

## Unit-I Communication and Conversation

English is a global language and an international language. As the language of the educated, elite, science, technology, administration, banking, commerce etc, it gives more scope for effective communication. The skills needed to communicate effectively are:

- Listening skills
- Comprehension skills
- Reading skills
- Speaking skills
- Writing skills
- Grammar
- Body language

Some of us cannot communicate freely. That is only because of some psychological problems we have. If language is transmission and receiving of messages, then this cyclical system has some dysfunctional factors which act as barriers to effective communication. These can be linguistic, psychological, educational, economical, social and physical in nature. Our personality, educational background, financial background, position, social status etc are different kinds of inferiority complexes, which stop us from communicating effectively. Fear of an unknown person, fear of new place, fear of authority, fear of consequences, etc are some fears, which hinder our communication. But all these can be effectively overcome. First we should have a positive opinion about our self and accept our self as we are with our strengths and weaknesses. We should strive to overcome the weaknesses we have and enhance our performance. There are few people who are born communicators but most of us hone this skill and perfect it with practice and effort.

In any communication we have,

1. A message
2. A speaker / a sender
3. A listener / a receiver

All of us like to be excellent speakers. A good speaker should have the following qualities:

- Awareness of his audience
- Knowledge of the subject
- Confidence
- Clarity
- Good language skills
- Good tone
- Effective body language
- Sense of humour
- Patience
- Good listening skills
- Sense of time

Before a person becomes a good speaker it is necessary that good listening skills are acquired. Listening is a very important skill, which any communicator should acquire. A good listener should

- Listen attentively

- Ask questions to clarify
- Have an open receptive mind

The kind of language we use for communication can be formal or informal depending on

- The place
- The person
- The relationship
- The topic

We converse in different situations in life and so the language we choose will be different from context to context.

### **Introductions**

Introductions are an important aspect of social interaction. They help us to

- Develop contacts
- Know people
- Break silence and start conversation

While making introductions it is necessary to remember names and faces of people who are introduced, listen carefully and make a mental note of both. In a formal introduction visiting cards can be exchanged. Titles should be properly used.

### **Greetings**

It is important to greet people when we meet them. Every time we greet someone we feel good. We feel positively charged. A greeting is an excellent way of starting a conversation. For example take a look at the following:

#### **Conversation with people you know already**

<b>Sl. No</b>		<b>Beginning</b>	<b>Replying</b>
1.	Greetings	How are you? How are things?	Fine thank you. I'm very well. Not too bad.
2.	Conversation starters	How's it going on? Lovely weather! How's work?	Great. Yes, it is. Ok / Fine / Not too bad.
3.	Conversation closers	See you soon / later. I must be going. I'll be in touch.	Good – bye / bye See you soon Bye for now

#### **Conversation with people you haven't met before**

<b>Sl. No</b>		<b>Beginning</b>	<b>Replying</b>
1.	Introductions	May / can I introduce Myself / my colleague...	Nice to meet you.
2.	Greetings	How do you do? Pleased to meet you.	How do you do? Glad to meet you too.
3.	Conversation starters	Have you been here long? Have you been here before? Lovely weather.	No, I've just arrived. No, this is my first visit. Yes, marvelous, isn't it?
4.	Conversation closers	(I'm) glad / pleased to have met you. It's been very interesting talking to you.	(It's) nice to have met you too. If you're ever in... You must get in touch

## Presenting Yourself

While facing interviews or introducing yourself, the following few factors should be kept in mind:

1. Don't talk at length about your family.
2. Regarding the academic background start with schooling or your highest degree first. Don't mention your grades / percentage of marks / the number of attempts you made to pass / or the fact that you discontinued some course. Your presentation should convey a positive image of you – not a negative one. If the interviewer asks about your marks, tell him. If your performance has been outstanding then tell him about it. If you are a merit scholarship holder / a school or college topper / gold medallist it is advantageous to tell the interviewer. Or talk about it.
3. These days almost everyone looking for a job is expected to be computer literate. Depending on the post you have applied for talk about your computer literacy.
4. Never underestimate your achievements. Your achievements can be anything ranging from a prize you won at a quiz competition, a paper presented at a seminar, your ability to organize funds for flood victims / conduct an inter-collegiate chess competition.
5. Organizations and interviewers are looking for multi faceted personalities. It's not enough if you are good academically or technically. It's an advantage if you have another dimension to your personality. Interesting hobbies and special interests add value to your profile.
6. Students often don't know what their strengths and weaknesses are. If you don't know, spend some time and write down. It's called the SWOT analysis (strengths, weaknesses, opportunities, threats). It is bound to give you some clarity in life. You should be able to look at yourself objectively and work towards overcoming your weaknesses and converting them to strengths.
  - Strengths should include – being ambitious, good at analytical skills, assertive, confident, sincere, honest, mature, good team leader, organizer, good at problem solving, capable of taking risks, empathetic, a good listener, hard working, trustworthy, punctual, creative, patient, caring, generous, co-operative, good at interpersonal skills, perfectionist, optimist.
  - Weaknesses could be – laid back, impatient, clumsy, envious, nervous, introvert, pessimist, short tempered, diffident, procrastinate, suspicious, insecure, confused, delay decisions.

## Starting Conversation - Safe and Unsafe Topics

A lot of educated, confident, well-placed people avoid social gatherings or any kind of interaction, especially with unknown people, as they are unable to make a small conversation. It is not surprising to come across professionals, entrepreneurs and executives who are comfortable talking only about their work and business. They are incapable of even discussing the weather. It is not very difficult to start a conversation and keep it going if you follow some ground rules and practice them. There are some safe and unsafe topics when it comes to making small talk.

### Safe Topics

- Family background
- Personal background
- Academic background
- Job / business

- Hobbies
- Weather
- Achievements

#### Unsafe topics

- Caste and community
- Religion
- Age
- Salary / income
- Political belief
- Spiritual

#### **Control Fear**

Fear is the defense mechanism to protect ourselves. We fear destruction of our self-esteem. Who we are is precious to us. Others' words about us can seem like building blocks either supporting us or crashing on us. Fear focuses on the worst thing that can happen – "I'll fail, I'll forget what I am going to say, I'll be humiliated, I'll panic, I'll stop breathing". Instead shift your focus to

- Listening
- Visualizing the positive outcome
- Deep breathing and relaxation
- Control your negative self-talk
- Know what you want to say.
- Speak from the heart rather than the ego

#### **Mind Mapping**

Mind mapping is a system of recording our thoughts so that we employ both left brain and right brain thinking, i.e., whole brain thinking. In order to do this, we use key words, symbols and colour. Mind mapping allows us to generate and organize thoughts at the same time.

- Write down a main point, central thought or idea.
- Circle the main thought, and then use interconnecting branches to show associated ideas.
- In note taking, mind map things you are thinking about. You will generate more ideas, see relationships among key words, and write less than in conventional note taking.
- While making telephone calls, mind map who are going to call, your purpose for calling, when you intend to call, what question you want to answer, what comments you want to make and what information you want to share.

#### **CONVERSATION**

Conversation is a means of transmitting thought and the best and most competent way of doing so is to make sure that the communication has been correctly understood. There is no hard and fast language of conversation. Only there are rules and regulations, customary or codified, which lend color and direction to something that is said in the company of two or more persons. Conversation springs from the need to communicate with others. It is an art. Some possess an inborn talent to converse fluently, raising laughter and giving pleasure all around. Others have a hypnotising voice to charm the heart and soothe the ear. Voice plays a great part. One has to get involved and derive

pleasure out of the whole process. Also one has to let the others feel the same pleasure, part take of the same thrills of energy and rejuvenation.

Everyone has the power of transmitting thought one way or another. What makes a differentiation between simple talking and trained conversation is how best this thought is transmitted not in isolation but with the assistance of others where co operation is essentially based on the principle of reciprocity.

### **Building up conversation**

Any conversation is a joint participation venture in words by two or more sides. If there is more than one party and there is no contribution to the talk, it will not be called a conversation, but a monologue. A proper dialogue, on the other hand, should be filled with questions, answers, views, express statements and information. To make a successful go at any conversation the people involved will need to have the ability of building it up gradually.

### **Starting Conversation**

The ability to converse effortlessly with those you encounter is a critical component of all your personal and business relationship. Good communication skills promote an image of self confidence and intelligence. This is not to say that those people who find it hard to strike up a conversation are less intelligent. They simply need to develop the appropriate skills. If you need to improve upon your communication skills, here are a few tips to help you get started down the right path.

1. In order to make interesting conversation, you must be interesting to others. Keeping yourself informed on current events, staying involved in activities, and keeping a mental list of good topics of discussion are excellent ways to break the ice. And a great tool to help you learn how to start conversation with almost anybody.
2. Instead of focusing on how uncomfortable you feel, prepare yourself by thinking of the issues that interest you most and what you would like to discuss about a particular subject. A little preparation will go a long way in enabling you to easily converse with others. Don't be afraid to ask questions. In general, people like to talk about them and will respond favorably when asked simple, friendly questions. Learning how to start a conversation is not quite as difficult if you prepare in advance.
3. Make an effort to be a good listener when starting a conversation. After you make the initial effort, listen closely to the others person's conversation. Often you'll find an invitation to continue the conversation if you listen carefully and respond accordingly. Balance is the key in any conversation. Alternate between talking and listening to what the other person is saying and make additional comment As appropriate.
4. Even if you find it extremely difficult, always greet those you encounter with a smile and look them directly in the eye. It may be hard at first, but self confidence is a learned skill and by acting confidently, you will gain new self-confidence. Developing self-confidence is an important part of learning how to start a conversation.
5. Try to remember small details about co-workers and acquaintances asking about a weekend plan or a relative is an excellent way to start a conversation and show genuine interest in those around you. By practicing these new skills until they become second nature, you will increase your own self-esteem and learn how to start a conversation easily. Repetition and determination are the most important

factors in building your level of confidence and conversing effortlessly in any situation.

Here are a few tips to make the process smoother and more painless for all involved

### **Command over language**

In the final analysis of course a person cannot become a good conversationalist if he has no language in which to project his views. This command over language has to find its way through the spoken word. A person must have command of expression. To succeed in conversation one should aim at ready and practical speech and not go in for a round about and flamboyant style. Short sentences and easily understandable expressions should be used in a conversation, as these are more appreciated in talking than the long, ambiguous but theoretically thorough compositions

### **Alertness**

This is the attitude of mind that one has to develop to become a successful participant in conversation. Sharpness refers to the sharpness of mind, intellect and allocution

### **Interest**

With all the sharpness and mental capacity that a man may have acquired he may yet lack the disposition to take part in conversation because the topic happens to be outside his range of interests. If a person has only limited interests and if he has not tried to diversify them, it is not only natural that his conversation too will be limited.

### **Brevity**

Brevity makes the conversation pleasant for all. It also makes people with this quality acceptable and popular in a group. Brevity also does not mean grunts and nods. It means saying everything that needs to be said without frills or embellishments.

### **Body Language**

In a social setting, it could be argued that you convey more through body language than you do through words. At least, your message of openness and amity projects more broadly through body language. Body language is definitely important when trying to strike up a conversation. Try to keep your body relaxed and open rather than closed off and rigid. Don't clench your fists. Don't cross your arms; keep them loose and use them to gesture calmly. Instead of standing as upright as possible, adopt a slightly more casual, relaxed posture, when seated, don't cross arms and legs. Engage with your eyes rather than looking down and away all the time. And let's not forget the one body feature that can make or break a conversation-the smile. Smile as you begin to engage someone in conversation. It doesn't have to be a creepy, unbelievable large smile, but a laid-back, casual smile communications that you are friendly before you even utter a single word

### **Relate to the person**

Figure out common ground. Maybe you're both sitting in the same corner, staring off into space. Maybe you've both had a little too much to eat, or can't do the Twist. Maybe you're both party orphans, the companions of invitees who have temporarily abandoned you. Or perhaps both of you are direct friends of a host, having never met previously. Ask about the person's circumstances and find common ground.

### **Humor**

Many people have developed a type of armor (probably dating back to junior high) that they use in social situations to protect them from a number of unenviable circumstances.

Consequently, though, they're difficult to engage in conversation. However, your greatest weapon is humor. Laughter can warm up the most socially cold person: it tears right through the silly old social armor, and that's a good thing.

### **Conversation fodder**

Keep current on world and local affairs. Or (as is currently the case) if all of the world news seems depressing beyond belief, you might want to come prepared with light – hearted oddball news stories that you can easily find online on any given day. This is not to say that serious topics and current affairs are off limits in social conversation, but merely that they don't make for the best ice breakers.

### **Stay away from hot-button religious and political issues till you know the person a little better**

Your goal shouldn't be to start a raging debate over abortion, gun control or the past indiscretions of a religious organization in the first minutes of a conversation. Even after you know a person far better, subjects such as these tend to sit poorly in a social setting, so you're better off saving them for a time when you are in more private surroundings with a familiar person or group of people.

### **Gains of conversations**

Conversations, like other worthy pursuits, offer many advantages and gain to those who engage in them with seriousness and high purpose. All forms of conversation disseminate some form of knowledge or other because all verbal discourses have the quality of interchange of ideas and experience, except of course, unnecessary or bogus conversation which are useless and generally without any substances. If one looks for flattery or importance one is mistaking the objectives. A conversation should rise above pretty social conventions and bigotry.

### **How best to Achieve Ends**

Conveying sense in the best manner is the highest objective of a conversation. The best way to pluck the fruits of a conversation is to practice the art of being natural.

### **Making conversation Successful**

When a person intentionally and deliberately applies himself to the success of the conversation he lifts himself and others on to the higher planes of discourse. It is when feelings are roused that a person contributes successfully to a conversation.

## **Conversation Topics**

In order to improve your language skills, your conversation with language partners should be as diverse as possible. This way you can acquire a broad vocabulary and learn all the different sentence structures in a language. Below you can find some suggestions for conversation topics that would guide you to achieve this.

### Getting acquainted

After the initial introductions, ask your conversation partner why they are learning your native language, for how long and how they have been learning it, how often and in what situations they speak it and to describe their first speaking encounter with a native

speaker. Ask them in which area of the city they live and if they like it. Now that you have broken the ice, you can both talk about what you do and how you enjoy your spare time.

### **Comparing**

An interesting aspect of getting to know somebody from another country, it's to learn about their culture. One way to do this is to compare the differences between the two countries, such as pace of life, type of jobs, quality of life, cuisine, drinking habits, how people spend their spare time, ethnic makeup, social structure, climate, topography, educational system, ... If you are talking to a foreigner, you can ask them how their lifestyle is changing as a result of the new environment and how they feel about it.

### **Traveling**

Keen language learners are often also keen travelers. Ask your conversation partner if they like traveling, what are the most interesting places they have been to, what they think are the best holiday destinations, what are their country's most popular tourist attractions, if they prefer traveling on their own or taking a package tour, what they miss most when they are away from home, if they are planning to travel shortly. Ask them if they have ever met anyone interesting while on a journey or if they have ever come across any unusual food or drink.

### **Hypothetical Situations**

One way to practice grammar is to talk about hypothetical situations. While this is not a topic in itself, you can always ask hypothetical questions in most topics of conversation. Not only would this spice up your conversation, but it would also be a good way to practice some difficult verb tenses. Take, for example, the topics above. If you and your language partner are talking about your jobs, you can ask: "If you had the choice of doing any job, what would it be?" If you are talking about your language partner country's economical and political problems, you can ask: "If you were the president, what would you do first?" If the topic of conversation is travelling, you can ask: "If you had to choose a country to live in for the rest of your life, which one would you choose?" The possibilities are limited only by your imagination!

## Music

This is without a doubt a much loved topic and you should make the most of it. Ask your conversation partner what their favorite group / singer / radio station / type of music are. Ask them when and how often they listen to music, if they often go to live concerts, if certain music brings memories to their mind, if there is any kind of music they can't stand, if they play any musical instruments, if they can sing, if they have ever sung karaoke, if they know the lyrics of a song in their practicing language. If you are talking to a foreigner you can ask who the most popular singers in their country are and if they can now listen to them on the radio.

## Expressing your opinion

One way to get a good command of a language is being able to express your opinion about any topic. As with hypothetical questions, expressing your opinion will enrich and enliven the conversation, however do not be a know-it-all, but respect the opinion of your conversation partner and try to keep an open mind if you disagree with them. You can ask an opinion on nearly everything. Take, for example, music. You can ask your conversation partner how their opinion of good music has changed over their lifetime, if they consider CDs to be expensive or what they think about downloading free MP3s from the internet. Be extra careful when talking about religion and politics, as people tend to get quite passionate about them.

## Have you ever ...?

Another way to start an interesting topic, is to ask the "Have you ever ...?" question. Here are some examples:

- Have you ever been on TV?
- Have you ever sung in public?
- Have you ever dyed your hair blond?
- Have you ever eaten frogs' legs?
- Have you ever received a present that you really hated?
- Have you ever walked into a lamppost?
- Have you ever cooked a meal by yourself for more than 15 people?
- Have you ever fallen or stumbled in front of others?
- Have you done volunteer work?
- Have you ever free-climbed a tree?
- Have you ever had a close relative who lived to over 100?
- Have you ever ridden a horse?
- Have you ever tried any extreme sports?
- Have you ever seen a car accident?
- Have you ever driven a sports car?

- have you ever been mugged?
- Have you ever broken a bone?
- Have you ever cheated on an exam?
- Have you ever fallen in love at first sight?
- Have you ever met a celebrity?
- Have you ever slept in a tent?

### **Other topics**

Ordering food, describing a person, shopping, clothes and fashion, money, celebrities, gossip, food & eating, meeting people, sports, marriage, children, education, books, computers, science and technology, annoying things.

## Unit-II VOCABULARY

Vocabulary refers to the stock of words used in a language. The basic unit of language is a sentence, which is a combination of certain words. This language learning necessitates the learning of words. Learning of words in isolation does not contribute to language learning. The important thing here is to understand the idea conveyed by words and not the sound or shapes when they are written. Therefore to have an understanding of the printed media, it is necessary that these words are learnt in combination with other words.

### IMPORTANCE AND USE OF VOCABULARY

Vocabulary poses a big or small problem for most of us. There innumerable words in the English language. There are obvious limits to human memory, however sharp it might be, in the case of a small minority of people. It is not merely, therefore, the problem of remembering such a vast variety of words, but it is even a bigger problem to choose the right word and to use its bewildering, and often seemingly endless variety of their denotations and connotations, and the various rules and shades of meaning that have come to be associated with them. Here the rules of the game learned in one book can be of little help. These rules do, however, play a part when it comes to the use of the words. a knowledge of words is thus as important as grammar.

In the English language, words are either simple or divided. A simple word is a word is a word, which cannot be reduced to a simple form; as; boy water; milk, run. Such words are called roots. A derived word is a word, which is formed in any one of the following ways:

(a) By combining one word with another as - milkman, inkpot, water-carrier;. Such words are called compound words.

(b) By adding a prefix or suffix as - runs from ring, breach from break, speech from speak; such words are called primary derivatives.

### Classification of Vocabulary

Words are classified into 4 groups:

- Function words,
- Substitute words
- Distribution words
- Content words

#### Function words

These words form the skeleton of the language and do not convey meaning on their own. They express relationship between words and grammatical pattern. They are also referred to as structural words.

Example:

- a. Prepositions – in, into, at, on, from, over...
- b. Auxiliaries – has, have, had, may, might...
- c. Conjunctions – which, that, if, but, and, when, since.
- d. Interrogative particles – which, when, how, whom
- e. Degree words – more, most
- f. Articles – a, an, the
- g. Miscellaneous – there, it, ever.

### Substitute words

They serve as substitutes for other words.

Example,

- i. They work hard as you do.
- ii. He went to Germany and she did too.

The words did and do stand for other words and hence called substitute words.

Personal pronouns: I, me, our, us, you.

Indefinite substitutes: everybody, somebody, someone.

Negative substitutes: nothing, none, nobody, nowhere etc.,

Words denoting number of quantity: all, both, several, much, each, some, few.

Flexible substitutes: so, do, etc.

### Distributive Words

These are words with affirmation and negative distribution.

Example,

- i. He went to the market and she did too.
- ii. Speech is good; better still is silence.

Words too and still are the words of affirmation and distribution.

### Content Words

Content words form the solid substance of a language. These are the words that stand for things, action or qualities and are divided into four types.

- i. Concrete
- ii. Abstract
- iii. Action words
- iv. Quality words.

i. **Concrete words** include common nouns and nouns formed out of verbs and adjectives. They are:

- a. Simple forms – table, chair, pencil.
- b. Compound forms – Chairman, Penknife.

ii. **Abstract words:**

- a. Words for actions changed as nouns: approval, invention, departure.
- b. Words for qualities changed as nouns: goodness, weakness, length, conduct.

iii. **Action words:** Indicate actions

- a. Simple forms: run, fall, sing, come

- b. Compound forms: run over, fall in, cut-off.
- c. Words for qualities changed as nouns: unveil, endanger
- d. Words for qualities changed as verbs: weaker, harden, soften, enable
- e. Adverbial words: fast, slow, quick

iv. **Quality words** describe the quality. They include simple adjectives and adjectives formed out of verbs and nouns.

- a. Simple forms: small, good, bad, happy.
- b. Words for things: boyish, child like, old. (Changed into adjectives)
- c. Words for actions: cheerful, smiling, written. (Changed into qualities)

### ***BASIC ENGLISH WORD LIST***

#### **General Nouns**

- |                  |                 |                 |                 |
|------------------|-----------------|-----------------|-----------------|
| 1. account       | 51. committee   | 101. education  | 151. humor      |
| 2. act           | 52. company     | 102. effect     | 152. ice        |
| 3. addition      | 53. comparison  | 103. end        | 153. idea       |
| 4. adjustment    | 54. competition | 104. error      | 154. impulse    |
| 5. advertisement | 55. condition   | 105. event      | 155. increase   |
| 6. agreement     | 56. connection  | 106. example    | 156. industry   |
| 7. air           | 57. control     | 107. exchange   | 157. ink        |
| 8. amount        | 58. cook        | 108. existence  | 158. insect     |
| 9. amusement     | 59. copper      | 109. expansion  | 159. instrument |
| 10. animal       | 60. copy        | 110. experience | 160. insurance  |
| 11. answer       | 61. cork        | 111. expert     | 161. interest   |
| 12. apparatus    | 62. copy        | 112. fact       | 162. invention  |
| 13. approval     | 63. cough       | 113. fall       | 163. iron       |
| 14. argument     | 64. country     | 114. family     | 164. jelly      |
| 15. art          | 65. cover       | 115. father     | 165. join       |
| 16. attack       | 66. crack       | 116. fear       | 166. journey    |
| 17. attempt      | 67. credit      | 117. feeling    | 167. judge      |
| 18. attention    | 68. crime       | 118. fiction    | 168. jump       |
| 19. attraction   | 69. crush       | 119. field      | 169. kick       |
| 20. authority    | 70. cry         | 120. fight      | 170. kiss       |
| 21. back         | 71. current     | 121. fire       | 171. knowledge  |
| 22. balance      | 72. curve       | 122. flame      | 172. land       |
| 23. base         | 73. damage      | 123. flight     | 173. language   |
| 24. behavior     | 74. danger      | 124. flower     | 174. laugh      |
| 25. belief       | 75. daughter    | 125. fold       | 175. low        |
| 26. birth        | 76. day         | 126. food       | 176. lead       |
| 27. bit          | 77. death       | 127. force      | 177. learning   |
| 28. bite         | 78. debt        | 128. form       | 178. leather    |
| 29. blood        | 79. decision    | 129. friend     | 179. letter     |
| 30. blow         | 80. degree      | 130. front      | 180. level      |
| 31. body         | 81. design      | 131. fruit      | 181. lift       |

32. brass	82. desire	132. glass	182. light
33. bread	83. destruction	133. gold	183. limit
34. breath	84. detail	134. government	184. linen
35. brother	85. development	135. grain	185. liquid
36. building	86. digestion	136. grass	186. list
37. burn	87. direction	137. grip	187. look
38. burst	88. discovery	138. group	188. loss
39. business	89. discussion	139. growth	189. love
40. butter	90. disease	140. guide	190. machine
41. canvas	91. disgust	141. harbor	191. man
42. care	92. distance	142. harmony	192. manager
43. cause	93. distribution	143. hate	193. mark
44. chalk	94. division	144. hearing	194. market
45. chance	95. doubt	145. heat	195. mass
46. change	96. drink	146. help	196. meal
47. cloth	97. driving	147. history	197. measure
48. coal	98. dust	148. hole	198. meat
49. color	99. earth	149. hope	199. meeting
50. comfort	100. edge	150. hour	200. memory
201. metal	251. powder	301. sense	351. system
202. middle	252. power	302. servant	352. talk
203. milk	253. price	303. sex	353. taste
204. mind	254. print	304. shade	354. tax
205. mine	255. process	305. shake	355. teaching
206. minute	256. produce	306. shame	356. tendency
207. mist	257. profit	307. shock	357. test
208. money	258. property	308. side	358. theory
209. month	259. prose	309. sign	359. thing
210. morning	260. protest	310. silk	360. thought
211. mother	261. pull	311. silver	361. thunder
212. motion	262. punishment	312. sister	362. time
213. mountain	263. purpose	313. size	363. tin
214. move	264. push	314. sky	364. top
215. music	265. quality	315. sleep	365. touch
216. name	266. question	316. slip	366. trade
217. nation	267. rain	317. slope	367. transport
218. need	268. range	318. smash	368. trick
219. news	269. rate	319. smell	369. trouble
220. night	270. ray	320. smile	370. turn
221. noise	271. reaction	321. smoke	371. twist
222. note	272. reading	322. sneeze	372. unit
223. number	273. reason	323. snow	373. use
224. observation	274. record	324. soap	374. value
225. offer	275. regret	325. society	375. verse
226. oil	276. relation	326. son	376. vessel
227. operation	277. religion	327. song	377. view
228. opinion	278.	328. sort	378. voice
229. order	representative	329. sound	379. walk
230. organization	279. request	330. soup	380. war

231. ornament	280. respect	331. space	381. wash
232. owner	281. rest	332. stage	382. waste
233. page	282. reward	333. start	383. water
234. pain	283. rhythm	334. statement	384. wave
235. paint	284. rice	335. steam	385. wax
236. paper	285. river	336. steel	386. way
237. part	286. road	337. step	387. weather
238. paste	287. roll	338. stitch	388. week
239. payment	288. room	339. stone	389. weight
240. peace	289. rub	340. stop	390. wind
241. person	290. rule	341. story	391. wine
242. place	291. run	342. stretch	392. winter
243. plant	292. salt	343. structure	393. woman
244. play	293. sand	344. substance	394. wood
245. pleasure	294. scale	345. sugar	395. wool
246. point	295. science	346. suggestion	396. word
247. poison	296. sea	347. summer	397. work
248. polish	297. seat	348. support	398. wound
249. porter	298. secretary	349. surprise	399. writing
250. position	299. selection	350. swim	400. year
	300. self		

### Advanced Nouns

1. angle	51. coat	101. knee	151. screw
2. ant	52. collar	102. knife	152. seed
3. apple	53. comb	103. knot	153. sheep
4. arch	54. cord	104. leaf	154. shelf
5. arm	55. cow	105. leg	155. ship
6. army	56. cup	106. library	156. shirt
7. baby	57. curtain	107. line	157. shoe
8. bag	58. cushion	108. lip	158. skin
9. ball	59. dog	109. lock	159. skirt
10. band	60. door	110. map	160. snake
11. basin	61. drain	111. match	161. sock
12. basket	62. drawer	112. monkey	162. spade
13. bath	63. dress	113. moon	163. sponge
14. bed	64. drop	114. mouth	164. spoon
15. bee	65. ear	115. muscle	165. spring
16. bell	66. egg	116. nail	166. square
17. berry	67. engine	117. neck	167. stamp
18. bird	68. eye	118. needle	168. star
19. blade	69. face	119. nerve	169. station
20. board	70. farm	120. net	170. stem
21. boat	71. feather	121. nose	171. stick
22. bone	72. finger	122. nut	172. stocking
23. book	73. fish	123. office	173. stomach
24. boot	74. flag	124. orange	174. store
25. bottle	75. floor	125. oven	175. street

26. box	76. fly	126. parcel	176. sun
27. boy	77. foot	127. pen	177. table
28. brain	78. fork	128. pencil	178. tail
29. brake	79. fowl	129. picture	179. thread
30. branch	80. frame	130. pig	180. throat
31. brick	81. garden	131. pin	181. thumb
32. bridge	82. girl	132. pipe	182. ticket
33. brush	83. glove	133. plane	183. toe
34. bucket	84. goat	134. plate	184. tongue
35. bulb	85. gun	135. plough	185. tooth
36. button	86. hair	136. pocket	186. town
37. cake	87. hammer	137. pot	187. train
38. camera	88. hand	138. potato	188. tray
39. card	89. hat	139. prison	189. tree
40. carriage	90. head	140. pump	190. trousers
41. cart	91. heart	141. rail	191. umbrella
42. cat	92. hook	142. rat	192. wall
43. chain	93. horn	143. receipt	193. watch
44. cheese	94. horse	144. ring	194. wheel
45. chess	95. hospital	145. rod	195. whip
46. chin	96. house	146. roof	196. whistle
47. church	97. island	147. root	197. window
48. circle	98. jewel	148. sail	198. wing
49. clock	99. kettle	149. school	199. wire
50. cloud	100. key	150. scissors	200. worm

### Adjectives

1. able	51. free	101. public
2. acid	52. frequent	102. quick
3. angry	53. full	103. quiet
4. automatic	54. future	104. ready
5. awake	55. general	105. red
6. bad	56. good	106. regular
7. beautiful	57. grey	107. responsible
8. bent	58. great	108. right
9. bitter	59. green	109. rough
10. black	60. hanging	110. round
11. blue	61. happy	111. sad
12. boiling	62. hard	112. safe
13. bright	63. healthy	113. same
14. broken	64. high	114. second
15. brown	65. hollow	115. secret
16. certain	66. ill	116. separate
17. cheap	67. important	117. serious
18. chemical	68. kind	118. sharp
19. chief	69. last	119. short
20. clean	70. late	120. shut
21. clear	71. left	121. simple
22. cold	72. like	122. slow
23. common	73. living	123. small

24. complete	74. long	124. smooth
25. complex	75. loose	125. soft
26. conscious	76. loud	126. solid
27. cruel	77. low	127. special
28. cut	78. male	128. sticky
29. dark	79. married	129. stiff
30. dead	80. material	130. straight
31. dear	81. medical	131. strange
32. deep	82. military	132. strong
33. delicate	83. mixed	133. sudden
34. dependent	84. narrow	134. sweet
35. different	85. natural	135. tall
36. dirty	86. necessary	136. thick
37. dry	87. new	137. thin
38. early	88. normal	138. tight
39. elastic	89. old	139. tired
40. electric	90. open	140. true
41. equal	91. opposite	141. violent
42. false	92. parallel	142. waiting
43. fat	93. past	143. warm
44. feeble	94. physical	144. wet
45. female	95. political	145. white
46. fertile	96. poor	146. wide
47. first	97. possible	147. wise
48. fixed	98. present	148. wrong
49. flat	99. private	149. yellow
50. foolish	100. probable	150. young

### **Basic Verbs, Prepositions, Articles, Pronouns, etc., (100 Useful Word List)**

1. come
2. get
3. give
4. go
5. keep
6. let
7. make
8. put
9. seem
10. take
11. be
12. do
13. have
14. say
15. see
16. send
17. may
18. will
19. about
20. across
21. after
22. against

23. among
24. at
25. before
26. between
27. by
28. down
29. from
30. in
31. off
32. on
33. over
34. through
35. to
36. under
37. up
38. with
39. as
40. for
41. of
42. till
43. than
44. a
45. the
46. all
47. any
48. every
49. no
50. other
51. some
52. such
53. that
54. this
55. i
56. he
57. you
58. who
59. and
60. because
61. but
62. or
63. if
64. though
65. while
66. how
67. when
68. where
69. why
70. again
71. ever
72. far
73. forward
74. here

75. near
76. now
77. out
78. still
79. then
80. there
81. together
82. well
83. almost
84. enough
85. even
86. little
87. much
88. not
89. only
90. quite
91. so
92. very
93. tomorrow
94. yesterday
95. north
96. south
97. east
98. west
99. please
100. yes

## **USEFUL ENGLISH WORDS**

### **To indicate more information**

- Besides - Making an additional point; anyway
- Furthermore
- In addition
- Moreover
- Likewise
- Indeed – In truth
- In fact
- Also
- As well
- Foremost - Ranking above all others; Preceding all others in spatial position
- First, Second, Third, Finally
- Firstly, Secondly, Thirdly

### **To indicate an example**

- For example
- For instance
- In particular
- Particularly - Specifically or especially distinguished from others
- Specifically

- To illustrate
- To demonstrate

### **To indicate a cause or reason**

- Since
- Because
- Because of
- Due to
- For
- For the reason that
- As
- Inasmuch as - Since
- Whereby - As a result of which, by which, "the means whereby we achieved our goal"

### **To indicate a result or an effect**

- Accordingly - because of the reason given
- Consequently
- Hence
- So
- Therefore
- Thus
- Thusly - In the way indicated
- Thence - From that fact or reason or as a result
- There from - From that circumstance or source
- Thereof - Of or concerning this or that, From that circumstance or source
- Corollary - A practical consequence that follows naturally, "blind jealousy is a frequent corollary of passionate love"

### **To conclude**

- For the afore mentioned reasons
- For the afore mentioned reasons, there is no doubt that
- To sum up the foregoing,
- Given these facts
- In conclusion
- In closing
- To conclude

### **To express an opinion**

- In all due fairness
- With good judgment, (one/we may)

### **To describe or make**

- Vivid
- Portray
- Depict
- Exhibit

- Illustrate
- Expose
- Present
- Paint a portrait
- Limn - Trace the shape of, make a portrait of
- Delineate
- Represent
- Demonstrate
- Constitute - Form or compose
- Embodied - (adj) Expressed by
- Embody - (v) Represent or express in tangible form
- Embodiment

### **To prove**

- Manifest - Provide evidence for; stand as proof of
- Attest - Provide evidence for
- Testify - Provide evidence for
- Certify - Provide evidence for
- Endorse, indorse - Give support or one's approval to
- Show - Establish the validity of something, as by an example, explanation or experiment
- Establish
- Instance - (v) Clarify by giving an example of
- Exemplify - (v) Clarify by giving an example of

### **To compare or contrast**

- Whereas
- In comparison
- In contrast
- However
- Although
- On the other hand
- Likewise
- Similarly
- But
- Yet
- Withal - Despite anything to the contrary (usually following a concession)
- Withal - Together with this
- Nevertheless - Despite anything to the contrary
- Nonetheless - Despite anything to the contrary
- Notwithstanding - Despite anything to the contrary
- Even so - Despite anything to the contrary
- All the same - Despite anything to the contrary

### **To indicate time**

- After
- Before
- Currently
- During

- Eventually
- Finally
- First, Second, etc.
- Formerly
- Immediately
- Initially
- Lastly
- Later
- Meanwhile
- Next
- Once
- Previously
- Simultaneously
- Soon
- Subsequently
- Subsequent - Following in time and order
- Hitherto, Heretofore - Used in negative statement to describe a situation that has existed up to this point or up to the present time, "The sun hasn't rose hitherto."
- In due time
- Henceforth

#### **To indicate certainty**

- Truly
- Sincerely
- Genuinely
- Surely
- Rightfully
- Absolutely
- Indubitably
- Certainly
- Without doubt
- Needless to say

#### **To indicate doubt**

- Most likely
- More likely
- Possibly
- Probably
- Dubitable - Open to doubt or suspicion
- Dubious - Distressed with uncertainty or doubt

#### **To summarize**

- Overall
- To summarize
- In summary
- To sum up
- Paraphrased
- Briefly
- In brief

- Summing up
- To put it briefly
- Précis - A sketchy summary, Make a summary (of)
- Synopsis - A sketchy summary
- Aperçu - A short synopsis

### **To provide a condition**

- Provision, proviso - A stipulated condition
- Stipulate - Specify as a condition or requirement in a contract
- Given
- If
- Whether
- Whenever
- When
- While

### **To express positive words**

- Magnificent
- Grandeur - The quality of being magnificent or splendid or grand, the quality of being exalted in character or ideals or conduct
- Magnanimous - The quality of being exalted in character or ideals or conduct
- Fantastic
- Fantastical
- Phenomenal
- Wonderful
- Extraordinary
- Marvelous
- Superb
- Good
- Fine
- Great
- Avid - Emotionally desirable
- Avid ambition to succeed
- Excellent
- Spectacular
- Prodigious
- Grand
- Brilliant
- Glorious - Bringing great happiness and thankfulness
- Illustrious - Widely known and esteemed
- Notable - Worthy of notice
- Respected
- Impressive
- Splendid
- Splendiferous - Having great beauty and splendor
- Resplendent - Having great beauty and splendor, Richly and brilliantly colorful
- Flamboyant - Elaborately or excessively ornamented, Richly and brilliantly colorful
- Redoubtable - Having or worthy of pride
- Formidable - Extremely impressive in strength or excellence

- Prowess
- Superior
- Terrific
- Tremendous
- Wondrous - Extraordinarily good
- Wonderful
- Sublime - Inspiring awe, Lifted up or set high
- Flair - natural talent
- Knack - A special way of doing something
- Outshine - Attract more attention and praise than others
- Paramount - Having superior power and influence
- Predominant
- Preponderating
- Prevailing

### **To show intelligence**

- Profound
- Shrewd – hardheaded (practical experience and observation) intelligence
- Astute
- Acumen - Shrewdness shown by keen insight
- Insightful
- Savvy - The cognitive condition of someone who understands
- Cognition - The psychological result of perception, learning and reasoning
- Genius
- Smart
- Sharp
- Keen
- Mastermind
- Einstein - Someone who has exceptional intellectual ability and originality
- Work of art
- Fine art
- Maven - Someone who is dazzlingly skilled in any field
- Adept - Someone who is dazzlingly skilled in any field
- Whiz - Someone who is dazzlingly skilled in any field
- Wizard - Someone who is dazzlingly skilled in any field

### **To intensify**

- Incredibly
- Exceedingly
- Toppingly - extremely well
- Extremely
- Extraordinarily
- Truly
- Really
- Very
- Utterly - Completely and without qualification; used informally as intensifiers, With sublimity; in a sublime manner
- Absolutely
- Perfectly
- Sublimely

- Dramatically
- Sheer - (adj.) Complete and without restriction or qualification; sometimes used informally as an intensifier; (adv.) Directly "he fell sheer into the water"

### **Said**

- Enounced, enunciated - Speak, pronounce, or utter in a certain way
- Pronounced - Speak, pronounce, or utter in a certain way
- Articulated - Express or state clearly
- Vocalized - Express or state clearly
- Posited - Put firmly
- Stated
- Expressed
- Reported
- Alleged - Declared but not proved
- Averred - Report or maintain, To declare or affirm in a grave manner and formally as true
- Affirmed, asserted
- Wrote
- Composed
- Indicted - Produce a literary work
- Penned - Produce a literary work
- Spelt - Indicate or signify
- Voiced, sounded - Give voice to
- Demean - Reduce in worth or character, usually verbally

### **Noted (said)**

- Remarkd
- Denoted - Be a sign or indication of, "Her smile denoted that she agreed"
- Observed
- Commented
- Mentioned
- Referred
- Announced
- Noticed

### **Precisely**

- Explicitly
- Accurately
- Expressly
- Exactly
- Incisively

### **Numerous**

- Innumerable
- Many
- Various
- Several
- Diverse

- Umpteen
- Myriad (noun and adj.)

### **Praise**

- Extol - (v) Praise, glorify, or honor
- Exalt
- Glorify
- Laud
- Proclaim
- Revere
- Idolize
- Worship
- Venerate

### **Call Forth**

- Evoke - Call forth (emotions, feelings, and responses)
- Arouse - Call forth (emotions, feelings, and responses)
- Elicit - Call forth (emotions, feelings, and responses)
- Enkindle - Call forth (emotions, feelings, and responses)
- Provoke - Call forth (emotions, feelings, and responses)
- Inflame - Arouse or excite feelings and passions
- Awake - Stop sleeping
- Conjure - Evoke or call forth, with or as if by magic
- Invoke - Evoke or call forth, with or as if by magic
- Summon - Gather or bring together
- Instill – deposit gradually

## **Vocabulary Exercise**

**Punctuation Exercise:** Choose the correct answer:

**1. Which of the following sentences is punctuated correctly?**

- A. Mary graduated in four years but she didn't find a job immediately.
- B. It was a large, black, Labrador retriever.
- C. Mary who is my sister will be at the party too.
- D. all of the above
- E. none of the above

**2. Which of the following sentences is punctuated correctly?**

- A. I just read the novel A Simple Plan.
- B. Heather Hardy, Ph.D., is the director of undergraduate studies in our department.
- C. He had only one desire in life: to catch a ten-pound bass.
- D. all of the above
- E. none of the above

**3. Which of the following sentences is punctuated correctly?**

- A. No one expected her to buy a car, so we were quite surprised when we discovered that she had bought two.
- B. No one expected her to buy a car, so we were quite, surprised when we discovered that she had bought two.

- C. No one expected her to buy a car, so we were quite surprised when we discovered, that she had bought two.
- D. all of the above
- E. none of the above

**4. Which of the following sentences is punctuated correctly?**

- A. My favorite writers are the following: Flannery O'Connor, David Desroches, and David Lodge.
- B. My favorite writers are: Flannery O'Connor, David Desroches, and David Lodge.
- C. both of the above
- D. neither of the above

**5. Which of the following sentences is punctuated correctly?**

- A. The word "unique" is frequently misused.
- B. The word *unique* is frequently misused.
- C. The word unique is frequently misused.
- D. all of the above
- E. none of the above

**6. Which of the following sentences is punctuated correctly?**

- A. My father who is a policeman is retiring this year.
- B. My father, who is a policeman is retiring this year.
- C. My father, who is a policeman, is retiring this year.
- D. all of the above
- E. none of the above

**7. Which of the following sentences is punctuated correctly?**

- A. The four magazines that I regularly read are: Academe, Lingua Franca, Smithsonian, and Texas Monthly.
- B. I regularly read four magazines: Academe, Lingua Franca, Smithsonian, and Texas Monthly.
- C. both of the above
- D. neither of the above

**8. Which of the following sentences is punctuated INCORRECTLY?**

- A. He said that "You were correct."
- B. He said, "You are correct."
- C. He said that you were correct.
- D. all of the above
- E. none of the above

**9. Which of the following sentences is punctuated INCORRECTLY?**

- A. She asked, "What is the title of your new novel?"
- B. She asked "What is the title of your new novel?"
- C. both of the above
- D. neither of the above

**10. Which of the following sentences is punctuated INCORRECTLY?**

- A. Dallas, Texas, is her hometown.
- B. She was born in Dallas, Texas.
- C. Dallas Texas is her hometown.

- D. all of the above
- E. none of the above

### **Antonyms Practice**

#### **1. LUBLE**

- A. capacious
- B. involuntary
- C. discursive
- D. taciturn
- E. tender

#### **2. FISSION**

- A. contrition
- B. splitting
- C. joining
- D. spinning
- E. ramification

#### **3. PAINSTAKING**

- A. perfunctory
- B. soothing
- C. meticulous
- D. mellifluous
- E. routine

#### **4. SUSPECT**

- A. indubitable
- B. doubtful
- C. indomitable
- D. persistent
- E. knowledgeable

#### **5. PROTRACTED**

- A. expeditious
- B. extenuated
- C. egalitarian
- D. temporal
- E. engendered

#### **6. IMPLEMENT**

- A. establish
- B. rescind
- C. fabricate
- D. placate
- E. draft

**7. SMOTHER**

- A. coddle
- B. swathe
- C. mire
- D. perpetuate
- E. stoke

**8. PAUCITY**

- A. glut
- B. sufficiency
- C. artifice
- D. precinct
- E. intricacy

**9. AVOUCH**

- A. dilate
- B. conserve
- C. defer
- D. ingest
- E. recant

**10. PREDILECTION**

- A. disinclination
- B. vocation
- C. jubilee
- D. disturbance
- E. estrangement

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## Reading Comprehension

1. Fortunately, the dizzy spell was **transient**. He was able to continue playing within seconds and had no trouble winning the match. When you describe an event as “transient,” you are saying that \_\_\_\_\_.

- a. it sounds like a train
- b. it is quite harmful
- c. it helps you win
- d. it doesn't last long

2. Brea and Elizabeth are having a **dispute** over which radio station to play at work. It would be so much simpler if they both liked the same kind of music.

A dispute is a \_\_\_\_\_.

- a. musical instrument
- b. choice of music
- c. discovery
- d. disagreement

3. When they heard the good news about the court's decision, the angry crowd cheered and then began to **disperse**. "It looks like everyone is going home," one reporter stated.

Which would be the *opposite* of "disperse"?

- a. come together
- b. smile
- c. fly like a bird
- d. sing

4. It's a wonder to me how anyone can still be undecided about this election. These two candidates are certainly **distinct**. Each would lead our nation in opposite directions.

What does "distinct" mean?

- a. needing a bath
- b. dishonest
- c. clearly different
- d. about the same age

### **Analogies Test:**

#### **1. MASON :: STONE**

- A. soldier : weapon
- B. lawyer : law
- C. blacksmith : forge
- D. teacher : pupil
- E. carpenter : wood

#### **2. ARTICULATE : SPEECH**

- A. predictable : event
- B. coordinated : movement
- C. dangerous : disease
- D. active : thought
- E. erratic : path

#### **3. INCEPTION:: CONCLUSION**

- A. departure : arrival
- B. culmination : upshot
- C. refutation : approval
- D. approach : return
- E. escapade : punishment

#### **4. SCINTILLATING : DULLNESS**

- A. erudite : wisdom
- B. desultory : error
- C. boisterous : calm
- D. cautious : restraint
- E. exalted : elevation

**5. ELUCIDATE : CLARITY**

- A. envision : memory
- B. aggravate : problem
- C. conceal : oblivion
- D. illuminate : light
- E. mystify : enlightenment

**6. SHARD : POTTERY**

- A. seed : flower
- B. smoke : fire
- C. dish : menu
- D. chair : furniture
- E. splinter : wood

**7. REPEL : LURE**

- A. dismount : devolve
- B. abrogate : deny
- C. abridge : shorten
- D. enervate : weaken
- E. miscarry : succeed

**8. PENURY : MONEY**

- A. starvation : sustenance
- B. independence : freedom
- C. infirmity : illness
- D. reality : foresight
- E. spontaneity : care

**9. ARABLE : LAND**

- A. impenetrable : jungle
- B. navigable : waterway
- C. fertile : fertilizer
- D. shallow : pond
- E. flat : field

**10. ATTENUATE : SIGNAL**

- A. exacerbate : problem
- B. modify : accent
- C. dampen : enthusiasm
- D. elongate : line
- E. dramatize : play

### Antonyms and Synonyms Test

I. Write A in the blank if the words are antonyms. Write S if the words are synonyms.

- |                            |                             |
|----------------------------|-----------------------------|
| _____ 1. attack retreat    | _____ 8. capture release    |
| _____ 2. front back        | _____ 9. noon midnight      |
| _____ 3. smart intelligent | _____ 10. unite divide      |
| _____ 4. damp moist        | _____ 11. failure success   |
| _____ 5. yell scream       | _____ 12. require need      |
| _____ 6. forget remember   | _____ 13. gigantic enormous |
| _____ 7. forbid allow      | _____ 14. morose gloomy     |

II. Synonym Matching. Write the letter of the correct synonym in the blank.

- |                     |             |
|---------------------|-------------|
| _____ 1. yearly     | A. cut      |
| _____ 2. melody     | B. seem     |
| _____ 3. awful      | C. basic    |
| _____ 4. ill        | D. sick     |
| _____ 5. appear     | E. tune     |
| _____ 6. sever      | F. rest     |
| _____ 7. relax      | G. terrible |
| _____ 8. elementary | H. annually |
| _____ 9. rehearse   | J. wide     |
| _____ 10. broad     | K. practice |

III. Antonyms. Write the antonym for each word.

1. polite -
2. fast -
3. sell -
4. modern -
5. sharp -
6. none -
7. forget -
8. peculiar -

Replace the underline words with the word that best replaces them.

1. Chris told us to hand in our term paper next Monday
  - A. to write our paper by hand
  - B. to submit
  - C. to correct
  - D. to proof-read
2. Professor Wilson is a wonderful teacher but there are too many assignments for his course.
  - A. his marks are always low
  - B. there are too many books to read
  - C. he often gives homework
  - D. there are too many students in his course
3. I wanted to buy the new course catalog and I had to put an order through the store manager.
  - A. the store-manager didn't want to buy it
  - B. the course catalog was out of print
  - C. I had to ask for it to be bought for me
  - D. The computer was out of order
4. I'll really have to hit the books this week-end.
  - A. I have to tidy my room
  - B. there is a book fair this week-end
  - C. my books need a cover
  - D. I have to study
5. Did you know it's down to three of us for the library summer-job?
  - A. the 3 of us will be working in the library
  - B. there are only 3 applicants left
  - C. the library only hires 3 students
  - D. at least 3 students will be retained

6. To major in astrophysics you need an extra math course.

- A. to get higher grades in astrophysics
- B. to specialize in astrophysics
- C. to finish your astrophysics paper
- D. to understand better the astrophysics course

7. Did you know Mark was a sophomore?

- A. Mark is a second-year student
- B. Mark has a major in philosophy
- C. Mark has a special grant
- D. Mark's parents are both University professors

8. I haven't completed all the prerequisites for this course.

- A. I still have to fill in some papers
- B. I have to finish some assignments
- C. I haven't done enough research
- D. I have to follow some courses beforehand

9. This year I will need to find off-campus housing .

- A. I will live on the campus
- B. I will buy a house next to the campus
- C. I will live outside the campus
- D. The campus will provide a house for me

10. Alice, if I were you I'd skip the meeting.

- A. Alice should prepare for the meeting
- B. Alice should put the meeting on her agenda
- C. The meeting is going to be cancelled
- D. Alice shouldn't bother to go to the meeting

#### Essay Question

1. Describe your most meaningful achievements and how they relate to your future goals. Pick an experience from your own life and explain how it has influenced your development. Who in your life has been your biggest influence and why?

### Unit-III GROUP DISCUSSION

The term group discussion is used to refer to a situation in which a small number of persons meet face to face through free oral interaction among themselves exchange information or attempt to reach a decision on shared problems. There is no named leader of the group. As the discussion proceeds, one of the participants may emerge as a leader. Effective communication in a small group requires sensitivity to the dynamics of the group process. Each participant should give a fair chance to others to speak and express their opinion. This would ensure crystallization of thought and bring to light different aspects of the topic under discussion. Emotional outburst and display of excitement have therefore no place in this type of discussion.

It is difficult to specify the number of participants that would make the group discussion useful. It has been found that the character of interaction undergoes a change when one or two persons in a group is ten or more, some tend to avoid participation and remain just passive listeners. Thus, the significance of group discussion is lost because each member in it is expected to participate actively. Researches indicate that if the number is kept between five and nine, fruitful discussion is possible. It has also been observed that groups of even numbers of participants tend to be less stable and rewarding than groups of odd numbers.

One advantage of this type of discussion is that there is a self-imposed discipline on the discussion and greater responsibility on participants for making it useful. If the group finds that a particular member is reticent, it is the duty of all others to elicit his opinion on the issue. Since the number of participants is small, it should not be difficult to involve every member in the debate. If a member tries to dominate the discussion or goes on speaking continuously for a long time, it is the duty of others to curb his ebullience and to interrupt him politely so that others are also able to make their contributions. To keep the discussion on the track it may be worthwhile for a participant to summarize the points made till that time and then to present his viewpoint.

Occasionally when the group discussion takes place some persons may be invited as observers. This may be done for two purposes:

- To let the observers learn the process of group discussion.
- To evaluate the contribution by members.

In a group discussion, an individual's personality traits such as intellectual ability, creativity, and approach to solving problems, qualities of leadership, tolerance and group behaviour are judged. It is clear in this process that one would come to know about an individual's clarity of thought and felicity of expression. Several qualities can be inculcated by a proper use of this tool; for example, conceptual clarity, discernment of subtle nuances of a problem, mature reaction to others' views, effective communications of one's own ideas, ability to persuade, sagacity to see reason, etc.

Group discussion allows us to exchange information, ideas and gives us the experience of working in a team. Some advantages of group discussion are:

- Ideas can be generated.
- Ideas can be shared.
- Ideas can be 'tried out'.

- Ideas can be responded to by others.
- When the dynamics are right, groups provide a supportive and nurturing environment for academic and professional endeavour.
- Group discussion skills have many professional applications.
- Working in groups is fun.

### Organizing a Group Discussion

There are two ways of organizing a group discussion. One, the topic is announced beforehand and the participants are expected to have done their homework before coming to the discussion table. Two, the topic is announced after the members have assembled and five to ten minutes are given to them for collecting their thoughts. In both cases, formality is avoided and the rules are kept to the minimum. The room is to be chosen with care; it should have proper ventilation and sufficient light. The chairs should be arranged in a circle so that a member's expression can be seen by all the others.

### Group dynamics

This is a useful strategy for developing effective dynamics in group discussions to identify task and maintain the roles that members can take up. Here is a list of these roles

#### Positive Task Roles

- **Initiator:** The person of the group who takes the initiative to start the discussion.
- **Information seeker:** The person who poses a question to seek information. The person does not put forward his arguments but seeks the information from others by questioning inquisitively.
- **Information giver:** The person who gives information. But this may not be in the form of an argument.
- **Procedure facilitator:** Notes down points put forward by different participants and facilitates the discussion in a smooth way.
- **Opinion seeker:** Puts forward his point and seeks the opinion of other members of the group.
- **Opinion giver:** Gives opinion about the points raised by other members of the group.
- **Clarifier:** Clarifies the doubts or ambiguous points raised by other members of the group.
- **Summarizer:** Concludes the discussion by summarizing the important points discussed by the participants.

#### Positive Maintenance Roles

These become particularly important as the discussion develops and opposing points of view begin to emerge.

- **Social Supporter:** E.g.: 'We're coming up with some good ideas here.'
- **Harmonizer:** E.g.: 'Hari and Ram have looked at the issue from opposing points of view. Let's see if we can take something from both points of view.'

- **Tension Reliever:** E.g.: 'This discussion's really dynamic. It's good that we have so many different valid angles on the issue.'
- **Energiser:** E.g.: 'The point that Ahmed made has really got me thinking. Let's explore his idea some more.'
- **Compromiser:** E.g.: 'Half the group supports Hari's view and half supports Ram's. Now we need to formulate a compromise.'
- **Gatekeeper:** E.g.: 'How do you feel about the issue, Gopi? Your contribution here would be really valuable.'

During an effective group discussion each participant may take up a number of tasks and maintain to keep the discussion move productively. Apart from these positive roles, there are a number of negative roles which are often taken up for group discussion. There should be fewer negative roles. The discussion group may adopt the ground rule that negative behaviour will be censored by members of the group. Described below are some negative roles to be avoided:

### Negative roles to be avoided

- **Dissatisfied non-participant:** Someone who does not contribute and whose presence inhibits the participation of other group members.
- **Attacker:** Someone who acts aggressively by expressing disapproval towards other members and their contributions to the discussion.
- **Dominator:** Someone who takes control of the discussion by talking too much, interrupting other members, or behaving in a superior way.
- **Clown:** Someone who 'shows off', refuses to take the discussion seriously, or disrupts it with inappropriate humour.

A group discussion, or GD, as it is commonly called, is a group process or a team building exercise. As in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, group discussion is also based on team work and incorporating views of different team members to reach a common goal. A Group discussion can be defined as a formal discussion involving ten to 12 participants in a group. They are given a topic. They are given time to collect their thoughts, the group is asked to discuss the topic for 20 to 25 minutes. Group discussion process is used to assess a candidate's personality traits. Here are some of the most important personality traits that a candidate should possess to do well in a group discussion:

### 1. Team Player

The participants should have the ability to be a part of the team and lead it when the need arises. Good interpersonal skills are also required to be a successful team player.

### 2. Reasoning Ability

Reasoning ability plays an important role while expressing your opinions or ideas at a group discussion.

### 3. Leadership

There are three types of situations that can arise in a group discussion:

- A group discussion where participants are unable to establish a proper rapport and do not speak much.
- A group discussion where participants get emotionally charged and the group discussion gets disorganized.
- A group discussion where participants discuss the topic assertively by touching on all its nuances and try to reach the objective.

A leader should have the following qualities in any of the above situations:

- He/she should show direction to the group whenever group moves away from the topic.
- He/she should coordinate the effort of the different team members in the group discussion.
- He/she should contribute to the group discussion at regular intervals with valuable insights.
- He/she should inspire and motivate team members to express their views.

**Caution:** Being a mere coordinator in a group discussion does not help, because it is a secondary role. One should contribute to the group discussion with his ideas and opinions and try to steer the conversation towards a goal.

#### 4. Flexibility

The participants must be open to other's ideas as well as to the evaluation of their own ideas: That is what flexibility is all about.

Remember: Never start your group discussions with a stand or a conclusion.

E.g.: Say the topic of a group discussion is, 'Should India go to war with Pakistan?'

Some participants tend to get emotionally attached to the topic and take a stand either in favour or against the topic, i.e., 'Yes, India should', or, 'No, India should not'. By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members. Also, if you encounter an opposition with a very strong point at the 11th hour, you may not be in a position to accept it.

- If participants change their stand, they are seen as fickle-minded or whimsical persons.
- If participants do not change their stand, they are seen as inflexible, stubborn and obstinate persons.

#### 5. Assertiveness

The participants must put forth their point to the group in a very emphatic, positive and confident manner. Participants often confuse assertiveness with aggressiveness. Aggressiveness is all about forcing your point on the other person, and this can be a threat to the group. An aggressive person can also demonstrate negative body language, whereas an assertive person displays positive body language.

## 6. Initiative

A general trend amongst students is to start a group discussion and get the initial kitty of points earmarked for the initiator. But that is a high risk-high return strategy.

Initiate a GD only when you are well versed with the topic. If you start and fail to contribute at regular intervals, it gives the impression that you started the GD just for the sake of the initial points. Also, if you fumble, stammer or misquote facts, it may work against you.

Remember: You never get a second chance to create a first impression.

## 7. Creativity / Out of the box thinking

An idea or a perspective which opens new horizons for discussion on the group discussion topic is always highly appreciated. When one puts across a new idea convincingly, such that it is discussed at length by the group it can only be positive. Then it is possible that the participant may find a place in the good looks of the examiner.

## 8. Inspiring ability

A good group discussion should incorporate views of all the team members. If some team members want to express their ideas but are not getting the opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait.

**Caution:** If a participant is not willing to speak, you need not necessarily go out of the way to ask him to express his views. This may insult him and hamper (hinder) the flow of the group discussion.

## 9. Listening

Always try and strike a proper balance between expressing your ideas and imbibing ideas.

## 10. Awareness

- One must be well versed with both the micro and macro environment.
- One's awareness about his environment helps a lot in his GD content, which carries maximum weightage.
- **Caution:** The content or awareness generally constitutes 40 to 50 percent marks in GD.
- Apart from these qualities, communication skills, confidence and the ability to think on one's feet are also very important.

## Hints for Self-improvement

Often we would be called to participate in a group discussion. Each time after participation, we should analyze our performance so that there is continuous improvement. While doing so one should bear in mind the following:

- Whether you articulated your words clearly and distinctly and put the required stress on appropriate syllables.
- Whether you regulated the speed of your speech and paused whenever necessary to make your presentation clear and effective.
- Whether in your judgment, what you said was grasped by other participants and reflected in their responses.
- Whether your intervention, if any, annoyed the concerned speaker.
- Whether you could keep your mind focused all the time on what was being said.

If you find yourself deficient in any of the areas mentioned above, you should try to attain the required levels of these skills. You may go in for self-training or seek the help of experts. Do not hesitate to take the latter path as it is never too late to learn.

### **Characteristics of successful Group Discussions:**

Effective group discussions achieve group goals and aid in decision making. A successful group discussion shares some of the following features:

**Agreement on Group Goals:** An effective GD begins with a purpose, which is shared and understood by all the group members. As the participants know why they are taking part in the discussion, they can concentrate better and can be more active in realizing the group goals. More over, the agreement on group goals brings clarity and provides direction to the group.

**Goal Oriented Interaction:** Successful discussion motivates group members to have goal oriented interaction. Effective GD members are not only aware of the group goals but also work towards the attainment of these goals.

**Agreement on Procedures:** Participants of a successful GD develop procedures to guide them. If the participant of a GD fails to do so, there may be anarchy and the more assertive and aggressive members might dominate and monopolize the entire discussion. This may draw the entire process meaningless.

**Cooperative and friendly atmosphere:** An important characteristic of successful GDs is the development of a cooperative, friendly, and cordial atmosphere where disagreements do exist but they do not lead to serious conflicts.

**Use of Effective Communication Techniques:** The success of a GD depends on an effective use of communication techniques. Effective GD members keep the channels of communication open and speak clearly and precisely using simple words, short sentences, correct articulation, and appropriate pronunciation.

**Equitable Distribution of participation:** An effective GD ensures an equitable distribution of participation by all. Each member is important and no one is allowed to dominate or monopolize the discussion.

**Shared Leadership:** There is generally no elected or formal leader in a GD. As there is a willingness on the part of each participant to reach to a group consensus, they come forward to perform leadership tasks such as starting the discussions, keeping the discussion moving on, encouraging non participants to speak, making periodic summaries, checking the group progress, and so on.

**Oral communication Skills:**

The participants in a group discussion must possess not only subject knowledge but also the ability to present the knowledge in an effective way. As the exchange of ideas in a group discussion takes place through speech, one of the prerequisites of success in group discussion is the ability to speak confidently and convincingly. In fact, a vital part of every successful group discussion is highly oral communication skills of the candidates. The members of the selection committee closely evaluate the oral communication skills of the candidates. They generally assess the oral competence of a candidate in the terms of team listening, appropriate language, clarity of expression, positive speech attitudes and adjustments, clear articulation, and effective non verbal communication.

**Vocabulary for Debates and Discussion:**

When you want to state an opinion

**Informal:**

In my opinion-----  
 I think that-----  
 I feel that-----  
 I believe that-----  
 It seems to me that-----  
 If you ask me-----  
 I'd say that-----  
 The point is-----  
 As I see it-----

**Formal:**

You know what I think.....I think that-----  
 Wouldn't you say that-----?  
 Don't you agree that-----?  
 I'd just like to say that-----  
 I'd like to point out that-----

**When you want some one to repeat or explain:**

Pardon.....  
 Would you explain that, please?  
 I'm sorry, but I didn't understand your point.  
 Could you explain with example?  
 I would be happy if you explain----

**When you want to agree with some one:**

You're right  
 I think so, too  
 I agree with you  
 I think you're right  
 That's a good point  
 I couldn't agree more (if negative)  
 I see what else you expect  
 That's just what I was thinking

I agree entirely  
 You know, that's exactly what I think

**When you want to disagree with some one:**

Yes, but-----  
 I disagree  
 That's not the point  
 No, I think your opinion is not appreciate  
 Up to the point, but-----  
 Yes, that's quite true, but-----  
 I'm not sure I quite agree  
 Well, you have a point there, but-----  
 Perhaps, but don't you think that-----  
 I see what you mean, but-----  
 I tend to disagree with you.....

**Informal disagreement:**

I can't agree with you -----  
 You can't be serious!!  
 Come off it!  
 I'll be happy if you change your opinion

**When you want to persuade someone:**

It's better if you have positive thinking-----  
 Do you really believe that-----?  
 Don't you think that-----?  
 Don't you agree that-----?

Knowledge is strength. A candidate with good reading habits has more chances of success. In other words, sound knowledge on different topics like politics, education, economy, science and technology is helpful.

Power to convince effectively is another quality that makes you stand out among others. Clarity in thinking and congruity in expression is yet another essential quality. If you are not sure about the topic of discussion, it is better not to initiate. Lack of knowledge or wrong approach creates a bad impression. Instead, you might adopt the wait and watch attitude. Listen attentively to others, so that you would be able to come up with a point or two later.

A GD is a formal occasion where slang is to be avoided. A GD is different from debate. Participants should confine themselves to expressing their view points. Language used should be simple, direct and straight forward. Don't interrupt a speaker when the session is on. Try to score by increasing your performance, but not by cutting others short. Maintain rapport with fellow participants. Eye contact plays a major role. Non- verbal gestures, such as moving eyebrows or nodding head while appreciating some one's view points.

Communicate with each and every candidate present. While speaking, don't keep looking at a single member. Address the entire group in such a way that every one feels you are speaking to him or her.

### **Dos during GD**

- Speak pleasantly and politely to the group.
- Respect the contribution of all speakers.
- Remember that a discussion is not an argument. Learn to disagree politely.
- Think about your contribution before you speak. Consider how best can you answer the questions/contribute to the topic.
- Try to stick to the discussion topic. Don't introduce irrelevant/mistaken information.
- Be aware of your body language when you are speaking.
- Agree with and acknowledge what you find interesting.

### **Don'ts during GD**

- Don't lose your temper. A discussion is not an argument.
- Don't use a coarse tone and high pitch.
- Don't use too many gestures when you speak.
- Don't make use of finger pointing and table thumping as they are aggressive.
- Don't dominate the participants. All participants have to be allowed to present their views confidently
- Don't draw out too much personal experience or anecdote. Although personal experience is necessary for discussion, it must be limited to given point
- Don't interrupt other participants. Wait for the chance to present your ideas.

### **Destructive Roles and Behaviors to Avoid**

- Denial and equivocation
- Changing topics
- Noncommittal remarks
- Irreverent joking
- Remarks with contempt
- Name calling
- Hostile humour
- Mockery sarcasm
- Criticism with personal attacks
- Criticism by blaming
- Defensiveness through denial of responsibility
- Making excuses
- Negative mind-reading
- Cross-complaining
- Trading blame
- Defensiveness by saying yes....but
- Repeating self
- Stone walling
- Defensiveness through body language, like crossing arms, etc.

### **Candidate Performance in a GD**

A participant needs to know what one's objective in the group is. A good definition of your objective is – to be noticed to have contributed meaningfully in an attempt to help the group to reach the right consensus.

1. Getting yourself noticed by the panel is the first implication. Merely making a meaningful contribution and helping the group arrive at a consensus is not enough? You have to be seen by the evaluating panel to have made a meaningful contribution. For this:
  - You must ensure that the group hears you. If the group hears you, so will the evaluator. However, that does not mean that you shout at the top of your voice and be noticed for the wrong reasons.
  - You have to be assertive. If you are not a very assertive person, you will have to learn to be assertive for those 15 minutes. Remember, assertiveness does not mean being bull-headed or being arrogant.
  - And most importantly, you have to make your changes. Many GD participants often complain that they did not get a chance to speak There is nothing more unacceptable in a GD than keeping one's mouth shut or just murmuring things which are inaudible.
  - Participate in as many practice GDs as possible before you attend the actual GD. There is nothing like practice to help you overcome the fear of talking in a GD.
2. Making a meaningful contribution to the discussion is the second important implication. Making just any sort of contribution is not enough. A meaningful contribution suggests that:
  - You have a good knowledge base.
  - You are able to put forth your arguments logically other wise you can't become a good communicator.
  - The quality of what you said is more valuable than the quantity: There is a myth amongst many GD participants that the way to succeed in a GD is by speaking loudly and at great length. One could not be mistaken. You must have concrete ideas in your arguments.
  - Think things thoroughly before presenting your comments.
  - An important tip is to enter the room with a piece of paper and a pen. In the first two minutes, jot down as many ideas as you can. These will help you in the latter stages of the discussion and would make your contribution meaningful. However, you need to keep certain things in mind while writing down points for the discussion, If it is a topic where you are expected to take a stand, say for example, 'should US stop the Iraq war?' note down points for both sides of the argument. It will be useful on two counts.
  - First, if you do not start the GD and are not amongst the first five speakers and find that everyone in the group is talking for the topic, then it makes sense to take the alternative approach and oppose the topic even if you initially intended to talk for the topic.
  - Second, it helps to have knowledge of how group members take a stand diametrically opposite to you. This will also help you to prepare with counter arguments.
3. The third implication asserts on highlighting the uncommon points. Anybody else will state it obvious. So, highlight some points that are not obvious. The different perspective that you bring to the group will be highly appreciated by the panel. Here are a few tips on being relevant while having a different perspective:
  - Be careful that the 'something different' you state is still relevant to the topic being debated.
  - Make sure you can take the group ahead if it is stuck at one point.
  - Be prepared to take it in a fresh and more relevant direction.

4. The last implication is that you must be clearly seen to be attempting to build a consensus.
- Gaining support or influencing colleagues is the mantra adopted by many a successful business leader.
  - Nobody expects a group of ten intelligent, assertive people, all with different points of view on a controversial subject to actually achieve a consensus. But what matters is ‘Did you make attempts to build a consensus?’
  - The reason why an attempt to build a consensus is important because in most work situations you will have to share with people in a team. Accept joint responsibilities and take decisions as a group.
  - You must demonstrate the fact that you are capable and inclined to work as part of a team.

### **Mock Group Discussion**

Most topics in Group Discussions are taken from the current political or economic scene. So, if one has just kept abreast of current affairs, then he will be able to make a mark. Have a look at a group discussion on a common topic.

**Judge:** Good morning. You can choose any topic you like or take a slip from the box. You are given time of one minute to think how to start with the discussion. The observers will not interfere in your discussion. If no conclusion is reached, we may ask each of you to speak for a minute on the topic at the end of the discussion.

### **The topic on the slip is**

‘Multinationals: Bane or Boon’. I suggest you should start the discussion.

**Tarun:** This is a good topic. I am against multinationals. We have Coke and Pepsi. Do we need them? We can manufacture our own soft drinks. Multinationals destroy the local industry and sell non-essential products.

**Hemant:** I agree with you. What is the fun of having Coke and Pepsi? We have our own Camp Cola.

**Shishir:** I think water is good enough.

**Dhruv:** We are not here to discuss soft drinks. The topic given to us is a much larger one. First, let us define multinational companies. They are merely large companies which operate in a number of countries. There could be some Indian multinationals also. So, there is nothing wrong with them. The point is whether they have a good or bad impact on the host countries. We have to discuss their business practices and find out whether they are desirable or not.

**Raghav:** That is very good introductions to the topic Multinational companies do serve an important function of bringing new products and technologies in countries which do not have them. And, it is not just Coke and Pepsi. They set up power plants and build roads and bridges which really help in the development of host countries.

**Amit:** But are they all that good? We have seen that they destroy local industry. In India they just take over existing companies. They came from the areas of low technology. Moreover, we have to think reason for there arrival to India. They come for earning profits and often remit more money abroad that they bring in.

**Tarun:** I agree with you. I am against multinationals. We can produce everything ourselves. We should be indigenous in our approach. Why do we need multinational companies?

**Raghav:** We do not need multinational companies but it also means that our companies should not do business abroad. Can we live isolated in the world? The fact is that we are moving towards becoming a global village. The world is interconnected.

Then, we have also seen that foreign companies bring in business practices that we are impressed with. Look at foreign banks. They are so efficient and friendly that the nationalized banks look pathetic in comparison. I think we can learn a lot from multinationals if we keep our eyes and mind open.

**Hemant:** Take a look at McDonalds. They are providing quality meals at affordable prices. One does not have to wait at their restaurants

**Shishir:** But my dear friend! how do you account for the fact that they take out more than they put in and thus lead to impoverishing the country?

**Dhruv:** The fact is that every poor country needs foreign investment. Poor countries often lack resources of their own. That is why they have to invite foreign companies in. There is nothing wrong in this because products like can, air conditioners and so on can be made in poor countries. Often multinationals source products from different countries which help boost their export earnings.

**Raghav:** We have been talking about Coke and Pepsi. It is well known that Pepsi is in the foods business also and has helped farmers in Punjab by setting up modern farms to grow potatoes and tomatoes. Modern practices have helped the people in that area.

**Tarun:** But, I still feel that multinationals are harmful to the country.

**Dhruv:** Well, there could be negative things associated with such companies. They may not be very good in their practices. But, can we do without them? I think the best way is to invite them but also impose some control so that they follow the laws of the country and do not indulge in unfair practices.

**Raghav:** I think laws are applicable to everyone. Very often officials in poor countries take bribes. Why are the companies blamed for our own ills?

**Tarun:** What about the money they take out?

**Dhruv:** We have had a good discussion and I think it is time to sum up.

Multinationals may have good points as well bad ones. But competition is never harmful to anyone. We cannot live in a protected economy any longer. We have been protected for many years and the results are for everyone to see rather than close multinationals. Let us invite them in selected areas so that we get foreign investment which we are lacking. Laws can be strictly enforced that companies operate within limits and do not start meddling in political affairs.

**Analysis:** Though Tarun started the discussion, he could not make any good points. Later, he could not give any point about why multinationals are bad. It is also

a bad strategy to say at the outset whether you are for or against the topic. Remember, it is not a debate but a discussion. The first step should always be to introduce the topic without taking sides. See the way in which the discussion is proceeding and give arguments for or against. The observers are not interested in your beliefs but in what you are saying. The participation of Hemant and Shishir is below average. A candidate must make 3-4 interventions.

Their arguments are also not well thought out and add nothing to the discussion. It is important to say relevant things which make an impact rather than speak for the sake of speaking. The arguments of Dhruv and Raghav are better. They seem to be aware of the role of multinational companies. Raghav's approach is better, as he intervenes a number of times. He has also taken initiative in the beginning and brought order to the group. If selection is to be made from the above six candidates, the obvious choice would be Raghav and thereafter, Dhruv.

### Advanced English Communication Skills Lab – Group Discussion Observation Evaluation Checklist

**Class / Year / Batch:**

**Date:**

Name of the Student					
<b>Initiator</b>					
<b>Information Seeker</b>					
<b>Information Giver</b>					
<b>Procedure Facilitator</b>					
<b>Opinion Seeker</b>					
<b>Opinion Giver</b>					
<b>Clarifier</b>					
<b>Social Supporter</b>					
<b>Harmonizer</b>					
<b>Tension Reliever</b>					
<b>Energizer</b>					
<b>Compromiser</b>					
<b>Gatekeeper</b>					
<b>Summarizer</b>					

\* **Note:** In the first row write down the names of the students and in the rows below put the tick marks (✓) if they perform the GROUP DISCUSSION Task Roles. If they do not perform the related roles put an 'X' mark. Write the observation record based on this evaluation Checklist.

#### II. Answer the following questions:

1. What is the goal of a Group Discussion?
2. What are the four stages of group problem solving in group discussion?
3. What is the systematic way of approaching the Group Discussion?

4. Explain the physical set up and process of conducting a GD?
5. What are the positive task roles and maintenance roles one has to play in a group discussion?
6. What negative roles are to be avoided in a GD?
7. What is the best way of summarizing in a GD?
8. What are the objectives of a GD?
9. What are the advantages of a GD?
10. What are the most important personality traits that a candidate should possess to do well in a Group Discussion?
11. What is the etiquette to be followed during a GD?
12. How can you justify that GD plays an important role in judging and eliminating the candidates during personality tests and recruitment drives?

### **Group Discussion Topics**

1. USA as world police
2. BPOs in INDIA.
3. Govt contribution to IT.
4. Will punch lines rule the Advt.
5. US war on Iraq-justified or not.
6. Is China a threat to Indian industry?
7. India or West, which is the land of opportunities.
8. Water resources should be nationalized
9. "BALANCE BETWEEN PROFESSIONALISM AND FAMILY"
10. Position of Women in India compared to other nations.
11. Education in India compared to foreign nations
12. Is it necessary to ban COCOCOLA in India?
13. What is the effect of movies on youth.(is it good or bad)
14. Are studies more beneficial in India or in Abroad.
15. "UN's peace activities" and "America's war on Iraq".
16. "Environment-Who's Responsibility".
17. Role of UN in peacekeeping
18. War on Iraq.
19. About Hockey being the primary game in India
20. Can America occupy Iraq?
21. Cricket should be banned or not
22. Present state of Indian Cricket team.
23. Love marriage/Arranged marriage
24. Advantages of Co-education
25. Mumbai blast

## Unit-IV Interview Skills

**Introduction:** The interviewing process is a complex means of gathering relevant data about a candidate for particular job position, promotion, or making a selection panel. Although interviewing may be practised along with other screening methods such as group discussions and oral presentations, recruitment experts believe that a job interview provides the best opportunities to examine the relevance of an applicant's knowledge and experience and an effective technique used for evaluation with suitability of the candidate for a particular position through a question answer oral session. It could be either a face to face meeting or a formal conversation through telephone or video conferencing between the candidate and the members of a selection committee or representatives of employees concern.

An interview is a formal name for an exchange of information and impressions. It is an opportunity for an employer and potential employee to begin to get acquainted. An interviewer has basic goals in meeting the interviewee:

- To find the right person for the job.
- To find someone who can contribute to the organization's goals.

An interview is not a casual conversation. It can be friendly, cordial but it is still serious.

### Characteristics of the job interview:

A Job interview is a pre-arranged and planned conversation characterized by a defined purpose and some level by informality. Let us look into those aspects.

**Planning:** A job interview is prearranged and planned. Several factors such as the time, the venue the number of experts, the areas to be covered in the interview, the papers and materials needed, and so on are taken into consideration much before the interview. The interviews may also consider the best ways of opening and concluding. However no job interview is just a mechanical process of asking and answering questions.

**Purpose:** A job interview is purposefully designed to achieve certain objectives. Organisations invest both time and money on the job interviews to ensure correct selection. Whatever may be the format of a job interview, the purpose is predefined so that the predictive capabilities of job interviews are enhanced.

**Conversation:** A job interview is a conversation between a job aspirant and the member/s of a selection committee or employers or their representatives. As it includes both listening and speaking, the candidate has to listen actively during a job interview and speak clearly and precisely using simple words, short sentences with correct articulation, and appropriate pronunciation. It also requires certain flexibility in the usage of tenses.

**Two-way Interaction:** The job interview is a two way interaction that may take place between the candidate and the interviewer or the candidate and more than one interviewer. In order to ensure uniformity, one-to-one interviews are generally structural and each candidate may be asked exactly the same kind of question in the same style.

**Informality:** Although a job interview is a planned conversation, it is less formal than many public speech situations. The success of any job interview depends on its informal and friendly atmosphere where the candidates get opportunities to reveal their potentiality and feel free to present their best.

### **Pre Interview Preparation Techniques:**

When a candidate has applied for a job and is getting ready for that important moment in his/her life, the job interview, he needs to prepare for it systematically, even if it is not the first job interview for the person. Preparing well is the key to success during an interview. Facing a job interview- whether a face- to face personal interview, a telephone interview, or an interview through videoconferencing – is easier when one prepares for it in a systematic way.

Planned preparation for the job interview will help the candidate

- Develop the needed confidence
- Enter the job interview with information and understanding
- Strongly support his/her candidature
- Deal with interview anxiety effectively
- Be sensitive to the needs and expectations of the interviews
- Know his/her strengths and weakness
- Strike up a positive interaction with the interviewers
- Know his/her job and the organization that he / she wants to join
- Adapt his back ground, knowledge and skills to fit the job.

Thus preparing for the job interview involves.

- Analysing yourself
- Identifying your skills
- Researching the organization
- Analysing the job position
- Revising your subject knowledge and brushing up your general awareness
- Developing the interview file

**Interview Question:** The suitability of a candidate for a particular position is evaluated during a job interview though an oral question- answer session. You should be familiar with the nature and type of questions being asked during job interviews, so that you are ready to answer them confidently. There are seven different types of questions that are asked. They include open, closed, probing, reflective, loaded, and hypothetical and leading questions.

**Open Questions:** An open question asks the candidate to talk about some thing. Its main purpose is to encourage the candidate to talk broadly about a topic or subject following are some of open questions.

- Tell us something about yourself.
- Talk about your interests and activities
- Describe the most difficult situation that you recently faced.
- What are the advantage of a mixed economy
- What do you think about the impact of multinational companies on the Indian economy?

**Closed questions:** Unlike open questions, closed questions limit the scope of the response by asking the candidates to provide specific information or facts. Following are some examples.

- When did you complete you graduation?

- What was your major subject in the college?
- Where did you receive your first professional training?
- Do you know data processing?

**Probing questions:** The main purpose of a probing question is to probe more deeply or ask for our explanation or clarification of a statement just made. Probing questions encourage the candidate to talk in greater depth about a topic or subject.

**Reflective questions:** These questions are asked to confirm the statements given by the candidate. The purpose is to check that the interviewer understands what the candidate has said.

Ex:

- That means you want the public sector companies to be totally privatized?
- Am I right in thinking that you are against economic liberalization in India?
- Does that mean that you favour a total ban on any type of violence in movies?

**Loaded questions:** This questions assess the candidate's response to a sensitive issue, subject or point. The main purpose of loaded questions is to judge the candidate's ability to handle difficult and sensitive situations. There may not be any right or wrong answer to a loaded question; rather, it would be a reasonable or unreasonable response.

Ex:

- Your GPA in the first semester of your I. B.tech is too low. How do you justify that?
- Do you think that a Rama temple should be constructed at the site of Babri Masjid

**Hypothetical Questions:** A hypothetical question may involve a hypothetical situation. It may be asked to test the possible reactions of the candidates to a certain situation. The candidate may be asked the questions, 'what would you do if you were the prime minister of India?'

**Leading Questions:** A leading questions is asked to obtain a desired response. It leads the candidate to a particular answer such questions generally suggest a point of view on the part of the interviewer and call for agreement with a 'yes' answer

E.g.:

- Don't you agree that our company is a market leader in electronics product?
- Don't you agree that our economy needs more privatization?

**Answering Strategies:** How a question is answered is sometimes more important than the answer itself. The away a question is answered reflects a person's communicative ability. The following tips will help in improving the quality of answers.

**Attentiveness:** When a person attends a job interview, he/she cannot answer the interview's questions correctly unless he/she is listening properly. The candidate should listen to the interviewer attentively in order to understand the question and then respond to it.

**Accuracy:** The candidate should give particular attention to dates, time lines, persons, places and other details. Giving an incorrect or incomplete answer will reduce the chances of success. The candidate should not try to bluff the interviewer. No one is

expected to know everything and there is nothing wrong in accepting about lack of knowledge.

**Brevity:** The candidate's answer should be brief and to the point particularly in open questions, where he/she has the scope to speak as much as he/she can. He/she should listen to the question carefully and answer only what is asked, not taking more than one minute to answer any question.

**Focus:** The candidate should focus and be specific on a particular point very often. Candidates deviate from the question can not answer specifically. The more specific the answer, the more convincing the interviewers are likely to be of a candidate's suitability for the position. Concrete and specific words and phrases should be used, and obscure, abstract, and vague words that may confuse the interviewers should be avoided.

**Clarity:** Candidates should answer directly and clearly. Clarity in expression generally reflects clarity of thought and professionalism.

**Positive Attitude:** The candidate's answer reflects a positive attitude. It is important to remain positive and it is also important answer even negative questions positively.

**Logical Thinking:** The ability to think logically is always an asset during an interview. Answers should always be rational and logical because illogical answers reflect a disorganized personality. Job interviews have become more complex and sophisticated today. Although face to face interviews are still the most common interview format, interviews also take place in non conventional settings and there are several alternative interview formats, which include interviews through telephone and video conferencing.

#### **Telephone Interviews:**

Telephone Interviews have become very common to day due to compelling reasons of time and distance. Although the telephone interviews have certain inherent weakness as an interview format, its popularity is increasing especially for recruitment to senior positions.

The Telephone Interview generally has fixed structure. The number of interviewers may vary from one to eight. Each of them may form an opinion about the candidate and then a final decision is made on the basis of consensus.

#### **The following suggestions will help to improve telephone Interview skills:**

- Candidate should plan and prepare for the interview in a manner similar to that of a face to face Interview. The Interviewer may ask the candidate to give a date and time for the interview or may fix it them selves.
- The candidate should ensures the there are no distractions during the telephone interviews.
- The names of all the members of the Interview panel should be written down at the beginning of the call and they should be referred to by name through out the interview
- The Interviewee must organize his/her papers and documents in order and keep them close so that he/she may easily refer to them.
- He/she must also keep pen and paper to take notes.
- As in a face to face Interview it is best to answer briefly in telephone interviews too.

- The Interviewee should speak clearly and distinctly, keeping his/her voice up to rational level.
- When an interviewer passes on the telephone to the other members of the interview board, the candidate must thank him/her.

### **Interview through Video conferencing:**

Interviews may also be held through video conferencing. This is very similar to a face to face job Interview because the interviewers can watch the candidates answering questions and can assess his/her behaviour and non verbal gestures.

The video conferencing Interview also has a fixed structure. As the form and structure of video conferencing interview is similar to a traditional face to face personal interview, candidates may apply the same techniques and strategies of interviewing

### **Interview Etiquette before the Interview**

1. Hair should be properly dressed
2. Nails should be clean and trimmed.
3. Be conservative
4. Reach venue at least 30 minutes before schedule time. It will be useful to complete the formalities for the interview or for eleventh hour preparation that is required.
5. Turn off your cell phone or pager.
6. Don't assume that whoever greets you is the receptionist.

### **Interview Etiquette during the interview**

1. Make a positive impression by being assertive and by wishing each interviewer.
2. Reinforce your ability to communicate effectively by speaking clearly and avoiding "uh", "you know", and slang.

### **Interview Etiquette after the Interview**

- Shake each interviewer's hand and thank each interviewer.
- Send a letter of thanks if possible soon after the interview is over.

### **How to get ready for the Interview**

- Define yourself in detail how best you perform in the interview.
- Mentally rehearse the interview from the perspective point of an observer.
- Mingle with others in sharing ideas to win the goal.
- Set up a peak performance signal.

### **Preparing for the Interview**

1. Know the exact place and time of the interview, the interviewer's full name, and title.

2. Learn pertinent (relevant) facts about the company such as annual sales and revenue, principal lines of business and locations.
3. Find out why the interviewer cum manager and/or representative is interested in your qualifications.
4. Determine how the opportunity will influence on your immediate and long-term career development.
5. An interview is a "two-way track." Know what types of questions are to be asked during the interview. Your questions pave the way to the interviewer to evaluate your professional and personal needs. Insightful questions help both of you determine if your relationship will be mutually rewarding. Lastly, the better you understand the opportunity, the more you will be able to communicate your interest in the position. Set your best foot forward. Always wear proper attire and greet your interviewer with a firm handshake and an enthusiastic smile.

### **Pre-interview Planning**

It is very helpful to know some thing about the organization which is interviewing you so that you can comfortably discuss the matters at hand with background knowledge. You will also feel more confident and able to ask more relevant questions. This will make you appear more intelligent and motivated.

Before you get started make sure to keep a written and / or computerized record listing:

- Date on which resume was sent
- Name of the company
- Name of the person whom you sent it
- Address
- Phone number
- Date and time of interview
- Results of interview
- Date of the second interview

**Research the company thoroughly.** This is essential but it is often neglected. Try to find out the following information:

- Products or services
- Company history
- Number of employees
- Business stratagem
- Distribution methods
- Organizational structure
- Kinds of clients or customers
- Locations
- Reputation
- Philosophy behind the business
- Industry standing/Sales or activity
- Size of the company

- Prospects for company growth

### **Be Prepared to Answer Such Questions as...**

- Tell me about yourself?
- Tell me about your background, accomplishments?
- What are your strengths? Weaknesses?
- How would you describe your most recent job performance?
- Why are you interested in our company?
- How do you stay professionally current?
- What outside activities are most significant to your personal development?

## **Interviewing**

### **The purpose of the Interview**

For interviewers, the "right match" means they have identified individuals capable of meeting the immediate challenges. More importantly, they hope the individuals to have the potential to be future resources and assets to the firm.

1. The interview is the mechanism used to determine the "right match."
2. You are being interviewed by the interviewer to determine whether you have the qualifications necessary to do the job or whether a mutually rewarding professional relationship can be formed.
3. Similarly, you must determine whether you can be successful in the available position and whether the company will give you the opportunity for growth and development.
4. Present yourself in the best possible way. However, be yourself; everyone has the same goal - the "right match."
5. Keep in mind that employers are interested in what you can contribute to the company by:
  1. Growth of company
  2. Profit structure
  3. Saving Time

### **Cardinal (Fundamental) Rules for Applicants**

- Be prepared
- Know about the company and be ready to ask questions
- Know your resume well and be ready to expound on the statements in your resume using numbers and accomplishments
- Be yourself

You may have two possibilities:

1. Your qualifications may fit for the open position.
2. The interviewer might try to find another position for you.

**To learn more about you the interviewer may ask the following questions:**

- Will you give me an idea of your background in \_\_\_\_\_?
- Tell me about yourself.
- What prompted you to apply for this position?
- What are you good at doing?
- What do you dislike doing?
- How do you get along with different kinds of people?
- What are your goals?
- What will you do to achieve these goals?
- What will you expect by doing in 5 years, 10 years, 20 years?
- What kinds of things worry you?
- Tell me about the last time you were angry at work?
- How did your previous employer get the best out of you?
- Are you interested in sports?
- Do you prefer working with others or alone?
- What sets you apart from other candidates?
- When do you expect a promotion?
- Who are your heroes?
- What do you admire most? Why?

**To learn about your approach towards the job the interviewer may ask these following questions:**

- What do you look for in a job?
- What frustrated you in your previous jobs?
- What was your most important contribution in your last job?
- If you could create a job for yourself, what would it be?
- How do you feel about travel and/or relocation?

**To learn about your approach to problems the interviewer may ask the following questions:**

- Suppose you ran into a problem with \_\_\_\_\_? How would you handle it?
- What was a tough situation that you had to handle?
- Tell me about a situation that really challenged you and how you met the challenge.
- What kinds of decisions are most difficult for you?
- What is the most difficult problem that you have faced?
- Are you willing to take calculated risks when necessary?
- Describe some problems from your previous job and how you solved them?
- What problem are you most proud of having solved? How did it benefit your company?

**To learn about your approach to the boss the interviewer may ask the following questions:**

- What is or was the title of your boss?
- What are her or his responsibilities?
- Tell me about your best boss?

- What did you learn from your best boss?
- Do you prefer to work for a delegator, or one who gives you close supervision?
- What approach works best to get the most out of you?

### **Who do Employers Want?**

Employers try to find the **best person** with the **right qualifications** and **best potential** to fill the job. Employers look for these attributes in an employee:

- Professional appearance
- Ability and aptitude
- Experience
- Training
- Drive and goal-orientation
- Motivation
- Communication Skills
- Good Grades
- Energy and Enthusiasm
- Perseverance
- Confidence
- Reliability
- Honesty and Integrity
- Pride
- Dedication
- Interpersonal Communication Skills
- Teamwork Skills
- Leadership Skills
- Analytical Skills
- Listening Skills
- Problem-Solving Skills
- Knowledge and Interest in their organization

### **Special qualities employers seek in managers or supervisors:**

- Previous successful supervision
- Broad understanding of management
- Leadership
- Team-building Skills
- Career-mindedness

### **The interviewer may offer information regarding:**

- Description of the job - discuss the content as well as the importance of the position.
- Identification of the duties - specifics about time, quality, and quantity.
- Explain what is expected and the criteria for evaluating performance.
- Indicate the levels of authority - what decisions will the employee make, how much power will he or she have?
- Describe the support systems - what kind of assistance is available to help the employee carry out assignments.

An employer may ask why you left your previous job. There are **6** acceptable reasons for leaving jobs (**CLAMPS**):

- **Challenge** - you were not able to grow professionally
- **Location** - the commute (travel) was too long
- **Advancement** - there were no opportunities to get ahead within the company or the opportunities were taking too long
- **Money** - you were not being paid enough for your skills and accomplishments
- **Pride** - you wanted to be with a better, larger, or more prestigious company
- **Security** - the company was not stable
- 

## Portfolios

You can put together a portfolio that will help you at interviews. Visual techniques are remembered, and presenting skills and achievements mean much more than explaining. Your portfolio can accompany you at every interview and can be adapted according to the needs and requirements of the job. Starting a portfolio now will enable you to build a history of skills, strengths, and achievements.

You may want to include the following in your portfolio:

- Resumes
- Fact sheet highlighting your skills and what you like to do best
- Biography - if there is anything unusual about you not described in your resume.
- Certificates, Awards, Honors
- Clippings of any accomplishments, community involvement, or activities
- Letters of thanks, commendation, or recommendations
- Writing samples
- Creative writing, artwork, or design samples
- Examples of training programs or educational tools developed, and responses indicating successes
- Evidence of computer skills or technical knowledge useful for the job
- Programs from events you helped to plan or participate in, including relevant volunteer programs
- A list and description of workshops, seminars, trade shows, and any special training programs relevant to the work you want to do
- Quantitative indications of achievements - pictures, drawings, computer designs, numbers, and percentages

## Dressing for Interviews

How you look, what you wear, and your nonverbal communication are important in determining if you are considered over the first interview. Employers are interested in finding people who look professional. It may sound unfair but **first impressions are almost everything**. To look professional, in most cases men / women wear

### Men

- conservative navy or grey coloured pants , suits
- Long sleeved white or pale blue shirts
- Silk ties with small patterns

**Men should not wear:**

- Beards
- Cologne, aftershave, or hair spray
- More jewelry than a watch and a wedding ring

#### **Women wear:**

- A navy blue, grey, or dark colored suit or dress
- A conservative light coloured dress/ sari
- Very less jewellery

#### **Women should not wear**

- Bright coloured dresses
- Cologne, perfume, or hair spray
- More jewelry than a watch and a ring

#### **Interview the Interviewer**

The landscape (setting) for job seekers today is more treacherous than at any time in recent memory. If you want a job today, you may actually have to work for it. There are great and dumb questions and, worst of all, no questions at all. The interviewer's last question is frequently the most important one. That's when the interviewer smiles and says: "Now, do you have questions for us?" Your response at this point often determines if you continue as a job seeker or transform into a job getter.

#### **Be prepared to ask questions**

- Why is this job open?
- How many people held this position in the last 2 years? What happened to them?
- Where does this position fit in the overall organization?
- To whom would I report?
- Where is the job located?
- What type of training is required for this position? How long is the training period? What other training opportunities are provided?
- Where are the greatest opportunities for growth within the company?
- What are the most important skills and characteristics needed to progress in the company?
- How long have you been a part of the organization?
- What has been the pattern of growth of the company in the last 5 years? Is it profitable? How profitable?
- What is the growth plan of the company?
- Who are the company's major competitors? How does the interviewer compare the company to its major competitors?
- Which markets do you regard as most important?
- Who are your major customers? Are they mostly local, regional, national, or international?
- Is there a written job description. May I see it?
- What will my priorities be? What will be my first assignment?
- How often are performance evaluations conducted and how are the evaluations made?
- What's the readiness of the team as far as experience is concerned? Am I going to be a mentor or will I be mentored?

- What does this company value the most and how do you think my work for you will further these values?
- What kinds of processes are in place to help me work collaboratively?
- Do team members typically eat lunch together or do they typically eat at their desk?
- Do you have any questions or concerns about my ability to perform this job?
- When top performers leave the company why do they leave and where do they usually go?
- Who are the “coolest”(approachable) people in my team? What makes him or her “cool? Can I meet them?

### **Behaviours which recruiters find most unforgivable are:**

1. Poor personal appearance
2. Overemphasis on money
3. Failure to look at interviewer while interviewing
4. Doesn't ask questions
5. Late to interview
6. Condemnation of past employer
7. Inability to take criticism
8. Indecisive, cynical, lazy
9. Overbearing, over aggressive, “know it all”
10. Unable to express one self clearly

### **Closing the Interview**

1. If you are interested in the position, let the interviewer know. If you feel the position is attractive and you want it, say something like: "I'm very impressed with what I've seen here today; your company, its products and the people I've met. I am confident I can do an excellent job in the position you've described to me." The interviewer will be impressed with your enthusiasm.
2. Don't be too discouraged if immediate commitment is not made. The interviewer will probably want to communicate with other people in the company or possibly interview more candidates before making a decision.
3. If you get the impression that the interview is not going well and that you have already been rejected, don't show your disappointment. Once in a while an interviewer who is genuinely interested in you may seem to discourage you as a way of testing your reaction.
4. Thank the interviewer for his or her time and consideration. If you have answered the two questions-- "Why are you interested in this position?" and "What can you offer?"-- You have done all you can.

### **Following-up**

Following-up can help you Influence the decision-makers to:

- Move things along.
- Show interest and enthusiasm.
- Exhibit confidence and willingness to take risks.
- Reassure the hiring manager.
- Turn a losing into a winning situation.

**ALWAYS send a thank-you note or follow-up letter within 24 hours after the interview:**

- Make sure you have the name (correct spelling) and title of all those with whom you interviewed.
- Send a thank you to all the interviewers.
- In the thank you note describe how your skills/achievements may contribute to the company/organization. Always write in terms of what you can give them, not what you can get from them.
- Try to get business cards from your interviewers
- Find out when and how you can expect to hear from the organization.
- Follow-up with a phone call - some employers tell me that they often select the person that calls back the most
- Don't be overly aggressive, but don't just sit back and wait for something to happen.

### **10 competencies most wanted by employers**

# Analytical Skills

# Communication Skills (written, verbal, interpersonal)

# Flexibility / Adaptability

# Initiative / Drive / Energy

# Leadership Skills

# Planning Skills

# Problem-Solving Skills

# Teamwork Skills

# Technical / Technology Skills

# Time Management Skills

### **50 common competencies in demand by employers**

- Analyzing Issues
- Attitude / Optimism / Passion
- Building Relationships / Alliances
- Building Talent Resources
- Change Innovation
- Change Management
- Coaching / Inspiring Others
- Collaboration
- Communication
- Confidence
- Conflict Management
- Courage

- Customer Service
- Decisiveness
- Delegation
- Detail-Orientation
- Diversity Acumen (wisdom)
- Ethics / Integrity
- Execution (implementing work)
- Financial Acumen
- Flexibility / Adaptability
- Follow-Up Skills
- Global Perspective
- Independence
- Influencing Others
- Initiative / Motivation
- Innovation / Creativity
- Interpersonal Skills
- Judgment
- Leadership
- Listening Skills
- Negotiation
- Organization
- Planning
- Problem Solving
- Process Improvement
- Project Management
- Quality Awareness
- Quantitative Analysis
- Reliability / Responsibility
- Research Skills
- Self-Management / Self-Learning
- Sensitivity / Intuition
- Strategic Thinking
- Teamwork
- Technical / Technology Skills
- Tenacity (firmness)
- Time Management

### **Mistakes to be avoided at the interviews**

Here is a list of mistakes committed at the interview:

#### **Being unprepared**

- Lacking knowledge of what the company does, company history, values, mission, industry
- Being unsure of what the job and responsibilities are

#### **Lacking interest / enthusiasm**

- Asking no questions
- Being unable to communicate the reason for having an interest in the job

**Inappropriate dress**

- Dressing too casually
- Wearing too much perfume, cologne, or makeup

**Poor body language**

- No eye contact / facial expressions
- Leaning on chair / desk / table
- Fidgeting
- Weak handshake

**Lack of resume knowledge**

- Inability to articulate accomplishments / provide specific examples
- Overstated / incorrect work history

**Lack of punctuality**

- Being late without reason
- Arriving too early

**Unprofessional**

- Talking negatively about past company / manager / employees
- Chewing gum
- Using inappropriate language

**Rambling answers**

- Talking so much that the question is not answered
- Bragging (proud)/ displaying arrogance rather than confidence

**Ringling cell phones**

- Turn cell phone off before the interview!

**Interview Tips****Things to remember**

- To help prepare you for the interview process try role-playing with a family-member or friend using some of the above questions.
- The best time for an interview is very early in the morning before the work day begins.
- Arrange for no more than one interview in a morning or afternoon.
- Be prompt. Arrive 15 minutes early.
- Completely fill out application forms even if you are asked information already on your resume.
- Always be honest.

- Be able to quantify (enumerate) your achievements with numbers and percentages.
- Think in terms of increasing productivity, decreasing costs, and increasing profitability for the company - how can you do that?
- Try to appear poised, balanced and alert
- Be friendly and enthusiastic.
- If an employer tells you that they dress casually, ignore it. Dress in a suit and tie/suit and look professional at all interviews - first impressions count.
- Polish your shoes.
- Be well-groomed.
- Wear clothing that is professional and comfortable.
- Sit comfortably without sprawling.
- Let the interviewer be in control. Do not put anything on the interviewer's desk.
- Ask questions. If you want to clarify certain aspects of the job, ask. Interviewers look badly at interviewees who have no questions.
- Wait until you are offered a job to ask about paid holidays and vacations.
- Carry extra resumes and references with you.
- Do not smoke, chew gum, or eat candy.
- Do not wear fancy jewellery or cologne.
- Be polite. Do not show hostility.
- Show a can-do attitude which demonstrates that you can get along well with bosses, colleagues, and subordinates.
- If asked general questions, answer in terms of your professional abilities and experiences.
- Employers are interested in what you can contribute to the organization, not what you can get from it.
- Never, never be critical of the any one – your friends, college, teachers or former employers.

Only **15% of getting a job depends on qualifications**. Your tone of voice, posture, facial expressions, and eye contact give clues about your inner feelings and attitudes. Non-verbal communication is important:

- Maintain good posture
- Don't hide with sunglasses
- Don't cover your mouth when you speak
- Use direct eye contact
- Give a firm handshake before and after the interview
- Speak clearly in a firm, confident, and not too loud voice
- Smile, when it is appropriate
- Try to relax
- Give specific answers to all questions. Don't be vague.
- Get the name and title of the interviewer(s). Try to get a business card from all of those who interview you.
- At the end of the interview, find out when and how you will be notified.
- Thank the interviewer for his or her consideration.
- If you are really interested in the job, tell the interviewer again before you leave.
- Leave promptly, don't drag it out.
- Send a thank-you letter with-in the next 24 hours.
- Don't be discouraged if you don't get the job. Try to learn from the experience.

**Employers indicate that you can damage your chances of getting a job by:**

- Poor career planning
- Lack of qualifications for the position
- Inability to communicate clearly
- Insufficient evidence of achievement
- Failure to research the organization
- Showing a lack of enthusiasm or interest in the organization
- Unwillingness to relocate
- Appearing to be overbearing, aggressive, conceited
- Seeming more interested in money and benefits than anything else
- Failure to follow-up after the interview

The golden rule of interviewing

**Be yourself, know yourself, and sell yourself. Successful interviewing requires successful selling.**

*“I've met men who saved lives, built nations, or unlocked the mysteries of the universe . . . and the most easily observable thread which connected these people was their ability to present well on an interview”.* Winston Churchill.

**Some "Dos" and "Don'ts**

1. You plan to arrive on time or a few minutes early. Late arrival for a job interview is never excusable.
2. If presented with an application, do fill it out neatly and completely. Don't rely on your application or resume doing the selling for you. Interviewers want you to speak for yourself.
3. Do greet the interviewer by last name if you are sure of the pronunciation. If not, ask the employer to repeat it. Give the appearance of energy as you walk. Smile! Shake hands firmly. Be genuinely glad to meet the interviewer.
4. Wait until you are offered a chair before sitting. Sit upright, look alert and interested at all times. Be a good listener as well as a good communicator.
4. Look at the prospective employer in the eye while speaking.
5. Follow the interviewer's leads, but try to get the interviewer to describe the position and the duties to you early in the interview so that you can apply your background, skills and accomplishments for the position.
6. Make sure that your good points come across to the interviewer in a factual, sincere manner. Stress achievements. For example: sales records, processes developed, savings achieved, systems installed, etc.
7. Always conduct yourself as if you are determined to get the job. Never close the door on opportunity.
8. Show enthusiasm. If you are interested in the opportunity, then an enthusiastic feedback can enhance your chances of being further considered. If you are not interested, your responsiveness will still demonstrate your professionalism.

9. Don't forget to bring a copy of your resume! Keep several copies with you.
10. Don't smoke, even if the interviewer does and offers you a cigarette. Do not chew gum.
11. Don't answer with a simple "yes" or "no." Explain whenever possible. Describe those things about yourself which relate to the situation.
12. Don't lie. Answer questions truthfully, frankly and succinctly.
13. Don't make unnecessary derogatory remarks about your present or former employers. Obviously, there were issues or else you would not have left a prior company or be looking to leave a present employer. However, when you are explaining your reasons for leaving, limit your comments.
14. Don't over-answer questions. And if the interviewer steers the conversation into politics or controversial issues, try to do more listening than speaking since this could be a sensitive situation.
15. Don't inquire about salary, vacations, bonuses, retirement, etc., on the initial interview unless you are sure the employer is interested in hiring you. If the interviewer asks what salary you want, indicate what you've earned but that you're more interested in opportunity than in a specific salary.

#### **Negative factors evaluated by an interviewer**

- Personal appearance which is less than professional.
- Overbearing, overaggressive or egotistical behavior.
- No positive purpose.
- Lack of interest and enthusiasm -- passive and indifferent.
- Lack of confidence and poise; nervousness.
- Overemphasis on compensation.
- Evasiveness; making excuses for unfavorable factors in work history.
- Lack of tact, maturity and courtesy.
- Condemnation of past employers, managers, projects or technologies.
- Inability to maintain a conversation.
- Lack of commitment to fill the position at hand.
- Failure to ask questions about the position.
- Persistent attitude of "What can you do for me?"
- Lack of preparation for interview.
- Failure to get information about the company
- Inability to ask intelligent questions.

#### **A few more Interview Tips**

Great interviews arise from careful groundwork. You can ace your next interview if you:

1. **Enter into a state of relaxed concentration.** This is the state from which great basketball players or Olympic skaters operate. Focus on the present moment and this will enable you to experience lapses in concentration, nervousness, self-doubt and self-condemnation.

2. **Act spontaneously**, but be well prepared. Be your authentic self, professional yet real. Engage in true conversation with your interviewer, resting on the preparation you did before coming to the interview. Conduct several trial runs with another person simulating the interview before it actually occurs. It's the same as anticipating the questions which you'll be asked in the final interview.
3. **Set goals for the interview.** It is your job to leave the meeting feeling secure that the interviewer knows as much as he or she possibly can about your skills, abilities, experience and achievements. If you sense there are misconceptions, clear them up before leaving.
4. **Know the question behind the question.** Ultimately, every question has a direct or indirect hint towards-"Why should we hire you?" Be sure you answer that completely. If there is a question about your meeting deadlines, consider whether the interviewer is probing delicately about your personal life, careful not to ask you whether your family responsibilities will interfere with your work. Find a way to talk about fears if you sense any.
5. Follow up with an effective "thank you" letter. Don't write this letter lightly. It is another opportunity to market yourself. Find some areas discussed in the meeting and expand upon them in your letter. Standing out among the other candidates will occur if you thoughtfully consider this follow up letter as an additional interview in which you get to do all the talking. Propose useful ideas that demonstrate your added value to the team.
6. Consider the interviewer's agenda. Much is on the shoulders of the interviewer. He or she has the responsibility of hiring the right candidate. Your ability to do the job will need to be justified. "Are there additional pluses here?" "Will this person fit the culture of this organization?" These as well as other questions will be heavily on the interviewer's mind. Find ways to demonstrate your qualities above and beyond just doing the job.
7. Expect to answer the question, "Tell me about you." This is a pet question of prepared and even unprepared interviewers. Everything you include should answer the question, "Why should we hire you?" Carefully prepare your answer to include examples of achievements from your work life that closely match the elements of the job before you. Obviously, you'll want to know as much about the job description as you can before you respond to the question.
8. Watch those non-verbal clues. Experts estimate that words express only 30% to 35% of what people actually communicate; facial expressions and body movements and actions convey the rest. Make and keep eye contact. Walk and sit with confidence. Lean towards an interviewer to show interest and enthusiasm. Speak with a well-modulated voice that supports appropriate excitement for the opportunity before you.
9. Be smart about money questions. Don't fall into the trap of telling the interviewer about your financial expectations. You may be asking for too little or too much money and in each case ruin your chances of being offered the job. Instead, ask what is the range of the salary for the present job? Attempt to postpone a money discussion until you have a better understanding about the job.
10. Don't tell unnecessary details about you to the interviewer. Don't try to get the sympathy of the interviewer by telling him/her about your personal woes.

## Frequently asked questions

1. Tell me about yourself
2. Do you have the qualifications and personal characteristics necessary for success in your chosen career?
3. Can you describe your long term goals / short term goals?
4. How would you describe yourself in terms of your ability to work as a member of a team?
5. What quality or attribute do you feel will most contribute to your success?
6. What does success mean to you?
7. Why do you want to work for this company?
8. What are your hobbies / leisure time activities / special interests?
9. Why should I hire you?
10. What influenced you to choose this career?
11. Are you mobile / flexible?
12. What motivates you to put forth the greatest effort in your work?
13. Will you switch over to any other company after joining us? If no, then why not?
14. What is the difference between hard work and smart work?
15. What value addition you can make to the company as well as the community?
16. Why do you prefer a job rather than going for higher studies?
17. Who is your role model / inspiration?

## Interview Questions with Model Answers

### 1. Tell Me about Yourself

This is not an invitation to give your life history. You should aim to describe the kind of person you are in a couple of minutes at the most. Concentrate on positive qualities and link them to the key responsibilities of the job you're applying for. For example "I am a people person – I enjoy working with people and being part of a team. I'm the sort of person who likes to get stuck into a project and I really enjoy seeing a project right through from initial planning to the final stages..." and so on.

Should they ask to hear about what you're like away from work you will still want to give them an answer which means you're cut out for the job on offer. So again, if you want to show you're a good team player you might tell them "I'm very social; I have lots of friends and I spend a lot of time with them. I play a lot of sports such as football"

You should not lie. You've got plenty of time to think about this question before you get to the interview and be ready with suitable and honest answers about your personal or business life. If the job calls for a good team player, it's likely you are one or you wouldn't be applying for the job, so you would probably have plenty of examples you could choose from.

Talk about personal characteristics and skills that translate into career strengths.

### 2. Do you have the qualifications and personal characteristics necessary for success in your chosen career?

I believe I have a combination of qualities to be successful in this career. First, I have a strong interest, backed by a solid, well-rounded, state-of-the-art education, especially in a

career that is technically oriented. This basic ingredient, backed by love of learning, problem-solving skills, well-rounded interests, determination to succeed and excel, strong communication skills, and the ability to work hard, are the most important qualities that will help me succeed in this career. To succeed, you also need a natural curiosity about how systems work -- the kind of curiosity I demonstrated when I upgraded my two computers recently. Technology is constantly changing, so you must a fast learner just to keep up or you will be overwhelmed. All of these traits combine to create a solid team member in the ever-changing field of information systems. I am convinced that I possess these characteristics and am ready to be a successful team member for your firm.

### **3. How would you describe yourself in terms of your ability to work as a member of a team?**

I have had many opportunities in both athletics and academics to develop my skills as a team player. My tenure as a member of my college cricket team serves as a good example. I learned a great deal about teamwork while playing because all the players in the team must act as one, which meant that we incessantly worked to keep each movement in the match synchronized. On an individual basis, we still worked toward group goals. My experience as a project team leader also helped me to learn the role of "team player." I viewed my position as that of group leader and of group member. I ensured that everyone in the group had equal opportunity to contribute, maintained excellent communication among group members, and coordinated their energies toward reaching our team's goal.

### **4. Can you describe your long-range goals and objectives?**

My primary objectives are to learn as much as possible about your company's product offering, organizational structure, and professional techniques so that I may become the most productive member of your sales team.

### **5. What do you expect to be doing in five years?**

Although it is hard to predict the future, I sincerely believe that I will become a very good \_\_\_\_\_. I believe that my abilities will allow me to excel to the point that I can seek other opportunities as a \_\_\_\_\_ (the next step) and possibly even higher. My ultimate goal continues to be \_\_\_\_\_ and will always be to be the best at whatever level I am working at within \_\_\_\_\_ corporate structure.

Everyone hates this question, but everyone asks it. The traditional answer is "management." But in recent years companies have started to develop a technical career track. Many companies call this position "consultant" or "senior software engineer" or "staff engineer." Of course, any other management position that you think would interest you is also appropriate: product marketing manager, application manager for a particular project (in other words, a first-line manager), or any other position that requires a technical background. Employers like goal-oriented workers, so saying you don't know will turn a manager off.

The generic answer would be, "I would like to try the technical career track," or, "I want to follow the management career path."

### **6. What do you see yourself doing in ten years?**

Ten years from now I see myself as a successful \_\_\_\_\_ for a world-class firm like yours. I want to have developed a wonderful bond with my employer I will have proven myself a highly competent systems analyst and will represent my company in helping others find solutions to their information-systems needs in a professional and timely manner.

### **7. How would you evaluate your ability to deal with conflict?**

I believe I am quite good at handling conflict. Working in retail and in the residence halls required that I make many unpopular decisions at times, whether it was terminating an associate or taking judicial action on a resident. Often the person in conflict with me would be upset and sometimes physically outraged. I would always make sure that I fully explained the situation, the policies behind my decision, and why those policies exist. Usually by the end of the conversation, the person could see the other side of the situation.

### **8. What quality or attribute do you feel will most contribute to your career success?**

My greatest strength is my flexibility. I have learned that work conditions change from day to day and throughout the day, as well, no matter where I have worked in the past. I also have realized that certain projects require individual attention and others involve a teamwork approach. These are just a few examples of the changes that happen in the financial consulting field, as you are well aware. My flexibility to adapt to the different demands of the job has allowed me to surpass my supervisor's expectations.

### **9. What does success mean to you?**

"Success is doing your job as well as you can, feeling confident in what you have done, and reaching those goals you have personally set for yourself." Success might be in terms of money, status, influence, and so on, but these are better left out of the conversation.

### **10. Have you set any goals? \***

"Yes, I would like to be the best \_\_\_\_\_ I can. If things go well, I would like to move into management at the appropriate time."

You can see how one question can lead to another. Try subtly to control the interview so you are leading the interviewer into areas *you* want to discuss. You should always be thinking two to three questions ahead. Always ask yourself: "If I answer the question this

way, where will it lead?" Always have support information ready if needed, and always try to answer the question in a positive way, rather than negative.

### **11. What do you feel are your strengths? \***

Use this as an opportunity to put your best foot forward. Do not brag, and always back up your claim with specifics.

Discuss specific assets the employer desires.

### **12. Why do you want to work for this company? \***

This is your chance to look very smart if you do your homework. There is no excuse for going into an interview not knowing about the company. Use Career Search, the Internet, or your college Career Center to find out, and prepare a short list of questions for the interviewer that proves you know about the company.

### **13. Who has been the most influential person in your life? \***

There is no right or wrong answer here, but it is an opportunity to say something more about yourself and your values.

### **14. What do you like to do during your spare time? \***

This is an opportunity to talk about your hobbies and interests. Interviewers are looking for people with broad, diverse interests. Talk about your involvement with or any other outside activities such as sports, music or other special interest groups. This is a chance to talk about yourself as a team player in a group dynamic.

### **15. Why should I hire you?**

Because I sincerely believe that I'm the best person for the job. I realize that there are many other college students who have the ability to do this job. I also have that ability. But I also bring an additional quality that makes me the very best person for the job--my attitude for excellence. Not just giving lip service to excellence, but putting every part of myself into achieving it. In \_\_\_\_\_ and \_\_\_\_\_ I have consistently reached for becoming the very best I can become by doing the following . . .

## Unit-V RESUME COVERING LETTER

The cover letter for a resume is as important if not more important than the resume itself. Companies look for the right candidate all the time and candidates look for the right break. Corporate world is a highly competitive field, so the resume and the cover letter need to work hard to get the attention of the prospective employer. A cover letter usually starts with an introductory paragraph. The first statement implies that the job seeker is either directly applying to a posted job position or submitting it to a company. The introduction should be simple. The next paragraphs should represent the job seeker's details regarding his credentials, achievements and other specifications of interest to the prospective employer. The last paragraph in the cover letter example is the formal closure where the writer closes the letter and invites the employer to schedule an interview.

Remember to

1. Quote reference number and job title at the start of the letter.
2. Use first name, since he/ she did in the advertisement.( Never make an assumption).
3. Begin with an attention grabbing opening that shows motivation.
4. Show resourcefulness- this person has initiative and energy.
5. Highlight an understanding of the business.
6. Illustrate a real achievement in business development – a key skill for this job.
7. Underline the candidates experience as an effective team member
8. Demonstrate a real understanding of the advertiser's business.

### Model Covering Letter - 1

DATE

From Address

To Address

Dear Mr. Vinod / Designation,

I am presently pursuing B.Tech Computer Science Engineering in Sri Venkateswara College of Engineering and Technology. I am interested in a software engineering position upon completion of my degree in May 2010.

As a graduate student, I am one of six members on a software development team where we are writing a computer aided aircraft design program. My responsibilities include designing, coding, and testing of a graphical portion of the program for graphics input and output. I have a strong background in computer aided design, software development and engineering, and believe that these skills would benefit the designing and

manufacturing aspects of Template software. Enclosed is my resume which further outlines my qualifications.

My qualifications make me well suited to the projects areas in which your division is expanding its efforts. I would appreciate the opportunity to discuss a position with you, in the scheduled campus interview to answer any questions you may have and to see if you need any other information from me. Thank you for your consideration.

Yours Faithfully / Sincerely,

(NAME IN CAPS)

Enclosures:

1. Resume or Name of the Document in a E-Mail Letter

### **Model Covering Letter – 2**

DATE

From Address

To Address

Dear Mr. Akshay / Designation,

I am writing to introduce myself to you as a student of Sri Venkateswara College of Engineering and Technology (SVCET), Chittoor. I'm responding to your advertisement in the local Employment News for want of a software developer for your development section.

As you can see in the enclosed resume, I have a very strong academic background in operating systems. My recent Project work internship at Major Info systems, Bangalore, allowed me to further develop and strengthen my technical skills. I have good hands on programming languages like C, C++, Java and Assembly. I believe that I could make a significant and valuable contribution in your firm.

I would appreciate the opportunity to discuss how my education and experience will be helpful to you if you can consider my candidature for the Interview. Thank you for your time and consideration.

Yours Faithfully / Sincerely,

(NAME IN CAPS)

Enclosures:

1. Resume or Name of the Document in a E-Mail Letter
2. Letter of appreciation by The Head of Department, Computer Science Engineering, SVCET

### **Model Covering Letter – 3**

DATE

From Address

To Address

Dear Mrs. Kalpana / Designation,

I would like to submit my resume for your attention in application for the post of Software Developer, which you advertised in Monday's Recruitment Daily.

Over the past four years I am working as a Software Engineer here in Hyderabad. As part of my role I was involved in an exhaustive programme to analyze the business requirements and implement applications using technologies Java, J2EE. To this end we engaged in lengthy time studies of each project and we were very successful in increasing efficiency and quality of the work.

I feel that I can bring this expertise to your company and through implementation of my logical and analytical skills, make your company increasingly more competitive by increasing customer satisfaction.

I would like to meet with you to discuss this opportunity further and can be contacted at the above telephone number. Thank you in advance for taking the time to read my resume. I am looking forward to hear from you soon.

Yours Faithfully / Sincerely,

(NAME IN CAPS)

## Model Covering Letter – 4

Date  
To  
The HR Manager  
Train All Solutions  
Mumbai – 400097

**Sir**

**Sub:** Application for the post of HR Executive.

**Ref:** Your Recruitment Letter 535, dated: 07.07.2009

Dear Ashok Kapoor

As an MBA with a HR specialization, I was interested in your advertisement in The Times of India. After having read the advertisement closely, I conducted a little background research by visiting your website. I believe I have a clear understanding of your needs. My CV warrants close examination for the following reasons:

- I did my Summer Internship Program for 4 months with All growth Training Consultants which is an aggressive consultancy.
- During my On the Job Training with All growth Training Consultants I interacted with clients and got business worth Rs. 5 lakhs.
- I worked with their team and completed 4 modules on “Personal Effectiveness”.

I am convinced that I would benefit if I associate with you as I look forward to working in a high growth and challenging environment.

I would welcome the opportunity of discussing the opportunity further with you.

### Resume writing

**Write a cover letter and resume for a job you are currently qualified for. Worth: 150 points**

**Follow these directions** for writing a cover letter and resume: **This assignment requires these items (saved as a single multi-page document):**

An **email-formatted cover letter**: the *cover letter* accompanies the resume and asks for the interview. It's the interview that will get you the job. Because so many resumes are emailed, your cover letter will be in email format -- without the usual letterhead.

A **resume**: the *resume* opens the door for the interview by highlighting your skills, work experience, and education and **a list of three professional references**

An **ad** that you're tailoring your cover letter and resume for. The ad must be copied and pasted onto a Word document with the URL. You'll submit the ad with the cover letter. *Please paste the ad as the LAST page of this writing assignment.*

## Unit-VI Reading Comprehension

Reading exposes us to all sorts of registers in the language and generates an interest to develop communicative competence. English is a library language and most of the students use reading skills for gathering information. In this new age of knowledge explosion, e-learning and m-learning, reading skills help us to retrieve information from various written sources. Of all the four LSRW skills, reading can be effectively taught. The ability to read and comprehend written material and display symbols and signs is necessary for an individual. The education of a child can be considered to be incomplete if the ability to read and understand written material is not perfect. The child's intellectual advancement will be restricted and limited without the ability to read.

### Components of Reading Skill

Like other language skills, reading is also a complex skill involving a number of simultaneous operations. So far, we know very little about the complex mental processes associated with the learning and the use of language. Therefore, any attempt of analyzing the skill of reading is bound to be largely speculative in nature. The description given below tries to sort out some of the understandable aspects of this complex skill.

A person who comprehends Written English can,

- Read a passage at normal speed.
- Understand the lexical and the structural meanings of the words, phrases and sentences.
- Take incomplete phrases or groups of words at once and when reading aloud, use appropriate sounds, juncture, stress and intonation patterns.
- Guess the meaning of an unfamiliar word from the context.
- Consult a dictionary to find out the meaning of an unfamiliar word.
- Skip over unnecessary passages while skimming for information.
- Read silently without moving the lips.
- Distinguish between the writer's opinion and the statement of facts.
- Locate the 'topic sentence' of a paragraph.
- Make summary of the important points of the passage.
- Infer the mood of the writer, e.g., serious, jocular, sarcastic, etc.
- Recognize the meaning of various graphic signals, e.g., punctuation marks, paragraph indentation, capitalization, etc.

So it is clear that reading is a complex set of activities, and involves an elaborate process. Then you may be wondering that what kind of activities comprise the reading skills. The following points explain the skill of reading:

- Reading involves looking at a text and saying the words to yourself.
- Reading involves putting the words in print on the page into sentences and making sense from out of them.

- To understand a word, you have to read all the letters in it; to understand a sentence, you have to read all the words in it.
- To understand a text, you need to know the meaning of all the words in the text.
- When we read for meaning, we do not need every letter of every word, not every word in each sentence.
- There are no major differences between how one reads in one's mother tongue and how one reads in a second or foreign language.

### **Mechanics of Reading**

Eyes play a prominent role in reading a material. When we do the reading exercise, you might have observed that our eyes do not move smoothly along the line of print. Our eyes move in jumps. (That the eye cannot see while in motion, can be demonstrated by covering a printed line with a piece of paper with a small hole in it and then moving the line slowly from right to left and trying to read the words through the hole). The short pauses of the eyes between jumps are called **fixations** and the length of print covered between two fixations is called the **eye-span**. A good reader has longer eye-spans and can take in longer stretches of the reading matter at once while a poor reader has shorter spans and consequently reverts his eyes on small bits, usually on individual letters. A poor reader may also move his eyes backwards to look at a word he has missed. This process is called **regression**; and inefficient reading is usually marked by frequent regressions.

Reading is a term, which includes wide variety of tasks. It is a mental process comprising activities, skills and exercises. In simple terms, reading is looking at written material and comprehending the meaning of the written words. That means to understand one sentence we have to read almost all the words in it. Then obviously reading is a process and it is necessary to understand it. There are two types of reading called as silent reading and reading aloud. These two activities provide training to the learner to acquire reading skills. Reading aloud gives practice in speaking and helps them use the spoken words they have already learnt. While reading silently, learners make sense of a written text.

The process of reading may be broadly divided into three stages:

- The recognition stage
- The structuring stage
- The interpretation stage

### **Four Levels of Reading**

Reading is basically comprehension. If one reads any given written material, understanding the meaning is crucial to learning. Until we get ready to read for comprehension, the purpose of reading is not served. Now we know about the features of reading as a skill. Then let us see how a good reader operates at different levels. As reading is a cognitive skill, it functions at different interconnected and related levels of meaning. There are four consistent levels of meaning in reading. They are:

(a) Reading comprehension makes the reader understand the information presented in the text or any other reading material. The information may be varied like the facts, details, events, ideas, generalizations, effects and causes. Comprehension at this level pertains to

the text. The reader has to thoroughly understand the fundamental importance of comprehending every part of the written material – meanings of words and sentences.

(b)The next level of reading comprehension is the interpretative level. This is not simply reading the lines but reading between the lines. This type of reading helps to comprehend the indirectly stated ideas and information, where the reader infers the indirectly stated emotions, attitudes and points of view of the writer. The perspective of the reader should be able to perceive the attitude of the writer. Interpretative reading also includes comprehending and inferring the meanings expressed through literary allusions, idiomatic expressions and figures of speech.

(c)Another level of reading is critical reading. In this type of reading, the reader needs to make judgements after reading the written material. The reader may judge any point of view – from accuracy of facts to validity of conclusions. This type of reading can assess the author’s style. But care has to be taken while doing the critical judgement because the judging should be based on reasons, criteria used for making judgement. Comments should be made on the views expressed in the paragraph to value the effectiveness of ideas presented by the writer.

(d)The last level of reading is creative reading. This type of reading leads to the creation of new ideas, insights, applications and approaches. In the earlier types of reading we have discussed, there is little scope for invention and imagination. But in this type of reading, it can be said that we can come to as many imaginary and possible conclusions as possible. Proposing an alternative conclusion or generalization based on the read text and suggesting related examples or exercises in creative reading

### **Good Reading Habits**

- Reading aims at promoting self-education to help in the modification of personality.
- Reading is a passive skill, which can be pursued at leisure.
- A good reader should read with accurate pronunciation.
- A good reader should learn to read easily, smoothly and fluently.
- A good reader should read intelligently and expressively, i.e., he/she could understand and express what he has read.
- Reading aloud should give training in reading with proper stress, pause, intonation and rhythm.
- A good reader reads with understanding takes pleasure in reading and develops an unstinting interest for reading. The more he/she reads, the more perfect his/her knowledge becomes. While reading eyes should move properly along the line and eye span should be perfect without any regressions.
- The reader should take enough care to be in correct posture while reading and maintain sufficient distance between the eye and the book.
- A good reader makes efficient use of library and improves his / her essential study skills.
- Reading is perception, abstraction and comprehension. A good reader should always have good perception abilities.

- A good reader should be in a position to read fast, skim the irrelevant matter and make note of important points.
- A good reader should read fast, with comprehension and remember what he has read.
- The comprehension abilities of a good reader should provide an insight into the tone, mood and voice conveyed by the author. It means to say that the reader should infer the mood of the author.
- Reading skill practiced in a classroom should lead to the reading of extra books (extensive reading) other than the prescribed textbooks. This helps in gathering more information and to utilize his/her leisure time in a proper way in the pursuit of knowledge.

Reading is a positive skill and this is the only skill which can be easily followed by the students. The habit of reading is crucial for the all-round development. But it is in the school that most of the bad reading habits are formed. If not taken care of, they can pose a real threat to the language acquisition abilities of the student. The following are some bad habits of reading.

### **Bad Reading Habits**

- Some students have a bad habit of keeping their fingers under every line and read the content. This is a bad habit and should be avoided. It results in taking lot of time for reading and also creates problems for the eye span.
- Another recurrent problem in reading is backward reading. The problem with eye span will result in regression. The student cannot read with ease and cannot comprehend the given material. As there are problems with understanding they often go back to the first point again and again.
- While reading aloud the voice should be clear and expressive. If the voice is dull, flat and not expressive with proper pronunciation, it does not create interest towards what is being read.
- While reading, some learners have the habit of moving their head. The learners should be taught to read with their eyes. Moving the head is considered to be a crude habit.
- Making murmuring, whispering and buzzing sounds is another problem feature. Lip movement should be avoided during silent reading.
- Keeping the book too close or too far to the eye should be avoided as it may affect the eyesight.
- Some of us have the habit of resting their head on the book and continue reading like that. We should restrain from all such practices.

### **Intensive Reading**

The learner reads every bit of the text very carefully. This reading helps to understand every bit of the text read, to draw inferences from the utterances or statements, and to interpret and evaluate them. Intensive reading is practiced when there is limited portion of language to be read. It means to say that the entire content in that case has to be comprehended. To make the content more understandable, several examples are presented. The elements of language like vocabulary and structures are taught. The progress of the learner is simultaneously evaluated. The reading of the subject matter

assists the students to remember the words and structures so as to use them while communicating in general contexts. Both loud and silent reading skills can be practiced and developed through intensive reading. As the intensive reading is evaluation oriented, achievement of the learner can be understood.

After completing a course in intensive reading, a student should be able to:

- i. Skim a passage to identify the topic, the central theme, and other general ideas and information to ensure that he/she reads only what is relevant.
- ii. Scan to locate specific details or items of information.
- iii. Grasp the meaning of words and phrases in context and interpret idiomatic, figurative and other non-literal uses of language.
- iv. Understand the meaning of punctuation.
- v. Understand the rhetorical organization of a text and make use of his/her understanding in interpreting a complex message.
- vi. Recognize and discriminate between facts, beliefs, judgements, opinions, hypotheses, and expressions of bias, probability, uncertainty, tentativeness, etc.
- vii. Understand the relationship between sentences and clauses in a text by making use of the reference system, discourse markers, etc.
- viii. Understand logical relationships between sentences and parts of a text such as cause and effect, general and specific, pros and cons, generalization and support, equivalence, etc.
- ix. Make inferences and form generalizations based on a text and justify them with evidence from the text.
- x. Make use of non-text information (diagrams, graphs) to supplement textual information, thereby increasing his/her understanding of the text.
- xi. Select information from a text and use it for a particular purpose (e.g., presenting it in note form, presenting arguments for or against a proposition, taking part in role-plays, discussions, etc.)
- xii. Match his/her expectations based on his/her own knowledge, experience and imagination with the writer's assumptions, etc., and recognize the similarities and differences between the two.
- xiii. Locate the source of misunderstanding in a text and handle it.
- xiv. Evaluate the ideas, arguments, etc., developed in a text, the author's point of view or tone and style.

### **Extensive Reading**

The learner reads large amount of material in a short span of time deriving maximum pleasure. We don't expect the amount of comprehension to be total or near total. The language portion to be studied is vast and the aim of reading is to gain general knowledge. Extensive reading is not time bound. No time is allotted for extensive reading. We can practice it in classroom situation and also whenever we find time. This type of reading skill is basically silent reading activity. Memorization activities are not given, as the students' progress is not often checked. As the evaluation is not done,

student's achievement is not understood. Only through extensive reading the skill of silent reading is developed.

This is reading considerable quantity of material without paying attention to the learning of elements of language like structure and word. Extensive reading helps us to get trained to read fluently, take pleasure from reading and be on their own without the help of the teacher. This promotes wide teaching interests of the students and makes them more ready for discussions and classroom interaction. This also plays an important role in the second language teaching because the students have to continue their work outside the classroom. This exercise promotes reinforcement of the language learnt in the classroom. The students also learn to infer meanings of unfamiliar words and structures from the context. Within the time available in classroom, enough reading practice may not be given. So, extensive reading is essential for improving the efficiency and fluency of language.

### **Loud reading**

In this type of reading, the students read aloud and the teacher takes the opportunity to correct the mistakes of students. While reading aloud the student makes a conscious effort and hence concentrates better on reading. Mistakes in pronunciation can be easily found out and corrected at once. Moreover, when the pupil reads aloud he gets mental satisfaction.

The skill of loud reading is practiced in the early stages of teaching the reading Skills. The learning of reading starts with loud reading. For the first two or three years of language learning, loud reading is well concentrated on. It is often considered that loud reading disturbs others. But it is an inevitable evil. It is only through loud reading that pronunciation can be improved. Loud reading also helps one to get ready for public appearances like in conferences, giving speeches, oration, and taking part in symposium, seminars, etc. Loud reading gives pleasure to the students and builds up confidence in them to speak well. But too much emphasis on loud reading may hamper the rapid silent reading skills.

### **Silent Reading**

In this type of reading the learner reads everything quietly and is not expected to move his lips. This type of reading is useful at the advanced levels of learning a language. Only through silent reading it is possible to go through a lot of reading material. Silent reading is often taken for granted as a more efficient way of reading because it is more useful. Silent reading is not reading by murmuring or whispering. It is an art of reading with the eyes without moving the lips or head. Daily we read so many reading materials like newspapers, fiction, magazines, letters, books, etc. For all these purposes we use only silent reading skills because, it is more faster than loud reading, improves technical achievement, provides recreation and helps in the formation of correct reading habits.

Silent reading assists students to improve their reading speed and develop better comprehension ability. The pupils learn to work at their own pace and get adjusted to the learning and using of language at normal conversational speed. Silent reading expands the vocabulary of the pupils and helps them to get command over the language. Silent reading material should be easy and interesting for the student to pursue the reading

practice. The teacher should give ample scope for the students to read passages in the classroom and comprehend with the help of some questions. The students may also be asked to write the gist of what they have read. This way reading can be integrated with writing skills.

### **Reading Problems**

In oral and silent reading, several reading problems occur. A teacher in classroom situation first of all has to read correctly with proper intonation and stress. Phonetics creates problems in reading. Often consonant and vowel sounds have overlapping sound variations. These when not pronounced properly, distort the original meaning. The reading problems are:

- Decoding errors
- Vision problems
- Alexia
- Dyslexia
- Sub-vocalization
- Pointing fingers
- Regression

### **Dynamics of Reading**

Language is termed as a definable part of human behavior. Therefore, it is influenced by many social and psychological factors. Reading is a complex skill to master under the supervision of the teacher. Knowledge of various factors, which influence reading, is very useful for teaching reading effectively in the classroom. These are called dynamics of reading.

One should read the text to

- Predict
- Question
- Get the main idea
- Relate
- Organize
- Infer
- Evaluate
- Create

### **Reading and its Sub-skills**

Reading is a mechanical as well as mental activity. Reading happens mainly in two ways. They are:

- Reading for word perception.
- Reading for comprehension.

Reading for word perception refers to the activities given by the teacher to help the pupils recognize the letters and words. This is also called as pattern perception. The student looks at the printed or written word and pronounces the vocal sounds. The visual ability of the child is considered very important as it co-relates with the spoken communication. The above discussed alphabetic method, the phonic method, word method and the sentence method are used for developing reading for word perception.

At the next level or stage of study, there is reading for comprehension. This generally includes recognition of words, sentences, understanding of patterns, understanding and interpretation of passages and drawing morals and formation of ideas. In a classroom situation exercises like finding the right word, matching the appropriate words, titles and pictures are helpful for developing reading comprehension. Intensive and extensive reading techniques, which we have earlier discussed, form major part of reading for comprehension. The two techniques we use in reading for comprehension are:

### **Skimming**

This is to skim over the surface of a piece of writing, or glancing rapidly through a text, to find out its general content, central idea or gist. This can be related to speed-reading. It improves the eye span of the students and also trains them to comprehend the written material more efficiently in less time. Non-verbal material can be used to train pupils in this skill.

### **Scanning**

In this technique, pupils get only particular bit of information from the reading. For example, when we go through a telephone directory, a train schedule or any list of items, we draw only that information which is relevant to us. This we do with the help of inferences. Reference manuals, study skills and library skills form the major part of scanning. The habit of reading for relevant information, indexing, note taking, summarizing and outlining help us to scan the reading material for useful information

### **Comprehension**

The study of the art of comprehension enables a student to comprehend the main ideas contained in the passage and to answer the questions that follow the concerned passage. This art can be developed easily through diligent practice and it can be very helpful in attempting at summarizing a passage. The following points should be borne in mind while answering questions based on a given passage:

- The student is advised to read the given passage a number of times to understand thoroughly the main theme and ideas contained in the passage.
- The answers should be written in the proper order for each of the questions.
- Answer to each question should be given, as far as possible, in student's own language.
- Only that part of the passage should be considered for an answer which is required according to the question.
- The answer should be written in the same tense in which the question has been asked, irrespective of the tense in the passage.
- If the student has been asked to assign a suitable title to the passage, the same should be selected and written very judiciously as in an exercise on précis-writing.

Reading comprehension is the ability to understand information presented in written form, begins with decoding words, processing those words in relation to one another, and

then combining the ideas in the text with prior knowledge to determine the overall meaning. A reader constructs the text's meaning based both on the ideas explicitly represented and his or her response to those ideas. A reader's response often depends on his or her prior knowledge.

### **Components of Repeated Reading**

- Partner reading
- Following along with a tape
- Readers' theatre
- Repeated reading chart
- Reading buddies

### **Non-verbal Material**

These exercises include items, which do not have any written symbols, and students are expected to comprehend the meaning from facial expressions, gestures, pictures and maps etc. They look at the pictures, predict what is going on. For example, comic strips in newspapers and magazines sometimes do not give any verbal explanation but a reader understands the meaning by looking at these pictures. Maps are a source for us to locate routes to different places and the distance covered. Students should learn to study these maps carefully in order to understand the location.

### **Reading for Detail**

- i. Indicating which of the series of ideas listed is brought out in the given selection.
- ii. Indicating the series of details that support the main idea.
- iii. Completing sentences giving relevant details.
- iv. Matching the series of details with the list of main ideas.
- iii. Linking the relationship between the main points.

Reading is based on the purposes. On the basis of whether audible sound is produced or not during the process of reading, it can be classified as either oral reading or silent reading. Reading is a perceptive activity. Good readers operate cognitively at four highly interrelated and overlapping levels of meaning – the literal, the interpretative, the critical and the creative. Different practice exercises given to the students enhance their reading ability and assess their comprehension levels.

### **Reading Strategies**

Students become better readers when they know why they are reading. The different strategies for reading are:

- a) Reading for information
- b) Reading for literary experience
- c) Reading to perform a task.

Most people believe that "Reading Strategy" is learning to read faster. But reading rate is often just a matter of habit.

### Use a systematic reading technique like SQR3

Develop a systematic reading style, like the SQR3 method and make adjustments to it, depending on priorities and purpose. The SQR3 steps include

1. Survey,
2. Question,
3. Read,
4. Recite and
5. Review.

### Monitor

Good readers monitor their attention, concentration and effectiveness. They quickly recognize if they've missed an idea and make it a point to read it again.

## Exercise

### Passage 1

It was a man who lived before the time of Christopher Columbus that was the world's first great traveler. His name was Marco Polo. With his father and his uncle, he traveled from Italy to China, crossing mountains and deserts to get there. In China a king called Kublai Khan was pleased to see the Polos and had them live near to him. They stayed for twenty-three years. Kublai Khan sent Marco to other countries to do business for him. When Marco finally returned to Italy, he wrote all about his adventures in a book, which was read by Columbus and many other people, who also became interested in traveling to strange countries.

#### 1. This story is mainly about..... .

- a) The world's first great traveler
- b) traveling from Italy to China
- c) why Polo went to the Far East
- d) Marco Polo and Kublai Khan
- e) in what ways Columbus affected Polo

#### 2. The reason that Marco Polo is called great is not that .....

- a) he traveled very far to reach China for a new world
- b) he wrote about his adventures in a book, which many people read
- c) he was so well liked by the king of China
- d) he crossed mountains and deserts to reach China
- e) he achieved fame thanks to his good reasoning

#### 3. We know from the story that after he turned back,.....

- a) Marco brought out a book inspiring new voyages
- b) Marco stayed in Italy for twenty-three years
- c) Kublai Khan knew that Marco had crossed mountains and deserts
- d) Kublai Khan sent Columbus to other countries for business
- e) Marco set out for a new adventure

### Passage 2

Official records state that the Pueblo Indians lived in New Mexico and Arizona . The word "Pueblo" comes from the Spanish word "pueblo," meaning town or village. The

Spaniards found these Indians living in apartment houses, some of them on the side of a cliff in order that they could be reached only by ladders. Whenever they were attacked by Apaches, the Pueblos would pull up the ladders. They grew corn, which they watered with water flowing down in ditches. They wove cloth, made wonderful baskets, and created jars and pots out of clay proving how skilful they were at hand-craft.

**1. From the passage we understand that the Pueblo Indians were afraid of.....**

- a) cliff dwelling
- b) Apache Indians
- c) apartment houses
- d) water flowing down in ditches
- e) solitary life

**2. Why the Spaniards called these Indians "Pueblos" is because they.....**

- a) Were close to the Apaches
- b) lived together in a town or village
- c) farmed and brought down water in ditches
- d) pulled up their ladders when attacked
- e) achieved fame thanks to their hand-craft

**3. The Pueblo Indians lived on the side of a cliff.....**

- a) although they had apartment houses
- b) to observe the stars in the sky for rain season
- c) so that they could provide themselves with shelters
- d) and, they didn't have a lake, a stream, or a pond
- e) as long as they were all together

**Read the following poem answer the following questions**

Ring out, wild bells, to the wild sky,  
The flying cloud, the frosty light:  
The year is dying in the night;  
Ring out, wild bells, and let him die.

Ring out the old, ring in the new,  
Ring, happy bells, across the snow:  
The year is going, let him go;  
Ring out the false, ring in the true.

Ring out the grief that saps the mind,  
For those that here we see no more;  
Ring out the feud of rich and poor,  
Ring in redress to all mankind.

Ring out a slowly dying cause,  
And ancient forms of party strife;  
Ring in the nobler modes of life,  
With sweeter manners, purer laws.

1. What holiday would you associate with these lines?
  2. What kind of changes does Tennyson hope to see in the future?
  3. What is a **feud**?
    - a. an ongoing quarrel with bad feelings on each side
    - b. a game that creates feelings of comfort
    - c. a waterway that is similar to a deep river
    - d. a home with separate living quarters for servants
  4. What does "redress" mean in this poem?
    - a. to get dressed again, to change clothes
    - b. clothing worn by an older person
    - c. making up for a wrong or injustice
    - d. playing holiday music
  5. Do Tennyson's words make you think about anything in your own life or in the news?
-

## Unit-VII REPORT WRITING

A report represents written, factual accounts that objectively communicate information about some aspect of the business. In short reports constitute a managerial tool. The goal when developing a report for such an audience is to make the information as clear and convenient as possible. To achieve clarity and readability, the elements / components of the report must be developed in a logical and focused manner.

The following are the elements of the report:

- Letter of transmittal
- Title page
- Abstract
- Table of contents
- List of illustrations
- Executive summary
- Glossary and list of symbols
- Appendix

The text of the report starts with an introduction, which covers:

- Authorization
- Problem / purpose
- Scope
- Background
- Limitations
- Report organization

The body of the report follows the introduction. It consists of the major sections that present, analyze and interpret the findings gathered apart of your investigation. These sections contain the detailed information necessary to support your conclusions and recommendations. Summary, conclusions and recommendations finally, wrap-up the report. Summary is the key findings of the report, paraphrased from the body and stated in the order in which they appear in the body. Conclusions are the writer's analysis of what the findings mean. In other words, answers to the questions that led to the report. Recommendations are opinions based on reason, logic, about the course of action that should be taken. Notes and bibliography is a list of sources consulted while preparing the report. Reports convey information objectively from one organizational area to another or from one institution to another. They assist in decision-making or problem solving.

### **Technical Report / Research Paper**

Communicating results is a crucial aspect of doing research. Through such communication other people can learn about and benefit from the findings. Often such communication includes a written document known as a *Technical Report (TR)*. The successful researcher must master this important written form. The *Technical Report* is a common written form through which researchers communicate their findings. Each TR should have a focused topic that is developed logically along some clearly identified perspective. The major components of a TR are title, author information, date, keywords, informative abstract, body, acknowledgments, references, and appendices. Typically, the body is organized into four sections: motivation, methods, results, and discussion.

## The Components

A technical report should include each of the following items:

1. A logical, accurate, descriptive, and grammatically correct title.
2. Author name and affiliation, and date.
3. An informative abstract of approximately 200 words.
4. A list of appropriate keywords
5. Body of technical report. Write a clear, informative, and thoughtful description and critique of what you did. Where appropriate, include carefully drawn graphs and diagrams. Be sure to motivate, present, and interpret your findings. Focus on the scientific content of the project--your questions and answers. Identify and explain interesting and important phenomena. Emphasize what is new about your project. In addition, briefly comment on the engineering aspects of your work: what problems did you face, what decisions did you make, and what are the consequences of these decisions? Although it is crucial to explain your experimental procedures, be concise and do not bore your reader with lengthy descriptions of routine implementation concerns. Pay attention to important transitional sentences, especially the first and last sentences of the report. There are three standard ways to begin the introduction: startling statement, dramatic incident, and quotation.
6. Acknowledgments. Acknowledge any help you received. Be specific.
7. Complete and accurate list of references cited in the technical report.
8. Appendices for supplemental information and for information that is too detailed or voluminous to fit into body of the technical report.

## Common Mistakes to Avoid

1. In the introduction of the report, clearly identify a focused well-defined question. Answer this question in the rest of the report.
2. Analyze and interpret the data, and discuss the significance and limitations of findings. Do not simply report the data.
3. Be sure the technical report is complete in the sense that it has each of the following components: descriptive title, author name and affiliation, date, informative abstract, list of keywords, body, acknowledgments, and references.
4. In the abstract, specifically and concretely state findings; do not vaguely describe what you set out to do. The abstract should summarize, not introduce. Do not begin the abstract with the hackneyed phrase "This paper."

## LETTER WRITING

Some communications can be made informally--a phone call or an email is sufficient. But for formal situations, only a letter is a better form of communication. Letter writing provides both you and the reader with a record of ideas, concerns, personal reactions, and suggestions and helps to avoid confusion. The discipline of carefully organizing and expressing your ideas courteously on paper is an exercise that helps others to understand your position in a positive and inoffensive manner. The knowledge of the art of letter writing is a must for every educated person, since in this world there is hardly a man who has never written a letter to someone. And in this respect an educated man who knows this art has an edge over all others who do not know it. There are many kinds of letters.

1. **Personal letters** – those, which are written to friends, relatives and others with whom one has personal relationships.
2. **Business Letters** – those, which are written by official departments and businessmen to their counterparts.
3. **Official Letters** – those, which are written to officials by individuals or firms or letter-applications.
4. **Letters in the form of applications** – to some office (for a post), to the principal of a school or college (for testimonial, fee concession, remission of fine, etc.).

In general, a letter has the following parts:

- The heading
- The salutation
- The body
- The subscription or complimentary close
- Note
- The superscription or addressee's name and address

### **Tips for Perfect Letter Writing**

- Use your own words on heavyweight, bright-white copy paper if using a computer, or use attractive stationery if you are handwriting the letter.
- Make it legible. Typed letters are usually better than handwritten letters.
- Keep your letter short, simple, and concise. Use short sentences and avoid long paragraphs.
- Make sure your letter is easily readable and clear in purpose. The reader shouldn't have to guess why you are writing the letter. When writing a letter, consider giving specific examples from personal experiences to support your position.
- Make sure your letter is timely. Sending a letter too long after the fact is inappropriate and the reader may have forgotten the situation you are writing about. When you do write, give the reader ample time to respond. Date your letter (month, day, and year) in one of two formats.

**Example:** June 30, 2008  
30 June 2008

- Address your reader with the appropriate form of address. Include your full name, address, phone number and, if appropriate, your e-mail address and/or fax number.

### **What Should You Say In Your Letter?**

- Asking yourself a few basic questions can be an excellent way to approach letter writing. Jot down answers for your questions. You can incorporate these answers into the body of your letter. Remember to keep the letter short, simple, and to the point. Here are some questions you could ask yourself:
- Who are you? (An obvious question, but you may need to identify yourself right away if the reader does not know you or does not know you well.)
- Why are you writing this letter? What do you want? Keep your wording positive--for example, say what you want, rather than what you do not want.
- What are your concerns? Be specific. After you identify yourself, focus on the primary reason for your letter in the first few sentences.

- What are your questions? Ask them clearly. Be polite, but don't make your letter saccharine in tone. You don't want any misinterpretation of your purpose--someone might think an overly sweet letter expresses sarcasm.
- How would you like the reader to respond to your question or situation? Suggest the response you would like: a letter, a meeting, a phone call, an email, etc. State exactly when you would like to receive the reader's response.

### **Additional Tips for Successful Letter Writing**

- **Good impression.** You want the reader to grant your request and/or understand your concerns and point of view. Keep the tone of your letter pleasant and businesslike. When you communicate your thoughts, ideas, and concerns, you define your needs. Ultimately, the tone you take in your letter will help determine if you get the results you desire. State the facts without expressing anger, frustration, or blame. If you are feeling emotional when you write your letter, leave it and read it again in the morning. Reading it the next day will help ensure that your letter is courteous and cool-headed.
- **The reader's point of view.** Put yourself in the reader's place and try to be empathetic to his/her feelings. Read your letter with your reader's reaction in mind and ask yourself a few questions. If you were offensive in any way, rewrite the letter! After you mail it, it becomes a permanent record of your thoughts and ideas.

**Examples:** "Will the reader react positively to my letter?" "Is the tone of my letter courteous and businesslike, or have I used offensive or demeaning language?"

- **Make changes.** Leave your letter for a few hours so that you can return to it with a fresh outlook. You will make changes--guaranteed! In the process of letter writing, always take advantage of the spell check and grammar check on your computer, or ask someone you trust to edit your letter before you send it.
- **Other opinions.** Have someone else read the letter and make suggestions. Give them permission to criticize your letter constructively. You can give them a list of questions for a check list. Consider every suggestion, but make the final decisions yourself--you are the one who is signing the letter.

**Examples:** "Is my reason for writing clear?" "Have I included all the essential facts?" "Does my letter ramble?" "Can my letter be improved in any way?" "How is my punctuation?" "How is my spelling and my grammar?"

- **Copy.** Always keep a copy of each letter you send. If you are writing it on your computer, it will be easy to save the file.
- **End on a positive note.** Always end your letter politely with an expression of thanks or another positive thought.

**Example:** "Thank you for taking the time to consider my ideas."

- **Close:** Type your closing, followed by four returns. Sign your name in the space between with a black pen. If you are sending copies of your letter to one or more persons other than the reader, you should list their names below your typed

signature. Even though we don't send "carbon copies" anymore, "cc" has become standard for any copy sent--hard copy or email attachment.

**Example:** Sincerely,  
Your signature

**“If you can’t make your point in one page or less, you aren’t ready to write the letter.”** With rare exceptions, this should be your goal in all letter writing, regardless of the subject. Keep it **short, factual, and to the point**. Don't write it more than one page in length, unless there is some compelling reason to make it longer. Studies have shown that busy business **people do not like to read beyond the first page**. If your letter is longer, there is a good chance it will be dumped in a "read later" pile, which often ends up never getting read. Remember, when writing a letter, **detailed information can be relegated to attachments** that can be referred to by name in the body of the letter. Stick to the absolute essential facts in the main letter.

#### **While writing a letter**

- Keep it short and to the point
- Focus on the recipient’s needs
- Use simple and appropriate language
- Re-read and revise it
- Check spelling and grammar

#### **10 Good Opening Lines**

- With reference to your letter of 8 June, I ...
- I am writing to enquire about ...
- After having seen your advertisement in ... , I would like ...
- After having received your address from ... , I ...
- I received your address from ... and would like ...
- We/I recently wrote to you about ...
- Thank you for your letter of 8 May.
- Thank you for your letter regarding ...
- Thank you for your letter/e-mail about ...
- In reply to your letter of 8 May, ...

#### **10 Good Closing Lines**

- If you require any further information, feel free to contact me.
- I look forward to your reply.
- I look forward to hearing from you.
- I look forward to seeing you.
- Please advice as necessary.
- We look forward to a successful working relationship in the future.
- Should you need any further information, please do not hesitate to contact me.
- Once again, I apologize for any inconvenience.
- We hope that we may continue to rely on your valued custom.
- I would appreciate your immediate attention to this matter.

## **When 'yours faithfully' and when 'yours sincerely' in a business letter?**

### **When the recipient's name is unknown to you**

- Dear Sir ... Yours faithfully
- Dear Madam ... Yours faithfully
- Dear Sir or Madam ... Yours faithfully

### **When you know the recipient's name**

- Dear Mr Ashok ... Yours sincerely
- Dear Mrs Bindu ... Yours sincerely
- Dear Miss Kavitha ... Yours sincerely
- Dear Ms Preethi ... Yours sincerely

### **When addressing a good friend or colleague**

- Dear Jack ... Best wishes/Best regards

### **Addressing whole department(s)**

- Dear Sirs ... Yours faithfully

### **Exercise**

1. Imagine that you are deputy educational officer. send a report to the secretary educational minority, Hyderabad in order to improve the educational standards in your district.
2. Write a report on college day function to the vice principal as per the instruction of the college principal.
3. Write a report an hygienic conditions and communicable diseases in your locality to the district medical officer as per the instruction given by the district collector.
4. Write a book report on “my experience with truth”.
5. Write a letter to the transportation officer of your district mentioning the need of traffic control in your town.

## **Activities for III year B. Tech & MCA Lab Session**

### **Unit-I: Conversation**

**Word Building**

**Speaking for 1 minute-Jam session**

**Role Plays**

**Situations**

**Finishing the Story**

**Speaking Activities**

### **Unit-II: Vocabulary**

**Word Search: Use definitions to find words from your word bank.**

**Fill it In - Type in the proper answer Formation of words**

**Word Puzzle**

**Vocabulary Test Activities**

**Language Games**

**Description**

**Comprehensive speaking and writing activities**

### **Unit-III: Group Discussion**

**Fish bowl activities**

**Team Building Activities**

**Group Games**

**Mock GD**

### **Unit-IV Interview Skills**

**Talk about yourself**

**Introduce your self**

**Interview Practice Questions**

**Mock Interviews**

## **Unit-V Resume Writing**

**Writing Profile**

**Making them to list out there job skills**

**Writing career objective**

**Writing resume**

**Letter writing**

## **Unit-VI Reading Comprehension**

**Reading Comprehension Exercise**

**Paraphrase & Summary Writing**

**Note making and note taking**

**Story-Building Exercises**

## **Unit-VII Report Writing**

**Writing sample report writing**

**Preparing title page**

**Preparing structure report**

**Note: All this activities will be supplemented by Globberane Software.**