choo, choo train chuggin' down the track
Gotta travel on, never comin' back
Oh, oh got a one way ticket to the blues

Bye, bye love my baby's leavin' me
Now lonely teardrops are all that i can see
Oh, oh got a one way ticket to the blues

Gonna take a trip to lonesome town
Gonna stay at heartbreak hotel
A fool such as i that never learns
I cry a tear so well

One way ticket, one way ticket
One way ticket, one way ticket
One way ticket, one way ticket to the blues

Choo, choo train chuggin' down the track
Gotta travel on, never comin' back
Oh, oh got a one way ticket to the blues

Oh, oh got a one way ticket to the blues

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Oh, oh got a one way ticket to the blues
Oh, oh got a one way ticket to the blues
Oh, oh got a one way ticket to the blues

500 Miles

If you miss the train I'm on, you will know that I am gone
You can hear the whistle blow a hundred miles,
A hundred miles, a hundred miles, a hundred miles, a hundred miles,
You can hear the whistle blow a hundred miles.

Lord I'm one, Lord I'm two, Lord I'm three, Lord I'm four,
Lord I'm 500 miles from my home.
Away from home, away from home, away from home, away from home
Lord I'm five hundred miles from my home.

Not a shirt on my back, not a penny to my name
Lord I can't go back-home this a-way
This a-away, this a-way, this a-way, this a-way,
Lord I can't go back-home this a-way.

If you miss the train I'm on you will know that I am gone
You can hear the whistle blow a hundred miles.

Debate

Increasing awareness on child rights and liberal approach increases the problem of students' discipline.



3 - Day Workshop On Communication Skills In English For Principals

01/11/2017 to 03/11/2017



Zonal Institute of Education and Training, Mumbai

