LOVELY PROFESSIONAL UNIVERSITY

ADVANCED COMMUNICATION SKILLS

Edited By
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ISBN: 978-93-87034-59-4

Printed by
EXCEL BOOKS PRIVATE LIMITED
Regd. Office: E-77, South Ext. Part-I, Delhi-110049
Corporate Office: 1E/14, Jhandewalan Extension, New Delhi-110055
+91-8800697053, +91-011-47520129
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for
Lovely Professional University
Phagwara

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SYLLABUS

Advanced Communication Skills

Objectives:

- The course aims at improving student's basic grammar, sentence construction and vocabulary.
- Attempt to enhance student's comprehension and writing skills.
- Interest in language and vocabulary improvement sought through mind and word games.
- To teach and develop student's habit of consulting dictionary for usage of words, correct spellings and pronunciation.
- To enhance confidence in public speaking.

S. No.	Description
A	**Speaking skills ---to enhance the basic speaking skills, one needs apt language and the correct pronunciation.** **1**. Simple rules of pronunciation and intonation **2**. Formal oral presentations--- Power point presentations or presentations using other visual aids followed by actual practice of it. **3.** INTERVIEW SKILLS—[types of interviews , employer's expectations, types of questions, some standard questions , answering techniques, mock interviews] **4**. Working with Customers--- essential speaking elements needed to communicate with the customers—[apt questions to determine the context, apt responses to put them at ease, apt responses to acknowledge their efforts, using listener cantered language, asking questions to understand their problems , establish rapport , denying requests, coping with angry customers. **5**. Improving informal communication—speaking persuasively, negotiating effectively, managing conflicts 6. Formal and regularly used expressions in given situations **7**. Group discussions---- a detailed briefing of do's and don'ts followed by GD's based on topics relevant to their field. Kinds of GD's—to convey information or to instruct or solve problems or to take decisions
B	**Reading skills—skills we need to read successfully** **8. reading strategies / techniques / types –** equipped with separate and adequate reading passages to practice the skill **9. comprehension of written texts ---**selecting information, identifying topic –shift, cause –effect, point of view **[the texts are articles / editorials etc., from varied streams of subjects]** **10. Aesthetic reading skill-** poem-- "Raisin In the Sun" – Langston Hughes --"ways to kill a Man"—Edwin Brock
C	**Writing skills – to reinforce the grammatical structures** **12**. GRAMMAR – SUBJECT – VERB agreement **13**. Basic sentence patterns **14**. Conditional sentences **15.** Subordinating Conjunctions **16**. correlative conjunctions **17**. one word substitutes
D	**Writing skills to enhance formally structured effective official writing** 18. understanding Reports and Proposals 19.Types of reports 20. structure and layout of a Formal report—writing the beginning / the body / end matter 21. Business reports 22. Writing short Reports 23. Proposal writing And Process Description 24. Technical proposals 25. Writing Proposals 26. Supplementary Parts / Appended Parts 27. Citing sources

Unit 1: Simple Rule for Pronunciation & Intonation

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1.1 Pronunciation

1.2 Word stress

1.3 Vowels

1.4 Linking

1.5 Intonation

1.6 Schwa

1.7 Summary

1.8 Keywords

1.9 Self Assessment

1.10 Review Questions

1.11 Further Readings

Objectives

After studying this unit, you will be able to:

- Explain the importance of 'word stress'
- Recognise the vowels known and their linkage to pronunciation.
- Discuss Simple rule for Pronunciation & Intonation
- Describe intonation and schwa

Introduction

English pronunciation can be tricky indeed but there are numerous ways to practice and numerous resources to help guide you. Many of the resources are free, online, right at your fingertips and specialize in those learning the language pronunciation for the first time with English as a second language. We communicate with each other largely through speech. Clear and accurate pronunciation is therefore immensely important. At times, however, we may be stumped by questions such as the following: How should we pronounce the words anemone, lapel or hyperbole? Which syllable in Singapore should we stress? Do we pronounce the l in salmon? And are there any common words in English that are frequently mispronounced?

Such questions on pronunciation may seem endless, but the solution is not as difficult as we may think. With a good dictionary, and knowledge of the International Phonetic Alphabet (IPA) and some simple rules of pronunciation, most of us will be able to find out very quickly the proper pronunciation of various words, and the differences, if any, in how they are pronounced in the major varieties of English (e.g., American English, British English). There are also many words that have the same vowel pronunciation but use different combinations of vowels to produce those sounds. A few examples of those include reign, in which the "ei" sounds like "ay," plane,

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where the "a" sounds like "ay," and maim, where the "ai" sounds like "ay." Yes, English pronunciation can be complicated.

1.1 Pronunciation

Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. 'What are you going to do?' becomes 'Whaddaya gonna do?' English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self esteem, facilitate communication, and possibly lead to a better job or a least many respect in the workplace. Effective communication is of greatest importance, so choose first to work on problems that significantly hinder communication and let the rest go. Remember that your students also need to learn strategies for dealing with misunderstandings, since native pronunciation is for most an unrealistic goal.

A student's first language often interferes with English pronunciation. For example, /p/ is aspirated in English but not in Spanish, so when a Spanish speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead. Sometimes the students will be able to identify specific problem sounds and sometimes they won't. You can ask them for suggestions, but you will also need to observe them over time and make note of problem sounds. Another challenge resulting from differences in the first language is the inability to hear certain English sounds that the native language does not contain. Often these are vowels, as in 'ship' and 'sheep,' which many learners cannot distinguish. The Japanese are known for confusing /r/ and /l/, as their language contains neither of these but instead has one sound somewhere between the two. For problems such as these, listening is crucial because students can't produce a sound they can't hear. Descriptions of the sound and mouth position can help students increase their awareness of subtle sound differences.

Here are some ideas for focusing on specific pronunciation features.

1. ***Voicing:*** Voiced sounds will make the throat vibrate.

Example: /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. Have your students touch their throats while pronouncing voiced and voiceless sounds. They should feel vibration with the voiced sounds only.

2. ***Aspiration:*** Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word they usually are. To illustrate aspiration, have your students hold up a piece of facial tissue a few inches away from their mouths and push it with a puff of air while pronouncing a word containing the target sound.

3. ***Mouth Position:*** Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

4. ***Intonation:*** Word or sentence intonation can be mimicked with a kazoo, or alternatively by humming. This will take the students' attention off of the meaning of a word or sentence and help them focus on the intonation.

5. ***Linking:*** we pronounce phrases and even whole sentences as one smooth sound instead of a series of separate words. 'Will Amy go away,' is rendered 'Willaymeegowaway.' To

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help learners link words, try starting at the end of a sentence and have them repeat a phrase, adding more of the sentence as they can master it.

Example: 'gowaway,' then 'aymeegowaway,' and finally 'Willaymeegowaway' without any pauses between words.

6. ***Vowel Length:*** You can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on shorter ones. Then let the students try it.

Example: The word 'fifteen' would have the rubber band stretched for the 'ee' vowel, but the word 'fifty' would not have the band stretched because both of its vowels are spoken quickly.

7. ***Syllables***

   (a) Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable.

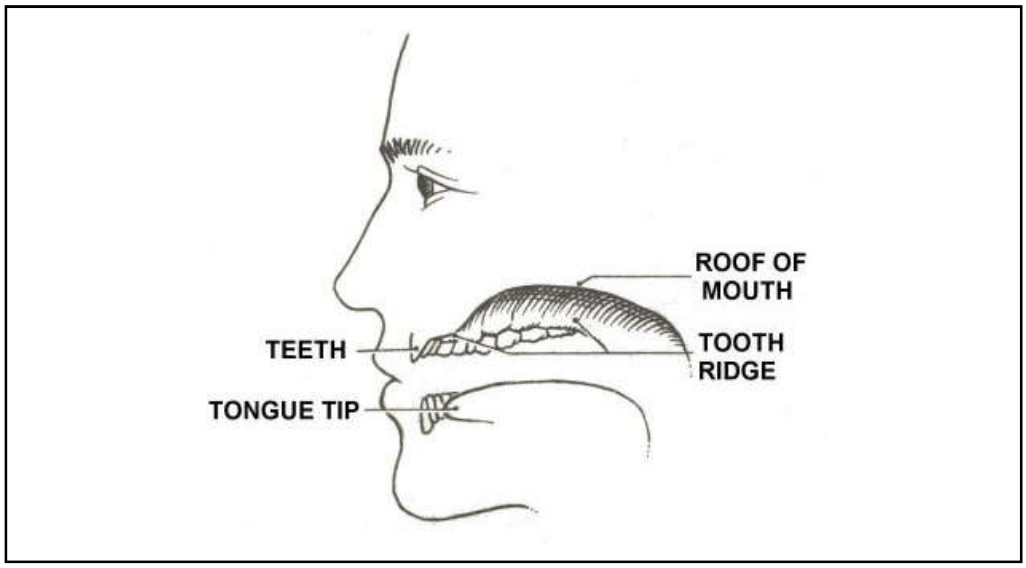
   (b) Illustrate syllable stress by clapping softly and loudly corresponding to the syllables of a word. For example, the word 'beautiful' would be loud-soft-soft. Practice with short lists of words with the same syllabic stress pattern ('beautiful,' 'telephone,' 'Florida') and then see if your learners can list other words with that pattern.

8. ***Specific Sounds***

   (a) Minimal pairs, or words such as 'bit/bat' that differ by only one sound, are useful for helping students distinguish similar sounds. They can be used to illustrate voicing ('curl/girl') or commonly confused sounds ('play/pray'). Remember that it's the sound and not the spelling you are focusing on.

   (b) Tongue twisters are useful for practicing specific target sounds, plus they're fun. Make sure the vocabulary isn't too difficult.

   (c) The *Sounds of English*, *American Accent Training*, and *EnglishClub.com* websites below offer guidelines for describing how to produce various English sounds. You can find representative practice words for every English sound on the *English is Soup* site.



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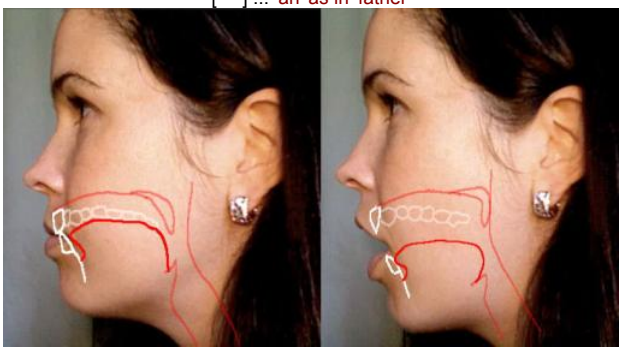
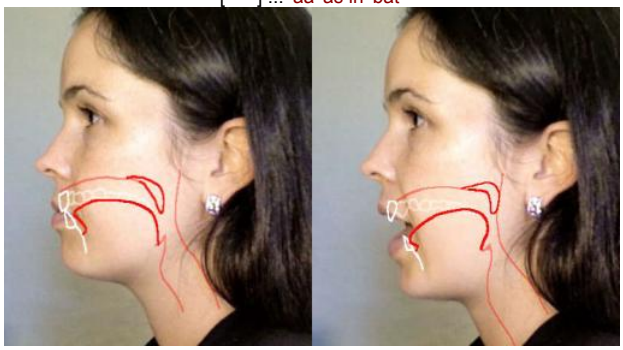
[ɑ] ... 'ah' as in 'father'



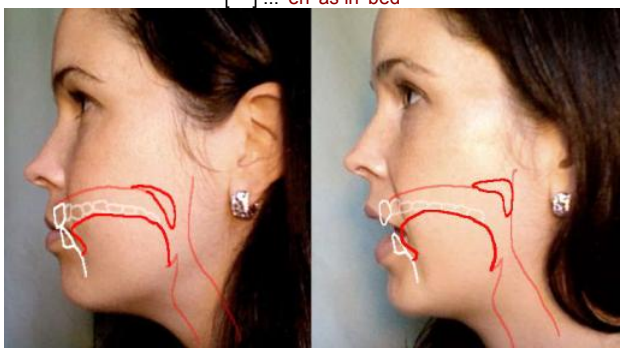
In "Ah" as in father, the tongue presses down, ah, ah, ah, which you'll see in the photo. Ah. The tip of the tongue is forward, ah, lightly touching just behind the bottom teeth. In Ah, father, the rest of the mouth has a neutral position. Here is the 'ah' as in 'father sound on the right compared with the mouth at rest on the left. Notice how much the jaw has dropped in the 'ah' as in 'father' sound.

[æ] ... 'aa' as in 'bat'



In The 'aa' as in 'bat', the tongue stretches up in the back, aa, towards the soft palate and roof of the mouth, aa. The front of the tongue stretches forward and presses here behind the bottom front teeth, aa. And the tongue sort of flattens wide, aa, aa. Because the tongue is raising and then coming forward, you can see a lot of tongue, aa. This is different from the 'ah' as in 'father' vowel, for example, ah, where the tongue is pressing down and you see more dark space in the mouth. Ah, aa. You can also note the corners of the mouth are pulling back a little, aa, exposing some of those top teeth, aa.

[ɛ] ... 'eh' as in 'bed'



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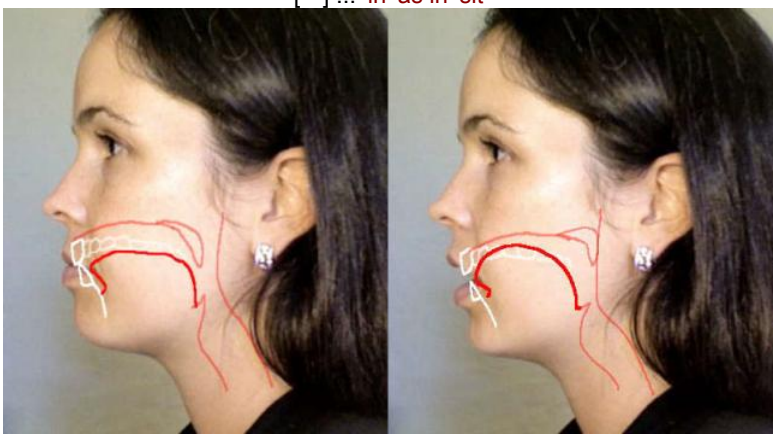
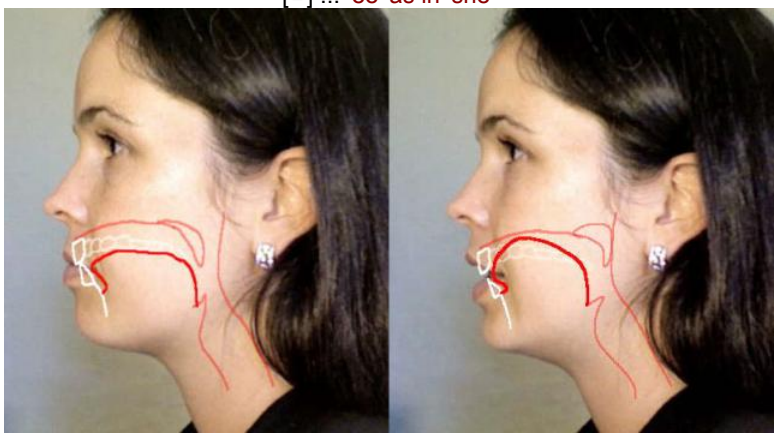
In the 'eh' as in 'bed', the jaw drops, eh, and the tongue remains forward with the tip touching lightly behind the bottom front teeth. Eh. The mid/front part of the tongue raises somewhat towards the roof of the mouth while the back of the tongue feels like it stretches wide, eh, eh, bed. Here is the 'eh' as in 'bed' vowel on the right, with the mouth at rest on the left. And here we see the parts of the mouth drawn in. The soft palate, as with all vowels, is raised. It is the mid/front part of the tongue that is somewhat raised. But the tip of the tongue still rests against the back of the front bottom teeth.

[ɪ] ... 'ih' as in 'sit'



The 'ih' as in 'sit, the front part of the tongue raises towards the roof of the mouth, ih, while the very tip remains down, lightly touching behind the bottom front teeth, ih. The front part of the tongue also stretches wide, ih, ih. You might also see the corners of the mouth pull back slightly, ih, sit. The: the tongue comes through the teeth to make the TH sound. And the lips come together to make the P. Here is an 'ih' as in 'sit' vowel. The pins - tongue goes up to make the N, and the teeth together to make the Z sound. Are - lips make this R consonant shape.

[i] ... 'ee' as in 'she'



The 'ee' as in 'she' vowel, the front part of the tongue raises very high towards the roof of the mouth while the tip still remains down, lightly touching behind the bottom front teeth, ee, ee, ee. The tongue doesn't touch the roof of the mouth, but it's very close up there, ee, ee. You can see also the corners of the lips pull wide, ee, ee. Here is a photo of the 'ee' as in 'she' vowel sound on the right, compared with the mouth at rest on the left.

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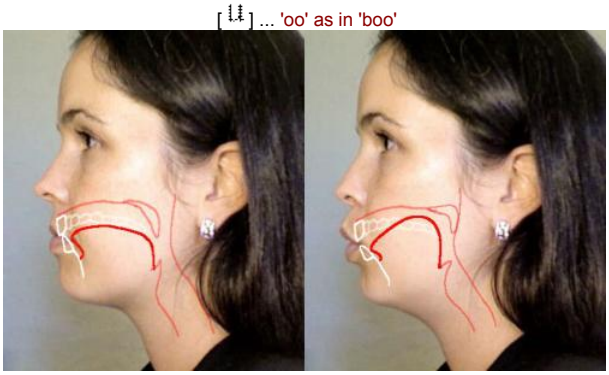
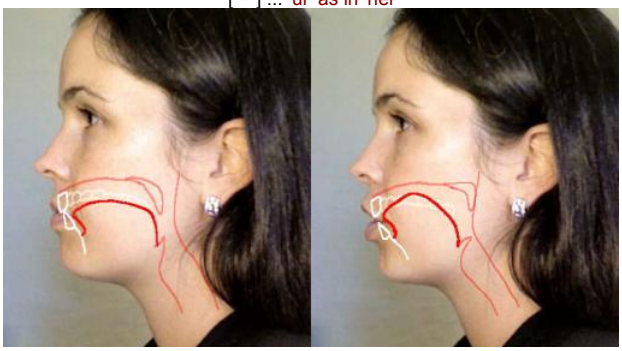
[ʊ] ... 'oo' as in 'boo'



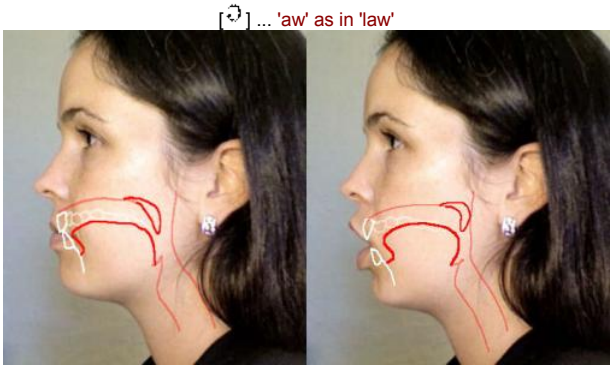
The 'oo' as in 'boo' vowel sound, the back part of the tongue stretches up towards the soft palate, oo, oo. The front part of the tongue remains down, lightly touching, or just behind, the bottom front teeth, oo. And here you can see the lips round, oo, into a very tight circle for this sound, oo, boo.

[ɝ] ... 'ur' as in 'her'



The 'ur' as in 'her' vowel sound. It's always followed by the R, and there's no distinction between the sounds. So it will always be written with two different IPA symbols, but it will be pronounced rr, just one sound. It's the same sound, actually, as the schwa-R sound with one exception: the 'ur' as in 'her' vowel with the R may be in a stressed word, like a noun, like 'earth. To make this sound, the lips will round a bit, rr, rr. So, the corners come in, and that brings this part away from the face, rr, rr. The middle part of the tongue raises towards the roof of the mouth in the middle, rr, and the tongue actually touches the top teeth on either side here, rr, rr. It presses against them. The front of the tongue hangs down then, rr, rr, but it's drawn back a bit. So, it's not touching anything, rr, her.

[ɔ] ... 'aw' as in 'law'



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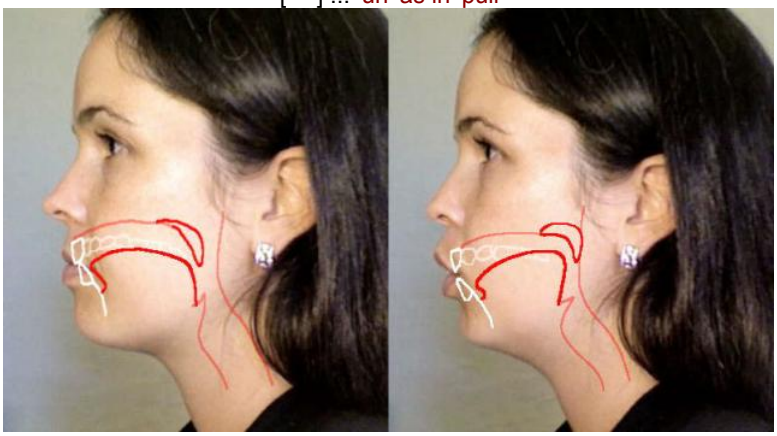
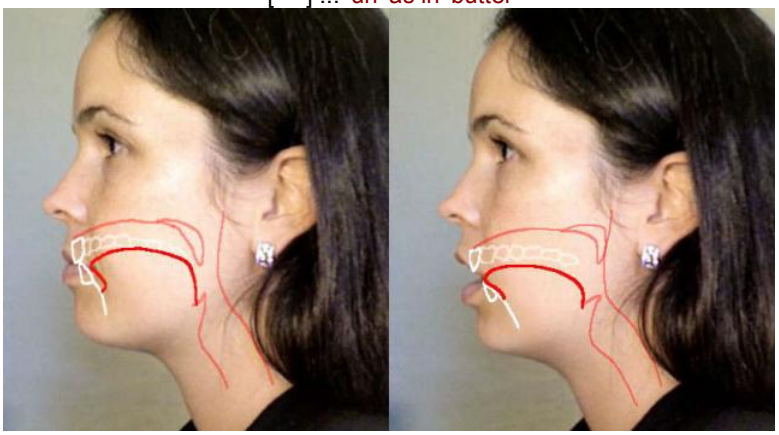
The 'aw' as in 'law' vowel sound, the jaw drops, but the tongue raises a bit, aw, not just the front or the back, but the whole thing really, aw, reaches slightly up towards the roof of the mouth. It also shifts back a little bit, aw, which means the tip of the tongue is not touching anything in the mouth, aw. You'll notice too that the corners of the lips come in a little bit, aw. Really it's almost like the cheeks come in and shift forward a little bit, aw, to make this sound.

[ʊ] ... 'uh' as in 'pull'



The 'uh' as in 'pull' vowel sound, the back part of the tongue raises up towards the back part of the roof of the mouth, uh. The front of the tongue remains down, touching lightly behind bottom front teeth, uh. You can see also that the lips round a little bit for this sound, so the corners come in a little bit.

[ʌ] ... 'uh' as in 'butter'



The 'uh' as in 'butter' vowel sound. This is a very relaxed vowel sound. You can see, uh, the jaw drops but the rest of the mouth remains very neutral, uh, uh. The tongue is also very relaxed. The back presses down just a little bit, and the tip is forward, lightly touching behind the bottom front teeth. Uh, butter. Here we see the 'uh' as in 'butter' sound on the right compared with the mouth at rest on the left.

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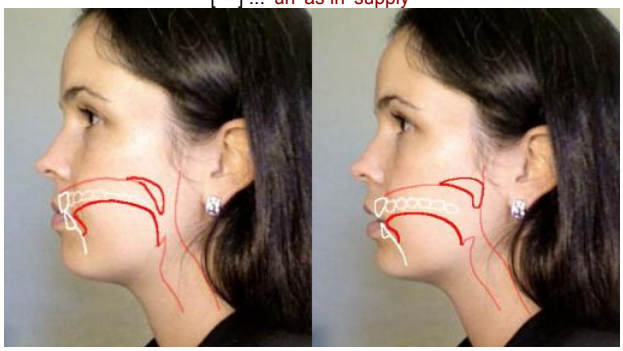
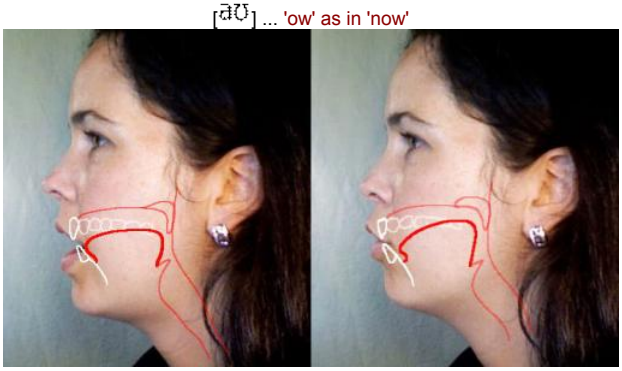
[ə] ... 'uh' as in 'supply'



The 'uh' as in 'supply' vowel sound, also known as the schwa. This is the most commonly occurring sound in English, uh, uh. It only happens in unaccented syllables, like the first syllable of supply or about. To make this sound, the mouth remains very neutral and relaxed, uh, but the lips have the part. And the teeth, uh, will be close but not quite touching, uh, uh. The tongue remains flat and forward, very relaxed, uh, lightly touching behind the bottom front teeth. Uh, supply.

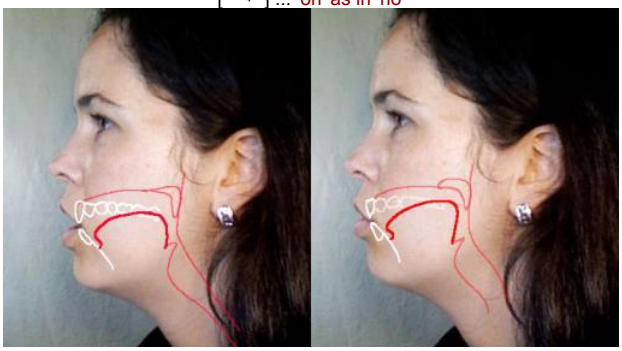
[redacted]

[aʊ] ... 'ow' as in 'now'



The 'ow' as in 'now' diphthong. The first sound of this diphthong does not appear on its own as a vowel in American English. To make this sound, aa, ow, the back part of the tongue stretches a bit towards the soft palate, aa, and you can see the corners of the lips pull a bit and the top lip pulls up, showing a little bit more of the top teeth, aa, aa. The second half of the diphthong is the 'uh' as in 'pull' vowel sound. In this vowel sound, the back of the tongue will stretch even further up towards the soft palate, ow, ow. And you can see the lips will come in and round for the second part of the diphthong, ow, now.

[oʊ] ... 'oh' as in 'no'



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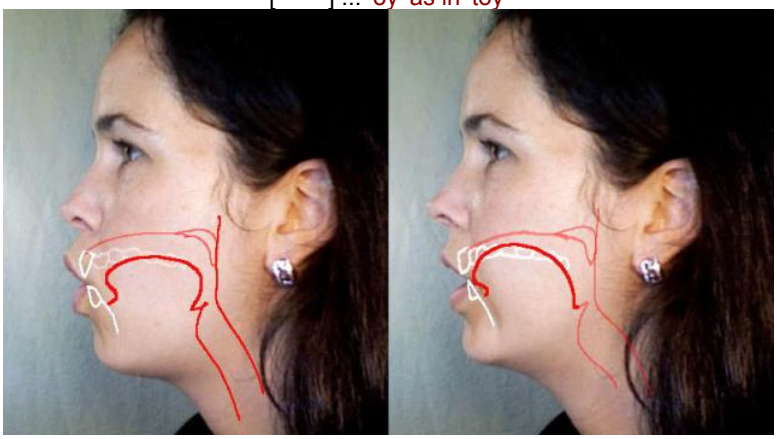
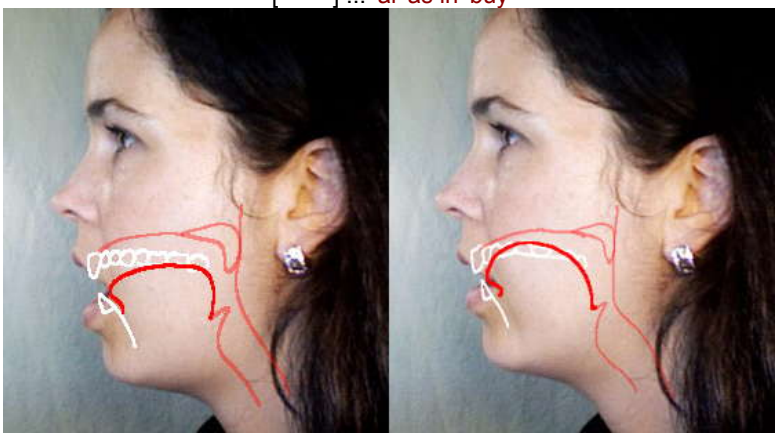
The 'oh' as in 'no' diphthong. The first sound of this diphthong does not occur on its own as a vowel in American English, o, o, oh. You can see the lips have a rounded position, o, oh. The tongue raises up a bit in the back towards the soft palate. In general, the tongue raises some and shifts back a bit, o, o. This means the tip of the tongue, pulled slightly back, is not touching anything. Oh, you can see that tighter circle. The back part of the tongue will stretch even further towards the soft palate in the second half of this diphthong. The tip of the tongue, usually touching behind the bottom front teeth for the 'uh' as in 'pull' vowel, may be slightly further back because it was further back in the first half of the diphthong.

[ɔɪ] ... 'oy' as in 'toy'



To make this sound, the tongue will come forward and the tip will touch lightly behind the bottom front teeth. The mid part of the tongue will raise towards the roof of the mouth, oy, oy. And you can see the corners of the lips will pull out of the circle, oy, oy, and back. Here are the two sounds of this diphthong. You can see in the first sound that the lips are rounded, and in the second sound that the corners of the lips pull back slightly. Here the two sounds are in profile with parts of the mouth drawn in. In the first sound the tongue is pulled back, in the second sound, the front part of the tongue raises towards the roof of the mouth while the tip of the tongue touches the bottom front teeth.

[aɪ] ... 'ai' as in 'buy'



The 'ai' as in 'buy' diphthong. The first sound of this diphthong does not occur on its own as a vowel in American English. A, a, ai. It's similar to the 'aa' as in 'bat' in that the back of the tongue raises towards the soft palate, but it doesn't raise as high as it does in the 'aa' as in 'bat' vowel,

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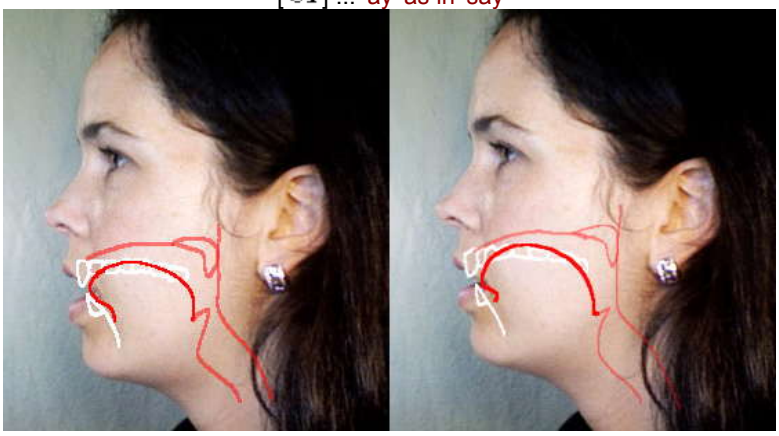
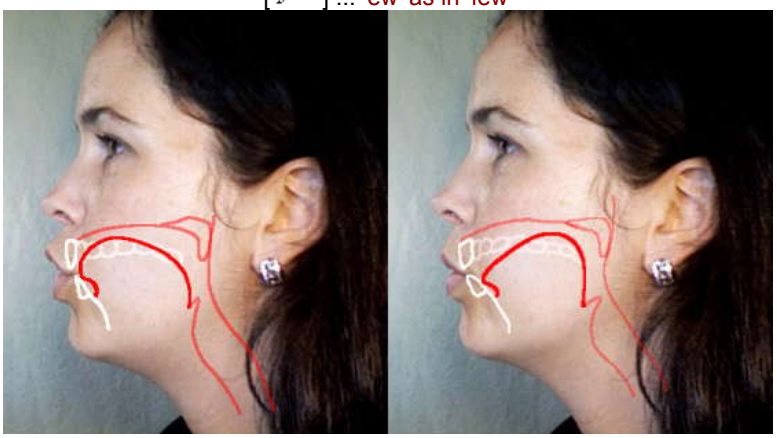
a, a, ai. Also, you may find that the corners of the lips pull out a little bit, and the top lip raises a bit, exposing some of those front teeth, a, a. The tip of the tongue remains forward in this sound, lightly touching behind the bottom front teeth. The second sound of the diphthong is the 'ih' as in 'sit'. In this sound, the tip of the tongue is also forward, touching just behind the bottom front teeth. So that does not move in this diphthong. However, the front/mid part of the tongue does raise towards the roof of the mouth, ai, ai. So as it reaches up towards the roof of the mouth, the jaw will close somewhat, ai, ai, buy.

[eɪ] ... 'ay' as in 'say'



The 'ay' as in 'say' diphthong, the tongue will push forward and press behind the bottom front teeth, e, e. The front part will be wide, ay, ay. The second half is the 'ih' as in 'sit' vowel. So to make this part of the diphthong, the front/mid part of the tongue will raise towards the roof of the mouth, ay, ay. As the tongue raises, the jaw will close somewhat. Ay, say.

[jʊ] ... 'ew' as in 'few'

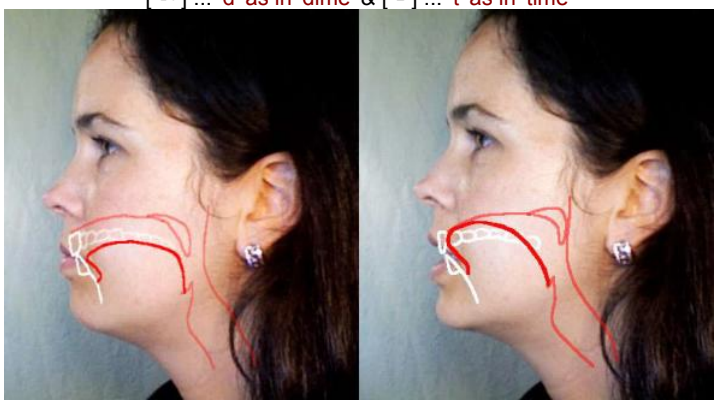


The 'ew' as in 'few' diphthong. The first sound of this diphthong is the Y consonant. Diphthongs are normally made up of two vowel sounds, but in this diphthong, the Y consonant is acting as a vowel. To make this sound, the front part of the tongue will push behind the bottom front teeth, yy, yy, while the mid/front part of the tongue will raise and actually make contact with the roof of the mouth. YY, yy, yyuu. Also, there's a sort of pinching off here in the throat that gives the Y sound that quality. Yyuu, yyuu. The second half of the diphthong is the 'oo' as in 'boo' vowel, yyuu. You may find that the lips start to form that tight circle of the vowel oo, even as you're making the Y consonant sound, yyuu, yyuu. In the 'oo' as in 'boo' vowel, the back part

Notes

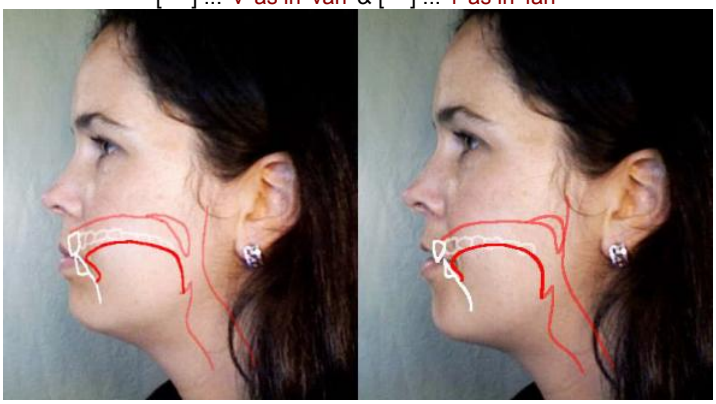
of the tongue stretches up towards the back of the roof of the mouth and soft palate area. So the tongue goes from being raised in the front, touching the front part of the roof of the mouth, to pulling up and stretching towards the back of the roof of the mouth. The tip of the tongue still remains forward in the 'oo' as in 'boo' vowel, jjuu, here behind the bottom front teeth, or slightly lower, in the soft tissue. Yyuu, few. Here you can see both sounds of the 'ew' as in 'few' diphthong. You can see that though in the first sound the lips are rounded, in the second sound they are much more rounded and closed.

[d] ... 'd' as in 'dime' & [t] ... 't' as in 'time'



The T and D consonant sounds. These two sounds are paired together because they take the same mouth position. Tt is unvoiced, meaning, only air passes through the mouth. And dd is voiced, meaning, uh, uh, dd, you make a noise with the vocal cords. These consonants are stop consonants, which means there are two parts. First, a stop of the airflow, and second, a release. The airflow is stopped by the tongue position. The tongue will come up and the front part will touch the roof of the mouth just behind the top teeth. It will then pull down to release the air. The teeth are together, tt, and as the air come out, when the tongue releases, they part, tt, dd. Let's take for example the word 'pat'. Pat: the first part, the tongue has moved up into position, cutting off the flow of air. Pa-tt. And the second part, the tongue releases, and the air comes through the closed teeth. A note about the teeth position for the D. As I said, the teeth are together, tt, and part when the air is released. This must happen for a release of the T. But the D can actually be made without the teeth coming all the way together: dad, dad. You can see there the teeth are not closing all the way, but you're getting a D sound by the tongue coming up into position and pulling away.

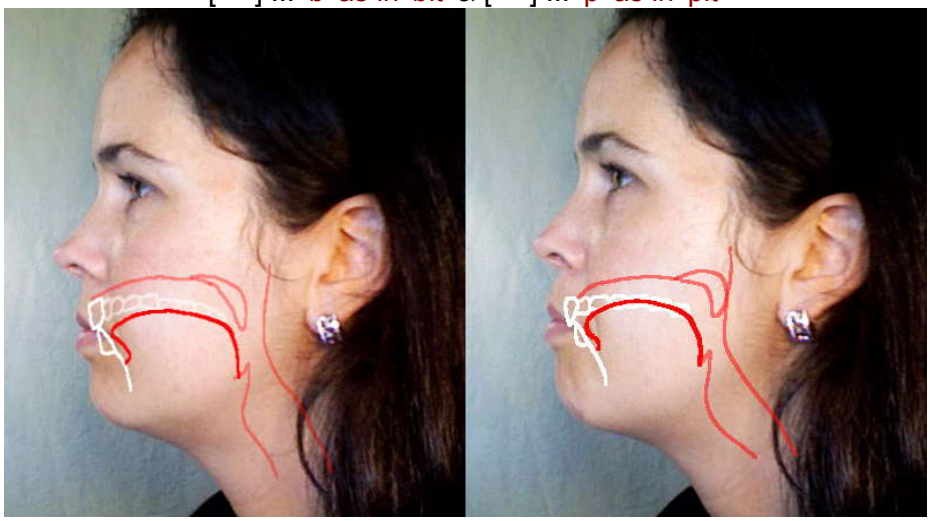
[v] ... 'v' as in 'van' & [f] ... 'f' as in 'fan'



Notes

The F and V consonant sounds. These two sounds are paired together because they take the same mouth position. F is unvoiced, meaning only air passes through the mouth, and vv is voiced, meaning, uh, uh, vv, you're making a sound with the vocal cords. To make this sound, the bottom lip raises and touches the very bottom of the top front teeth. Ff, vv. You don't want to see your bottom lip disappear like that. It's actually the back side of the lip that's making contact with the teeth, f, v. Here is a photo of the F and V consonant sounds on the right compared with the mouth at rest. Here parts of the mouth are drawn in. The soft palate is raised for these consonant sounds. The bottom lip simply raises to touch the top teeth. The tongue touches lightly behind the bottom teeth. Sample words. Fan/van, fault/vault, photo/vote. Sample sentence: They served a very fresh oven-baked flounder fillet. Now you'll see this sentence upclose and in slow motion, both straight on and from an angle, so you can really study how the mouth moves when making this sound.

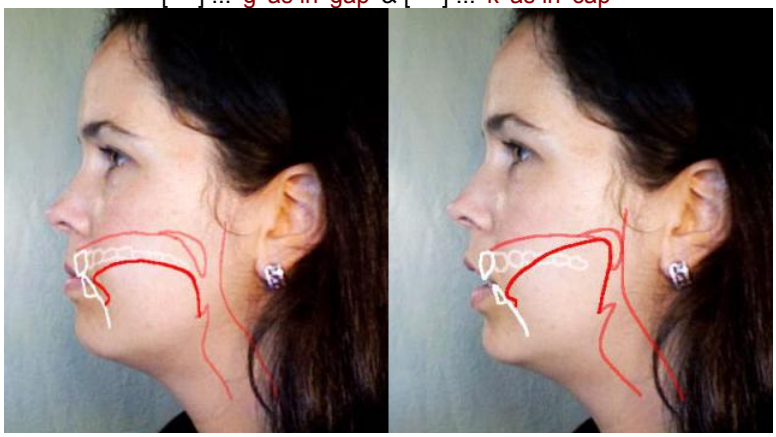
[b] ... 'b' as in 'bit' & [p] ... 'p' as in 'pit'



These two sounds are paired together because they take the same mouth position. P is unvoiced, p, meaning only air passes through your mouth. And B is voiced, bb, meaning, uh, uh, bb, you're making a sound with your vocal cords. To make this sound, the lips will stay together while the teeth part a little bit, pp, bb. These are stop consonants. In stop consonants, there are two parts. There is a stop of the airflow, and a release. So the stop of the airflow happens, pp, as the lips remain closed, and the release when they part and the air comes through. Here is the sound from the front, where the lips are together but the teeth are slightly parted. That is why it doesn't look relaxed. And here from the side. Again, you can see this tension in the chin as the teeth are slightly parted even though the lips are closed. Here, parts of the mouth are drawn in. The soft palate is raised in this sound, and the tongue itself raises just a little bit, but the tip of the tongue is still touching the bottom front teeth. Sample words: pad, bad, pot, bought. Sample sentence: Pick a big print for the bedspread. Now you will see this sample sentence up close and in slow motion both straight on and from an angle, so you can really study how the mouth moves when making this sound.

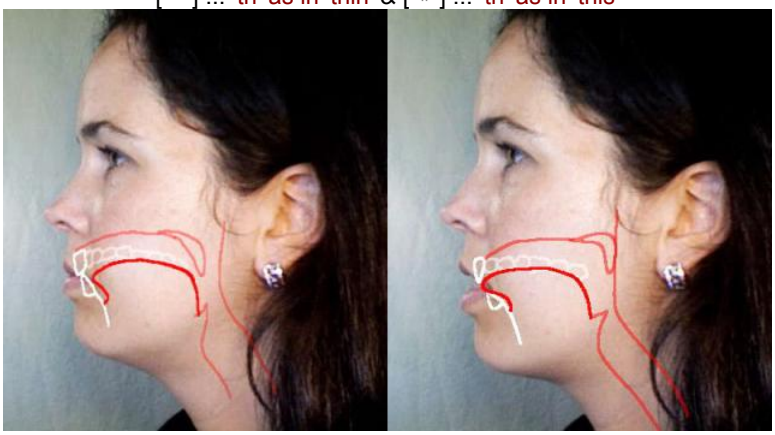
Notes

[g] ... 'g' as in 'gap' & [k] ... 'k' as in 'cap'



These two sounds are paired together because they take the same mouth position. K is unvoiced, kk, meaning; only air passes through your mouth. And G is voiced, gg, gg, meaning, you're making a sound with your vocal cords. These consonants are stop consonants, which means there are two parts to the sound. First, a stop of the airflow, and second, a release. To stop the airflow, the back part of the tongue reaches up and touches the soft palate, cutting off the air, gg. The second part: the tongue pull away and the air is released, gg, kk. The lip position of these consonants is influenced by the sound that comes next.

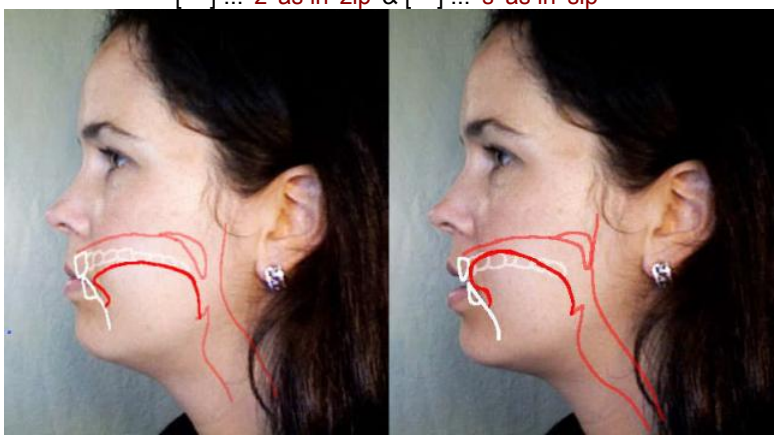
[θ] ... 'th' as in 'thin' & [ð] ... 'th' as in 'this'



The two TH consonant sounds. These sounds are paired together because they take the same mouth position. Th is unvoiced, meaning, only air passes through the mouth, and th is voiced, meaning you make a sound with the vocal cords. To make this sound, the very tip of the tongue comes through the teeth, th, th, thanks, th, th, this. The rest of the mouth remains relaxed. For the THR consonant cluster, the lips will begin to move into position for the R while the TH is being made. Three, three. In some cases, these sounds will be replaced with a similar sound, when the tongue does not quite come through the teeth. Instead it presses against the closed teeth. This will happen in an unstressed word only, when there isn't enough time given to the word for teeth to part and the tongue to come through

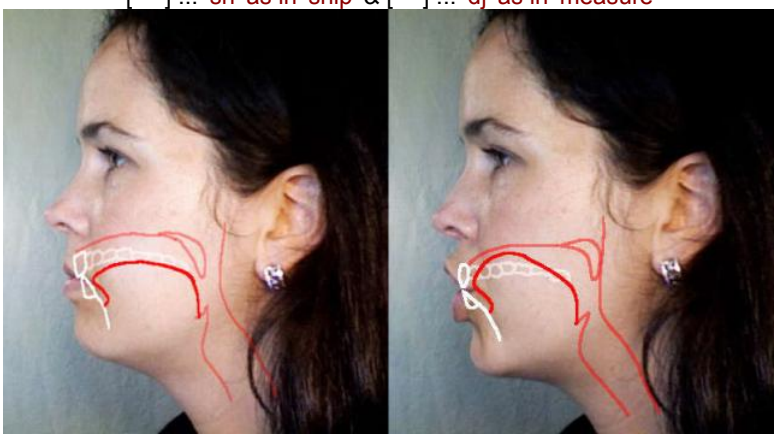
Notes

[z] ... 'z' as in 'zip' & [s] ... 's' as in 'sip'



The S and Z consonant sounds. These two sounds are paired together because they take the same mouth position. Ss is unvoiced, meaning only air passes through the mouth, and zz is voiced, meaning you make a sound with the vocal cords. To make the sound, the lips part and the corners pull back while the teeth themselves lightly touch, ss, zz. The tip of the tongue is down, lightly touching behind the bottom front teeth, ss, ss, while further back, the top of the tongue raises and actually touches the roof of the mouth, ss, zz, about here. The tongue touches on either side of the roof of the mouth, but down the middle there's a passage where it's not touching. This is where the air comes, ss, zz.

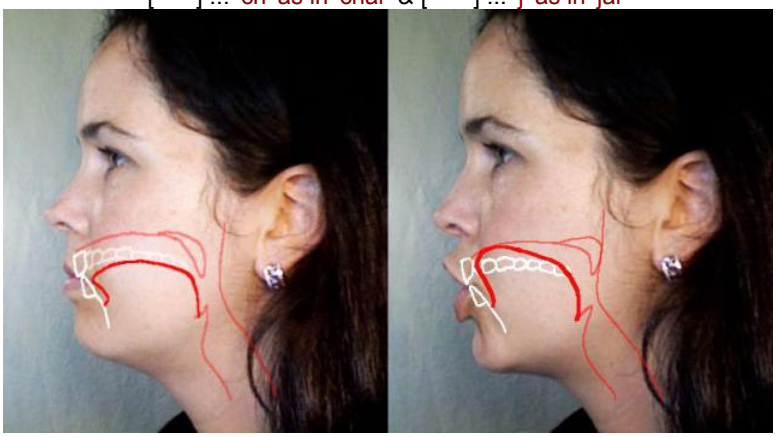
[ʃ] ... 'sh' as in 'ship' & [ʒ] ... 'dj' as in 'measure'



The SH and DJ consonant sounds. These two sounds are paired together because they take the same mouth position. Sh is unvoiced, meaning only air passes through the mouth. And dj is voiced, meaning you make sound with your vocal cords. To make this sound, the teeth come together, the corners of the lips come in, and the rest of the lips flare. Sh, dj. The tongue raises a bit in the middle. It doesn't touch the roof of the mouth, but it does press against the inside corner of the top teeth. Sh, dj. The front part of the tongue comes down, but it's far enough back that it's not touching anything in the mouth. Sh, dj.

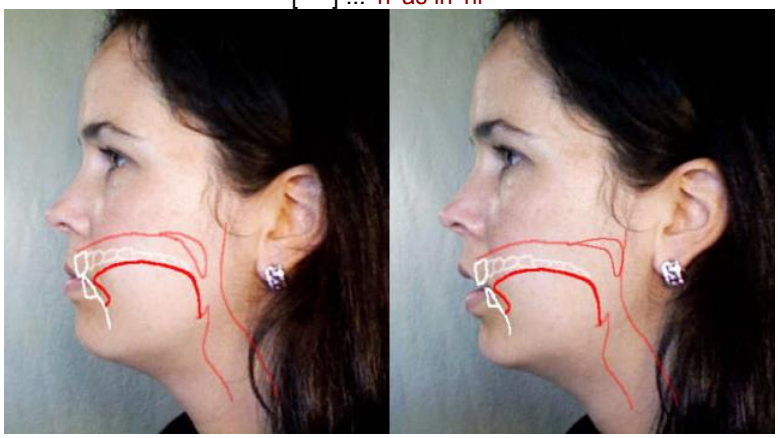
Notes

[tʃ] ... 'ch' as in 'char' & [dʒ] ... 'j' as in 'jar'



These two sounds are paired together because they take the same mouth position. CH is unvoiced, meaning only air passes through the mouth, and JJ is voiced, meaning, uh, uh, jj, you're making a sound with the vocal cords. These consonants have a stop consonant component, but unlike stop consonants, they're always released. The stop consonant is when the front part of the tongue raises and touches the roof of the mouth in the front in the T/D tongue position. The mouth takes the position of the SH and DJ sounds, where the teeth are together, the corners of the lips are in, and the rest of the lips are flared. Ch, jj. So the tongue will move up and press the roof of the mouth, air builds up, and when the tongue releases, the air comes through, ch, jj, making the sound.

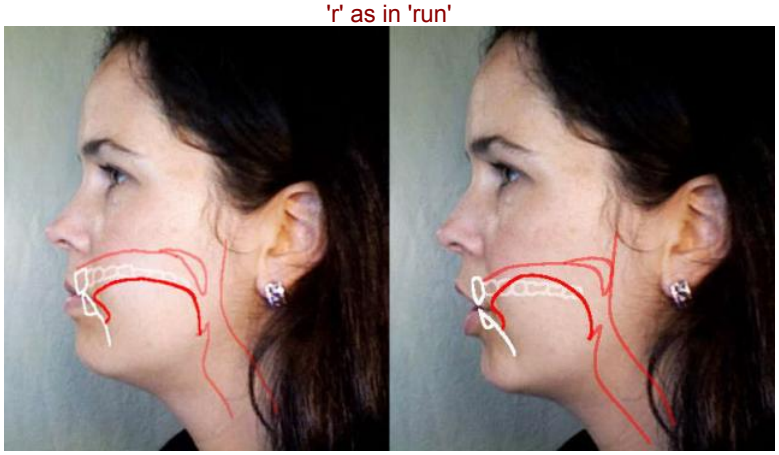
[h] ... 'h' as in 'hi'



The H is consonant sound. This sound is simply made, hh, by passing air through the mouth. Hhh, if you hear a sound like that, and you feel the soft palate bouncing against the tongue, it's not a correct H sound, hh. It's very quiet, just air coming though, hh, hh. The rest of the mouth position depends on the sound that comes next. For example, the word how, how. The lips and the tongue are both taking the position of the 'ow' as in 'now' diphthong. Hh, hh, how.

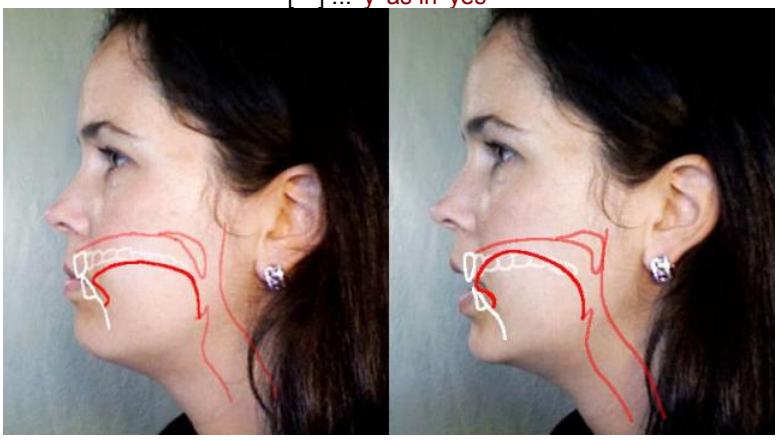
Notes

'r' as in 'run'



To make this sound, the tongue will pull back somewhat. It will fatten and raise in the middle, rr, rr, about here. Because it is raising, the tongue will actually be touching the insides and bottom of the top teeth, rr, rr, on either side of the mouth, rr, rr. Because the tongue has pulled back a bit and fattened, the front part of the tongue does come down, but it's not touching anything inside the mouth, rr, rr, rr. And you can see that the corners of the lips come in, bringing the lips away from the face, rr, rr. If the R comes at the beginning of a word, like in my name, Rachel, the lips may take a very tight circle, Rachel. If it comes at the end of a word or a syllable, it may be more relaxed, like in the word father, father, rr, rr.

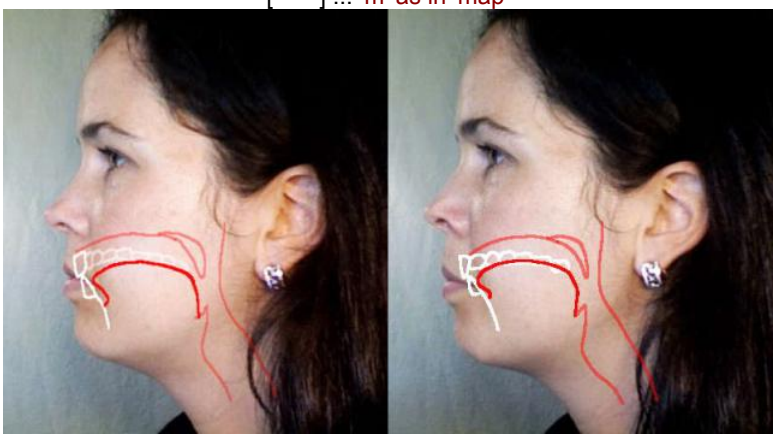
[j] ... 'y' as in 'yes'



The Y is consonant sound. To make this sound, the mid/front part of the tongue raises and presses against the roof of the mouth about here. The tip of the tongue comes down and lightly touches behind the bottom front teeth, yy, yy, while the throat closes off to give the Y sound that yy, yy quality. Here's a photo of the Y consonant sound on the right compared with the mouth at rest. And here parts of the mouth are drawn in. The soft palate is raised on this sound. The tongue stretches towards the roof of the mouth. Here it is not shown touching the roof of the mouth because there is a passage down the middle of the tongue that does not touch the roof of the mouth. This is where the sound travels. The sides of the top of the tongue do press against the roof of the mouth.

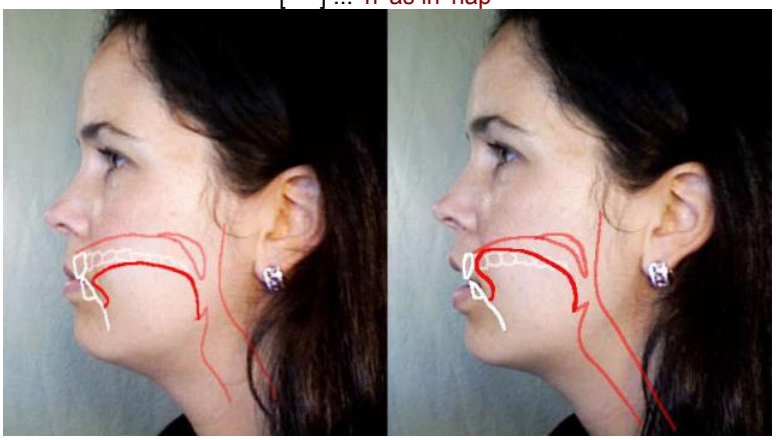
Notes

[m̩] ... 'm' as in 'map'



The M is consonant. This sound is simply made by pressing the lips together lightly, mm, mm, while making a sound with the vocal cords, mm, mm. In speech, the teeth may begin to part a little in preparation for the vowel in the word, mm, mm, Mom, map. Pulling the lips a bit. Here we see the M consonant sound on the right compared with the mouth at rest. You can see the lips press slightly together. Here, parts of the mouth are drawn in. The M consonant sound is one of the few sounds in American English where the soft palate remains down like the mouth at rest.

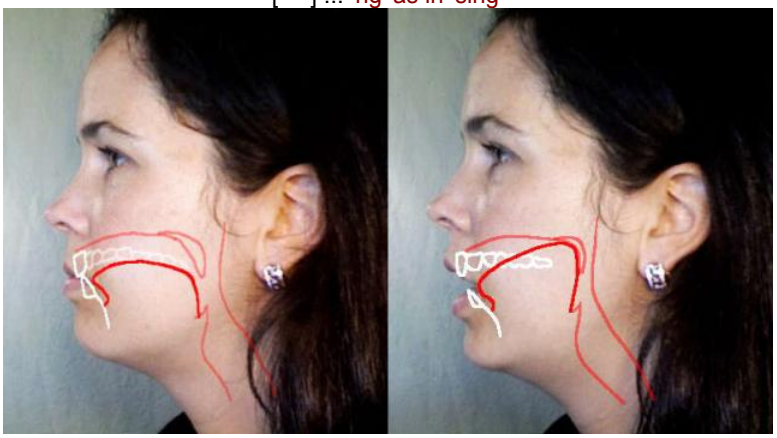
[n̩] ... 'n' as in 'nap'



The N consonant sound. This sound is made by the front/top part of the tongue raising and touching the roof of the mouth, nn, nn. The teeth part a bit, the lips are open, nn, nn, and the vocal cords make sound, nn, nn. Here is the N consonant sound on the right compared with the mouth at rest. You can see that the lips are parted and the jaw is slightly dropped for this sound. Here, parts of the mouth are drawn in. The tongue raises in the front and touches the roof of the mouth just behind the teeth.

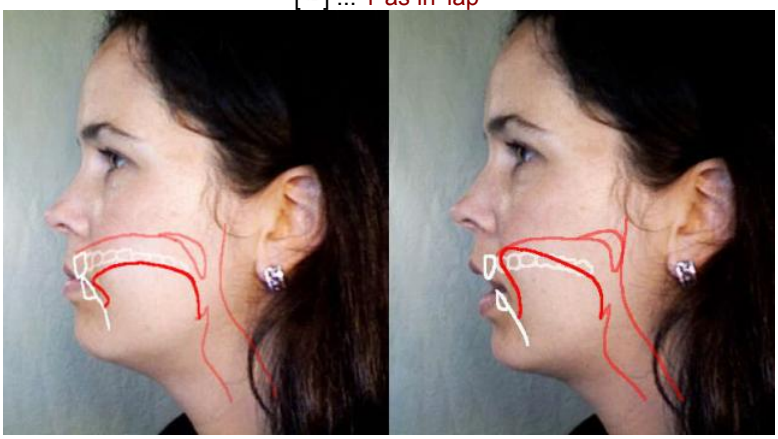
Notes

[ŋ] ... 'ng' as in 'sing'



The NG is consonant sound. To make this sound, the back part of the tongue reaches up and touches the soft palate, which remains down in this sound, ng, ng. The front part of the tongue is lightly touching behind the bottom front teeth. The teeth are parted and the lips as well, ng, ng, while the vocal cords make sound, ng, ng.

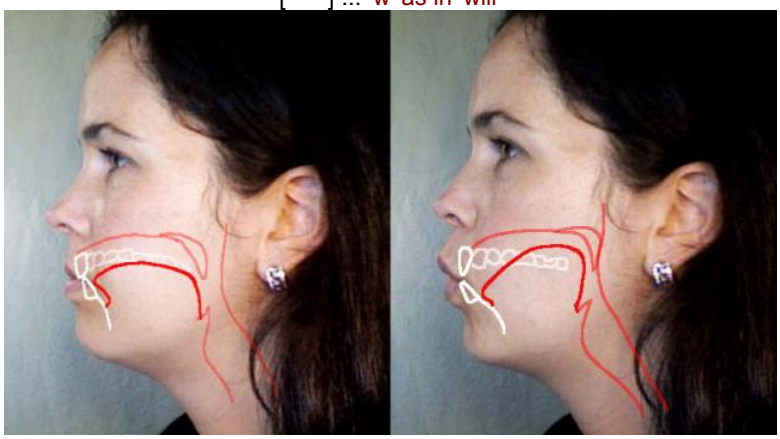
[l] ... 'l' as in 'lap'



The L is consonant sound. This sound is especially difficult for people who don't have it in their native language. This might be because there's actually two parts to it. It can be either a light L or a dark L. However, in the International Phonetic Alphabet, there is only one symbol that represents this sound, either a light L or a dark L. The L is light if it comes before the vowel or diphthong in the syllable. If it comes after the vowel or diphthong in a syllable, it is a dark L. First, the light L. To make this sound, the tip of the tongue reaches up, ll, ll, and touches the roof of the mouth just behind the front teeth, ll, ll, as the vocal cords are making sound. I've also noticed, as I've studied my own speech in slow motion, that sometimes I make this sound by bringing the tip of the tongue through the teeth, ll, ll, similar to the position for th, th, the TH sounds. Either position is fine, ll, like, touching the roof of the mouth, Ll, like, coming through the teeth, like the TH. Both make the same sound. That is the light L.

Notes

[W] ... 'w' as in 'will'



The W is consonant sound. To make this sound, ww, ww, the lips form a tight circle like the 'oo' as in 'boo' vowel. Also like that vowel, the back of the tongue reaches up high in the back. The front part of the tongue remains forward, lightly touching behind the bottom front teeth, or just a little further back than that, ww, ww. What makes this different from the 'oo' as in 'boo' vowel is a little closing off here in the throat, ww, ww, ww. That gives it that W consonant quality. Here is the W consonant sound on the right compared with the mouth at rest on the left. The lips are very rounded, which means the center part of the lips come away from the face. Here, parts of the mouth are drawn in. The soft palate is raised in this sound, and the tongue stretches up towards it in the back, but it does not touch the soft palate. The tip of the tongue is low, touching where the bottom front teeth meet the soft tissue.

1.2 Word stress

A lot of people perceive that every English word has a rigid and universally correct pronunciation, which is a *wrong* notion. Firstly, in connected speech, the shape of an English word often varies considerably from one sentence uttered to another, depending on the shapes of other words that occur before it and after it and on other factors. Secondly Pronunciation in English language varies according to the culture and mother tongue of a country. You would have noted that pronunciation varies within the country as well. To take an example the pronunciation varies between the East End and the South End of London, UK. So whether it is US, UK in the developed world or India, Thailand among the developing nations or even the African nations, the people of each of the above pronounce words differently, so much so that it would ordinarily take a master's in linguistics to understand them. Effort has been made to explain the two English pronunciation rules, believed may be most useful to you.

If a word ends in the letter 's' (e.g. plural noun or verb in the third person), there are three ways to pronounce this 's' - /S/, /Z/ and /IZ/. Similarly, any word which ends in 'ed' (e.g. adjective or the past of a regular verb) may be pronounced either /T/, /D/ or /ID/.

1. ***Final 's'***

   (a) *Type one sound /S/*

   In type one words, the final 's' should be pronounced with air pushed out between the top of your tongue and your top teeth, without using the vocal chords (the sound made by a snake or gas escaping from a pipe).

Notes

Type one sounds are used if the word ends in the following sounds:

Standard phonetic symbols	Phonetic symbols	Example word
/p/	/P/	stops, ships
/t/	/T/	hits, pets
/k/	/K/	attacks, bricks
/f/	/F/	laughs, coughs
/θ/	/θ/	maths, moths

These sounds are all **unvoiced**, which means that your vocal chords must be silent when you make the sound.

(b) *Type two sound /Z/*

This sound is formed in the same way as type 1, but you must make a sound with your vocal chords (the sound made by a bee, or high-voltage electricity)

Type two sounds come after the following sounds:

Standard phonetic symbols	Phonetic symbols	Example word
/b/	/B/	grabs, robs
/d/	/D/	lids, rods
/g/	/G/	pigs, dogs
/v/	/V/	loves, leaves
/ð/	/DZ/	breathes, lathes
/l/	/L/	hills, fails
/m/	/M/	comes, trams
/n/	/N/	earns, burns
/ŋ/	/Ñ/	songs, paintings
any vowel sound	any vowel sound	plays, employees, flees, goes, news

These sounds are all **voiced**, which means that your vocal chords must make a sound when you pronounce them.

(c) *Type three sound /IZ/*

This sound is the same as the verb 'to be' in its third person form (is). Type three sounds are the only ones which add an additional syllable to the word, for example 'miss' /MIS/ is one syllable, but 'misses' /MIS IZ/ is two syllables. The final /IZ/ syllable isn't usually stressed.

Standard phonetic symbols	Phonetic symbols	Example word
/s/	/S/	buses, places
/z/	/Z/	chooses, sizes
/?/	/SH/	washes, wishes
/t?/	/TCH/	watches, matches
/d?/	/DJ/	Judges, pages

If a word ends in a consonant sound + 'y', the pronunciation of final 'y' is /EE/ and in the plural it has a type 3 sound, but there is no extra syllable e.g. 'copy' /KO PEE/ (2 syllables), 'copies' /KO PIZ/ (also 2 syllables).

Notes

2. ***Final 'ed'***

(a) *Type one sound /T/*

You make this sound by 'unsticking' your tongue from the roof of your mouth and pushing air out of your mouth at the same time. The vocal chords aren't used (sound at the end of 'at')

We use this sound when a word ends in an **unvoiced** phoneme (your vocal chords aren't used):

Standard phonetic symbols	Your phonetic symbols	Example word
/s/	/S/	passed, placed
/?/	/SH/	washed, wished
/t?/	/TCH/	watched, matched
/p/	/P/	stopped, trapped
/k/	/K/	locked, packed
/f/	/F/	laughed, coughed
/θ/	/θ/	Frothed

This sound is formed in the same way as type 1, but you must use your vocal chords at the same time (sound at the beginning of 'do').

Words ending in **voiced** phonemes (with sound produced by your vocal chords) are pronounced with a type 2 'ed':

Standard phonetic symbols	Your phonetic symbols	Example word
/z/	/Z/	buzzed, amazed
/b/	/B/	grabbed, robbed
/g/	/G/	bugged, tagged
/v/	/V/	loved, craved
/ð/	/DZ/	breathed, bathed
/l/	/L/	piled, failed
/m/	/M/	drummed, rammed
/n/	/N/	rained, pinned
/ŋ/	/Ñ/	pinged, wronged
/d?/	/DJ/	judged, raged
any vowel sound	any vowel sound	played, employed, tried, flowed, skied

(c) *Type three /ID/*

Type 3 'ed' adds an additional syllable in the same way as type 3 final 's'. For example, the past of 'mend' is pronounced /MEN DID/ with stress on the first syllable.

Words ending in /t/ and /d/ sounds are type three, but some adjectives also have this sound.

Standard phonetic symbols	Phonetic symbols	Example word
/t/	/T/	waited, retreated
/d/	/D/	handed, ended
Adjectives with type 3 'ed' aged, learned, naked, ragged, rugged, wicked, wretched		

Notes

Here are some examples that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to "feel" the music of the language and to add the stress naturally.

1. ***Stress on first syllable***

rule	**example**
Most **2-syllable nouns**	PRESent, EXport, CHIna, TAble
Most **2-syllable adjectives**	PRESent, SLENder, CLEVer, HAPpy

2. ***Stress on last syllable***

rule	**example**
Most **2-syllable verbs**	to preSENT, to exPORT, to deCIDE, to beGIN

There are many two-syllable words in English whose meaning and class change with a change in stress. The word **present**, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples: the words **export**, **import**, **contract** and **object** can all be nouns or verbs depending on whether the stress is on the first or second syllable.

3. ***Stress on penultimate syllable*** (penultimate = second from end)

rule	**example**
Words ending in **-ic**	GRAPHic, geoGRAPHic, geoLOGic
Words ending in **-sion** and **-tion**	teleVIsion, reveLAtion

For a few words, native English speakers don't always "agree" on where to put the stress. For example, some people say **teleVIsion** and others say **TELevision**. Another example is: **CONtroversy** and **conTROversy**.

4 ***Stress on ante-penultimate syllable*** (ante-penultimate = third from end)

rule	**example**
Words ending in **-cy**, **-ty**, **-phy** and **-gy**	deMOcracy, dependaBIlity, phoTOgraphy, geOLogy
Words ending in **-al**	CRItical, geoLOGical

5. ***Compound words*** (words with two parts)

rule	**example**
For compound **nouns**, the stress is on the **first** part	BLACKbird, GREENhouse
For compound **adjectives**, the stress is on the **second** part	bad-TEMpered, old-FASHioned
For compound **verbs**, the stress is on the **second** part	to underSTAND, to overFLOW

Examples of vowels in stressed and unstressed syllables and in reduced syllables. The red type shows the vowel under consideration.

Notes

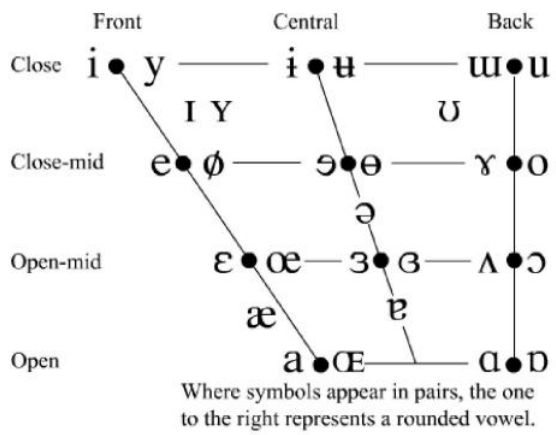
	Stressed syllable	Unstressed syllable	Reduced syllable
i	appreciate	creation	deprecate
ɪ	implicit	simplistic	implication
eɪ	explain	chaotic	explanation
ɛ	allege	tempestuous	allegation
æ	emphatic	fantastic	emphasis
ɑ, ɒ	demonstrable	prognosis	demonstration
ɔ	cause	causality	
oʊ, əʊ	invoke	vocation	invocation
ʊ	hoodwink	neighborhood	
u	acoustic	acoustician	
ʌ	confront	umbrella	confrontation
ɜˠ, ɜ	confirm	verbose	confirmation
aɪ	recite	citation	recitation
a ʊ	devout	outsider	
ɔɪ	exploit	exploitation	
ju	beauty	beautician	circular

1.3 Vowels

During the production of all the English vowels, the soft palate is raised and the vocal chords vibrate.

Front vowels are articulated with the highest point of the tongue arching towards the front of the mouth, below the hard palate. Central vowels are articulated with the highest point of tongue close to the center of the mouth between the front and back. Back vowels are articulated with the highest point of the tongue drawn back toward the back of the mouth, below the soft palate. Close vowels are articulated with the jaw relatively closed and the highest point of the tongue close to the roof of the mouth. Close mid vowels are articulated with the jaw at the midpoint between closed and the middle of the mouth. Open mid vowels are articulated with the jaw and tongue halfway between the mid point of the mouth and fully open. Open vowels are articulated with the jaw relatively open and the highest point of the tongue far from the roof of the mouth.

Diagram 1



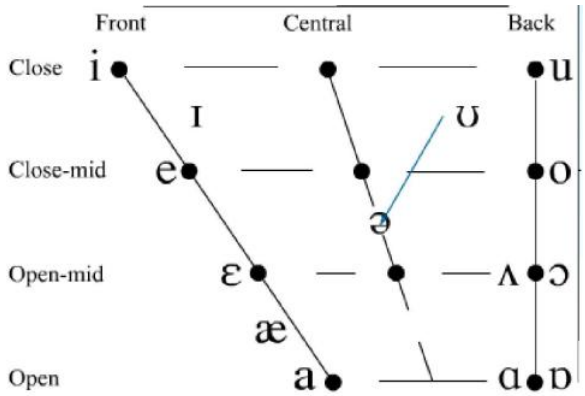
Where symbols appear in pairs, the one to the right represents a rounded vowel.

Notes

[ɑ] ... 'ah' as in 'father'
[æ] ... 'aa' as in 'bat'
[ɛ] ... 'eh' as in 'bed'
[ɪ] ... 'ih' as in 'sit'
[i] ... 'ee' as in 'she'
[u] ... 'oo' as in 'boo'
[ɜ] ... 'ur' as in 'her'
[ɔ] ... 'aw' as in 'law'
[ʊ] ... 'uh' as in 'pull'
[ʌ] ... 'uh' as in 'butter'
[ə] ... 'uh' as in 'supply'

Diphthong is the union of two vowels in one sound or syllable. Diphthong can also be defined as "A union of two vowel sounds occurring consecutively and pronounced simultaneously".

Diagram 2



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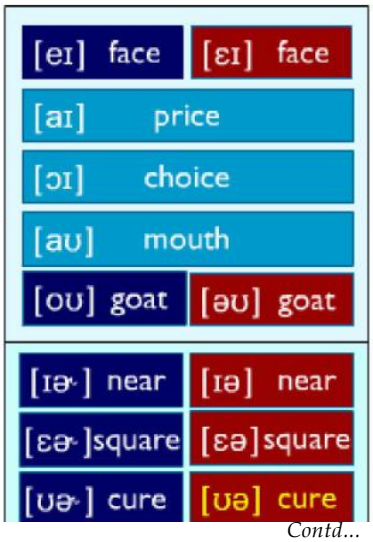
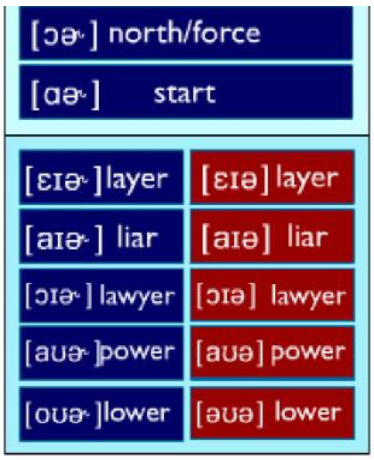


Contd...

Notes



There are four common diphthongs i.e. 'I', 'OW', 'OI', and 'U' as heard in the sentence 'I now enjoy music'. All the above diphthongs have been discussed below:

i) ***Diphthong 'I':*** Diphthong 'I' is a first place diphthong and is represented by an angular sign .....e.g.

time ..... like ..... mike .....

bite ..... dye ..... shy .....

ride ..... pile ..... fire .....

In the beginning diphthong 'I' can be joined with down strokes e.g.

idle ..... item ..... ivory.....

idea ..... eyes ..... ice.....

The sign for diphthong 'I' can also be abbreviated e.g.

Isle ..... i can ..... i am.....

I may ..... i will.....

The sign for diphthong 'I' can be joined at the end with consonant 'N' only e.g.

nigh ..... deny .....

ii) ***Diphthong 'OW':***

Diphthong 'OW' is a third place diphthong and is represented by an angularsign ..... e.g.

cow ..... cowed ..... couch .....

rowdy ..... mouth ..... out .....

loud ..... outlaw .....

Diphthong sign for 'OW' ..... can be abbreviated for the word 'now'

iii) ***Diphthong 'OI'***

Diphthong 'OI' is a first place Diphthong and is represented by an angular

sign ..... e.g.

toy ..... boy ..... enjoy .....

Notes

toil ..... boil ..... annoy .....

roy ..... coinage .....

In the beginning it can be joined with consonant 'L' only e.g.

oil ..... oiling ..... oiler .....

iv) ***Diphthong 'U'***

Diphthong 'U' is a third place Diphthong and is represented by a small

semicircle ..... e.g.

dupe ..... tube ..... beauty .....

mule ..... duke ..... cure .....

duty ..... tunic ..... assume .....

Diphthong sign 'U' ..... can be joined to the consonants wherever it is convenient to join

e.g.

due ..... purview ..... issue .....

review.....

Diphthong sign 'U' ..... changes its form as ..... when it is joined finally to consonants K, G, M, N, and 'L' e.g.

argue ..... kew ..... new .....

mew ..... value ..... renew .....

Pronunciation

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
[eɪ]	[biː]	[siː]	[diː]	[iː]	[ɛf]	[ʤiː]	[eɪʧ]	[aɪ]	[ʤeɪ]	[keɪ]	[ɛl]	[ɛm]
Nn	**Oo**	**Pp**	**Qq**	**Rr**	**Ss**	**Tt**	**Uu**	**Vv**	**Ww**	**Xx**	**Yy**	**Zz**
[ɛn]	[əʊ]	[piː]	[kjuː]	[ɑː]	[ɛs]	[tiː]	[juː]	[viː]	['dʌbᵊl,juː]	[ɛks]	[waɪ]	[zɛd/ziː]

The sounds represented here are those of British English spoken with an R.P. (Received Pronunciation) accent. Other varieties of English differ considerably in pronunciation.

Vowels

ɑː	**fa**ther ['fɑːðə], **al**ms [ɑːmz], cl**er**k [klɑːk], h**ea**rt [hɑːt], s**er**geant ['sɑːʤənt]
æ	c**a**t [kæt], pl**ai**t [plæt]
ɛ	b**e**t [bɛt], **a**te [ɛt], b**u**ry ['bɛrɪ], h**ei**fer ['hɛfə], s**ai**d [sɛd], s**ay**s [sɛz]
ə	p**o**tter ['pɒtə], **a**lone [ə'ləʊn], fu**ui**ous ['fjʊərɪəs], nat**io**n ['neɪʃən], th**e** [ðə]
ɜː	f**er**n [fɜːn], b**ur**n [bɜːn], f**ir** [fɜː], l**ear**n [lɜːn], t**er**m [tɜːm], w**or**m [wɜːm]
ɪ	p**re**tty ['pɪrtɪ], b**ui**ld [bɪld], b**u**sy ['bɪzɪ], n**y**mph [nɪmf], pock**e**t ['pɒkɪt], s**ie**ve [sɪv] , w**o**men ['wɪmɪn]
iː	s**ee** [siː], **ae**sthete ['iːsθiːt], **e**vil ['iːvᵊl], magaz**i**ne [ˌmægə'ziːn], rec**ei**ve [ɹɪ'siːv] s**ie**ge [siːʤ]
ɒ	p**o**t [pɒt], b**o**tch [bɒʧ], s**o**rry ['sɒrɪ]

Notes

ɔː	th**aw** [θɔː], br**oa**d [bɹɔːd], dr**aw**er [ˈdɹɔːə], f**au**lt [fɔːlt], h**al**t [hɔːlt], **or**gan [ˈɔːgən]
ʊ	p**u**ll [pʊl], g**oo**d [gʊd], sh**ou**ld [ʃʊd], w**o**man [ˈwʊmən]
u	z**oo** [zu], d**o** [du], q**ueue** [kju], sh**oe** [ʃu], sp**ew** [spju], tr**ue** [tɹu], y**ou** [ju]
ʌ	c**u**t [kʌt], fl**oo**d [flʌd], r**ou**gh [ɹʌf], s**o**n [sʌn]

Diphthongs and triphthongs

aɪ	d**i**ve [daɪv], **ai**sle [aɪl], g**uy** [gaɪ], m**igh**t [maɪt], r**ye** [ɹaɪ]
aɪə	**fire** [ˈfaɪə], b**uyer** [ˈbaɪə], l**iar** [ˈlaɪə], t**yre** [ˈtaɪə]
aʊ	**ou**t [aʊt], b**ough** [baʊ], cr**ow**d [kɹaʊd], sl**ou**ch [slaʊtʃ]
aʊə	f**lour** [ˈflaʊə], c**ower** [ˈcaʊə], fl**ower** [ˈflaʊə], s**our** [ˈsaʊə]
eɪ	p**ai**d [peɪd], d**ay** [deɪ], d**eig**n [deɪn], g**auge** [geɪdʒ], gr**ey** [gɹeɪ], n**eigh** [neɪ]
ɛə	b**ear** [bɛə], d**are** [dɛə], pr**ayer** [pɹɛə], st**airs** [stɛəz], wh**ere** [wɛə]
ɪə	t**ear** [tɪə], b**eer** [bɪə], m**ere** [mɪə], t**ier** [tɪə]
oʊ	n**o**te [noʊt], b**eau** [boʊ], d**ough** [doʊ], h**oe** [hoʊ], sl**ow** [sloʊ] y**eo**man [ˈjəomən]
ɔɪ	v**oi**d [vɔɪd], b**oy** [bɔɪ], destr**oy** [dɪˈstrɔɪ]
ʊə	p**oor** [pʊə], ske**wer** [ˈskjʊə], s**ure** [ʃʊə]

Consonants

p	**p**ig [pɪg] b **b**ig [bɪg] t **t**ea [tiː] d **d**actylology [ˌdæktɪˈlɒlədʒɪ]
k	**k**angaroo [ˌkæŋgəˈɹuː], **c**acophony [kəˈkɒfənɪ]
g	**g**et [gɛt], **gh**oul [guːl], **gu**ard [gaːd], e**x**amine [ɪˈgzæmɪn]
m	**mam**moth [ˈmæməθ]
n	**n**yctophobia [ˌnɪktəʊˈfəʊbɪə], **kn**owledge [ˈnɒlɪdʒ], **gn**otobiotics [ˌnəʊtəʊbaɪˈɒtɪks], **pn**eumatic [ˈnjʊmætɪk]
ŋ	si**ng** [sɪŋ], phary**n**x [ˈfæɹɪŋks]
ɹ	**r**adio [ˈɹeɪdɪəʊ], **rh**inoceros [ɹaɪˈnɒsərəs / ɹaɪˈnɒsrəs]
f	**f**oxtrot [ˈfɒksˌtrɒt], **ph**oenix [ˈfiːnɪks] v **v**arious [ˈvɛəɹɪəs]
θ	**th**in [θɪn] ð **th**ese [ðiːz]
s	**s**illy [ˈsɪlɪ], **c**ircus [ˈsɜːkəs] z **z**ebra [ˈziːbɹə / ˈzɛbrə], **X**ero**x** [ˈzɪəɹɒks]
ʃ	**sh**ip [ʃɪp], elec**ti**on [ɪˈlɛkʃən], ma**ch**ine [məˈʃiːn], mis**si**on [ˈmɪʃən], pres**s**ure [ˈpɹɛʃə **sch**edule [ˈʃɛdjuːl]
ʒ	trea**s**ure [ˈtɹɛʒə], a**z**ure [ˈæʒə], eva**si**on [ɪˈveɪʒən]
h	**h**otel [həʊˈtɛl]
l	**l**atera**l** [ˈlætəɹəl]
j	**y**es [jɛs], oni**o**n [ˈʌnjən], vi**gn**ette [vɪˈnjɛt]
tʃ	**ch**ew [tʃuː], na**tu**re [ˈneɪtʃə]
dʒ	**j**aw [dʒɔː], a**dj**ective [ˈædʒɪktɪv], sol**di**er [ˈsəʊldʒə], usa**ge** [ˈjuːsɪdʒ]
w	**w**et [wɛt], **wh**eel [wiːl]

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Notes

Many people think that *pronunciation* is what makes up an accent. It may be that pronunciation is very important for an *understandable* accent. But it is intonation that gives the final touch that makes an accent native.

Intonation is known as the use of pitch or tone in a sentence to convey meaning or emotion. Although the term when strictly used applies only to the pitch of speech, it is sometimes used loosely to indicate also the emphasis and pacing used in the spoken language.

Intonation is the "music" of a language, and is perhaps the most important element of a good accent. Often we hear someone speaking with perfect grammar, and perfect formation of the sounds of English but with a little something that gives them away as not being a native speaker.

Therefore, it is necessary to realize that there is more than the correct pronunciation of the vowels and consonants of a language. This is very important and we do stress it in other articles. But it is only one of the three components to an accent, pronunciation, intonation, and linking.

There are two very simple rules about word stress:

Example: One word has only one stress. (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress, and is only used in long words.)

We can only stress vowels, not Consonants

Here are some more, that can help you understand where to put the stress. But do not rely on them too much, because there are many exceptions. It is better to try to "feel" the music of the language and to add the stress naturally.

Rule 1: Stress on first syllable

Rule	Example
Most **2-syllable nouns**	PRESent, EXport, CHIna, TAble
Most **2-syllable adjectives**	PRESent, SLENder, CLEVer, HAPpy

Rule 2: Stress on last syllable

Rule	Example
Most **2-syllable verbs**	to preSENT, to exPORT, to deCIDE, to beGIN

Note There are many two-syllable words in English whose meaning and class change with a change in stress.

Example: Present, is a two-syllable word.

If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer).

Export, *Import*, *Contract* and *Object* can all be nouns or verbs depending on whether the stress is on the first or second syllable

Notes

Rule 3: Stress on penultimate syllable

Rule	Example
Words ending in **-ic**	GRAPHic, geoGRAPHic, geoLOGic
Words ending in **-sion** and **-tion**	teleVIsion, reveLAtion

Note For a few words, native English speakers don't always "agree" on where to put the stress.

Examples: Some people say teleVIsion and others say TELevision.

CONtroversy and conTROversy.

Rule 4: Stress on ante-penultimate syllable

Rule	Example
Words ending in **-cy**, **-ty**, **-phy** and **-gy**	deMOcracy, dependaBIlity, phoTOgraphy, geOLogy
Words ending in **-al**	CRItical, geoLOGical

Rule 5: Compound words

Rule	Example
For compound **nouns**, the stress is on the **first** part	BLACKbird, GREENhouse
For compound **adjectives**, the stress is on the **second** part	bad-TEMpered, old-FASHioned
For compound **verbs**, the stress is on the **second** part	to underSTAND, to overFLOW

Rule 6: Two Word Stress

Knowing when and where to stress the words you use is very important for understanding, and therefore, as part of a good accent. A clear example is that of stress in two word expressions.

According to whether it is an *ordinary* two-word expression or a special, set expression, the place of the stress changes. In an ordinary expression the two words are used to describe something like a "white HOUSE" (meaning a house that is painted white, and not blue or gray). In this case the most important note is the *noun* because we are talking about a *house* that happens to be white. Similarly, a "fat BOY" is an overweight young male.

But sometimes short two word expressions are *set* or "*consecrated*", (that is, they mean something special) and have to be made different from similar expressions. One example is "the WHITE house" where Mr. Bush lives. In this case, the emphasis is on the *adjective* because we are more interested in stressing that it is the house that is known because it is *white*. In the same way, "FAT boy" is the nickname of a boy, chosen because the word fat emphasizes his weight.

It will be useful for you to be aware of both types of two word expressions. Here is a list of a few that will get you thinking and give you some practice in identifying them and using them correctly. Underline the syllable that is stressed, and write a brief explanation, for both uses of each phrase. I start the exercise with two examples. You do the rest. Make sure you say the phrases OUT LOUD!

Notes

Examples:

1. *WHITE* house
   In Washington
2. White *HOUSE*
   House painted white

Rule 7: Sentence Intonation

Stress on different words while speaking a sentence may imply a different meaning at different times.

Example: I don't think he should get the job.

This simple sentence can have many levels of meaning based on the word you stress. Consider the meaning of the following sentences with the stressed word in **bold**. Read each sentence aloud and give a strong stress to the word in **bold**:

I don't think Hary should get the job.
Meaning: *Somebody else thinks Hary should get the job.*

I **don't** think Hary should get the job.
Meaning: *It's not true that I think Hary should get the job.*

I don't **think** Hary should get that job.
Meaning: *That's not really what I mean. OR I'm not sure Hary'll get that job.*

I don't think **Hary** should get that job.
Meaning: *Somebody else should get that job.*

I don't think Hary **should** get that job.
Meaning: *In my opinion it's wrong that Hary's going to get that job.*

I don't think Hary should **get** that job.
Meaning: *Hary should have to earn (be worthy of, work hard for) that job.*

I don't think Hary should get **that** job.
Meaning: *Hary should get another job.*

I don't think Hary should get that **job**.
Meaning: *Maybe Hary should get something else instead.*

As you can see, there are many different ways this sentence can be understood. The important point to remember is that the true meaning of the sentence is also expressed through the stressed word or words.

Task Write out a number of sentences. Read each of them stressing a different word each time you read them. Notice how the meaning changes depending on which word you stress. Don't be afraid to exaggerate the stress, in English we often use this device to add meaning to a sentence. It's very possible that when you think you are exaggerating, it will sound quite natural to native speakers.

Notes

1.4 Linking

Because of the influence of their first language ('L1') pronunciation, learners of English transform words, phrases and sentences to match their own language sounds. They sometimes consult the language rules of their mother tongue and this sometimes results in error. We can also talk about adjustments in connected speech. This is how words fit together. Native speakers put their words together in various ways in order to make their speech fluid and interesting. Because of the influence of their first language pronunciation, learners of English transform words, phrases and sentences to match their own language sounds. They sometimes consult the language rules of their mother tongue and this sometimes results in error. Some examples in relation...will follow:

(a) 'Linking' is what happens when speakers connect the final sound of one word with the beginning sound of the next word (blackand white). Linking is common in English and it appears throughout the activities in this syllabus. You may wish to point them out to your students as they appear.

(b) One common form of 'assimilation' is when two words influence each other and become one sound (have to -> hafta, has to -> hasta and use to -> usta) such forms may also be highlighted in the lessons.

(c) 'Epenthesis' is what happens when speakers add a sound before (word-initial) within (word-internal) or after (word-final) a word or phrase. This additional sound can sometimes cause misunderstandings in communication or (inappropriate) ridicule from native speakers (Oh no!).

Linking words help you to connect ideas and sentences, so that people can follow your ideas. You can use linking words to link ideas in our talking and writing. Linking words enable our ideas to flow logically and cohesively.

You can use linking words to add ideas together, contrast ideas, or show the reason for something. There are three main types of linking words:

1. Conjunctions
2. Sentence connectors
3. Subordinators

To sequence ideas

1. First /firstly, second/secondly, third/thirdly etc.
2. Next, last, finally
3. In addition, moreover
4. Further/furthermore
5. Another
6. Also
7. In conclusion
8. To summarise
9. After that/thereafter

Note: We normally use these words at the beginning of the sentence to give a summary of what we have said or written.

Notes

Example: **Firstly, ... secondly, ... finally** (or **lastly**) are useful ways to list ideas.

It's rare to use "fourthly", or "fifthly". Instead, try **the first point**, **the second point**, **the third point** and so on.

To link an action and its consequence

1. So
2. As a result
3. As a consequence (of)
4. Therefore
5. Thus
6. Consequently
7. Hence
8. Due to

Example: **Therefore**, **so**, **consequently** and **as a result** are all used in a similar way.

"The companies are expanding. Therefore / So / Consequently / As a result, they are taking on extra staff."

So is more informal.

To emphasise an idea

1. Undoubtedly
2. Indeed
3. Obviously
4. Generally
5. Admittedly
6. In fact
7. Particularly/in particular
8. Especially
9. Clearly
10. Importantly

To add an idea

1. And
2. In addition/additionally/an additional
3. Furthermore
4. Also
5. Too
6. As well as

Notes

Example: Ideas are often linked by **and**. In a list, you put a comma between each item, but not before **and**.

"We discussed training, education and the budget.

"**Also** is used to add an extra idea or emphasis. "We also spoke about marketing."

To give reason

1. For
2. Because
3. Since
4. As
5. Because of

Example: **Due to** and **owing to** must be followed by a noun.

"Due to the rise in oil prices, the inflation rate rose by 1.25%."

"Owing to the demand, we are unable to supply all items within 2 weeks."

If you want to follow these words with a clause (a subject, verb and object), you must follow the words with **the fact that**.

To provide example

1. For example
2. For instance
3. That is (ie)
4. Such as
5. Including
6. Namely

Example: The most common way of giving examples is by using **for example** or **for instance**

To contrast ideas

1. However
2. Nevertheless
3. Nonetheless
4. Although/even though
5. Though
6. But
7. Yet
8. Despite/in spite of
9. In contrast (to)/in comparison

Notes

10. While
11. Whereas
12. Unlike

Example: **But** is more informal than **however**. It is not normally used at the beginning of a sentence.

"He works hard, but he doesn't earn much."

"He works hard. However, he doesn't earn much."

Although, **despite** and **in spite of** introduce an idea of contrast. With these words, you must have two halves of a sentence.

To compare ideas

1. Similarly
2. Likewise
3. Also
4. Like
5. Just as
6. Just like
7. Similar to
8. Same as
9. Compare
10. compare(d) to / with
11. Not only...but also
12. Both

1.5 Intonation

In linguistics, **intonation** is variation of pitch while speaking which is not used to distinguish words. (Compare tone.) Intonation and stress are two main elements of linguistic prosody.

All languages use pitch semantically, that is, as intonation, for instance for emphasis, to convey surprise or irony, or to pose a question. Tonal languages such as Chinese and Hausa use pitch to distinguish words in addition to intonation.

Rising intonation means the pitch of the voice increases over time; *falling intonation* means that the pitch decreases with time. A *dipping intonation* falls and then rises, whereas a *peaking intonation* rises and then falls.

The classic example of intonation is the question-statement distinction. For example, northeastern American English, like very many languages (Hirst & DiCristo, eds. 1998), has a rising intonation for echo or declarative questions (*He found it on the street?*), and a falling intonation for *wh*-questions (*Where did he find it?*) and statements (*He found it on the street.*). 'Yes' or 'No' questions (*Did he find it on the street?*) often have a rising end, but not always. Some languages like Chickasaw and Kalaallisut have the opposite pattern: rising for statements and falling with questions.

Notes

In the International Phonetic Alphabet, **"global"** rising and falling intonation are marked with a diagonal arrow rising left-to-right [↗] and falling left-to-right [↘], respectively. These may be written as part of a syllable, or separated with a space when they have a broader scope:

He found it on the street?

[hiː ∪faʊnd ɪt | ɒn ðə ↗∪∪stɹiːt]

Here the rising pitch on *street* indicates that the question hinges on that word, on where he found it, not whether he found it.

Yes, he found it on the street.

[↘□jɛs □ hi □faʊnd ɪt | ɒn ðə ↘□stɹiːt □]

How did you ever escape?

[↗□□haʊ dɪdjuː | □ɛvɚ | i↘□□skeɪp □]

Here, as is common with *wh*- questions, there is a rising intonation on the question word, and a falling intonation at the end of the question.

Improving sentence intonation is one of the key elements in your English pronunciation. Let's discuss the four basic types of word stress that lead to proper intonation in English.

1. Tonic stress
2. Emphatic stress
3. Contrastive stress
4. New information stress

Tonic Stress

Tonic stress refers to the syllable in a word which receives the most stress in an intonation unit. An intonation unit has one tonic stress. It's important to remember that a sentence can have more than one intonation unit, and therefore have more than one tonic stress. Here are some examples of intonation units with the tonic stress in bold.

He's **wait**ing

He's **wait**ing / for his **friend**

He's **wait**ing / for his **friend** / at the **sta**tion.

Generally, the final tonic stress in a sentence receives the most stress. In the above example, 'station' receives the strongest stress.

There are a number of instances in which the stress changes from this standard. Here are short explanations for each of the changes with example sentences to illustrate.

Emphatic Stress

If you decide to emphasize something, you can change the stress from the principal noun to another content word such as an adjective (big, difficult, etc.), intensifier (very, extremely, etc.) This emphasis calls attention to the extraordinary nature of what you want to emphasize.

Notes

Example:

That was a difficult **test**. - *Standard statement*

That was a **difficult** test. - *Emphasizes how difficult the test was*

There are a number of adverbs and modifiers which tend to be used to emphasize in sentences that receive emphatic stress.

extremely

terribly

completely

utterly

especially

etc.

Contrastive Stress

Contrastive stress is used to point out the difference between one object and another. Contrastive stress tends to be used with determiners such as 'this, that, these and those'.

Example:

I think I prefer **this** color.

Do you want these or **those** curtains?

Contrastive stress is also used to bring out a given word in a sentence which will also slightly change the meaning.

1. **He** came to the party yesterday. (It was he, not someone else.)
2. He **walked** to the party yesterday. (He walked rather than drove.)
3. He came to the **party** yesterday. (It was a party not a meeting or something else.)
4. He came to the party **yesterday**. (It was yesterday not two weeks ago or some other time.)

New Information Stress

When asked a question, the requested information is naturally stressed more strongly.

Example:

Where are you from? - I come from **Seattle**, in the USA.

What do you want to do? - I want to go **bowling**.

When does class begin? - The class begins at **nine o'clock**.

Rising Intonation- Is Answerable by Yes or No

1. Is Jonathan a carpenter?
2. Is your father handsome?
3. Can you sing?

Notes

4. I this your school?
5. Do you eat Adobo?

Falling Intonation- is a Sentence, a Question that is not answerable by Yes or No.....

1. Where's your pencil?
2. What is your Father's name?
3. In STAR CITY i ride all i can.
4. My brother is adventurous.
5. What's your name

Notes

Pronunciation of T

The American **T** is influenced very strongly by intonation and its position in a word or phrase. It can be a little tricky if you try to base your pronunciation on spelling alone.

There are, however, 4 basic rules: [T is T], [T is D], [T is Silent], [T is Held].

1. Beginning of a Word [T is T]

If the T is at the beginning of a word (or the top of the staircase), it is a strong, clear T sound.

(a) ***In the beginning of a word:*** table, take, tomorrow, teach, ten, turn Thomas tried two times.

(b) ***With a stressed T and ST, TS, TR, CT, LT and sometimes NT combinations:*** They control the contents.

(c) In the past tense, D sounds like T, after an unvoiced consonant sound — f, k, p, s, ch, sh, th (but not T).

Picked [pikt], hoped [houpt], raced [rast], watched [wächt], washed [wäsht]

It took Tim ten times to try the telephone.

2. Middle of a Word [T is D]

If the T is in the middle of the word, intonation changes the sound to a soft D.

Letter sounds like [ledder].

Water, daughter, bought a, caught a, lot of, got a, later, meeting, better

Note: Practice these sentences:

What a good idea.	[w'd' güdäi deey']
Put it in a bottle.	[pü di di n' bäd'l]
Get a better water heater.	[gedda bedder wäder heeder]
Put all the data in the computer.	[püdall the dayd' in the k'mpyuder]
Patty ought to write a better letter.	[pædy äd' ride a bedder ledder]

3. [T is Silent]

T and N are so close in the mouth that the [t] can disappear.

Contd...

Notes

Example: interview [innerview]

international [innernational]

advantage [ædvæn'j]

percentage [percen'j]

If the T is at the end of a word, you almost don't hear it at all.

put, what, lot, set, hot, sit, shot, brought.

That's quite right, isn't it?

4. End of a Word [T is Held]

With -tain, -tten and some TN combinations, the T is held. The "held T" is, strictly speaking, not really a T at all. Remember, [t] and [n] are very close in the mouth. If you have [n] immediately after [t], you don't pop the [t]—the tongue is in the [t] position, but your release the air for the [n] not the [t]. Make sure you don't put a schwa before the [n]. An important point to remember is that you need a sharp upward sliding intonation up to the "held T," then a quick drop for the N.

Written, certain, forgotten, sentence:

He's forgotten the carton of satin mittens.

She's certain that he has written it.

Martin has gotten a kitten.

1.6 Schwa

The **schwa** is the vowel sound in many lightly pronounced unaccented syllables in words of more than one syllable. It is sometimes signified by the pronunciation "uh" or symbolized by an upside-down rotated **e.**

A **schwa** sound can be represented by any vowel. In most dialects, for example, the schwa sound is found in the following words:

The **a** is schwa in **adept.**

The **e** is schwa in **synthesis.**

The **i** is schwa in **decimal.**

The **o** is schwa in **harmony.**

The **u** is schwa in **medium.**

The **y** is schwa in **syringe.**

Authorities vary somewhat in the range of what is considered a schwa sound, but the above examples are generally accepted.

1.7 Summary

- Voiced sounds will make the throat vibrate.
- Aspiration refers to a puff of air when a sound is produced.

Notes

- Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds.
- Word or sentence intonation can be mimicked with a kazoo, or alternatively by humming.
- 'Epenthesis' is what happens when speakers add a sound before (word-initial) within (word-internal) or after (word-final) a word or phrase. This additional sound can sometimes cause misunderstandings in communication or (inappropriate) ridicule from native speakers (Oh no!).
- Pronunciation rules, also different pronunciations through laying stress on different words. You have come to know about vowels and intonation i.e. pitch.. Now you also know what is *rising, falling, dipping* and *peaking* intonation. You have also learnt the importance of shwa as a vowel sound.
- Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech.

1.8 Keywords

Dialects: A regional variety of a language, with differences in vocabulary, grammar, and pronunciation

Epenthesis: Insertion of an extra sound into a word, as happens in some dialect pronunciations or in a word's development over time.

Intonation: Pitch

Phonemes: A speech sound that distinguishes one word from another, e.g. the sounds "d" and "t" in the words "bid" and "bit." A phoneme is the smallest phonetic unit that can carry meaning.

Syllable: A unit of spoken language that consists of one or more vowel sounds alone, a syllabic consonant alone, or any of these with one or more consonant sounds

1.9 Self Assessment

Fill in the blanks:

1. You make this sound by ..... your tongue from the roof of your mouth and pushing air out of your mouth at the same time in type one.
2. Words ending in **voiced** .....(with sound produced by your vocal chords) are pronounced with a type 2 'ed':
3. In type .....words, the final 's' should be pronounced with air pushed out between the top of your tongue and your top teeth, without using the vocal chords.
4. Words ending in **voiced** phonemes (with sound produced by your vocal chords) are pronounced with a .....
5. Words ending in /t/ and /d/ sounds are type ……
6. …….. is what happens when speakers add a sound before (word-initial) within (word-internal) or after (word-final) a word or phrase.
7. The classic example of …….. is the question-statement distinction.

Notes

8. A schwa sound can be represented by any ……

9. The ……..is schwa in medium

State whether the following statements are True or False:

10. Learners of English sometimes consult the language rules of their mother tongue and this sometimes results in error.

11. Epenthesis' is what happens when speakers add a sound only before a word or phrase.

1.10 Review Questions

1. How can words ending in –s be pronounced?

2. What is intonation? Explain

Answers: Self Assessment

1.	'Unsticking'	2.	Phonemes
3.	One	4.	Type 2 'ed'
5.	Three	6.	Intonation
7.	Epenthesis	8.	Vowel
9.	'u'	10.	True
11.	False		

1.11 Further Readings

Online links

http://webdelprofesor.ula.ve/humanidades/azapata/materias/phonetics_1/description_of_the_english_vowel_sounds.pdf

http://eslenglishclassroom.com/index_files/PronunciationPage.html

Notes

Unit 2: Presentation Skill

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Objectives

After studying this unit, you will be able to:

- Explain what a presentation is and how it differs from a lecture or a written report.
- Discuss how to design a presentation and to note the essential steps to a successful presentation.
- Describe six great helpers in presentation.
- Discuss the tips about team and seminar presentation.

Notes

Introduction

In business organizations, presentations and public speaking by the executives and other personals are regular features. No matter what the area of responsibility is or what type of organization is for which you are working, you have to give a presentation or speech sooner or later. You may be asked to talk to colleagues, clients, suppliers for the general public. You may be asked to speak for 15 minutes or one hour. Hence, public speaking and presentation skills are very much essential for professional excellence. Technical skills account for 22-25% of professional excellence and rest depends upon soft skills that include public speaking and presentation skills. Speaking effectively and making an effective presentation is a skill that can be learnt, studied and polished. In this unit, guidelines are discussed in learning the techniques/skills of making presentations and public speaking.

2.1 Presentation Skills

A presentation is essential for the students, researchers and working managers in today's fast moving business environment. If presentation is effective, it creates a good impression about the speaker and it clearly communicates the information. The presentation also reveals the attributes of the personality of the speaker, i.e. confidence, fluency, style and conducting discussion and debates. Business presentation differs from public speaking.

Notes

Points of Difference	Business Presentations	Public Speaking
Aim of speaking	To give the audience what they know they need	To give the audience what they believe they want
Type of audience	Generally homogenous in terms of their knowledge, area of academic or professional interest etc.	Mostly heterogeneous
Expectations of audience	Complete details about the topic	Do not expect a lot of details
Amount of information	More	Less
Level of interaction	More, as the audience wishes to understand the topic thoroughly	Less, as a general understanding is desired by the audience

A presentation is a live mode of sharing information with a select audience.[4] It is a form of oral communication in which a person shares factual information with a particular audience. We can define presentation as an oral activity using visual electronic aids to discuss new ideas and information with a specific audience in an impressive and convincing manner.

2.2 Features of Presentation

1. ***A presentation is not a lecture.*** Classrooms lectures have well defined educational objectives. Students raise questions and answer questions put by the teacher. A classroom lecture is ideally a two-way communication process. But presentations are one-way, initially. The audience sits through listening, watching, and taking notes.
2. The focus is on persuading the listeners to buy the ideas that are shared.
3. A presentation has a well-defined format. The audience sits through the delivery without interrupting the presenter and after the completion of presentation, the audience is invited to ask questions or seek clarifications.

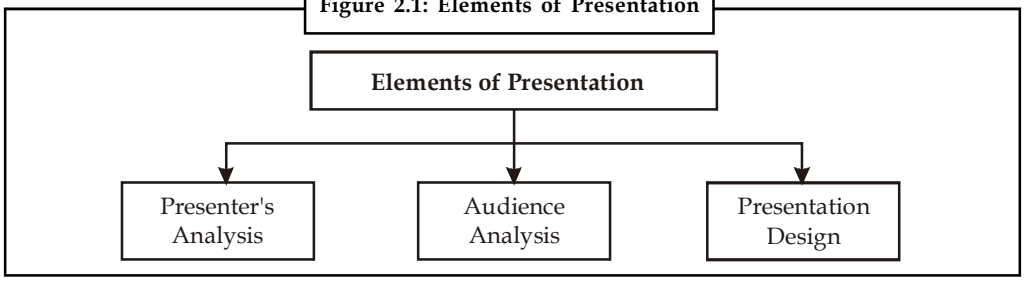
Notes

4. A good presentation must cover the following aspects:
   (i) There should be a clear structure with an introduction, discussion, and end.
   (ii) The facts and figures should be visually present in tables, graphs, and charts.
   (iii) The different colours should be used to make the presentation of the contents attractive.
   (iv) The presenter should show an understanding of the audience's needs and level of understanding, while discussing his/her ideas.
   (v) Humour and anecdote should often employ to create a good relationship with the audience.
   (vi) Questions should be given serious attention and must regard as an essential part of presentation.

2.3 Elements of Presentation

An efficient presenter prepares the presentation with great care as his/her main purpose is to convey the message effectively. It involves proper prior preparation and planning. There are three fundamental elements of a good presentation.

Figure 2.1: Elements of Presentation



1. ***Presenter's analysis:*** As a presenter, you need to focus on the following aspects, before making the actual presentation.
   (i) Identify your purpose-achieve
   (ii) Analyze your audience
   (iii) Identify the need
   (iv) Collate your information
   (v) Design your communication
   (vi) Time your presentation
   (vii) Decide on the visual aids to be used
   (viii) Study the location.

Notes The presenter as 'self', plays a key role, in making the presentation a successful communication.

Notes

2. ***Audience analysis:*** Before making presentation, audience analysis is very necessary. In this context, the following points should be noted.

   (i) Get an idea of the number, nature, needs, level of knowledge, and likely attitude of the audience.

   (ii) Determine the language of delivery and selection of inputs.

   (iii) Understanding the audience's needs.

   (iv) Never consider your audience to be a hostile group.

   (v) Always look for some smiling faces among the listeners.

   (vi) Make eye contact with them.

   (vii) Remember the purpose for which you are addressing your audience.

   Also, keep in mind that different persons attending your presentation may be looking for different information related to your topic, according to their own interests or needs. Therefore, define the focus and scope of your presentation at the very outset.

3. ***Designing your presentation:*** Think of a presentation in terms of a journey; designed to take an audience to a pre-planned destination. Use this analogy to identify the key points of your message, prioritize them and all allocate each one an appropriate time slot. Nearly all presentations should fit into a simple structure. This comprises four clearly identifiable parts and timing of each part too:

   (i) Introduction (Tell them what you're going to tell them)- 3 minutes

   (ii) Main Body (Tell them)- 15 minutes

   (iii) Conclusion (Tell them what you have told them)- 2 minutes

   (iv) Questions & Answers (Discussion session)- 10 minutes

A good guide for the breakdown of a presentation is the 10/80/10 rule—whereby the introduction and conclusion are allotted 10% of the presentation time, with the main body comprising 80%. For example, a 30 minute presentation would have a 3 minute introduction and conclusion and main body lasting 24 minutes. This formula can be applied to any length of presentation—as it reflects a good breakdown from the audience's perspective.

It is usually best to plan your presentation to have a question and answer session at the end. This will enable you to deliver your message and then end strongly with a clear and concise conclusion, before entering the relatively unpredictable area of tackling questions from the floor.

2.4 Ten Steps to a Successful Presentation

There are ten basic steps which need to be kept in mind at the time of making a presentation. How successful one is at the end of the delivery is contingent upon the amount of labour that has gone into the seven preparatory stages.

Notes

Notes

Ten Steps to Successful Communication

Steps	Purpose
1. Consider the occasion and objective	Know the sphere and concretize ideas
2. Make audience analysis	Meet demands of the audience
3. Know about the location	Acquaint yourself with the venue, organizers, etc.
4. Decide the mode and manner of presentation	Secures the attention of the receivers
5. Prepare the script	Make a confident presentation
6. Preparation of (i) Visual aids (ii) Handouts (iii) Feedback forms	Should: Generate interest Increase retention Assess competence
7. Rehearse	Brings perfection, instills confidence
8. Consider personal aspects	Be presentable in appearance
9. Overcome nervousness	Be fearless and effective
10. Make the presentation	Enables sharing of ideas, information and knowledge

2.4.1 Consider the Occasion and Objective

It is important to know the occasion for which the presentation has been organized. The person who wishes to make the presentation must know his proper sphere and the purpose he wants to fulfill through his presentation. What is that, one aims to achieve at the end of the presentation, should be crystal clear. One should not stray or move away from the main point or focal area. The more one centres round the thrust area, greater are the chances of the results being positive.

2.4.2 Make an Audience Analysis

It is most important for any speaker to understand for whom the presentation is meant. An audience is not just a gathering of people; it has a collective identity of its own. The presentation must be in a form and style that suits and interests the audience and the content and tone should also depend on the nature of the audience. The age, sex, nationality, educational background and experience of the audience present, have a great relevance to the presentation.

As an example, while considering the age factor of the audience, these clues can be used:

Children love to listen to stories and dramatic presentations; teenagers are responsive to new ideas and like informative presentations and senior citizens like to be reminded about the good old days.

2.4.3 Get Acquainted with the Environment/Location

The speaker should be familiar with the physical environment. The size of the room, the seating arrangement, speaker's position vis-à-vis the platform or podium, setting of the mike, lighting and ventilation, positioning of the visual aids, etc., should be well planned out and observed in advance.

Notes

2.4.4 Decide the Manner and Mode of Presentation

The speaker should decide whether he wishes to achieve the objective by a formal presentation or a non-formal one. The speaker may select any of the following modes of presentation:

1. ***Reading:*** A written script may be used to present the whole matter. It helps to maintain accuracy, but eye contact may be lost in the process. Very few speakers can master this art of reading as well as maintaining frequent eye contact with the listeners.
2. ***Memorized Presentation:*** If the memory power of the speaker is to read aloud well, he may memorize the whole presentation and not use any written material, but in case, the speaker forgets in between, it leaves a very bad impression and spoils the effect of the presentation. The best method in this case is to make some brief notes, and refer to them in between, to maintain a smooth presentation.
3. ***Extemporaneous presentation:*** In this case, the speaker does not memorize the whole presentation, word by word. Rather, he takes some ideas in his mind and in a logical order, presents them in his own words. A mental recap helps.

2.4.5 Plan out the Presentation: Preparation of Script

The most tedious and arduous task is the preparation of the script. A lot of effort goes into the preparatory stage of making a presentation. This would become clear if you were to compare your presentation to the tip of an iceberg, 90% of which is invisible and only 10% is visible. While preparing the script, the speaker has to keep in mind:

1. Length of the script, depending on the time available for presentation.
2. Style of presentation, conversation style or formal speech, simple and lucid or impressive and explanatory.
3. Humour, making the talk more interesting and lively, to engage the audience more fully.

Format of a presentation/composition of the script: A rough plan for any presentation may be made as follows:

1. ***Opening:***
   - (i) Introductory remarks.
   - (ii) Stating the objective of the presentation.
   - (iii) Creating a rapport with the audience.
   - (iv) Drawing the outline of the presentation.
2. ***Middle:***
   - (i) The main body of the presentation.
   - (ii) Examples and visual aids.
   - (iii) Explanation of the topic in points, as per their priority.
3. ***Closing:***
   - (i) Giving a clear message of the presentation.
   - (ii) Summary of the presentation.
   - (iii) Inviting queries.
   - (iv) Thanking the audience and organizers.

Notes

Presentation could naturally follow a six-tier process. Preparation should also be cane according to this sequential arrangement.

1. Ice-breaker
2. Opening
3. Need for a new idea(s) or its delineation
4. The idea
5. Accruing results/benefits
6. Summary/conclusion.

2.4.6 Preparation of Visual Aids, Handouts and Feedback Forms

Visual Aids

It is always better to prepare visual aids much in advance of the presentation. Leaving them for the last moment can on certain occasions force the speaker to rush through the entire procedure. As visual aids are used as supports to the presentation, error in the same can leave a poor impact in the minds of the audience. Whatever, we see we tend to believe more emphatically and it leaves a greater and longer lasting impression. So, in order to make the presentation more effective, the speaker must make use of visual aids like charts, chalk boards, film slides, transparencies, diagrams, maps and pictures.

Handouts

Handouts should be prepared meticulously and carefully. They should be given to the participants prior to commencing the session so that they can come prepared at the presentation with focused queries. The time which would be otherwise spent in generating questions would be saved if this strategy is observed. These handouts should be extremely well prepared as the participants are going to take them back after the session and probably share the same with friends and colleagues. A sloppy performance will expose the speaker in a poor light. The quality of the presentation plus handouts, to a great extent, determines your acceptance in the midst of the participants.

Feedback Forms

Feedback forms should have also been prepared well in advance, so that they can be handed to the participants at the end of the presentation. Points which need to be elaborated in the feedback form are:

1. Information about the audience.
2. Level of acceptance of the speaker.
3. Scope for improvement.
4. Inadequacies, if any, in the presentation.
5. Expectations from the presentation.
6. To what extent were they met.
7. Gains from the session.

Notes

8. Scope for further interaction.
9. Grading of the speaker on various parameters such as, delivery, ideas, use of visual aids, handling the group, empathy, listening, etc.
10. Suggestions, if any.

2.4.7 Rehearse the Presentation

Making presentations is not simple. It is extremely important for us to realize the sanctity of rehearsing to improve the quality of the presentation. Unless and until the presentation has been rehearsed adequately, the speaker should not venture forth to make a presentation. The more you rehearse, the better is your performance in front of an audience. In the initial phases, rehearsal is important to do away with the element of fear. In the later stages, it helps in brushing up the style of presenting and reveals your self-confidence. If this art is perfected, it can lead to acclaim and recognition, if not, it will reveal the speaker in a poor light. So it is required that one works hard for positive results.

2.4.8 Consider Personal Aspects: Physical and Body Language

The audiences first see the speaker, and then listen to the presentation. A presentable, clean and impressive appearance is of utmost importance for the speaker. Formal clothes, proper hairstyle and a good dress sense make the overall appearance of the speaker acceptable.

Confident voice and posture, effective eye contact and meaningful gestures make up a good body language, which also plays a vital role in the presentation.

Body support is one of the silent modes of communication which needs to be polished and perfected so that it enhances the overall effect of the presentation. Some of the negative repercussions of body language are:

1. Nervous pacing,
2. Excessive movement/rubbing of the hands,
3. Covering the mouth while speaking,
4. Using a pen or pencil as pointers,
5. Lack of eye contact,
6. Fidgeting, etc.

2.4.9 Overcoming Nervousness

Even an experienced speaker, in the beginning of his speaking career, must have faced the problem of nervousness. “Butterflies in the stomach”, “increased heartbeat”, “shaking legs”, “shaking voice”, and “forgetfulness” are the most obvious signs of nervousness. The speaker can overcome nervousness by:

1. Taking few deep breaths in and out.
2. Making himself/herself comfortable with the audience.
3. Boosting his own self-confidence.
4. Proper practice before the final presentation.
5. Giving proper pauses for relaxation.

Notes

6. Moving about among the audience.
7. Taking help of the visual aids.

2.4.10 Making the Presentation: Do it!

Everything about the presentation is ready and so is the speaker. The only thing left is to face the audience in a confident and positive manner and leave a mark on them. When the speaker is in the process of finally presenting the matter to the audience, he needs to be extremely careful about the introduction and conclusion of the presentation. While commencing, one thing needs to be kept in mind: capture the attention of the audience right at the start by making the opening, spell binding.

Even during the presentation, the speaker will have to put in a lot of efforts to mould them to his way of thinking. Different strategies could be adopted for the same: Quiz, music or game. These are commonly known as "ice breakers".

Variety in the manner of presentation of material by incorporating variations in the pitch and volume is important. Emphasis should be laid on the right words and at the right moment. Together with this, the use of pauses cannot be neglected. If used correctly, their impact can be long-lasting. Pauses at correct junctures also give the audience time to think and absorb all that is being said. It serves a dual purpose: (i) reveals that the speaker is thinking, modulating and speaking impromptu; and (ii) gives the listeners time to absorb the spoken material.

The speaker should keep in mind the fact that the conclusion or the grand finale is his show. How he conducts it, will determine if he will be accepted by the audience. The presenter should keep the time factor in mind and reserve the last ten or fifteen minutes for the summary where he winds up his presentation, incorporating all ideas and suggestions made in the course of the presentation. In other words, the sender should be sensitive to the unspoken dictates of time and audience. He should know where and when to stop.

Notes

How should you deliver the Presentation?

1. ***Do not read:*** A presentation is essentially an oral face-to-face communication. It is basically in the form of a well-structured discussion with an objective of making the audience understand the concept. To discuss your ideas, you should not read them out, neither from the screen nor from anything written out by you. It is a common mistake to just repeat by reading out what the audience has before them projected on the screen. What you should do is to explain what is there on the screen. You can draw the audience's attention to the points projected, numbers, and figures shown on the screen. But the purpose should be to explain them and not merely read them out.
2. ***Use "you attitude" to ensure audience involvement:*** Tell the audience how your information is going to bring value to them. How do they stand to gain from the presentation? Why should they listen to you? Answer that question to be able to make your presentation relevant to the needs and interest of your listeners. All such considerations act as motivation raisers. They ensure the audience's involvement in your delivery of the presentation.
3. ***Give the outline of the content:*** In the beginning itself, tell the audience the outline of the content of your presentation. This will help them know the contents of the presentation. They will also be able to know the direction of your argument.

Contd...

Notes

4. ***Tell them what next:*** Your listeners may not remember links and transitions you move through in your arguments/presentation. You alone know when you move from one stage or step to another step. You should, therefore, help your audience know that you are introducing a new point so that they follow your sequence.

2.5 Six Great Helpers in Presentation

To enhance one's presentation skill it is absolutely imperative to secure the help of the six great helpers – the five W's and the one H. The concept of incorporating them as extremely useful tools in the art of writing fiction was first propagated by Rudyard Kipling. Subsequent to this, experts in various disciplines realized their need in specific areas. Communication too, incorporated them as helpers to explain the basic concepts of presentation and interaction. These are as follows:

Why

The purpose of presentation must be clear to the speaker. It is necessary to be aware of the real reason for making a presentation. If it is of a frivolous nature, where the basic intent is furthering and cementing of social relationships, problems do not arise. However, if the thrust is on intersection oriented presentation, care must be taken to concretize ideas with correct emphasis at appropriate junctures. Let us address some queries which might help us in streamlining our purpose.

Why am I making a presentation? What is the real reason for conveying my message? What does the audience stand to gain from my presentation? In other words, a personal brainstorming session prior to formulation of ideas in a logical sequence is necessary. This could be done by listening to all ideas and thoughts that crowd the mind. Sorting or prioritizing them in order of importance or manner of presentation can be done at a later stage. In the initial phase, it is important to list down all ideas. Next, one should attempt to guess the reaction of the listener: what would you achieve or aim to achieve through an effective and efficient transmission of your message – a change of attitude or belief, or an increase in knowledge on the part of the listener?

Having answered this query, your purposive message is formulated, which could be:

1. ***To inform:*** Provision of information could be in the form of details, facts and figures.
2. ***To persuade:*** Adoption of face saving devices or politeness tactics such as "please", "thank you", etc., will be effective.
3. ***To persuade:*** Usage of talk tactics such as, name dropping or use of power or position to force the co-interactant into accepting your point of view often helps in exercising your influence over the audience.
4. ***To educate:*** Provision of all facets of the issue should be discussed, so that there is greater comprehension on the part of the receiver.
5. ***To empathise:*** This means observance of an empathetic attitude. Empathise with the interactant and to feel or at least indicate that similar feelings are being shared. It could be verbal, i.e., in the form of expressing condolence or concern or it could be non-verbal, such as clucking of the tongue or putting an arm around the shoulder to show concern.
6. ***To entertain:*** Usage of strategies, such as humour, narration of anecdotes, short quizzes or music will elevate the mood and break the monotony of the presentation.

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Who

Who is my listener? Knowledge about the co-participant goes a long way in meeting communication demands. This is somewhat similar to an interviewee getting familiar with the organisation to effectively answer probable questions relating to the organisation. Similarly, the personality, education, age, status, and knowledge level of the listener helps in deciding the format, tone and manner of presentation.

Example: Speaking to a group of young executives could entail a lecture-cum-demonstration methodology. For that matter, a lively and active encounter with the speaker would be the need/expectation of a young audience. On the other hand, a boring presentation would amply suit a moronic boss. One important question which you should keep in mind at the time of making a presentation is: to gauge the reaction of the participants towards the content of the message prior to commencing the presentation. The response of the participants would be contingent upon their knowledge of the subject. If their information level is high. You would be forewarned to go through your presentation minutely.

Where and When

These imply the place and the context. After your message is formulated, try and visualize the position of your receiver. Where would he be when he receives it? The format and tone of your message should change in accordance with the place where it is going to be delivered. For example, if a need so arises to talk of a hike in the pay structure, the place of broaching the issue is bound to make a difference. Let us take an example of talking to the boss.

1. ***At the work place:*** It is always transaction-oriented, i.e., geared towards the accomplishment of a particular task.
2. ***At home:*** It is a combination of transaction and relationship oriented (i.e., furthering and cementing of social relationships) communication.

While the first situation is extremely formal and precise, in the other, it is casual and can range from formal to informal depending on the relationship you share with the co-communicator. While an informal relationship can bypass certain unwarranted slips, a formal relationship can land you in a soup. The relationship shared by the sender and receiver is contingent upon the exact positioning of your message in the context of communication.

What

This obviously focuses round the subject matter on the message. What exactly, do you wish to communicate and what is the need to do so? The answer to these queries can be determined by studying the profile of the audience. This will help to gain insight into their anticipated responses. Sufficient information about the listener would enable you to discern between the essential and redundant areas of the material to be presented and it prepares you for what needs to be used or done away with at the time of presentation.

How

How do we achieve the right effect? To what purpose can we use the five W's so as to secure the undivided attention of the audience? We can achieve this effect by the tone at the delivery which we adopt to deliver the message. How would you organize the points? They should be organized in the order of importance, the main point followed by subsidiary points. While organizing the issues to be discussed, the needs of the audience should necessarily be kept in mind.

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Organisation of the details in order of importance is in itself not sufficient. Certain other factors also need to be kept in mind. Primary among them is the use of words. Which words would be most effective? Which of them should be used and which ones avoided? Colloquial(s) and slang(s) should be religiously avoided. Though the temptation may be great to display one's knowledge or use of superfluous words, restraint should be exercised, as this can affect the quality of the presentation and make it sound boring and monotonous. In place of these, you could use precise, simple and non-technical words.

Notes

Six great helpers in Presentation

Helpers	Determining Functions
1. Why	Purpose–to inform, persuade, influence, empathise, entertain and sympathise.
2. Who	Attributes of listener–personality, age, education, status, knowledge and anticipated response.
3. Where	Place–formal or informal.
4. When	Context/time.
5. What	Subject matter–scope and need.
6. How	Strategies to be adopted–Words, pictures, slides, transparencies–which ones need to be incorporated or deleted.

Next is the tone, where sufficient emphasis with adequate pauses will have a long lasting impact on the receiver. Together with the tone and the words used, which are equally important, the selection of the appropriate medium for communication of the message should also be kept in mind. You could use pictures or visual aids as helper to communicate your message. The message is always better received if it stimulates and appeals to both the visual and auditory senses.

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Conclusion Remarks

It is really not all that difficult making presentations in front of a large gathering if a few factors are kept in mind. Primary among them is the attitude towards the situation as well as the audience. You definitely need to be positive. In case there is even an iota of doubt regarding the stance to be adopted towards the participants, you must remove or substitute it. The speaker should emerge as an assertive communicator, whose thought, process is positive as evidenced through his body sport or oral presentation.

The speaker has to break the ice and gain acceptance. If he can succeed in doing so, the presentation is a success and the speaker's skills, laudable. It needs a lot of effort but once a positive start has been made, the going is not all that tough, as the audience will themselves endeavour to make the entire session a successful one.

2.6 Team Presentations – A Few Tips

Another type of presentation you may be asked to give is a group or team presentation. Group presentations require individual speaking skills plus planning for collaboration. To the following adaptations, you should give special thought in your team presentation.

Notes

1. You will need to take special care to plan the presentation—to determine the sequence of the presentation as well as the content of each team member's part. You also need to select carefully supporting examples to build continuity from one part of the presentation to the next.
2. Groups should plan for the physical aspects of the presentation too. You should coordinate the type of delivery, use of notes, graphics, and styles and colours of attire to present a good image of competence and professionalism. And you should plan transitions so that the team will appear coordinated.
3. Physical staging is important as well. Team members should know where to sit or stand, how visuals will be handled, how to change or adjust microphones, and how to enter and leave the speaking area.
4. Attention to the close of the presentation is especially strategic. Teams need to decide who will present the close and what will be said. If a summary is used, the member who presents it should attribute key points to appropriate team members. If there is to be a question and answer session, the team should plan how to conduct it.
5. Teams should not overlook the need to plan for rehearsal time. Teams should consider practicing the presentation in its entirety several times as a group before the actual presentation.

These points may appear trivial, but careful attention to them will result in a polished, coordinated team presentation.

2.7 Seminar Presentation

A seminar is more informal than a meeting or a conference. A seminar is held within an organization. Seminar is a formal gathering of people who have assembled together to exchange views and experiences with one another on a specified topic. They converse, consult and discuss the specified topic in detail to conclude a common understanding on the subject matter.

At the end of the seminar, the chairman of the seminar should summarize the main points of the discussion and the conclusions reached, if any. He has to evaluate and indicate the success of the group to develop a sense of achievement. Finally, the chairman should thank the participants for their contributions. Accurate recording and editing of conference discussions are necessary.

After the seminar, a report should be prepared on its proceedings. Copies of the report may be sent to the concerned authorities. Such follow-up action is necessary to achieve the purpose of the seminar.

The success of a seminar depends largely on the mental attitudes and behaviour of the participants. In order to make significant contributions, participants should observe the following rules:

1. Be well-prepared.
2. Observe the participants.
3. Speak at the right time.
4. Control your emotions.
5. Be accommodating.
6. Be brief.

Notes

Case Study

Effective Presentation

Mr. Abhishek was supposed to give a presentation on "Time Management" at 10.30 a.m. He reached the venue at 11.15 a.m. and after that he took half an hour to fix his LCD and set his presentation. Then he gave his presentation, which was well designed with many visual aids, examples and good language. In between, he kept looking at the screen to read out the main points. During his speech, he kept repeating the words, "Isn't it"? At the end of the presentation, which finished one hour later than its scheduled time, the manager of the company took the feedback of the presentation, and to surprise Mr. Abhishek received a completely negative feedback. He was unable to understand that even after preparing such a good presentation, why the feedback was negative.

Questions:

1. Point out the mistakes committed by Mr. Abhishek.
2. Though he had prepared good content, why was his presentation not well received or a success?
3. How can Mr. Abhishek improve his presentation skills?
4. How can we say that Mr. Abhishek failed to do justice to his topic "Time management"?

2.8 Summary

- Presentations and public speaking play a very significant role in business environment. Hence, when planning for presentations or public speaking, you must take care to define their purpose and relate them to the audience's interests.
- Public speaking is a talk given to a large gathering.
- The present unit offers characteristics and tips of good public speaking.
- Importance and need of public speaking for the individual, the organization and the society are also discussed.
- Impromptu, extemporaneous, memorized and manuscript are modes of delivery in public speaking.
- Besides, checklist for effective public speaking; checklist for discussion skills and essentials for reduce stage fear are also discussed.
- We concentrated on imparting presentation skill to enable you to make effective presentations.
- These skills can be further developed by paying attention to preparation, delivery techniques, and the art of handling audience's response.
- The presentation is a form of oral communication. Its success depends on the presenter's preparation, his clarity of purpose, understanding of audience needs; his ability to structure the information, choose proper visual aids, and perform by involving the audience's interest and responding to their questions with ease and forthright honesty.

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- Features, elements of presentation, ten steps to a successful presentation and a few tips on team presentation are also discussed.
- Finally, the present chapter throws light on seminar presentation.

2.9 Keywords

Environment/Location: Physical environment the size of the room, the seating arrangement, speaker's position vis-à-vis the platform or podium, setting of the mike, lighting and ventilation, positioning of the visual aids, etc., should be well planned out and observed in advance.

Extemporaneous Presentation: In this case, the speaker does not memorize the whole presentation, word by word. Rather, he takes some ideas in his mind and in a logical order, presents them in his own words. A mental recap helps.

Memorized Presentation: If the memory power of the speaker is to read aloud well, he may memorize the whole presentation and not use any written material, but in case, the speaker forgets in between, it leaves a very bad impression and spoils the effect of the presentation.

Presentation : A presentation is a live mode of sharing information with a select audience. It is a form of oral communication in which a person shares factual information with a particular audience.

Reading: A written script may be used to present the whole matter. It helps to maintain accuracy, but eye contact may be lost in the process. Very few speakers can master this art of reading as well as maintaining frequent eye contact with the listeners.

Seminar Presentation: A seminar is more informal than a meeting or a conference. A seminar is held within an organization. Seminar is a formal gathering of people who have assembled together to exchange views and experiences with one another on a specified topic.

2.10 Self Assessment

Fill in the blanks:

1. A ..... is essential for the students, researchers and working managers in today's fast moving business environment.
2. We can define presentation as an ..... using visual electronic aids to discuss new ideas and information with a specific audience in an impressive and convincing manner.
3. The focus is on ..... the listeners to buy the ideas that are shared.
4. A good guide for the breakdown of a presentation is the .....
5. The ..... should be familiar with the physical environment.
6. ..... should be prepared meticulously and carefully.

State whether the following statements are True or False:

7. A presentation has a well-defined format.
8. Select any common topic in which you are interested.
9. Length of the script, depending on the time available for presentation.
10. Style of presentation, conversation style or formal speech, simple and lucid or impressive and explanatory.

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2.11 Review Questions

1. What is public speaking? What are the characteristics of good public speaking or good speech?
2. What is public speaking? Discuss the tips for good public speaking.
3. Discuss the importance of public speaking and its need.
4. What are the modes of delivery in public speaking? Discuss the checklist for effective public speaking.
5. What is public speaking? What the essentials are for reducing stage fear?
6. What is presentation? What are the elements of presentation?
7. What according to you is a presentation? What are the characteristics of a good presentation?
8. Discuss the ten steps to a successful presentation.
9. Briefly discuss the strategy for team presentation.
10. Briefly discuss the strategy to improve discussion skills.
11. What is presentation? Discuss the strategy for team presentations.
12. What do you mean by a seminar? How it is organized?
13. You have to prepare a presentation on last performance of your company. Give three sub head and correlate these sub heads with performance of your company. Also discuss how your company performance is better than others.
14. Make a presentation related to recruitment and selection process of an organization. Also list any three questions that u think the audience would need further clarification after the presentation.
15. Suppose you are marketing executive in a company. Your boss gives you a responsibility to present the company and ask you that in your presentation discuss each topic with at least three sub head and discuss with practical example. Also clear queries related to the presentation.
16. Make presentation on Entrepreneurial Excellence in Today's Culture. In your presentation, discuss each topic with at least three sub head and discuss with practical example. Also list any three questions that u think the audience would need further clarification after the presentation.
17. You are a project manager of a company. Your boss said that you have to make a presentation on time management and told u to discuss it with staff of your company. In your presentation tell them how project should be completed on time. Also give some practical examples.
18. You are working in a service company as customer relationship manager. Your boss arranges a meeting and told you to make a presentation on topic Customer Service vs. Customer Delight. List any three questions that u think the audience would need further clarification after the presentation.
19. Make a presentation on a topic Communication & Teamwork. In your presentation, discuss each topic with at least three sub head and discuss with practical example. Also list any three questions that u think the audience would need further clarification after the presentation.

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20. You are working in an insurance company as a trainer. The branch manager told you to make a presentation on Employee Induction. In your presentation, you have to discuss each topic with at least three sub head Also list any three questions that u think the audience would need further clarification after the presentation.

Answer: Self Assessment

1.	Presentation	2.	Oral activity
3.	Persuading	4.	10/80/10 rule
5.	Speaker	6.	Handouts
7.	True	8.	False
9.	True	10.	True

2.12 Further Readings

Books

Lesikar, Flatley, *Basic Business Communication*, 10th Edition, Tata Mcgraw Hill, p.433.

M.J. Mathew, *Business Communication*, 2008, RBSA Publishers, Jaipur, India.

Meenakshi Raman, Prakash Singh, *Business Communication*, Oxford University Press, 7th Impression 2008.

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Unit 3: Interview Skills

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Objectives

After studying this unit, you will be able to:

- Explain the meaning, nature and types of interviews.
- Discuss the art of conducting interviews.
- Explain how to successfully attend interviews.
- Discuss the types of questions being asked by the interviewers, during the interview.

Notes

Introduction

In the process of selection and recruitment, interviews play an important role. Interview is a formal mechanism through which the recruiters or the companies or the organizations are able to find the employees who are the most suitable to the jobs for which the interviews are held. An interview is widely used not only in employee's selection, but also for placement, orientation, disciplinary action, exit or separation, counseling and general problem solving. An interview reveals the views, ideas and attitude of the person being interviewed as well as the skills of the interviewer. Both the interviewee and the interviewer must be well prepared for the interview. Interviews are always goal-oriented, with the aim to assess suitability and make a selection. In this unit, an attempt is made to discuss the meaning of interview, its types, tips on preparing for interviews and other fundamental aspects relating to an interview.

3.1 Meaning of Interview

The term 'interview' has been derived from the **French** word **'entre voir'** that means 'to glimpse' or 'to see each other'. Interview is a face-to-face interaction between two persons for a particular purpose, that is, for employee selection, for placement, appraisal and counselling and problem-solving. It means a meeting for obtaining information by questioning a person or persons. In this way, an interview is a classic example of communication that takes place through "the process by which meanings are exchanged between people through the use of a common set of symbols".

3.1.1 Definition of Interview

An interview can be defined as an oral tool to test a candidate's traits[2] for employment or admission to a premier institution of learning. Being an oral test, it calls for your skills of oral and non-verbal communication to support your performance before a panel of experts.

The Oxford Advanced Learner's Dictionary provides the following definitions of interview:

*"An **interview** is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee".*

"A formal meeting in person, especially one arranged for the assessment of the qualifications of an applicant".

"A private meeting between people where questions are asked and answered about somebody's life, opinions etc."

3.1.2 Nature of Interviews

An interview has a wide variety of uses in business and corporate-related jobs. Job applicants are hired on the basis of interviews. Employees who experience personal problems may be given counselling through interviews. In many organizations, managers regularly evaluate the performance of their subordinates through schedule appraisal interviews. Disciplinary interviews are conducted with workers who are involved in job-related problems, which lead to indiscipline in organizations. Through an exit interview programme, a company makes efforts to learn the reasons why employees leave.

When new employees join, they are often oriented to their duties through an induction interview. Even through the interview, the management of an organization can acquire and transmit much of the information required for efficient operations. A large number of employment interviews have resulted in the selection of unsuitable individuals, counselling interviews often do not

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resolve problems, and disciplinary interviews may not result in changed behaviours. Hence, business people no longer believe that anyone who can carry on a conversation can conduct an effective interview.

Although one usually associates the interview with such functions as selection, counselling, and appraisal, the range of the interview process extends much further. No matter how well-educated a new jobholder is, that person does not possess all the information necessary to succeed at the jobs. Success will be strongly influenced by the jobholder's ability to elicit accurate and thorough information from co-workers. Being able to recognize and ask the right questions is all important. In fact, interview is not only common in business but it is also used in several walks of life. Doctors have been criticized for years on the basis of their inability in interviewing skills. They are often accused of dominating conversations with patients and of overusing medical terminology and thereby confusing patients.

In today's fast changing business environment, one must have interviewing skills in order to contribute to the changing needs from its executives in the form of selecting people, collecting opinions of the customers and several other purposes. The importance of these skills also extends to all other occupational and social arenas. The desired information motivates the interviewee to co-operate. Because the interview has a predetermined purpose, it is more formal than a conversation. Interviews are clearly structured. They comprise of an opening, a body and a closing, and the participants have specific roles. In contrast, many conversations appear formless. Conversations may involve an exchange of information, but the exchange is a universal and essential characteristic of an interview.

3.2 Purposes of Holding Interviews

Interviews are held for various purposes. The following are the main purposes of interviews:

1. ***Selection:*** Interview helps to select a right person for a right job. Through an interview, the potentialities of interested recruits are assessed.
2. ***Promotion:*** For assuming capabilities and competencies required for higher positions, interview is the most potent tool.
3. ***Performance appraisal:*** Through interviews, performance is appraised. Feedback regarding performance may be communicated through interviews.
4. ***Exit opinions:*** When a person leaves, the exit opinions are invited through exit interviews to determine a person's reasons for leaving the organization. This helps the organization to build a better work climate.
5. ***Counselling:*** Interviews help individuals to develop themselves through counseling. For counselling, useful information is extracted and requisite feedback data is also transmitted back.

Besides, there can be other purposes also like:

1. Admission interview of a candidate for admission to a course in higher education/ professional training.
2. Interrogation of a person by the police about some happening.
3. An interview given by a celebrity in a question-answer session to a selected audience.

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3.2.1 Essential Features of Interview

We have seen above, there are different purposes for which we have interviews. But all of them have the following features in common:

1. There is a definite purpose, and it is known both to the interviewer and the interviewee.
2. Both the parties need to prepare for the communication event.
3. All interviews are prearranged. The only possible exception is the dismissal interview.
4. There are at least two participants in the event—an interviewee and an interviewer. But in common practice, there is one interviewee facing more than one interviewer.
5. There is clear exchange of information. The information exchanged may or may not be kept secret.

3.2.2 The Structure of an Interview

Like every communication event, an interview has a rather well-defined structure. In other words, we can say that an interview is a formal communication event, the aim and outcome of which is understood by both the parties. They have, therefore, to proceed accordingly. Both the parties mutually to take care of the three stages—beginning, middle, and end, just as in a presentation the speaker alone has to manage these stages. Each of these stages requires effective communication skills as stated below:

1. ***Opening/Start***
   - (a) Introduction
   - (b) Statement of the purpose of the meeting.
   - (c) Making the other person comfortable.
   - (d) Creating an atmosphere of relaxed open-minded approach, commitment to the purpose stated above, and preparing to start discussing things frankly.
2. ***Middle/Main Body***
   - (a) Aim at exchange of information.
   - (b) Keeping the discussion to the point.
   - (c) Listen attentively and patiently.
   - (d) Keep eye-to-eye contact.
   - (e) Give carefully thought out answers.
   - (f) Make sure to cover tile agenda.
   - (g) Take care that interruptions, if any, are polite.
   - (h) Seek clarification, if needed.
3. ***Closing***
   - (a) Summing up the discussion/exchange of information.
   - (b) Describing the action decided upon.
   - (c) Avoiding a hurried or abrupt ending.
   - (d) Closing on a positive note.

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(e) Exchanging feelings of gratitude, thankfulness for favour of interview, etc.

(f) Confirming the worthwhileness of the interview/communication event/meeting.

3.2.3 Chronology of the Interview

Going through almost a common sequence, most selection interviewers follow the following chronology:

1. ***Introduction (2 to 5 minutes)***
   - (a) Causal talk
   - (b) Smile, handshake, etc.
2. ***Company Information (5 to 10 minutes)***
3. ***Candidate Assessment (10 to 30 minutes)***
   - (a) Qualifications
   - (b) Achievements
   - (c) Questions
4. ***Conclusion (3 to 5 minutes)***
   - (a) Interviewer determines and suggests when a response will be forthcoming.
   - (b) Candidate tries to summarize his/her qualifications, reaffirms interest (1 to 2 minutes).
   - (c) Candidate may ask a few questions.

3.3 Types of Interviews

A job interview is your chance to show an employer what he/she will get if you are hired. That is why it is essential to be well prepared for the job interview. Preparing means knowledge about the industry, the employer, and yourself. It means paying attention to details like personal appearance, punctuality, and demeanour. Knowledge is your best weapon. Before you research the industry and the company and even before you practice answering the questions you might be asked, you should have some general information about job interviews. Let us start by going over the different types of interviews you might face.

Employment/Job Interview

The purpose of a typical employment interview is to evaluate an interviewer who is applying for a post in the organization. The applicant may be an outsider who has applied for a post in the organization and is thinking of joining it. He may be a current employee who is seeking a transfer to another position or city within the organization. In such an interview, the interviewer attempts to learn about the applicant's educational qualifications, his past experience, his personal goals, his knowledge and his achievements in similar type of work. However, the applicant too, has a purpose. His purpose is to evaluate the position of the organization, its potential as a satisfying place to work.

Notes

Promotion Interview

Persons due for promotion are interviewed even if there is no competition. The interview is likely to be informal and serves as induction into a new team, with new responsibilities. In such cases, the capabilities desired are matched with capabilities attained. As the person is already working in the department, his interview will be focused primarily on job profile and the ability to handle new assignments and situations, which may evolve after occupying the higher position.

Orientation Interview

The purpose of orientation interviews is to acquaint the new employee with his job and with the organization. It is also to establish a positive relationship between the employer and the employee. It is said that the first impression is the last impression. The initial attitudes and perceptions formed in this interview strongly influence the employee's motivation and morale on the job. They also give a lasting impression of employee's personality on the employer. In this type of interview, it is always the interviewer who plays the important role, therefore he must make ample preparation for the purpose. The manager conducting such an interview must provide information that the employee needs, at the same time clearly stating performance expectation from him.

Reprimand Interview

Reprimand means to criticize anyone severely for making an undesirable statement or action. In such cases, the manager summons the employee to his room and talks to him in his formal capacity. A reprimand is a form of disciplinary action likely to be presented by the employees.

A reprimand interview has three-fold aim:

1. To improve the work performance.
2. To prevent the recurrence of such offences.
3. To protect other employees from the malaise of anti-organizational behaviour.

Appraisal Interview

An appraisal interview is one of the methods of periodical assessment of employees. There are other methods like completion of self-assessment forms and assessment by supervisors. But annual appraisal interview is the best method for judging employees' attitudes. A face-to-face confidential talk is an opportunity for both, the employee and the supervisor to discuss several issues. This interview is more a discussion than question-answer. The focus is on the career development of the employee, shortcomings, areas which need improvement; areas which can be further strengthened, training needs, job enrichment and opportunities for promotion, etc., may be discussed at the interview.

Grievance Interview

A grievance interview gives an opportunity to the employee to bring a complaint to the management voicing his grievance with the functioning of the organization. The interview is less formal at the preliminary stage and most grievances are resolved at the time of the interview.

Notes

There are certain difficulties that come in his way of such interviews.

1. When an employee appears before his boss, he may not be able to express himself fully and clearly due to the exalted status of the later.
2. The other difficulty comes when the interview becomes a test of strength between the two parties. In such an interview, both the employer and the employee should try to establish a climate of open ways. Only then can the interview provide an opportunity for counseling and resolving the grievance.

The approach of the employer should be clinical or curative rather than 'legalistic' and punitive.

Stress Interview

Stress interviews are still in common use. One type of stress interview is where the employer uses a succession of interviewers (one at a time or *en masse*) whose mission is to intimidate the candidate and keep him/her off-balance. The ostensible purpose of this interview is to find out how the candidate handles stress. Stress interviews might involve testing an applicant's behaviour in a busy environment. Questions about handling work overload, dealing with multiple projects, and handling conflict are typical.

Another type of stress interview may involve only a single interviewer who behaves in an uninterested or hostile manner.

Example stress interview questions

1. ***Sticky situation:*** "If you caught a colleague cheating on his expenses, what would you do?"
2. ***Putting you on the spot:*** "How do you feel this interview is going?"
3. ***Popping the balloon:*** "(deep sigh) Well, if that's the best answer you can give ... (shakes head) Okay, what about this one ...?"
4. ***Oddball question:*** "What would you change about the design of the hockey stick?"
5. ***Doubting your veracity:*** "I don't feel like we're getting to the heart of the matter here. Start again—tell me what *really* makes you tick."

Exit Interview

An exit interview is an interview conducted by an employer of a departing employee. They are generally conducted by a relatively neutral party, such as a human resources staff member, so that the employee will be more inclined to be candid, as opposed to worrying about burning bridges. For this reason, some companies opt to employ a third party to conduct the interviews and provide feedback. The purpose of an exit interview is usually to gather data for improving working conditions and retaining employees. Several things can be accomplished in an exit interview.

When the exit interview is handled carefully and tactfully, it can be an asset to the organization.

Correctional Interview

A correctional interview is conducted to take corrective action or disciplinary measures against an employee who has violated standards of conduct or disrupted organizational cooperation or who has seriously failed to meet job performance requirements. It is very difficult to conduct such an interview because the employee and the employer both are likely to be on the defensive.

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Correctional interviews should be conducted when both the parties are calm. If a mediator or some representative of the employee or some union leader is also allowed to attend the interview along with the employee, it might prove useful.

Behavioural Interview

A common type of job interview in the modern workplace is the **behavioural interview** or **behavioural event interview**. This type of interview is based on the notion that a job candidate's previous behaviours are the best indicators of future performance. In behavioural interviews, the interviewer asks candidates to recall specific instances where they were faced with a set of circumstances, and how they reacted. Typical behavioural interview questions:

1. "Tell me about a project you worked on where the requirements changed midstream. What did you do?"
2. "Tell me about a time when you took the lead on a project. What did you do?"
3. "Describe the worst project you worked on."
4. "Describe a time you had to work with someone you didn't like."
5. "Tell me about a time when you had to stick by a decision you had made, even though it made you very unpopular."
6. "Give us an example of something particularly innovative that you have done that made a difference in the workplace."
7. "What happened the last time you were late with a project?"

Informational Interview

An Informational Interview is a meeting in which a job seeker asks for advice rather than employment. The job seeker uses the interview to gather information on the field, find employment leads and expand their professional network. This differs from a job interview because the job seeker asks the questions. There may or may not be employment opportunities available. The term was coined by Richard Nelson Bolles, author of the bestselling career handbook, *What Color Is Your Parachute*?

Informational interviews are initiated by the job seeker. There are many avenues the job seeker may pursue to obtain the informational interview. Career and social networking, newspaper want ads, job boards, placement services, company websites, human resource contacts, job search engines, and professional recruiters.

Case Interview

A case interview is a job interview in which the applicant is given a question/situation/problem/challenge and asked to resolve the situation. The case problem is often a business situation or a business case that the interviewer has worked on in real life.

After the applicant is given information about the case, the applicant is expected to ask the interviewer logical and sequential questions that will enable the applicant to understand the situation, probe deeper into relevant areas, gather pertinent information and arrive at a solution or recommendation for the question or situation at hand.

Case interviews are mostly used in hiring for management consulting and investment banking jobs. Firms use case interviews to evaluate analytical ability and problem-solving skills; they are looking not for a 'correct' answer but for an understanding of how the applicant thinks and

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how the applicant approaches problems. During case interviews, interviewers are generally looking for the following skills:

1. Numerical and verbal reasoning skills,
2. Communication and presentation skills,
3. Business skills and commercial awareness.

Candidates are often asked to estimate a specific number, often a commercial figure (such as market size or profitability). Candidates are expected to demonstrate reasoning rather produce the exact answer.

A case interview can also be conducted as a group exercise. Here several candidates are given some briefing materials on a business problem and asked to discuss and agree upon a solution. The interviewers normally sit around the exterior of the room as silent observers. They assess candidates' communication and interaction as well as analytical thinking and commercial awareness.

Structured, Semi-structured and Unstructured Interviews

Structured interviews are a means of collecting data for a statistical survey. In this case, the data is collected by an interviewer rather than through a self-administered questionnaire. Interviewers read the questions exactly as they appear on the survey questionnaire. The choice of answers to the questions is often fixed (close-ended) in advance, though open-ended questions can also be included within a structured interview.

A structured interview also standardizes the order in which questions are asked of survey respondents, so the questions are always answered within the same context.

A **semi-structured interview** is a method of research used in the social sciences. While a structured interview has formalized, limited set questions, a semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of themes to be explored.

However, the specific topic or topics that the interviewer wants to explore during the interview should usually be thought about well in advance (especially during interviews for research projects). It is generally beneficial for interviewers to have an interview guide prepared, which is an informal "grouping of topics and questions that the interviewer can ask in different ways for different participants".

Unstructured Interviews are a method of interviews where questions can be changed or adapted to meet the respondent's intelligence, understanding or belief. Unlike a structured interview they do not offer a limited, preset range of answers for a respondent to choose, but instead advocate listening to how each individual person responds to the question.

The method to gather information using this technique is fairly limited, for example, most surveys that are carried out via telephone or even in person tend to follow a structured method. Outside of sociology, the use of such interviews is very limited.

Panel Interview

Interviews are taken by forming a panel of experts or interviewers who are expected to ask questions depending upon the purpose and plan of the interview. The panel represents experts from different backgrounds. Sometimes, different panels' constituted to test specific potentialities or traits of candidates. You should try to remain calm and establish rapport with each member of the panel. Make eye contact with each member of the panel as you answer his/her question.

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Problem Interview

A problem interview is a meeting with a problem employee. An employee whose performance or behaviour is unsatisfactory in spite of warning represents a problem. An interview is more likely to suggest a solution than warnings and notices.

The reason for the employee's poor performance can be found out in a face-to-face talk; it may be domestic problems, ill health, lack of training or dissatisfaction with the job, failure to adjust to the environment, etc. Many organizations have facilities for counselling staff, the employee may be offered a session with the counselor. If the employee's behaviour is unsatisfactory, the interview can be used for giving a clear understanding of what is expected, and what will be the consequences of unacceptable conduct.

Group Interview

In a group interview, several job candidates are interviewed at once. The interviewer or interviewers are trying to separate the leaders from the followers. In any group, there is a natural process that takes place where the group stratifies into leaders and followers. The interviewer may also be trying to find out if you are a team player. The type of personality the employer is looking for determines the outcome of this interview. There is nothing more to do than act naturally. Acting like a leader if you are not one may put you into a job for which you are not appropriate.

Screening Interview

Your first interview with a particular employer will often be the screening interview. This is usually an interview with someone in person or on the telephone. He/she will have a copy of your resume in hand and will try to verify the information on it. The human resources representatives will want to find out if you meet the minimum qualifications for the job and, if you do, will be passed on to the next step.

Walk-in-Interview

When a company is urgently in need of employees, it may conduct walk-in-interviews. Normally in pharmacy companies, these interviews are very common. The applicants have to come and attend the interviews in a hotel or some specified place in big towns at a very short notice. When a company is urgently in need of filling the vacancies, they prefer walk-in-interviews. Those who meet the minimum requirements are allowed to appear for interview. Not much scrutiny of applications takes place in this type of interviews.

Mock Interview

For prospective job seekers, sometimes imaginary interviews are organized. This is very popular in coaching schools and business schools. Before appearing for the final interviews, business schools may prepare their students on how to face the real interviews during the visit of the companies in the campus.

Telephone Interviews

It takes place if a recruiter wishes to dwindle down the number of prospective candidates before deciding on a shortlist for face-to-face interviews. It also takes place if a job applicant is a significant distance away from the premises of the hiring company such as abroad or in another state.

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Technical Interview

This kind of interview focuses on problem-solving and creativity. The questions aim at your problem solving skills and likely show your ability and creativity. Sometimes these interviews will be on a computer module with multiple-choice questions.

Personality Interview

This form of interview evaluates you as an individual in terms of your response to certain situations set before you. The emphasis is not on what you answer, but on how you answer. The whole range of non-verbal communication skills are brought into play to demonstrate you as an "all round personality".

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Fundamental Principles of Interviewing

Most employment decisions are based on interviewing the applicant. However, most interviews do not provide us with sufficient information to make an informed decision.

As a consequence, most hiring decisions are based on who the interviewers like best. To conduct more effective interviews, follow these principles:

1. Ask questions that allow the candidate to do at least 70% of the talking. For the most part, avoid questions that can be answered by a 'yes' or a 'no'. The best questions are ones that make the candidates recount their past experience.
2. Phrase your questions so that the desired or 'right' answer is not apparent to the applicant.
3. Ask only one question about one subject at a time.
4. Ask the easy questions first so as to make the applicant feel comfortable.
5. All questions should be directly related to finding out about the applicant's ability to do the job, not about his/her personal life.
6. Spend the entire time writing and recording the candidate's answers and any assumptions you are making.
7. Interviews are generally a poor place to test the candidate's skills, other than the skill of being interviewed. Some interpersonal skills can be tested, however, through the use of role-playing with the applicant.
8. While you are writing, not occasionally to let the applicant know you are listening.
9. If the applicant does not respond right away to a question, wait. Give him/her time, while you add to your notes.
10. Follow up: ask the person to tell you more, to give more details.
11. Ask the candidate to describe his/her past behaviour in the kind of situations he/she will encounter on the job.
12. Alternate between easy non-threatening questions and more difficult pointed ones.
13. After you have asked the candidate all your questions, allow him/her time to ask you any questions he/she might have about the job.

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14. Close the interview by asking the candidate if there is anything he/she regretted saying, any answer they would like to change, or anything he/she would like to add to his/her previous statements.

15. Spend at least 30 minutes reviewing your notes after the interview and identifying any key qualities that you feel you have not adequately tested. These become objectives for subsequent interviews or for assessment experiences.

3.4 Preparation for Interviews

Understand that interviewing is a skill; as with all skills, preparation and practice enhance the quality of that skill. Preparation can make the difference between getting an offer and getting rejected. There is no one 'best' way to prepare for an interview. Every interview is a learning experience.[3] Initial preparation requires recent assessment of skills, interest, values, and accomplishments; a re-assessment and updating of one's résumé; and research on the targeted company/organization and position. Preparation also includes actual practice of typical and targeted interview questions. Final preparation includes details of dress and appearance, knowledge of the location of the interview, what to expect, and protocols for follow-up.

1. ***Self-assessment:*** When one is unemployed or fearing lay-off, the time is right for reassessing current skills, talents, abilities, strengths, weaknesses, interests, and work values. In addition, it is clearly time to re-examine accomplishments and achievements, particularly those that may be relevant to a prospective employer.

2. ***Track and leverage your accomplishments:*** You have been instructed to list your career accomplishments. Accomplishments are the points that really help sell you to an employer—much more so than everyday job duties, and you can leverage your accomplishments for job search at all stages of the process: resume, cover letter, and interview. Use the following prompts to brainstorm all those remarkable things you did. Try to list some accomplishments that set you apart from other job candidates.

   (a) In each job, what special things did you do to set yourself apart? How did you do the job better than anyone else did or could have done?

   (b) How did you take initiative?

   (c) How should you prepared well for this interview?

   (d) Were you promoted? Rapid and/or frequent promotions can be especially noteworthy.

   (e) How did you leave your employers better off than before you worked for them?

   (f) Did you win any awards, such as 'Employee of the month'?

   (g) What are you most proud of in each job?

   (h) Is there any material you can use from your annual performance reviews? Did you consistently receive high ratings?

   (i) Have you received any complimentary memos or letters from employers or customers?

   (j) What tangible evidence do you have of accomplishments—publications you have produced, products you have developed, or software applications you have written?

   (k) Think of the 'PEP Formula—profitability efficiency, and productivity How did you contribute to profitability, such as through sales increase percentages? How did you contribute to efficiency, such as through cost reduction percentages? How did you contribute to productivity, such as through successfully motivating your team?

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3. ***Updating your resume:*** The accomplishments file serves as a springboard to reassessing your resume. The file contains content for selective resume inclusion, if we assume that a resume must be accomplishments-based rather than descriptive of one's responsibilities, and then the file serves to jog one's memory about recent notable activities.

4. ***Re-assessing your resume:*** Even if you have sent your best-yet resume, review it thoroughly and know everything that is on it. Be prepared to discuss supplementary experiences that might be important to this employer. Focus on experiences you feel are most relevant and match them to the employer's needs. Practicing typical and targeted interview questions is essential. Be able to answer the following basic questions:

   (a) Why are you interested in this field?

   (b) Why are you interested in this company?

   (c) Why are you interested in this position?

   Be prepared to discuss anything on your resume. Be prepared to answer questions/issues you really do not want to answer. For example:

   (a) your greatest weakness

   (b) your lack of related experience

   (c) your lack of leadership experiences

   (d) your record of job-hopping.

5. ***Prepare questions to ask:*** These questions should reflect your research on the company and position, and should never include questions whose answers are readily available in company literature or website. Do not ask about salary or benefits.

6. ***Follow-up:***

   (a) Send a thank-you note within 24-48 hours of your interview.

   (b) Send one to every person who interviewed you.

   (c) E-mail is acceptable, but follow protocols for formal business correspondence, which is always more formal than typical e-mail.

   (d) Use the thank you note to reiterate your interest and to emphasize your specific qualifications for the position.

Factors Contributing towards Successful Interview

Many factors contribute towards success in an interview. Some of these are enumerated below:

1. ***Dressing for the interview:*** Appearance is very important and good grooming is essential. Your hair should be neat and stylish. Your nails should be well manicured and clean.

2. ***Establishing rapport:*** Since the interviewer's job is to make sure that not only your skill, but your personality as well is a good match; you must establish rapport with the person interviewing you. That begins the instant you walk in to the door. Let the interviewer set the tone. Nothing is as awkward as offering your hand and having the gesture not returned by the other person. Therefore, you should wait for the interviewer to offer his/her hand first, but be ready to offer your hand immediately. Some experts suggest talking at the same rate and tone as the interviewer. For interviewer is speaking softly, so should you.

3. ***Body language:*** Body language gives more away about us than speech. Eye contact is very important, but make sure it looks natural. A smiling, relaxed face is always inviting.

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Hands resting casually in your lap rather than arms folded across your chest also are more inviting. If you normally move your hands around a lot when you speak, tone it down some. You do not want to look too stiff, but you do not want to look like you are a bundle of nervous energy.

4. ***Answering questions:*** Speak slowly and clearly. Pause before you answer a question. Your answers seem less rehearsed and it will give you a chance to collect your thoughts. Keep in mind that a very brief pause may seem like an eternity to you. It is not. Prepare answers to some basic questions. Do not memorize the actual answers, but become familiar with how you will answer the questions.

5. ***Asking questions:*** Usually towards the end of the interview, the person conducting it will ask you if you have any questions. You should have some. You should ask about what a typical day would entail. You could ask what special projects you would be working on. As in every other aspect of the job search, you are trying to show the employer how you can fill their needs. By asking about a typical day on the job or special projects, you are putting yourself in the job and showing the employer how you will satisfy the employer's needs. Do not ask about salary, benefits, or vacations, as those all imply "what will you, the employer, do for me"?

Task

Form a panel of interviewers. Five students can do this work. Some students can become candidates to attend the interview. The selection is for the post of Marketing/Finance Manager of a medium sized organization. After sometime, the roles can be exchanged.

3.5 Important Non-verbal Aspects at the Time of Interview

Many interviews fail because of lack of proper communication. Communication is more than just what you say. Often it is the non-verbal communication that we are least aware of, yet it speaks the loudest. Following are the top five non-verbal signals, ranked in order of importance, when it comes to interviewing:

Eye Contact

1. If you have a habit of looking away while listening, it shows lack of interest and a short attention span.
2. If you fail to maintain eye contact while speaking, it shows lack of confidence in what you are saying; it may also send the subtle indication that you may be lying.
3. Do not just assume you have good eye contact. Ask. Watch. Then practice.
4. Ask others if you ever lack proper eye contact. If they respond that they have noticed, ask if it was during speaking or listening. Take note. Then sit down with a friend and practice until you are comfortable maintaining sincere, continuous eye contact.

Facial Expressions

1. Take a good, long, and hard look at yourself in the mirror.
2. Look at yourself as others would. Then modify your facial expressions.
3. First eliminate any negative overall characteristics that might exist, and then add a simple feature that nearly every interviewee forgets—a smile, a true and genuine smile that says that are a happy person and delighted to be interviewed by the company.

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Posture

1. Posture sends the signal of your confidence and power potential.
2. Stand tall, walk tall, and most of all, sit tall. This is not said to offend short people. Height is not what is important, posture is.
3. When you are seated, make sure you sit at the front edge of the chair, slightly leaning forward, intent on the subject at hand.
4. Your best posture is to always be learning forward slightly.

Gestures

1. Contrary to popular belief, gestures should be very limited during an interview.
2. Do not use artificial gestures to supposedly heighten the importance of the issue at hand. It will merely come off as theatrical.
3. When you do use gestures, make sure they are sincere and meaningful.

Space

1. Recognize the boundaries of your personal space and that of others.
2. For most Americans, it ranges between 30-36 inches. For most of us, merely the awareness of our personal space is enough to consciously prompt us to stand firm.
3. If you have a smaller than average personal space, make sure you keep your distance so that you do not intimidate someone who possesses a larger personal space.

3.6 Attending the Interview

At the time of interview, you should give positive clues to the interviewer. Some of these are like punctuality, neat physical appearance, cheerful expression, pleasant manners, presence of mind, positive attitude and clear and confident voice. These would generate a receptive attitude towards you. And, as a result, you are likely to be listened to with greater interest and attention. We now give a few practical hints. If you act upon them, you would have better chances of winning the race.

1. Reach the venue in time and wait patiently for your turn.
2. Be brief and spontaneous in your responses.
3. Present the relevant matter in an organized way.
4. Support your views with mature and proper arguments.
5. Use humour in your answers, if possible.
6. Be honest in referring to events, situations and experiences.
7. Be your usual self to feel at ease with the situation.
8. Listen carefully to the interviewer's questions, statements and comments.
9. Be perceptive of the signals that the body language of the interviewer may give.
10. Speak in a conversational style, avoiding pedantic verbosity.
11. Ensure that your body language does not show any oddities such as blinking of the eyes, raising the eyebrows, playing with the keys or pen in your pocket, putting the fingers in front of your mouth, etc.
12. Exhibit utmost courtesy both in manners and speech.

Notes

To avoid a negative impact, you should take certain precautions; these are listed below:

1. Do not give irrelevant information.
2. Do not give excessive details about the topic under discussion.
3. Do not try to change the topic of discussion.
4. Avoid hasty generalizations.
5. Do not give any evasive reply in a bid to hide your ignorance.
6. Avoid long pauses while speaking.
7. Do not keep smiling all the time.

Guidelines for the Interviewee

1. ***Be prepared for the interview:*** Just as the interviewer has to plan out the event in advance, in much the same way, the interviewee has to be prepared for it too. As he has no control over the event, he has to be more careful at every step. He has to face an interviewer or a board of interviewers. He must therefore, be very clear about the purpose of the event. If it is going to be a interview, he has to be well prepared for questions in his area of interest, his present position, the position he has applied for, the nature of the organization, its history, current activities, etc. His knowledge on all such questions will impress the interviewers, However, he must be prepared for the unexpected.
2. ***Have presentable appearance:*** Everybody appreciates a pleasant personality. In an interview the concerned person's appearance is a part of the message. Since an interview is a formal occasion, the interviewee must be formally dressed. Anyone having conventional standards of neatness is likely to have a definite advantage over one casually dressed for an interview.
3. ***Show interest by making effective use of body language:*** Keeping eye-to-eye contact with the interviewer at once, shows that the interviewee is genuinely interested in the event and is keen to participate in it. He should also sit in a correct, confident posture, be straight, balanced and not stiff in the chair offered. The hands should be neatly locked in the lap or be comfortably placed on the arms of the chair.
4. ***All the questions must be correctly and completely answered:*** Since the primary aim of an interview is to exchange information, it should be done effectively.
5. ***Never try to bluff:*** If the interviewee is not clear about a suitable answer to a question, there is no harm in admitting it. One must never try to bluff. Be honest.
6. ***Be polite:*** Politeness is indispensable in every situation.
7. ***Avoid talking too much or making boastful statements:*** The interviewer is intelligent enough to find out the interviewees intelligence and suitability for the job.
8. ***Avoid criticism of the previous employer or anybody else:*** Negative statements are usually registered.
9. ***Do not forget to thank the interviewers for having spared time for you:*** Granting an interview is indeed a favour.
10. ***Do not hesitate to ask any questions*** to seek clarification regarding the company profile, service, conditions etc. It will not only satisfy your curiosity but also give the interviewer an idea of your confidence and interest in the organization. But such questions should come only towards the end of the interview and when you feel, you are likely to get the job.

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A successful interview is one in which both the parties—the interviewer and the interviewee—actively participate. The interviewer asks certain vitally important questions arranged according to his plan. The interviewee, on his part, gives satisfactory answers to all of them. The interviewer seeks information, the interviewee gives information. At some stage in the process, most probably towards the end, the interviewer may also seek some information that the interviewee will gladly give. In this way, the purpose of the interview, mutually understood, is fulfilled. Moreover, both the parties must be unbiased, impartial and scientific in their approach to the entire event.

Interview Process

A lot of care is to be taken by the interviewers in order to make the interview effective.

A few aspects regarding interview process are as follows:

1. ***Arrangement of place, time and questions:*** The interviewer must himself decide the unnecessary questions which will not fulfill the purpose of an interview. He must ask questions in interviews keeping in mind the purpose of the interview. He should decide the best time and place for conducting the interview. Simultaneously, he should also keep in mind the arrangements, which the interviewee prefers. In some progressive organizations, for some positions, even the interviewer's home or office would not be suitable. The interviewer must be prepared to suggest an alternative setting. The interviewer must confirm the arrangement by telephone before the interview.
2. ***Acquiring job-related information and general knowledge:*** In the age of information, it is only the well-informed interviewer who can conduct an effective interview. Therefore, the interviewer must read books and magazines. He should talk to people in order to learn about the positions to be filled, responsibilities involved in the job and the interviewee as well. He should list special vocabulary words or technical jargons, which may be used by the interviewee. He should also try to list at least a few controversies connected with the topic.
3. ***Assessing interviewee's attitudes:*** The interviewer should prepare a list of questions, which can measure some positive as well as negative attitudes of a person while conducting the interview. He should list the difficulties, which these attitudes might create. He should also describe the ways with which he could overcome these difficulties.
4. ***Prepare opening remarks:*** The first impression lasts long. The first few questions may unsettle an interviewee in the beginning itself. Therefore, the interviewer must write out opening remarks, including the first question or questions he might ask while conducting the interview. Efforts should be made to remind the person about the purpose of the interview.
5. ***Recording the proceedings of the interview:*** The interviewer will decide whether he will write down or tape-record responses during the interview. It will help him to take a better decision on the performance of the candidate during the interview. So, the interviewer should list materials, which he will need for the purpose. If possible, the interviewee should be informed about the recording of the proceedings of his interview.

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Conducting an Interview

On becoming a senior professional, you may be asked to interview candidates for a job in your organization. There are certain specific guidelines in the form of DO's and DONT's given below to help you conduct an interview effectively.

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DO's

1. Analyze carefully the knowledge, skills, and abilities required for the job.
2. Study the resume of the candidate to asses his attainments to the requirements of the job.
3. Frame in your mind (or even write) basic questions you would like to ask.
4. Ask only one question at a time.
5. Use precise expressions and plain language.
6. Repeat the question if the candidate so desires, explaining to him clearly what you want to know.
7. Be patient, allowing time to the candidate, to warm up and become interactive.
8. Establish a rapport and encourage him to give his best.
9. Be courteous, polite and amiable but firm and professional.
10. Listen carefully with interest to the responses of the candidate.
11. Keep environment flexible.
12. All in all, try to understand what the candidate is and to find out what he knows.

DONT's

1. Do not ask a series of questions.
2. Do not put the same question to different candidates.
3. Do not elicit unnecessary details.
4. Do not ask questions to impress the candidate or to display your knowledge.
5. Do not ask highly personal questions.
6. Do not continue asking questions on one aspect or topic for a long time.
7. Do not put any question when the candidate is answering a colleague.
8. Do not at any stage lose your temper or raise your voice.
9. Do not become excited or emotional during interaction.
10. Do not use slang or uncommon abbreviations.
11. Do not permit the candidate to make flippant remarks.
12. Do not make any comments that may make the candidate feel small or that may hurt him.

3.7 Types of Questions asked by Interviewers

There are different types of questions being asked by the interviewers during the interview. Following are some important types of questions:

3.7.1 Open-ended Questions

Open-ended questions allow the interviewee much freedom to answer. An open question is broad in scope and usually requires more than a few words in response. When one asks an open

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question, he is specifying the topic to be covered. The interviewee may decide on the quantity and the type of information to be provided. However, open-ended questions are not all alike. They may differ in their degree of openness.

The following questions are open-ended:

1. Introduction about yourself.
2. What are you seeking in a career?
3. How do you feel about the present candidates?
4. What do you like about in your present job?
5. Tell me how you feel about this problem.
6. Why did you apply for this job?

Advantages of Open-ended questions

1. Provide the interviewer greater opportunity to observe.
2. Considered non-threatening because they are usually easy to answer.
3. Suggest interest by the interviewer.

Disadvantages of Open-ended questions

1. Take more time.
2. More difficult to record or the information is difficult to qualify.
3. Make controlling the interview more difficult.

3.7.2 Close-ended Questions

These questions are somewhat restrictive in nature and generally call for a brief and limited response. By using close-ended questions, the interviewer limits the options of answers available to the interviewee. The following questions are moderately close-ended because they call for only a brief bit of information:

1. Who is Dr. Manmohan Singh?
2. How many papers one has studied in the MBA programme?
3. For what reasons does he wish to leave?
4. How would he rate the present government in terms of concern for the unemployed: very concerned, neutral, or unconcerned?
5. Does he consume alcoholic beverages?

Advantages of closed-ended questions

1. Require less training of interviewers.
2. Take less time.
3. Make it easier for the interviewer to exert control.
4. Make tabulation of the answers easier.

Disadvantages of closed-ended questions

1. Provide too little information.
2. Sometimes inhibit communication.

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3. Provide little opportunity for the interviewee to offer additional information.
4. Choice may be vague.

3.7.3 Neutral and Leading Questions

When one asks a neutral question, he makes no attempt to direct the interviewee's response. Because neutral questions do not exert any pressure, they may elicit more accurate responses. Neutral questions are phrased so that possible responses are not indicated and alternatives are presented in a balanced fashion.

Example: 1. Why is he leaving the company?

2. Whom does he think responsible for the problem?
3. Which one of the following sports does he enjoy in his participation the most—baseball, football, basketball, and tennis?

Leading questions, on the other hand, enable the interviewer to obtain accurate information quickly by guiding the interviewee in a certain direction. They are especially useful when trying to verify factual information. Leading questions are sometimes regarded negative because, when used carelessly, they may result in biased responses.

Example: 1. Whether he has a driving license or not?

2. Does he possess a telephone or not?
3. Does he believe that most students are overworked?

3.7.4 Loaded Questions

A loaded question is even stronger in direction than a leading question, which may be somewhat subtle. A loaded question tends to be hard hitting. Some interviewers use loaded questions to create stress by using language likely to draw an emotional response or by inquiring topics about which the interviewee feels strongly. No need exists in most interviews for loaded questions. They should be left to skilled interviewers for the exploration of emotional issues. These are examples of loaded questions:

1. What do you think of the government's foolish waste of the tax money?
2. Do you mean to tell me that you have no work experience? (Asked of a new college graduate who has been rejected by other interviewers for lacking experience)
3. How do you like the company's ridiculous policy about vacations?

3.7.5 Mirror Questions

A mirror question reflects an interviewee's previous answer with the intent of drawing additional information. Through its use, more information can be obtained without biasing the interviewee's responses. When the interviewer believes that a response is incomplete, he may draw the interviewee out more by simply restating that response. This is called mirroring a response. When the interviewer does it, he must do it. He has to try to get the interviewee to elaborate on a particular topic. Mirror questions are employed in these examples:

1. ***Interviewee:*** I liked my last job a lot. The pay was good. I would still be there if it were not for my problems with my immediate supervisor.

Notes

2. *Interviewer:* Problems with your immediate supervisor?
3. *Interviewee:* You will see that I do good work so long as people do not instigate me.
4. *Interviewer:* Instigate you?

3.7.6 Probing Questions

A probing question is stimulated by the interviewee's previous response. Some interviewers prepare a schedule, or list of questions, in advance. No probing questions could be included in such a list, as they are unplanned. For example, if a job applicant says, "In my present job, I had to learn how to assume responsibility," the interviewer might then ask probing questions such as these:

1. Exactly how does one assume responsibility?
2. How much responsibility does one assume?
3. Why did one have to learn that?

Through probing questions, the interviewer may elicit important information that had not been anticipated.

3.7.7 Pauses

Although it is not actually a question, it may serve the same purpose. When the interviewer wants the interviewee to elaborate, he may simply remain silent. The pause is the most neutral approach of all, because it does not structure the answer or even suggest a topic for discussion. At some point, his pause may turn into an embarrassing silence, which the interviewee will find threatening. With experience, however, the interviewer will become comfortable and proficient in the use of pauses to stimulate the interviewee.

The Communication Behaviours of Successful Interviewees

Behaviour	Unsuccessful Interviewees	Successful Interviewees
Statements about the position	Had only gauge ideas of what they wanted to do; changed "ideal job" up to six times during the interview.	Specific and consistent about the position they wanted; were able to tell why they wanted the position.
Use of company name	Rarely used the company name.	Referred to the company by name four times as often as unsuccessful interviewees.
Knowledge about company and position	Made it clear that they were using the interview to learn about the company and what it offered.	Made it clear that they had researched the company; referred to specific brochures, journals or people who had given them information.
Level of interest, enthusiasm	Responded, neutrally, to Interviewer's statements: "OK", "I see". Indicated reservations about company or location.	Expressed approval of information provided by the interviewer non-verbally and verbally: "That's great" Explicitly indicated desire to work for this particular company.
Non-verbal behaviour	Made little eye contract; smiled infrequently.	Made eye contact after smiled.

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Picking up on interviewer's cues	Give vague or negative answers even when a positive answer was clearly desired ("How are your math skills?").	Answered positively and confidently and backed up the claim with a specific example of "problem solving" or "toughness".
Response to topic shift by interviewer	Resisted topic shift.	Accepted topic shift.
Use of industry terms and technical jargon	Used almost too technical jargon.	Used technical jargon: "point of purchase display", "NCR charge", "two-column approaches", "and direct mail".
Use of specifics in answer	Gave short answers – words or less, sometimes only one word; did not elaborate. Gave general responses: "fairly well".	Supported claims with specific personal experiences, comparisons, statistics, statements of teachers and employers.
Questions asked by interviewee	Asked a small number of general questions.	Asked specific questions based on knowledge of the industry and the company. Personalized questions: "What would my duties be?"
Control of time and topics	Interviewee talked 37% of the interview time; initiated 36% of the comments.	Interviewee talked 55% of the total time, initiated subjects 56% of the time.

Expected Questions and answer commonly used in an interview

1. ***Tell me about yourself:*** The most often asked question in interviews. You need to have a short statement prepared in your mind. Be careful that it does not sound rehearsed. Limit it to work-related items unless instructed otherwise. Talk about things you have done and jobs you have held that relate to the position you are interviewing for. Start with the item farthest back and work up to the present.
2. ***Why did you leave your last job?:*** Stay positive regardless of the circumstances. Never refer to a major problem with management and never speak ill of supervisors, co-workers or the organization. If you do, you will be the one looking bad. Keep smiling and talk about leaving for a positive reason such as an opportunity, a chance to do something special or other forward-looking reasons.
3. ***What experience do you have in this field?:*** Speak about specifics that relate to the position you are applying for. If you do not have specific experience, get as close as you can.
4. ***Do you consider yourself successful?:*** You should always answer yes and briefly explain why. A good explanation is that you have set goals, and you have met some and are on track to achieve the others.
5. ***What do co-workers say about you?:*** Be prepared with a quote or two from co-workers. Either a specific statement or a paraphrase will work. Jill Clark, a co-worker at Smith Company, always said I was the hardest workers she had ever known. It is as powerful as Jill having said it at the interview herself.
6. ***What do you know about this organization?:*** This question is one reason to do some research on the organization before the interview. Find out where they have been and where they are going. What are the current issues and who are the major players?
7. ***What have you done to improve your knowledge in the last year?:*** Try to include improvement activities that relate to the job. A wide variety of activities can be mentioned as positive self-improvement. Have some good ones handy to mention.

Notes

8. ***Are you applying for other jobs?:*** Be honest but do not spend a lot of time in this area. Keep the focus on this job and what you can do for this organization. Anything else is a distraction.
9. ***Why do you want to work for this organization?:*** This may take some thought and certainly, should be based on the research you have done on the organization. Sincerity is extremely important here and will easily be sensed. Relate it to your long-term career goals.
10. ***Do you know anyone who works for us?:*** Be aware of the policy on relatives working for the organization. This can affect your answer even though they asked about friends not relatives. Be careful to mention a friend only if they are well thought of.
11. ***What kind of salary do you need?:*** A loaded question. A nasty little game that you will probably lose if you answer first. So, do not answer it. Instead, say something like, That's a tough question. Can you tell me the range for this position? In most cases, the interviewer, taken off guard, will tell you. If not, say that it can depend on the details of the job. Then give a wide range.
12. ***How long would you expect to work for us if hired?:*** Specifics here are not good. Something like this should work: I'd like it to be a long time. Or As long as we both feel I'm doing a good job.
13. ***Have you ever had to fire anyone? How did you feel about that?:*** This is serious. Do not make light of it or in any way seem like you like to fire people. At the same time, you will do it when it is the right thing to do. When it comes to the organization versus the individual who has created a harmful situation, you will protect the organization. Remember firing is not the same as layoff or reduction in force.
14. ***What is your philosophy towards work?:*** The interviewer is not looking for a long or flowery dissertation here. Do you have strong feelings that the job gets done? Yes. That's the type of answer that works best here. Short and positive, showing a benefit to the organization.
15. ***If you had enough money to retire right now, would you?:*** Answer yes if you would. But since you need to work, this is the type of work you prefer. Do not say yes if you do not mean it.
16. ***Have you ever been asked to leave a position?:*** If you have not, say no. If you have, be honest, brief and avoid saying negative things about the people or organization involved.
17. ***Explain how you would be an asset to this organization:*** You should be anxious for this question. It gives you a chance to highlight your best points as they relate to the position being discussed. Give a little advance thought to this relationship.
18. ***Why should we hire you?:*** Point out how your assets meet what the organization needs. Do not mention any other candidates to make a comparison.
19. ***Tell me about a suggestion you have made:*** Have a good one ready. Be sure and use a suggestion that was accepted and was then considered successful. One related to the type of work applied for is a real plus.
20. ***What irritates you about co-workers?:*** This is a trap question. Think real hard but fail to come up with anything that irritates you. A short statement that you seem to get along with folks is great.
21. ***What is your greatest strength?:*** Numerous answers are good, just stay positive. A few good examples: Your ability to prioritize, Your problem-solving skills, Your ability to work under pressure, Your ability to focus on projects, Your professional expertise, Your leadership skills, Your positive attitude.

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22. ***Tell me about your dream job:*** Stay away from a specific job. You cannot win. If you say the job you are contending for is it, you strain credibility. If you say another job is it, you plant the suspicion that you will be dissatisfied with this position if hired. The best is to stay genetic and say something like: A job where I love the work, like the people, can contribute and can't wait to get to work.

23. ***Why do you think you would do well at this job?:*** Give several reasons and include skills, experience and interest.

24. ***What kind of person would you refuse to work with?:*** Do not be trivial. It would take disloyalty to the organization, violence or lawbreaking to get you to object. Minor objections will label you as a whiner.

25. ***What is more important to you: the money or the work?:*** Money is always important, but the work is the most important. There is no better answer.

26. What would your previous supervisor say your strongest point is?: There are numerous good possibilities:

    Loyalty, Energy, Positive attitude, Leadership, Team player, Expertise, Initiative, Patience, Hard work, Creativity, Problem solver

27. ***Tell me about a problem you had with a supervisor:*** Biggest trap of all. This is a test to see if you will speak ill of your boss. If you fall for it and tell about a problem with a former boss, you may well below the interview right there. Stay positive and develop a poor memory about any trouble with a supervisor.

28. ***What has disappointed you about a job?:*** Don't get trivial or negative. Safe areas are few but can include:

    Not enough of a challenge. You were laid off in a reduction Company did not win a contract, which would have given you more responsibility.

29. ***Tell me about your ability to work under pressure:*** You may say that you thrive under certain types of pressure. Give an example that relates to the type of position applied for.

30. ***Do your skills match this job or another job more closely?:*** Probably this one. Do not give fuel to the suspicion that you may want another job more than this one.

31. ***What motivates you to do your best on the job?:*** This is a personal trait that only you can say, but good examples are: Challenge, Achievement, Recognition

32. ***How would you know you were successful on this job?:*** Several ways are good measures:

    You set high standards for yourself and meet them. Your outcomes are a success. Your boss tell you that you are successful

33. ***Would you be willing to relocate if required?:*** You should be clear on this with your family prior to the interview if you think there is a chance it may come up. Do not say yes just to get the job if the real answer is no. This can create a lot of problems later on in your career. Be honest at this point and save yourself future grief.

34. ***Are you willing to put the interests of the organization ahead of your own?:*** This is a straight loyalty and dedication question. Do not worry about the deep ethical and philosophical implications. Just say yes.

35. ***Describe your management style:*** Try to avoid labels. Some of the more common labels, like progressive, salesman or consensus, can have several meanings or descriptions depending on which management expert you listen to. The situational style is safe, because it says you will manage according to the situation, instead of one size fits all.

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36. ***What have you learned from mistakes on the job?:*** Here you have to come up with something or you strain credibility. Make it small, well intentioned mistake with a positive lesson learned. An example would be working too far ahead of colleagues on a project and thus throwing coordination off.

37. ***If you were hiring a person for this job, what would you look for?:*** Be careful to mention traits that are needed and that you have.

38. ***Do you think you are overqualified for this position?:*** Regardless of your qualifications, state that you are very well qualified for the position.

39. ***How do you propose to compensate for your lack of experience?***

    First, if you have experience that the interviewer does not know about, bring that up: Then, point out (if true) that you are a hard working quick learner.

40. ***What qualities do you look for in a boss?:*** Be generic and positive. Safe qualities are knowledgeable, a sense of humor, fair, loyal to subordinates and holder of high standards. All bosses think they have these traits.

41. ***Do you have any questions for me?:*** Always have some questions prepared. Questions prepared where you will be an asset to the organization are good. How soon will I be able to be productive? and What type of projects will I be able to assist on? are examples.

Task

Conduct an interview of a famous personality of your area. If possible, you may record the interview and assess your skills later.

Case Study

Employment Interview

Mr. Varun Bhatia is an MBA. He is being interviewed for the position of Management Trainee at a reputed company. The selection committee is chaired by a lady Vice-President. Mr. Bhatia's interview was as follows:

Committee: Good morning!

Mr. Bhatia: Good morning to Sirs and Madam!

Chairperson: Please, sit down

Mr. Bhatia: Thank you [sits down at the edge of the chair. Keeps his portfolio on the table]

Q. Chairperson: You are Mr. R P Bhatia.

Mr. Bhatia: Yes, madam. This is how I am called.

Q Chairperson: You have passed MBA with 1st Division.

Mr. Bhatia: Yes, madam.

Q Chairperson: Why do you want to work in our organization?

Mr. Bhatia: It is just like that. Also, because it has good reputation.

Q Member A: This job is considered to be quite stressful. Do you think you can manage the stress involved?

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Mr. Bhatia: I think there is too much talk about stress these days. Sir, would you tell clearly what you mean by stress? I am very strong for any stress.

Q Member B: What are your strengths?

Mr. Bhatia: Sir, who am I to talk boastfully about my strengths? You should tell me my strengths.

Q Member C: What are your weaknesses?

Mr. Bhatia: I become angry very quickly.

Q Member A: Do you want to ask us any questions?

Mr. Bhatia: Yes, sir! What are the future chances for one who starts as a management trainee?

The member tells Mr. Bhatia the typical career path for those starting as Management Trainee. The Chairperson thanks Mr. Bhatia. Mr. Bhatia promptly says in reply, "you are welcome," and comes out.

Questions:

1. Do you find Mr. Bhatia's response to various questions effective? Give reasons for your view on each answer given by Mr. Bhatia.
2. Rewrite the responses that you consider most effective to the above questions in a job interview.
3. Mr. Bhatia has observed the norm of respectful behaviour and polite conversation. But, do you think there is something gone wrong in his case? Account for your general impression of Mr. Bhatia's performance at the interview.

3.8 Summary

- An interview is a formal meeting in which a person or persons question, consult or evaluate another person or persons. An interview reveals the views, ideas, and attitudes of the person being interviewed as well as the skills of the interviewer.
- An interview has a wide variety of uses in business and corporate related jobs. Purposes of holding interview are discussed in this unit which comprise selection, promotion, performance appraisal, etc.
- Different types of interviews which includes employment interview, orientation interview, reprimand interview, stress interview, exit interview, behavioural interview, informational interview, and case interview, etc.
- Fundamental principles of interviewing. Interviews like any other formal business activity require a lot of preparation and it applies both to the interviewer and the interviewee.
- There is no one 'best' way to prepare for an interview. Rather, there are specific and important strategies to enhance one's chances for interview success.
- Important non-verbal aspects at the time of interview like eye contact; facial expressions, etc.
- Basic practical clues and guidelines for attending the interview. The present unit throws light on the interview process and specific guidelines in the form of do's and dont's for conducting an interview.

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- Interviews are becoming increasingly complex for both the parties with a growing variety of questions being asked to check the various kinds of skills required for increasingly demanding job profiles.
- The questions now range from technical to social to behavioural issues and the candidate has to present a balanced picture in almost all of the aspects being tested.
- Types of questions asked by interviewers during the interview which comprise open-ended questions, close-ended questions, neutral and leading questions, loaded questions, mirror questions, probing questions etc.

3.9 Keywords

Aptitude Tests: These tests are designed to find your personality traits.

Interview regarding Complaint: If an employee has not been able to work well or if his behaviour at work has changed or if there are any complaints about his work then he can discuss this with high ranked officers.

Promotion Interview: When an employee of the organization gives an interview to get a promotion then it is called a promotion interview.

3.10 Self Assessment

Fill in the blanks:

1. An ..... is a meeting in which a job seeker asks for advice rather than employment.
2. A ..... is a method of research used in the social sciences.
3. ..... are a method of interviews where questions can be changed or adapted to meet the respondent's intelligence, understanding or belief.
4. A ..... is a meeting with a problem employee.
5. ..... is very important and good grooming is essential. Your hair should be neat and stylish.
6. ..... gives more away about us than speech.
7. The interviewer will decide whether he will write down or ..... during the interview.
8. ..... questions allow the interviewee much freedom to answer.
9. A ..... is even stronger in direction than a leading question, which may be somewhat subtle.
10. ..... interviewers prepare a schedule, or list of questions, in advance.

3.11 Review Questions

1. What is an interview? Discuss the nature of interviews.
2. What are the essential features and structure of interview?
3. What are the purposes of holding interviews and its chronology?

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4. Discuss different types of interviews, describing clearly the purposes for which they are held.
5. What are the fundamental principles of interviewing?
6. In what way would you prepare yourself if called for a job interview?
7. Discuss the reasons because of which qualified candidate may not be successful at an interview.
8. What kinds of questions are generally asked in interview? Give examples to illustrate your answer.
9. Discuss the interview process? What are the main factors that you would bear in mind while conducting an interview?
10. Differentiate between the communications behaviours of successful and unsuccessful interviewees.
11. Write short notes on the following:
    (a) Orientation interview
    (b) Reprimand interview
    (c) Stress interview
    (d) Structured interview
    (e) Case interview
    (f) Informational interview
    (g) Pauses

Answers: Self Assessment

1.	Informational Interview	2.	Semi-structured interview
3.	Unstructured Interviews	4.	Problem interview
5.	Appearance	6.	Body language
7.	Tape-record responses	8.	Open-ended
9.	Loaded question	10.	Probing Questions

3.12 Further Readings

Books

J. Mathew, *Business Communication*, RBSA Publishers, 2008, p. 260.

Meenakshi Raman, Prakash Singh, *Business Communication*, Oxford University Press, 7th Impression 2008.

PD Chaturvedi, Mukesh Chaturvedi, *Business Communication — Concepts, Cases and Applications*, 2007, Pearson Education.

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Unit 4: Working with Customers

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Objectives

After studying this unit, you will be able to:

- Explain verbal communication
- Understand customer service basics
- Explain communicate empathetically
- Discuss questions to understand problems
- Describe Deny requests and how to cope with angry customers

Introduction

Much of your professional life is likely to involve working with customers. A customer is the buyer or user of goods or services that organizations provide. In most businesses, the customer is the reason for being; without them, the business would cease to function. Customers typically have a choice about who they do business with and prefer to work with people and organizations that best satisfy their needs. You can earn a customer's preference by developing your customer-service skills. Effective and empathetic communication is the basis of quality customer service, and helps you maintain successful relationships with customers.

You have just been promoted from administrative assistant in Human Resources to customer service representative in the Operations Department of Quest Specialty Travel. You now work with Nancy McDonald, who was recently named head of Customer Service. During your first week of training, Nancy wants you to become comfortable working with Quest customers and handling their requests and complaints.

Notes

4.1 Verbal communication

Verbal communication can be defined as communicating your thoughts through words. Such thoughts may be ideas, opinions, directions, dissatisfaction, objections, your emotions and pleasures.

Example: Whenever you conduct a meeting, have a conversation over the phone, talk to a friend, or any other form of conversation that you perform with others using words. In this article you will learn how to acquire better verbal communication.

Verbal communication is an essential part of business and when it is executed correctly, good things happen. Here are a few different ideas and styles to remember when speaking to anyone in a business setting.

Because speaking is such an indelible activity, we tend to do it without much thought. But, that casual approach can be a problem in business

Why is good verbal communication so important?

When it comes to business, verbal communication is very important for the reason being that you are dealing with a variety of people through out the day. In some cases you may deal with people who have different culture, ages and with different levels of experience. Now take for example the way you converse with a family member or friend around your same age, you interact with them with a lot of confidence, there is without doubt that verbal communication is expressed with much ease, and perhaps you may speak differently from the way you speak with a person related to business.

Imagine if you expressed yourself the same way with a customer who has different culture, is much older than you and have many years of experience in his field. Most likely your thoughts will be difficult to express. Thus it is necessary to have proper skill when using verbal communication while dealing with different people

How to acquire better verbal communication

First of all you need to be aware of the fact that you must be flexible with people depending on the circumstances. Let us say you are presenting a speech in front of an audience at work, and you express your thoughts using business vocabulary. Now what if your audience where to be unfamiliar with the terms you are using, it is without question you will notice the audience lose focused attention to what you are saying , so then you must be flexible and change the way you are expressing your thoughts by using words that are more comprehendible to the audience.

It is suggested to build skills by attending a college course related to business communication. When you are attending the class you will then be forced to communicate more organized. Try to use the opportunity to overcome the fear of talking to a big crowd and a stranger while you are in class.

Besides attending a class that teaches business communication, you may also want to consider working in a job-field that involves working with strangers, such job can be a form of practice to gain confidence in yourself and help reduce shyness and intimidation.

Another form of practice can be talking to older relatives and friends, about a topic that involves expressing emotions and strong opinions or a discussion that may concern experiences. Such communication helps you to accumulate skills to express yourself in a more formal and proper manner.

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When practicing with your relatives or friends it is important for you to back up your opinions or statements with facts. In order to have references about your subject it is suggested to read and study about it. Like for example, if you where to discuss the issue that we are all facing today such as the world's economy for instance, then you may obtain the facts from the news paper, the news, Internet, and you can even get it from books.

Speaking can be used as a tool to accomplish your objectives. But, first you must break the habit of talking spontaneously without planning what you're going to say or how you're going to say it. You must learn to manage the impression you create by consciously tailoring your remarks and delivery style to suit the situation. Here are some things which will make you an effective communicator:

1. Remember to become aware of what you are saying.
2. Apply the same process you use in written communication when you are communicating orally.
3. Before you speak, think about your purpose, your main idea, and your audience.
4. Organize your thoughts in a logical way.
5. Decide on a style that suits the occasion and then edit your remarks mentally.
6. As you speak, watch the other person to see whether your message is making the desired impression. If not, revise it and try again.

Remember that various situations call for different speaking styles, just as various writing assignments call for different writing styles. Here are four different styles that will suit every occasion:

1. Expressive Style is spontaneous, conversational, and uninhibited. Use this when you are expressing your feelings, joking, complaining, or socializing.

Example: "No way am I going to let that MNC force an incentive-pay plan on their workers."

2. Directive Style is an authoritative and judgemental style. We use this style to give orders, exert leadership, pass judgement, or state our opinions.

Example: "I want Ravi to explain the new pay plan to each manager."

3. Problem-Solving Style is rational, objective, unbiased, and bland. This is the style most commonly used in business dealings. We use it when we are solving problems and conveying routine information.

Example: "Rohit might be able to present the plan more favorably."

4. Meta Style is used to discuss the communication process itself. Meta language enable us to talk about our interactions.

Example: "We seem to be having a hard time agreeing on the specifics of the incentive-pay plan."

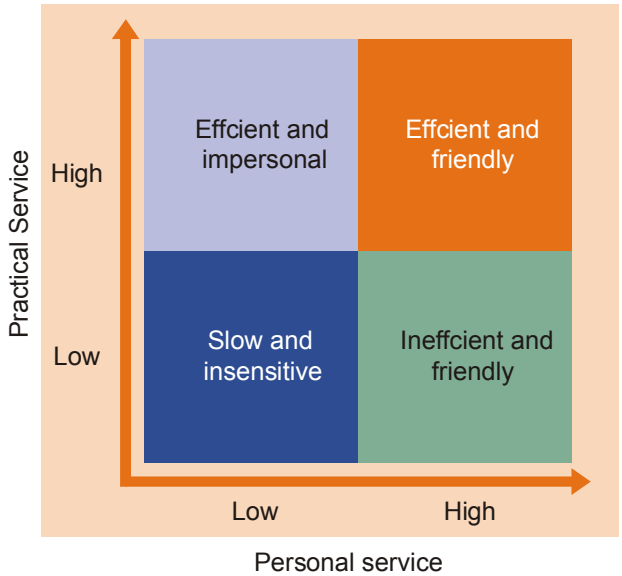
Notes

4.2 Understanding Customer Service Basics

As we all know that successful customer or client service is the source of revenue of any business. An organization can offer promotions and discount their prices to attract new customers, but repeat business and ongoing relationships are the keys to profitability. As you know that Customer **service** refers to an organization's relationship with its customers: meeting their expectations, listening to their statements, and solving their problems. Providing customer service involves communicating with your customers, identifying their wants and needs, and developing customer friendly procedures to serve them.

1. ***Communicate a professional image:*** Make your first contact with a customer businesslike and pleasant. Whether in person or on the phone, smile when you communicate with a customer, be enthusiastic and prompt, and use professional etiquette. Keep in mind that your primary goal is to promote goodwill for your company.
2. ***Listen to your customers:*** When serving customers, especially those with complaints, spend most of your time listening. Active listening means that you stop talking and concentrate on the customer's words, not on how to counter their arguments or respond to their claims. Active listening also helps you understand a customer's needs and the content of their messages. Listening shows that you value customers and respect what they have to say.
3. ***Ask questions:*** Make sure you understand explanations and requests by asking for clarification. You can also ask questions to gather all the facts you need to make a decision, to solicit suggestions for improvement, and to find out what your customers need and want. After you ask a question, be prepared to keep quiet while you listen to the response.
4. ***Exceed expectations:*** One popular definition of excellent customer service is an organization's ability to consistently exceed customer expectations. You can do this by determining what a client wants, and then doing that and more. Being more attentive and helpful than your customers expect helps to build customer loyalty.

Rating customer service



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5. ***Provide service even without an immediate payoff:*** It is easy to pay attention to a customer when you are trying to close a sale with them. However, the way you treat customers when no transaction is taking place creates a lasting impression. Look past the immediate payoff and take time to listen, answer questions, and solve problems, or help customers find someone who can.

6. ***Respond personally:*** When customers have a problem, they want to deal with a real person. However, your first reaction to a frustrated customer is probably avoidance. As a professional, you should overcome this reaction and deal directly with customers whenever possible. Call a disgruntled client instead of sending an e-mail message. Accept a phone call from a customer instead of transferring the call to voice mail. Step out from behind a desk, counter, or cash register when you speak with people. The personal contact shows you care and promotes problem solving.

4.3 Communicating Empathetically

Empathy is your capacity to understand another person's feelings or state of mind. When working with customers, this means that you recognize, understand, and respond appropriately to their needs, wants, and emotional state. Customers value working with people who can understand their point of view and help them work through a problem or achieve a goal.

1. ***Determine the context:*** People contact businesses for many reasons, such as to renew services, purchase additional products, answer questions, or complain about goods and services. When talking to customers, evaluate the content and delivery of their messages. Listen to what customers say to determine the purpose and context of their message. Also listen to how they deliver the message so you can be sensitive to their emotional state. Watch for signs suggesting they are angry, frustrated, confused, or distrustful. You need to understand the context of a speaker's words before you can empathize with them.

2. ***Address your customer's emotions:*** If a customer's emotion is apparent, you can comment on it empathetically, especially if the customer is angry or dissatisfied. Statements such as, "You must have been disappointed when you received the wrong shipment," or "I can imagine that you were frustrated when the product didn't work properly," demonstrate that you understand their reaction and are concerned about solving the problem.

3. ***Put customers at ease:*** When talking to a customer who seems uncomfortable expressing anger or articulating a problem, put them at ease by legitimizing their feelings. Do this with observations such as, "I know how upset I get when a company ships me the wrong product," or "It sounds like the delay created a lot of inconvenience for you."

   Some cultures strongly discourage people from expressing emotions.

4. ***Acknowledge customer efforts:*** Customers often take steps to resolve a problem before contacting a company. Their actions might have been unsuccessful and contributed to their frustration. Even so, don't suggest that their steps were inappropriate, which listeners might interpret as demeaning. Instead, respectfully acknowledge the steps they performed and suggest an alternative solution. When resolving complaints, offer a sincere apology that focuses on what you will do to resolve a problem

5. ***Use listener-centered language:*** An important element in empathetic communication is anticipating how your listener will decode what you say. Focusing on the listener with "you" language emphasizes how your message benefits them and clarifies the purpose of the message. Figure shows examples of listener-centered language.

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Notes

Listener-centered language

Speaker focused:	**Listener focused:**
Our policy is to issue refunds up to two weeks before a trip.	You can receive a refund if you cancel a reservation up to two weeks before the trip.
"I/we" point of view:	**"You" point of view:**
We must receive online verification before we can ship the tickets via overnight delivery.	Please verify your reservation online so you can receive tickets the next day.
Unclear purpose:	**Clear purpose:**
The Legal Department has a passport policy that complies with federal policy, which you must follow before traveling outside U.S. borders.	If you are traveling outside the U.S., check the federal passport policy for your destination—you might need to travel with your passport.

4.4 Asking Questions to Understand Problems

Asking questions helps you listen carefully, clarify messages, encourage customer communication, and resolve problems. Effective questioning means knowing which questions to ask, when to ask them, and how to phrase them. Recall that part of customer service involves meeting customer expectations, identifying their wants and needs, and solving their problems. The most direct way to learn about a customer's expectations, desires, and problems is to ask questions and listen carefully to the answers. Two-way conversations build relationships because they help develop mutual awareness and trust.

1. ***Ask the appropriate type of question:*** You can ask at least four types of questions, as shown in Figure. **Open-ended questions** do not have a particular answer. Ask open-ended questions to encourage the other person to articulate motivations, ideas, and solutions. **Closed questions** are specific and concrete, and generally seek a "yes" or "no" answer. Ask a closed question when you need a direct answer. Ask **follow-up questions** in response to an answer that your customer provides. Design these questions to discover more information or elicit an opinion. Asking follow-up questions also shows that you are listening carefully and thinking about what the other person says. Ask **feedback questions** about the conversation or problem-solving process itself to determine what is important to the customer. Feedback questions help you gauge your customer's satisfaction with the steps that you are taking and the solution that you've proposed.

Notes Suppose you are working in Retail Store. Then ask question from customer to understand their problem but monitor the number of questions you ask and you tone – you don't want to interrogate your customers.

2. ***Establish rapport:*** When a customer contacts you regarding a problem, demonstrate that you want to resolve the problem by asking open-ended and closed questions about the details of their complaint—the who, what, where, when, and how facts. Summarize their responses and ask, "Is that correct?" Taking time to understand the details establishes rapport and trust, and helps you identify possible solutions.

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3. ***Clarify understanding:*** Frustrated customers are often too distracted to listen actively and focus instead on what they want to say. Ask follow-up questions that encourage customers to explain why they are contacting you and to define their request or problem clearly. Paraphrase their answers to verify your understanding. See Figure B-4.

4. ***Motivate the customer:*** People contacting customer service to resolve a problem might be more interested in offering, not accepting, comments and ideas. When working with an upset customer, avoid competing for the best idea or debating the facts. Instead, ask questions to solicit solutions from customers. If they discover the answer to their problem, they will own and accept the solution

Task

Ram is a Manager on a Service providing company. How Ram tackles problem of customers?

Notes

Type of Questions

Open-ended	Closed
What do you suggest? How would you like to resolve the problem? How do you generally use the product?	Do you have a copy of the itinerary? Have you contacted customer service before? Is this the frst problem you've had with Quest Specialty Travel?
Follow-up	**Feedback**
Can you give me an example of bad service at the hotel? What happened after you missed the tour bus?	Would you be satisfed with a partial refund? Can I send you a new copy of the tour schedule?

4.5 Denying Requests

When a customer makes a specific request, you sometimes have to deny it. Some companies train their employees to avoid the word "no" when dealing with customers to prevent disappointing them. However, your goal should be to make sure the customer understands and acknowledges the negative message—people can accept a denial if they understand the reasons for it. They also want to know that their request is being taken seriously. When denying a request directly, conveying empathy helps to foster or maintain the customer's goodwill toward your organization. Taking an indirect approach, however, is more likely to enhance a professional relationship. A client scheduled to depart on an adventure tour of Scotland in a week arrives at the customer service desk, requesting that you transfer her reservation to a later tour in the summer. However, the deadline for transfers has passed, and you must deny her request.

1. ***Rephrase the request:*** Instead of turning down a customer directly, first demonstrate that you fully understand their request or question. Rephrase their request and ask them to verify it. If customers think you don't understand, they often escalate the matter until you do. Figure B-6 shows examples of language to use when denying requests.

2. ***Explain the reasons:*** Without using negative words, explain why you have to refuse a customer's request. Although customers resent narrations about rules and policies, such

Notes

as, "It's company policy to transfer overseas reservations only up to one month before the departure date," they do appreciate explanations about the reasons behind the rules. See Figure. Offering reasons demonstrates that you care about your customers, whereas saying "no" without an explanation makes your decision seem inflexible. Besides "no" and "not," negative words include "unwilling," "impossible," "never," and "reject."

3. ***Tell them what you can do:*** When you must deny a request, soften the refusal by offering an alternative at the same time, if possible. People appreciate having a choice, and usually perceive your offer as an effort to help. Conclude your communication by telling the customer what you can do for them instead of what you can't do.

4. ***Try turning a "no" into a "yes":*** Sometimes, by being flexible and creative, you can find a way to satisfy the customer without causing business problems. Show that you are willing to work with customers to achieve their goals. Find a creative workaround that solves the customer's problem without creating new ones for your company.

5. ***Be aware of your nonverbal communication:*** When you deny a request, be certain that your posture and facial gestures are saying the same thing that your words are. Use a polite but firm tone of voice, stand erect, and look the other person in the eye when speaking. Avoid defensive postures such as crossing your arms or retreating behind a desk. A mixed message leads to misunderstanding and frustration

Example: Suppose you are working in a retail store. Mr. Rahul is a regular client of your store. He requested you to deliver some merchandise or goods at Rahul's home. But the Brand Mr. Rahul demanded from you is not available in your store. Then you have to deny Mr. Rahul's request by convincing him that the quality of goods of other brand is also better and tell him that the goods that the brand he demanded is out of stock in store. Or you can denying by suggesting some other retail stores where the product of the same brand is available but never say no directly.

4.6 Coping with Angry Customers

At some point in your career, you will confront an angry customer, especially if you deal directly with the public. The customer might be angry because your company failed to meet their expectations, made an error, or otherwise caused problems for them. You need to confront the problem immediately and defuse their anger. Table lists the do's and don'ts for coping with angry customers. Nancy McDonald has been observing you during your first week of customer service training, and says you are ready to perform a difficult service task—handling an angry customer. She has one on hold and asks you to take the call.

1. ***Remember why they are upset:*** Working with an angry customer is not a pleasant task and can be intimidating. Fortunately, angry customers are rarely upset with you personally. They might be frustrated because they are not getting what they want or need from your company and cannot solve the problem themselves. They could also be disappointed by a failure or deficiency in your company's products or services. Realizing that their reaction is legitimate helps you to see past the anger and act professionally. Be sure to respond as soon as possible to show you care about the customer.

2. ***Avoid an audience:*** If an angry customer confronts you in a public area, the presence of others can complicate your conversation. Some angry people are encouraged by the attention of an audience or are further frustrated by obstacles they create. Try to avoid other people and work directly with the customer in a quiet place. If others are present, suggest moving the discussion to where you won't be disturbed.

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3. ***Stay calm and neutral:*** As a means of self-preservation, you react physically to anger with a "fight or flight" reflex. This is why most people avoid conflict and delivering bad news—they fear an angry reaction. Others have a tendency to fight back. Both responses are counterproductive because they do not solve the underlying problem. Take time to make sure you are calm, control the pitch and rate of your voice, and speak with composure, using neutral language as you talk to an angry customer.

4. ***Apologize:*** Apologies are powerful tools that can quickly reduce anger. Apologize to express regret, but avoid accepting blame if doing so could create legal problems. Instead of accepting the blame, you can acknowledge the problem with comments such as, "I am sorry that you are having this problem. How may I help you?" or "I am sorry that this doesn't work the way that you want it to." A sincere apology and a promise to help are the quickest ways to calm an angry customer.

5. ***Explain how you will help:*** Your customer is approaching you because they want to solve a problem. What they most want to know is that you will help them or connect them with someone who can. Clearly communicate that you will help them solve their problem before you ask questions or start troubleshooting.

6. ***Conclude with a thank you:*** Leave the customer with a positive impression of you and your organization by thanking them for giving you the chance to help with their problem. Figure B-8 outlines a successful conversation with an angry customer.

Caselet

Way of handling an Angry Customer

The Problem

"Sometimes people get angry and take it out on you. Occasionally, this is justified if you've made a major mistake. Often, though, the anger is misplaced. The irate customer is angry because of something else entirely perhaps he or she simply got out of the wrong side of bed. Either way, you have to deal with the anger and solve the problem.

"On this occasion, Mr. Satish heard one of my staff, Rita takes the initial phone call from the customer, Mr Gopal From the start, it was clear that Rita was struggling. This was no fault of her's - she has good communication skills. It was just that Mr Gopal seemed determined to be unreasonable.

"Anyway, when Rita looked at Mr. Satish across the office, satish nodded and told her to transfer the call to satish's phone. On reflection, satish could say that he wish he hadn't taken the call. But when you run your own business, you have to take responsibility.

"Mr Gopal didn't give satish a chance to say more than 'hello' before he launched an attack on the product he'd bought, on satish's company in general and on satish in particular. I'm a seasoned campaigner, as it were, but this onslaught took me aback. I knew that if I wasn't to say anything I might regret, I needed to control the conversation.

"When Mr Gopal finally took a breath, satish jumped in as politely as he could and told him he would phone him back in five minutes, and that he would definitely help him. Mr Gopal threatened satish with all sorts of retribution if I didn't call back, and put the phone down.

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Calling Back

"During this five minutes grace, satish checked the records for Mr Gopal's recent purchases and discovered he was a good, regular customer who paid promptly. He was not; therefore, the sort of customer satish could afford to lose.

"As for his current problem, satish tried to sort out in his mind what he had told me. Naturally, satish is bound to be defensive about his company, but with the best will in the world, satish couldn't see why Mr Gopal was so irate.

"That said, satish knew that he had to take a submissive but firm approach with Mr Gopal. If he simply rolled over, knowing the mood he was in, he would probably stop dealing with my company for good. Similarly, if satish was too abrupt or rude, he'd take his business elsewhere.

Handling the Complaint

"Satish took a deep breath and phoned Mr Gopal back. From his tone, he didn't seem to have calmed down, but he took the initiative and asked him to confirm if satish understood his problem correctly. Then he outlined what he'd gathered from the first call.

"He agreed with me, demanded to know what he was going to do about it, and started to begin abusing the company again. At this point, satish decided to interrupt him. He did so firmly, raising his voice slightly, and telling him he could solve the problem immediately if he gave him a chance to do so. This stopped him in his tracks. Satish lowered his voice again, but with the same firm tone, outlined in clear language what he would do and when.

"Satish then paused to test Mr Gopal's reaction. 'Right', he said. 'But what else are you going to do for me? After all, I'm one of your best customers.' I saw this as another chance to seize the initiative and straightaway agreed with Mr Gopal. 'Yes, you are one of my best customers,' satish replied, 'which is why I'm so disappointed that I've let you down on this occasion.'

The Resolution

"Whatever the right and wrongs of the matter, this acknowledgement of satish culpability did the trick. Even over the phone, he could sense the anger draining from Mr Gopal. He still had a parting shot, however: 'he asked what else you're going to do for me,' he said. 'A ten percent discount on your next order,' satish replied without hesitation. This settled the matter, and Mr Gopal even thanked satish when he rang off a few moments later.

Task

1. Discuss a case which describe a scenario with an angry customer
2. After the description, write what you would say to resolve the problem in person

4.7 Dealing with the Unexpected

Plans aren't always carried out as expected. Shipments are delayed, a product is defective, or the storeroom runs out of stock. Because scenarios such as these are common in business, anticipate problems and unexpected obstacles, and develop backup plans if possible. Unexpected problems in particular lead to frustration and disappointment. Although you cannot foresee every possible problem, follow some basic guidelines to deal with unexpected events. Table lists the do's and

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don'ts for dealing with the unexpected. One of Quest's travel partners in the Delhi has suddenly gone out of business, leaving hundreds of Quest clients without a place to stay in Bangalore. Nancy McDonald helps you confront this unexpected event and solve the problem.

1. ***Take responsibility:*** When suddenly inconvenienced, your customers expect you to resolve the problem as quickly as possible. Regardless of who or what caused the problem, accept it as your responsibility to correct it. As a professional, don't blame others or complain openly to customers about the circumstances. ***Note:*** Taking responsibility can often diffuse a tense situation.

2. ***Show enthusiasm:*** Attitudes are contagious, and often your customers take their cues from you. If you are caught off guard and assume a frustrated look and attitude, those around you will probably respond the same way. Instead, smile and be optimistic. Acknowledge the problem, and let everyone know you are going to solve it. Your customers will appreciate your professional attitude and be more likely to cooperate with you.

3. ***Keep the customer informed:*** Customers are usually aware of an interruption in normal services. Unless you need to keep the problem confidential, let the customer know the facts and explain the steps that you are taking to resolve it. Also let them know what they should do until the problem is solved. For example, you can say, "The hotel has closed unexpectedly, and we are finding other rooms for everyone in Bangalore. Stay near the dock so we can transport you to your new hotel." See Figure.

4. ***Ask for help:*** Unexpected events can be overwhelming. If necessary, ask others for help resolving the matter. Coworkers, supervisors, managers, and others can assist directly or cover your normal responsibilities while you solve the problem. Be sure to thank people when they go out of their way to do so.

5. ***Ensure health and safety:*** During an unexpected event, especially those involving weather and travel, your first obligation are to ensure the health and safety of yourself, your customers, and those around you. Follow your organization's emergency procedures, call for the appropriate authorities, and look to the needs of others. ***Note:*** Know who to call in an emergency.

Notes

Dealing with the unexpected do's and don'ts

Element	do	don't
Responsibility	• Take responsibility for the problem no matter who or what caused	• Don'tcomplain or blame others
Enthusiasm	• Acknowledge the problem • Show enthusiasm about solving it	• Don'treveal your frustration or fatigue • Don'tstop brainstorming ways to solve the problem
Conclusion	• Explain how you will help • Connect the customer to someone who can help • Demonstrate that you take their concern seriously	• Don'tminimize their problem, even if it is common • Don'tforget to thank the customer

Notes

4.8 Working with Customers with Disabilities

As we all know that a disability is the lack of physical or mental ability relative to some standard or norm. Impairment is a condition that falls short of disability, but still affects people in some way.

Did u know? According to the U.S. Bureau of the Census, over 50 million Americans have disabilities or impairments, so you are likely to work with customers who have one or the other.

A customer calls and reports that she is organizing a group of travelers in wheelchairs and wants to meet with you to discuss accessible travel.

1. ***Speak slowly and clearly:*** You know that Speak calmly, slowly, and distinctly to people who have hearing problems or difficulty understanding. Stand directly in front of the person and use gestures to help you communicate. Allow people with speech impairments to finish what they are saying. Don't talk for them, complete their sentences, or interrupt. Ask questions that permit short answers or a nod of the head.
2. ***Maintain eye contact:*** Look directly at any person with a disability when talking, even if the person has an interpreter or companion present. When having a conversation with someone in a wheelchair, try to sit at eye level with the person. You will both feel more comfortable and communicate more freely.
3. ***Let them set the pace:*** When walking with a person who is physically or visually impaired, allow them to set the pace. If the person asks for or accepts your offer of help, don't reach for their arm or hand. Extend your arm instead and let them take hold of you. Be careful about talking while you walk. Some people have difficulty breathing or need to concentrate on their movement rather than chatting with you.
4. ***Always ask first:*** Ask people with disabilities if they need or want help before trying to assist them. If they want assistance, ask for specific instructions on how you can be helpful. Don't push a wheelchair without first asking the occupant's permission. Don't take offense if the other person rejects your offer of assistance.
5. ***Use appropriate language:*** The guiding principle for unbiased language is to maintain the integrity of individuals as whole people by avoiding language that implies that a person as a whole is disabled (such as "a disabled person"); equates people with their condition (such as "epileptics"); has negative overtones (such as "stroke victim"); or is regarded as a slur (such as "gimp" or "cripple")

To use bias-free language consistently, avoid messages that exclude, stereotype, or offend others.

Caselet

Telephone etiquette when talking to customers with disabilities

In January 2009, the Americans with Disabilities Amendments Act went into effect, expanding opportunities for the 56 million Americans with disabilities. The act amends the original 1990 law to recognize more disabilities that affect "one or more major life activity," such as learning disorders and other cognitive impairments. Even without the

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law, serving customers with disabilities makes good business sense. Considering that one in five Americans has a disability, they form a $200 billion market of potential consumers. This growing market needs customer service just as any other market does. Because most customer service conversations take place on the phone, you should be aware of special etiquette guidelines that apply when you are talking to customers with disabilities on the telephone. When conversing with someone who has voice impairments, listen attentively and avoid speaking for the customer or finishing sentences. You might need to adjust the volume, quality, or frequency of the audio on the phone to make their voice clearer. People with fine motor impairments might have limited use of their hands or fingers, so allow extra time for these customers to take notes or use a keyboard. If a customer has a cognitive impairment, be patient about offering an explanation more than once. Take time to understand the customer and make sure the customer understands you. In general, treat the customer with respect and courtesy, listen actively, and offer assistance as necessary.

Task You work in the XYZ Health Clinic, a family practice clinic in XYZ, in India. As a patient service representative, you talk to patients and help solve their problems. The mayor of XYZ is a new patient at the clinic, and requests Dr. Sinha as his personal physician. However, the clinic's policy is to assign new patients to physicians who have a light patient load. Dr. Sinha's patient roster is full.

1. Find a partner to play the part of the mayor.
2. Meet with your partner and use effective customer service skills to deny the mayor's request.
3. Switch roles and let your partner play the part of a customer service representative.
4. In XYZ.doc, describe at least two effective techniques your partner used during the conversation and explain why they were effective.

4.9 Summary

- Verbal communication is an essential part of business and when it is executed correctly, good things happen. Here are a few different ideas and styles to remember when speaking to anyone in a business setting As we all know that successful customer or client service is the source of revenue of any business.
- An organization can offer promotions and discount their prices to attract new customers, but repeat business and ongoing relationships are the keys to profitability.
- Customer service refers to an organization's relationship with its customers: meeting their expectations, listening to their statements, and solving their problems
- Active listening means that you stop talking and concentrate on the customer's words, not on how to counter their arguments or respond to their claims
- Empathy is your capacity to understand another person's feelings or state of mind
- People contact businesses for many reasons, such as to renew services, purchase additional products, answer questions, or complain about goods and services. When talking to customers, evaluate the content and delivery of their messages

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- If a customer's emotion is apparent, you can comment on it empathetically, especially if the customer is angry or dissatisfied. Statements such as, "You must have been disappointed when you received the wrong shipment," or "I can imagine that you were frustrated when the product didn't work properly," demonstrate that you understand their reaction and are concerned about solving the problem.
- Asking questions helps you listen carefully, clarify messages, encourage customer communication, and resolve problems. Effective questioning means knowing which questions to ask, when to ask them, and how to phrase them
- Closed questions are specific and concrete, and generally seek a "yes" or "no" answer
- When a customer contacts you regarding a problem, demonstrate that you want to resolve the problem by asking open-ended and closed questions about the details of their complaint—the who, what, where, when, and how facts. Summarize their responses and ask, "Is that correct?" Taking time to understand the details establishes rapport and trust, and helps you identify possible solutions.
- People contacting customer service to resolve a problem might be more interested in offering, not accepting, comments and ideas
- When a customer makes a specific request, you sometimes have to deny it. Some companies train their employees to avoid the word "no" when dealing with customers to prevent disappointing them
- When you must deny a request, soften the refusal by offering an alternative at the same time, if possible. People appreciate having a choice, and usually perceive your offer as an effort to help. Conclude your communication by telling the customer what you can do for them instead of what you can't do
- At some point in your career, you will confront an angry customer, especially if you deal directly with the public

4.10 Keywords

Active Listening: Active listening means that you stop talking and concentrate on the customer's words, not on how to counter their arguments or respond to their claims.

Apologies: Apologies are powerful tools that can quickly reduce anger.

Attitudes: Attitudes are contagious, and often your customers take their cues from you.

Closed Questions: Closed questions are specific and concrete, and generally seek a "yes" or "no" answer.

Customer Service: Customer service refers to an organization's relationship with its customers: meeting their expectations, listening to their statements, and solving their problems.

Disability: A disability is the lack of physical or mental ability relative to some standard or norm.

Empathy: Empathy is your capacity to understand another person's feelings or state of mind.

Verbal Communication: Verbal communication can be defined as communicating your thoughts through words. Such thoughts may be ideas, opinions, directions, dissatisfaction, objections, your emotions and pleasures.

Notes

4.11 Self Assessment

Choose the correct answer:

1. Which one of the following tasks does customer service *not* address?
   (a) Meeting customer expectations (b) Listening to customers
   (c) Solving problems (d) Updating products
2. Active listening means:
   (a) you rehearse how to counter arguments
   (b) you concentrate on the customer's words
   (c) you concentrate on company policy
   (d) you continue talking
3. Why should you empathize with your customers?
   (a) It helps you monitor their Web activities
   (b) It helps you distract them with emotional words
   (c) Customers value people who understand their point of view
   (d) Customers appreciate impersonal language
4. What kind of language should you use to empathize with your customers?
   (a) "You" language (b) "I/we" language
   (c) Emotional language (d) opinionated language
5. Which of the following is *not* a common type of question to ask customers?
   (a) Ethical (c) Closed
   (b) Open-ended (d) Follow-up
6. You should ask customers questions to:
   (a) avoid a customer's anger (c) clarify your understanding
   (b) keep your distance (d) prevent legal problems
7. Which of the following is *not* a step you should take when denying a customer request?
   (a) Rephrase (c) Explain
   (b) Control (d) Refuse
8. What should be your goal when denying a customer request?
   (a) Avoid disappointing them
   (b) Say no as quickly as possible
   (c) Protect your company's interests
   (d) Make sure the customer understands the reasons

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9. An effective way to deal with an angry customer is to:
   (a) blame someone else (b) express anger yourself
   (c) apologize (d) walk away until the customer is calm
10. How should you conclude a conversation with an angry customer?
   (a) Minimize their problem (b) Ask open-ended questions
   (c) Explain how you will help (d) Make small talk

4.12 Review Questions

1. You are working in a customer service call center and handling an irate customer who is upset about a mistake you made. How should you deal with the customer?
2. Suppose you are helping to solve a customer's problem with your company's product, and discover the customer has been misled about what the product can do. What do you say to the customer?
3. Your lifelong goal is to be a script writer, but in the meantime, you are looking for a low-key job with plenty of time to let you write. Someone suggests you try customer service. Should you pursue a customer service job?
4. A customer contacts you, wanting a full refund for a product that was shipped late and to the wrong address. How do you respond?
5. Your manager has been using Internet monitoring tools and doesn't like what customers are saying about your company's products. She encourages you to post comments on blogs that are more favorable. To protect your confidentiality, she suggests you do so using a screen name. How do you handle this request?

Answers: Self Assessment

1.	(d)	2.	(b)
3.	(c)	4.	(a)
5.	(a)	6.	(c)
7.	(b)	8.	(d)
9.	(c)	10.	(a)

4.13 Further Readings

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Unit 5: Improving Informal Communication

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Objectives

After studying this unit, you will be able to:

- Discuss when communicate informally.
- Explain speak persuasively
- Describe negotiate effectively

Introduction

Informal communication is established around the societal affiliation of members of the organization. Informal communication does not follow authority lines as in the case of formal communication. Informal communication takes place due to the individual needs of the members of an organization and subsists in every organization. Normally, such communication is oral and may be expressed even by simple glance, sign or silence. Informal communication, is implicit, spontaneous multidimensional and diverse. It often works in group of people, i.e. when one person has some information of interest; he passes it on to his informal group and so on. An organization can make efficient use of informal channels to fortify the formal channels of communication. It acts as a valuable purpose in expressing certain information that cannot be

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channeled via the official channels. It satisfies the people desires to identify what is happening in the organization and offers an opportunity to express dreads, worries and complaints. Informal communication also facilitates to ameliorate managerial decisions as more people are involved in the process of decision-making. In spite on many advantages, informal communication has certain disadvantages.

5.1 Communicating Informally

Informal communication arises out of all those channels that fall outside the formal channels and it is also known as grapevine.

Because you communicate informally most of the time, it is easy to forget that any conversation on the job is still professional communication. Even if you are not making a formal presentation, you are on stage when you communicate with others in the workplace. Much of your informal communication is one on one, meaning that you are speaking with a single person as opposed to a group. This underscores the need to identify your purpose and audience. Take extra steps to make sure that your message is clear and understood. Listen carefully and be empathetic when expressing your ideas. Keep in mind that, like all business communication, the purpose of informal communication within an organization is to inform, persuade, and promote goodwill.

5.1.1 Use informal communication opportunities to

1. You form and enhance relationships through communication. Taking time to make a personal telephone call, briefly visiting colleagues at their desks when they are free, or discussing business over lunch help to foster goodwill among colleagues and decision makers. Business is built on friendships, connections, trust, and personal relations. Take advantage of opportunities to connect and communicate with other people in and outside of your organization.
2. As you communicate with other people, you make yourself more visible and let others know what you are doing and accomplishing. In particular, let your managers and other decision makers know about your contributions to the organization. Decisions about raises, promotions, and other opportunities are often based on information that is gathered informally.

5.1.2 When communicating informally

1. ***Be professional:*** Others form opinions of you based on what you say and do, and these opinions change frequently. When you interact with others, you are influencing their impression of you, whether you encounter them during the work day or afterwards. Consistently act and communicate with others in a professional manner. Be clear, objective, unbiased, and honest in your dealings, and people will want to do business with you.
2. ***Emphasize the positive:*** Businesses are often stressful environments where people overcome barriers to reach challenging goals. Don't add to stress by being negative, cynical, or critical in your communication. Professionals are optimistic and energetic when they speak. People feel better about themselves and their circumstances when you communicate with them in a positive way.
3. ***Overcome obstacles:*** Informal communication is often personal communication and directly connects you with other people. To maintain this direct connection, recognize the obstacles to effective communication so that you can minimize or overcome them. Table D-1 lists typical obstacles to effective informal communication and offers suggestions for working around them.

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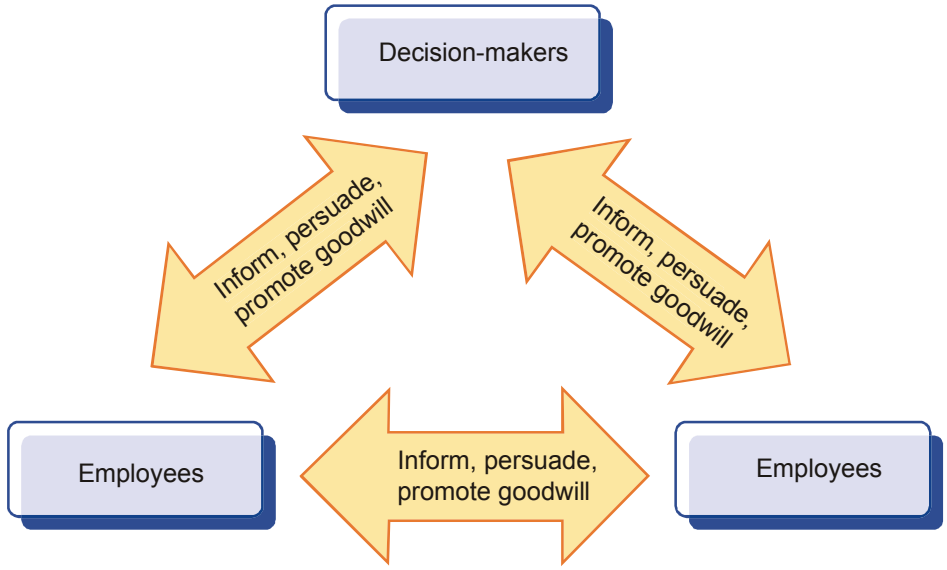
Figure 5.1 :Purpose of informal communication within an organization



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Obstacles to informal communication

Obstacle	Solution for speaker	Solution for listener
Poor communication skills	Use plain English—short sentences familiar words and logical organization	Listen actively and request feedback frequently
Second hand information	Cite your sources so others can verify your information	Seek information from original sources such as direct conversation and official newsletters or Web sites
Distrust of employers or colleagues	Communicate more frequently and set an example by being candid	Provide positive feedback when receiving messages and honor requests for confidentiality
Competition	Give credit to others for ideas	Build teamwork skills to develop common goals
Bias	Use language that includes rather than excludes	Restate questions or comments using language that avoids bias

Caselet

You heard it on the grapevine

Every organization has an informal communication network, or grapevine. The grapevine extends throughout the company, wherever two people get together and talk about their jobs, the organization, and other topics on their minds. One popular topic for the office grapevine is the economy, especially as it relates to job security. Juanita Ecker, president of Professional Image Management in Troy, New York, offers advice about grapevine etiquette. If you've heard through the grapevine that a colleague is getting laid off, Ecker

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recommends you wait for the colleague to introduce the topic. If they confide that they have lost their job and seem angry or indignant, express your support and discourage vengeful actions such as sending a former employer an accusatory e-mail. Encourage your colleague to assess their strengths, not concentrate on mistakes or failures. According to Ecker, you should feel free to share job leads and provide books and articles, but don't offer client contacts or other types of references if you don't feel comfortable giving them.

Source: Lee, Louise, "Be Word Wary," BusinessWeek, April 3, 2009.

5.1.3 Formal and Informal Communication

Informal communication contains facts, deceptions, rumors and unclear data. The informal channels of communication may transmit completely imprecise information that may harm rather than help an organization. In addition, it is impossible to fix the responsibility for its origin or flow of information. However, for the efficient working of any organization both formal and informal communications are required.

Formal	Informal
• Scheduled in advance	• Unscheduled
• Arranged participants	• Random participants
• Participants in role	• Participants out of role
• Preset agenda	• Unarranged agenda
• One-way	• Interactive
• Impoverished content	• Rich content
• Formal language & speech register	• Informal language & speech register

Anil is returning to his office when he sees Bhanu backing out of a meeting in an office at the end of the hallway. Bhanu is unaware of Anil's presence. Anil calls to Bhanu, timing his call by observing when Bhanu has stopped his engagement in the meeting. Bhanu turns around, recognizes Anil and acknowledges his presence with a smile. He starts walking toward Anil, who remains stationary until Bhanu reaches him. Then Anil and Bhanu are walking off together down the hallway, discussing the difficulties they have had contacting a mutual colleague.

Both Bhanu and Anil abandoned their original goals of concluding a meeting or returning to an office, respectively. Instead, as a result of serendipitously seeing each other in the hallway, they were able to pass information about the status of a project and to solve a problem that was hindering the project's progress. Anil told Bhanu that he had not been able to contact a colleague and Bhanu suggested a way of doing it. This is a common mechanism through which small collaborative teams do project management For small groups, this informal project management serves the production function of coordination and problem solving efficiently, assuming team members run into each other enough. It has the additional benefit of keeping group members informed of and involved with many of the minor decisions and crises that occur in any project. Thus it serves the social functions of groups, by keeping group members committed to the projects of which they are a part.

5.2 Listening Actively

As we know Listening is one of the most important communication skills you can develop. Although the higher you rise in an organization, the more listening you are required to do, most people in the workplace need to improve their listening skills. Studies suggest that people remember only 25–50 percent of what they hear in informal communication. They overlook, disregard, misunderstand, or forget the other 50–75 percent. By becoming a better listener, you

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can improve your productivity, be more influential, and avoid conflicts and misunderstandings. The best way to enhance your listening skills is to learn to listen actively.

Notes Verbal cues is one uttered by a person, whether in language or not. Such as "hmmm".

Active listening is a way of listening and responding to another person that improves mutual understanding. Often when people talk to each other, they don't listen attentively. They are often distracted, half listening, half thinking about something else.

Example: When people are engaged in a conflict, they are often busy formulating a response to what is being said. They assume that they have heard what their opponent is saying many times before, so rather than paying attention; they focus on how they can respond to win the argument.

1. ***Offer full attention:*** Active listening requires your complete attention. Turn or lean towards the speaker and maintain eye contact while they are talking. Avoid distractions such as looking at your e-mail or checking the time. Pay attention to the nonverbal signals that the other person is sending. Figure outlines effective ways to listen to others within an organization.
2. ***Use nonverbal signals:*** Use your body language to signal your interest and attention to the other person. Let them know you are paying attention by occasionally nodding your head, smiling, or making appropriate facial expressions. Keep your arms unfolded and your hands unclenched. Providing nonverbal feedback doesn't necessarily mean that you agree with what the other person says, but does let them know you are actively listening.
3. ***Give the other person feedback:*** Verify your understanding of the conversation by occasionally paraphrasing the other person's ideas and summarize what you believe they are saying. Reflecting ideas back to the speaker helps both of you develop a common understanding and shows that you are interested.
4. ***Ask effective questions:*** Ask questions to clarify points or ideas that may be unclear. Even if you think that you understand the message, an occasional question shows the other person that you are carefully considering what they have to say. Use open-ended questions when you want to elicit more information. Use closed-ended (yes/no) questions when you need quick clarification on a point.
5. ***Be open-minded instead of concentrating on your own agenda:*** Focusing too much on your own questions, problems, and goals is a major distraction that interferes with your ability to actively listen and understand. Allow the speaker to finish a thought and try to listen with an open mind. Interruptions frustrate the other person and impede your ability to absorb and interpret their message. Save your answers for when they are finished talking, and give thoughtful responses.

Task You are driving a bus. At the first stop five people get on the bus. At the next stop three people get off the bus and two people get on. At the next stop ten people get on the bus and six people got off. What was the bus driver's shoe size? Usually students will say, "How am I supposed to know?" or give you math problem. At this point ask the students to listen closely while you retell the story. Sometimes one or two students will get the answer after hearing the story three times. (The answer is: You are the bus driver. What is your shoe size?)

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Figure 5.2: Effective listening strategies

Colleague or superior says	Effective listening strategy
"I would like you to schedule regular team-building sessions for the staff."	Take notes and prepare follow-up questions
"I am not happy about all the extra time these meetings will require."	Let your colleague continue to talk
"I'm sorry to interrupt you, but I want to tell you something important before I forget."	Turn away from your computer and look your colleague in the eye

Improving listening habits do's and don'ts

Guidelines	Do	don't
Pay attention	• Turn towards the speaker • Look directly at the speaker • Lean towards the speaker • Maintain eye contact with them while they are talking	• Don'tbe distracted by your e-mail, phone calls, or other external signals • Don't try to multitask and complete other jobs while listening
Use nonverbal cues	• Use your own body language to signal your interest and attention • Nod your head, smile, or make other appropriate facial expressions	• Don't fold your arms over your chest or clench your hands • Don't turn away from the speaker
Give feedback	• Paraphrase the speaker's ideas • Summarize what he or she says • Refer to notes to ask questions about details	• Don't be critical or argumentative in your feedback • Don't be afraid to disagree, but resist dismissing a message because you do
Ask questions	• Clarify points or vague ideas • Demonstrate you are carefully considering a speaker's message • Use open-ended questions to elicit more information • Use simple closed-ended questions for quick clarification	• Don't ask questions in a hostile manner • Don't be afraid to ask "dumb" or obvious questions
Be open-minded	• Allow the speaker to finish thoughts • Wait to respond until a speaker is finished talking	• Don't focus on your own questions, problems, and goals • Don't interrupt the speaker
Respond	• Provide appropriate responses • Be candid and honest • Maintain an attitude of respect • Treat others the way you would like to be treated	• Don't criticize the other person • Don't belittle their point of view

5.3 Speaking Persuasively

Persuasive speaking is really one of understanding the audience's mindset, talking in terms that show you are broadly empathetic to their attitudes and acknowledging that their views are of considerable value which must be fully taken into account when deciding upon an action. As we all know **Persuasion** is communication that guides other people towards the adoption of an idea or action. To persuade others to take action or adopt an outlook relies on your ability to make appealing arguments instead of using pressure or coercion. Speaking persuasively and influencing

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others does not mean deceiving them into doing something they don't want to do. Instead, you often persuade others to convince them about the importance of their tasks, motivate them to perform, and request assistance and action Whether it's locking up muggers for life or introducing a new data processing system you will need to convince the audience that the alternatives lead to consequences which that audience will clearly be able to see are worse for everyone including themselves; try and let the audience work it out for themselves otherwise the audience could become skeptical. Persuasive speaking can be achieved by all, as always, the success lies in the preparation.

Notes You can also increase a listener's receptiveness by using an enthusiastic, though soft, tone.

Essential elements of Speaking Persuasively

1. ***Choose your timing:*** Persuasion is an emotional form of communication that others must be ready to receive. People who are upset, overwhelmed, or frustrated are not as open to persuasion. When speaking to a colleague or employer, make requests when you are both receptive and other pressing matters are not competing for attention.

2. ***Start with an offer:*** Salespeople frequently offer prospects refreshments, small gifts, or free samples early in the sales process. Offering something is a powerful way to start your communication. It sets a positive tone for the discussion and encourages the other person to reciprocate by offering you something in return. Simple offers can also include compliments and information.

3. ***Emphasize the benefits:*** Effective persuasion emphasizes benefits to your listener. The desire for personal gain is a powerful motivator. Demonstrating how your idea, product, or service will directly benefit the other person is more persuasive than explaining features. However, be careful not to exaggerate the benefits. People are sensitive to overly generous offers and often discount claims that sound too good to be true.

4. ***Plan for questions and contradictions:*** If you are trying to persuade others to adopt a new point of view, consider that they might be resistant to change. Acknowledge that they see the matter differently than you do. Expect them to ask questions and raise objections to the arguments that you make. Try to anticipate these concerns so that you can respond to them confidently. You can often diffuse a problem by addressing it first.

5. ***Mirror the other person:*** Mirroring involves mimicking the body language and gestures of the person that you are trying to persuade. When you act similarly to the other person, you demonstrate your empathy and sensitivity to them. Mirror their posture, hand gestures, and head movements. However, be subtle and wait several seconds before you mirror a behavior.

6. ***Do not lie or exaggerate:*** Honesty is not only a moral obligation, but a utilitarian one as well. Your ability to be persuasive is closely related to the reputation that you have with those you work with. People will eventually uncover your dishonesty. When they do, you will have lost all credibility with them.

Notes Mirroring is sometimes called the chameleon effect.

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Figure 5.3: Examples of persuasive messages

Establish credibility: "Other agencies have used these team-building techniques to improve company morale."	**Overcome objections:** "I know you are busy this week, but the meeting could help you work more productively."
Make specific, reasonable request: "Can you meet for one hour and bring one suggestion for improving company communications with you?"	**Cite benefits:** "The meeting is designed to share ideas about making Quest a more satisfying place to work."

Table 5.1: Persuasion techniques do's and don'ts

guidelines	do	don't
Choose timing	• Make your argument when others are ready to receive it • Ask for what you want when other matters are not competing for attention	• Don'ttry to persuade people who are upset, overwhelmed, or frustrated • Don't introduce your argument when others are focused on something else
Start with an offer	• Offer a gift, sample, or idea • Provide something that can benefit the recipient	• Don'toffer a gift that is out of proportion to your request • Don'tdecline to receive an offering in return
Emphasize benefits	• Provide evidence that shows how your idea can benefit your listener • Cite benefits that your listener cares about	• Don'tmake outrageous or unsupported claims • Don'tcite benefits that are not important to your listener
Plan for questions	• Consider that listeners might be resistant to change • Anticipate objections • Prepare reasonable answers to likely questions	• Don'ttry to squelch resistance—listen objectively and overcome it • Don'tignore differing points of view
Mirror the listener	• Use the same body language and gestures as your listener • Demonstrate your empathy and sensitivity to your listener	• Don'texaggerate the body language and gestures of your listener
Be honest	• Establish your credibility through honesty • Engender trust • Cite experiences and evidence that support your claims	• Don'tmake false claims • Don'tpretend you are knowledgeable about a topic when you are not • Don'thide facts that might detract from your argument

Caselet

How to Communicate with busy people

Imagine that you need to inform a group of very busy processing clerks that on top of their work they all have to learn a new system in which to process their data, and that there is nothing in it for them. Imagine telling them this in a seminar and you can hear the groans screaming out at you before you've begun to speak. It is inevitable that a workforce with reduced morale would result in a tailing off of productivity as well as individuals looking to move to different companies. Implementing a new system is never easy. But it doesn't have to be like that!

Find out what will please the audience. Firstly, write down your specified objective (in this example, how you will use the overall benefits of the new system to ensure that these will lead to an upbeat mood in the audience by convincing them that, despite their extra workload, this really is very good news for them). The prospect of additional work should not be allowed to dwell in the minds of audiences; while you point out that there will be

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more work (no point trying to cover it up or dismiss it as it will emerge as a fact eventually and failure to be honest about it will probably lead to monumental problems in the future), it is only in terms of saying that this is a necessary prerequisite for us all to reap the benefits which you then enthusiastically describe, especially those which impact the audience. In addition look out for other selling points - many organisations are so poorly run that finding things to offer the audience is usually pretty easy; for example, in this case you may well find promising to involve the clerks in the project so that they feel they are co-owners as opposed to enforced participants will do wonders for morale and willingness to take on the new system. Another possibility is for the new system to automate some of the currently manually produced reports thus reducing the workload of the clerks - this would be introduced as part of the opening seminar speech as a great innovation even if the automation could be carried out within the current system.

Steer the audience from their point of view to yours. The same principles would be used if you wished to attempt to persuade a liberal minded audience that life time incarceration, with no chance of parole, should be introduced for say muggers. Stating that anyone should be locked up for the rest of their life with no chance of proving that they have reformed will naturally inflame a liberal audience, but this same audience would probably agree with you that everything possible must be done to avoid innocent people being mugged in the street. At this point you would have the audience on your side but you would probably lose them very quickly if you stated that part of the solution is lifetime incarceration for offenders. However, if you emphasised that the offenders needed help and it was your intention to campaign to improve the rehabilitation programmes within prison, coupled with a through review process to ensure that muggers had been rehabilitated prior to release, you would still have the audience on your side. You may well be able to get away with saying that there is a chance that some people are beyond reform and therefore will have to stay in prison for ever - even the most liberal person would surely baulk at releasing a mugger who is almost certain to be looking for a victim upon release; you may well also get away with saying that resources are scarce, that there are many other deserving causes and that, regrettably, rehabilitation services will of necessity not be as widely available as is desirable or necessary.

5.4 Negotiating Effectively

Negotiation is a process of exchange – a give and take between two or more parties to resolve conflict or problem solve, and reach a mutually beneficial agreement. The foundation of a collaborative negotiation is that the relationship and the issue(s) are both important. Your goal is to get your needs met and preserve a cordial working relationship. **Negotiation** is a form of communication through which two or more people with different needs and goals try to identify a mutually acceptable solution to a problem. Negotiation is common in business, government, legal, and personal relationships. Some people are uncomfortable negotiating with others because it confronts conflict. However, avoiding negotiation is not recommended because your career and personal success is influenced by how well you can negotiate with other people. When you go into a negotiation, take a personal inventory. How do you feel about negotiation? Do you want to get it over fast? If so, you may give in too quickly, or give away too much. Or, do you want to win, no matter what the cost? If so, you may become adversarial and damage the relationship

Essential Elements

1. ***Claim the right to negotiate:*** In business, everything is negotiable. If you are not satisfied with the stated terms of an agreement or policy, don't be embarrassed to ask for something more favorable. Don't assume that a published price or offer is a take-it-or-leave-it

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proposition. Try to identify and work with someone who can authorize the different terms and options you want.

2. ***Look for solutions acceptable to all sides:*** Some people approach a negotiation thinking that someone has to lose so that the other can win. However, you should look for a solution that meets the objectives of all participants. This is called "win-win" negotiation and should be your preferred approach. Thoughtfully considering your wants and needs in relation to others' wants and needs leads to a positive, satisfying outcome. Look for common ground and aim for an agreement that is fair to all. Figure lists the steps for resolving conflicts in a negotiation.

3. ***Establish your goals:*** Before you start to negotiate, identify what you hope to accomplish. Clearly list your objectives and keep these in mind as you negotiate. Establish what you will not agree to and terms that would not be acceptable. Consider the consequences of winning or losing the particular negotiation. Defining your goals in advance helps you to stay focused during the negotiation.

4. ***Identify alternatives:*** Most negotiations involve compromises by participants. In many cases, the outcome can be more successful if you can identify alternatives that you would accept and minor objectives that you are willing to give up or exchange. For example, if the other person is unwilling to take customer phone calls during a busy time, they might be willing to write letters to customers. You might be able to request a bonus payment or extend vacation time in exchange for extra work to meet a deadline.

5. ***Do your homework:*** You negotiate more effectively if you do your homework first. Go online and research the issue. Find out the average compensation and job description for others in your position. Keep track of your concrete, verifiable contributions to your company's performance. Look for alternative solutions, configurations, and options. Being well informed helps you make better decisions and be more confident with your communication.

Figure 5.4: Steps for solving problems in negotiations

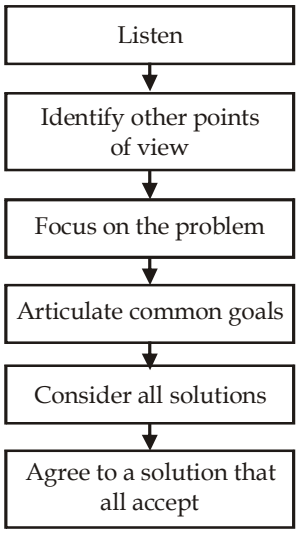

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Figure 5.5: Effective negotiation do's and don'ts

guidelines	do	don't
Claim the right	• Ask to negotiate an agreement • Identify and work with someone who can authorize different terms and options	• Don'tbe embarrassed to ask for a more favorable agreement • Don'tassume that a published price or offer is the only possible offer
Look for solutions	• Find common ground • Introduce solutions that benefit most or all participants • Consider all points of view	• Don'tapproach the negotiation as if only one person can win • Don'tdiscount a point of view • Don'teliminate solutions until you find agreement on one or more solutions
Establish goals	• Identify what you want to accomplish • List your desired outcomes • Establish acceptable and unacceptable outcomes	• Don'tfail to compromise on minor goals
Identify alternatives	• Find ways to exchange favors or services • Be open to alternatives	• Don't overlook the needs and positions of others
Do research	Research the topic and find alternatives	Don'tagree to something you don't fully understand

Caselet

Consider a supervisor who needs to negotiate with a job applicant. The supervisor might discover the job applicant is not interested in paternal leave. The job applicant might assert "Rs. 50,000 per year is not enough; I would prefer Rs 60,000". The supervisor could then offer "I can give you Rs 55,000, but then I will have to remove paternal leave". The job applicant is more likely to agree with this offer compared to the same proposition but without any reference to the paternal leave.

Individuals are sometimes willing to pay more for some product or service, such as pay TV, if irrelevant features are excluded, such as channels they do not like. For example, they might be willing to pay Rs 4000 per month for five channels they like, but only Rs 3000 for the same five channels coupled with a wrestling channel they do not like.

This tendency arises because individuals often consider the extent to which a product or service matches their idiosyncratic needs to evaluate its utility. Indeed, if individuals are informed that most customers enjoy the wrestling channel, they feel unique in their aversion to this sport. Hence, they feel that a package in which wrestling is excluded is particularly consistent with their idiosyncratic needs and they will, therefore, pay more for this option.

5.5 Managing Conflict

As we all know To be a safe and predictable person for those around you at work and at home, it is essential that you are able to maintain your composure when you feel like your 'buttons' are being pushed. This strength will help you to achieve your goals in business as well as your goals for your personal relationships. When people work together and depend on each other to get their jobs done, conflicts are inevitable, but not necessarily counterproductive. Disagreements and misunderstandings are a normal part of every workplace.

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If you manage conflict, it can help to clarify goals, enhance decision making, and build teams. If left unresolved, however, conflict can create disruptions in the workplace, reduce morale, and affect productivity. Any conflict that poses a threat to others should be addressed immediately.

1. ***Develop perspective:*** Conflict develops when someone cannot achieve an objective—an external factor such as another person or event or an internal factor such as fear blocks the way to a goal. Before confronting a conflict directly, take time to determine the objectives of those in conflict, and the external obstacles or internal barriers that are creating frustration. Identify the concerns of each person and how the attitude and actions of all participants contribute to resolving or aggravating conflict, as shown in Figure.
2. ***Acknowledge the conflict:*** Before you can effectively deal with interpersonal conflict, you must understand the problem. Acknowledge the conflict using neutral, objective language. In a meeting or conversation, listen actively and empathetically and then articulate the problem. You might need to repeat these steps more than once.
3. ***Keep communicating:*** Some people deal with conflict by withdrawing. However, avoiding a problem seldom solves it and can lead to a refusal to participate in general. Resolving conflict involves communicating and exchanging information and ideas. Choose the timing of your conflict-resolving conversations carefully, but don't try to avoid an uncomfortable discussion entirely.
4. ***Avoid manipulation and intimidation:*** Raising your voice, showing anger, or manipulating someone may stop a problem temporarily, but such techniques are often costly. In many cases, the problem resurfaces because it was not really resolved initially. If you do engage in negative behavior, apologize as soon as possible, and then demonstrate that you knowhow to be a constructive member of the organization.
5. ***Focus on the problem, not the individual:*** Most workplace conflict is caused by differences of opinion, expectations, and misunderstandings. Stay objective and keep the problem and personalities separate. The others who are involved will feel less threatened personally and be more willing to communicate and find a solution. Focusing on solving the problem can even improve relationships by showing that everyone is willing to come to an agreement. Figure lists problem-solving techniques from mathematics and other fields, which also apply to organizational conflict.

Figure 5.6: Reactions to conflict

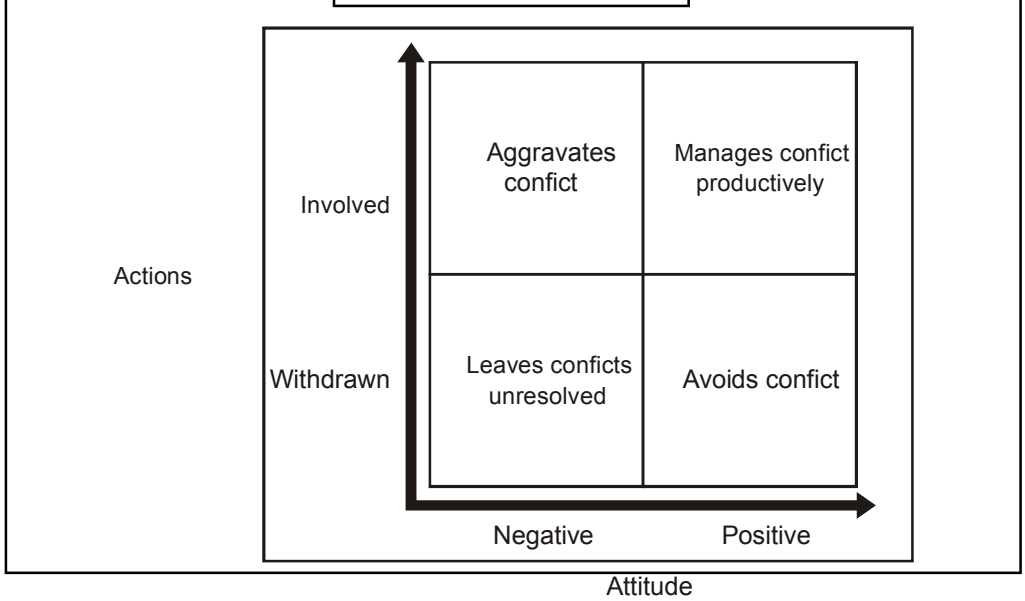

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Figure 5.7: Problem-solving techniques

Divide and conquer: Break a large, complex problem into smaller, solvable problems (mathematics)	**Brainstorming:** Encourage many solutions, withholding criticismand evaluation until later (social sciences)
Trial and error: Apply possible solutions until you find the best one (physical sciences)	**Analogy:** Discover how others have confronted and solved a similar problem (history)

Figure 5.8: Managing conflict do's and don'ts

guidelines	do	don't
Develop perspective	• Take time to understand the problem or disagreement • Consider how the other person perceives the conflict • Be prepared to see all points of view	• **Don't** confront another person without considering their point of view • **Don't** belittle the suggestions, ideas, or contributions of others
Acknowledge the conflict	• Listen actively and empathetically • Acknowledge a difference in opinion or a misunderstanding using neutral, objective language	• **Don't** assume you understand the problem
Keep communicating	• Continue to exchange information and ideas • Consider the timing of conflict-resolution conversations	• **Don't** withdraw from conflict • **Don't** try to avoid all conflicts
Control your emotions	• Apologize for unprofessional expressions of anger • Maintain your objectivity • Take a break as necessary	• **Don't** intimidate or manipulate others to get your way • **Don't** raise your voice or otherwise lose control of your anger
Focus on the problem	• Discuss the problem and how to solve it • Demonstrate that you understand other points of view	• **Don't** blame others for causing the problem • **Don't** reject ideas and suggestions from others

5.6 Participating in Meetings

A meeting involves three or more people gathering to exchange information, make decisions, and solve problems. Meetings are a regular part of life in most organizations. Although people sometimes joke about meetings and the time they require, you should consider those that you attend to be serious business. Meetings are a major communication channel, a public forum where others evaluate you, and offer opportunities to reach group decisions and build consensus. The way that you act, present your ideas, and work with others in meetings can advance or stall your career.

Figure 5.9: Types of meetings

Information sharing Report on projects, progress, company goals	**Problem solving** Work with others to evaluate and solve a problem
Staff meeting Periodically discuss old and new business	**Training** Learn how to perform a task or procedure

Notes

Participating in meetings do's and don'ts

guidelines	do	don't
Arrive early	• Show respect and demonstrate your organization skills by arriving early • Let the meeting leader know if you cannot avoid being late	• **Don't** disrupt the meeting if you arrive late • **Don't** expect the meeting leader to wait for you
Come prepared	• Be prepared for active, engaged participation • Review the agenda before you arrive • Identify topics of interest or importance to you • Bring supporting materials with you	• **Don't** sit back and listen to others • **Don't** ask the meeting leader or participants to cover material you should already know, such as the goal of the meeting
Contribute	• Prepare a comment, suggestion, idea, or other message to contribute during the meeting • Offer positive, concise ideas when appropriate	• **Don't** interrupt others to make your contribution • **Don't** restrict your contributions to answering questions
Conduct yourself professionally	• Maintain a professional demeanor • Pay attention • Provide positive comments • Speak with energy	• **Don't** use overly informal language • **Don't** make fun of the meeting or its agenda • **Don't** act bored with the meeting • **Don't** criticize others
Allow others to participate	• Keep your comments brief and to the point • React positively when others speak	• **Don't** withdraw if you are not interested in the agenda • **Don't** dominate the discussion
Show respect	• Make eye contact with the person who is talking • Demonstrate with your body language that you are listening actively • Take notes	• **Don't** work on other projects • **Don't** converse with others • **Don't** answer e-mail or your cell phone

Caselet

Take charge of your meetings

If you are organizing and leading a meeting, you should focus on making sure the meeting is productive for everyone. Following are a few suggestions for conducting a professional meeting: Start on time: Start the meeting at the announced time, even if some participants are running late. Don't reinforce the idea that it's acceptable to be late. Follow the agenda: Distribute an agenda ahead of time, and then stick to it throughout the meeting. Keep yourself and others on track by politely steering them back to the topics listed on the agenda. Encourage full participation: As the meeting leader, your job is to fulfill the objectives of the meeting—solve a problem, communicate progress, or make a decision, for example. Focus on group dynamic—who is contributing and who is silent, for example—and encourage everyone to participate by asking questions and acknowledging contributions. End on time: Ending the meeting on time is just as important as starting on time. Be sure all participants know what they are expected to do after the meeting. Distribute notes and tasks as necessary to make sure the expectations are clear.

Task This Independent Challenge requires an Internet connection. You are preparing for a job search and want to enhance your skills so they are as appealing as possible to a potential employer. Many career coaches identify the ability to plan and conduct effective meetings as an essential job skill, one that often leads to promotions. As with other professional skills, you can develop your meeting skills through observation, study, and practice.

1. Using your favorite search engine, search for tips on planning and conducting meetings.
2. If possible, attend meetings and observe how others conduct them.

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3. In a word-processing document, list at least five meeting skills you want to adopt. Also list at least five meeting practices you want to avoid.
4. Proofread the document carefully to fix any grammar or formatting errors. 5. Submit the document to your instructor as requested.

5.7 Dealing with Office Politics

An we all know that The term office politics describes the interactions and relationships between people within an organization, usually focused on who is gaining or losing power and influence. Office politics is a regular part of the day-to-day culture of any business. When used to gain advantage at the expense of others or the well-being of the organization, office politics should be avoided. However, office politics can also be networking behavior that helps you fairly promote yourself and your career. Career experts believe that becoming involved with office politics helps you highlight your skills, draw attention to your accomplishments, and promote your success and upward progress.

Essential Elements

1. ***Learn the company culture:*** Every organization develops its own way of reaching its goals, conducting itself in the business world, and interacting with employees, customers, and others. Carefully observe and quickly adapt to your company's culture. Identify the core values and objectives of the organization. Determine how people communicate and how decisions are made. Learn about the reward structure, the types of behaviors that are valued, as well as the taboos you should avoid.
2. ***Support the company's goals and strategic initiatives:*** Identify the projects, objectives, and initiatives that are most important to your organization, and contribute to them constructively. Update your skills so they match the company's needs. As your assignments mature, look for other opportunities to grow, develop, and contribute to the company.
3. ***Avoid taking sides:*** People often form groups and factions within an organization, and these alliances can become powerful entities. However, changes in leadership can quickly shift the balance of power and organize new teams. Be careful about aligning yourself too closely with a group of people. If your plan is to work for a company for some time, a better strategy is to develop relationships with many people.
4. ***Communicate professionally at all times:*** Organizations thrive on internal communication and information sharing. People often rely on networks of friends and colleagues to learn what is going on within the company, identify opportunities, and anticipate threats. However, gossip can be a destructive form of business communication. Be careful when chatting casually around the office, as in Figure. Assume that what you say will be public knowledge.
5. ***Treat people with respect:*** People have long memories when they've been insulted, humiliated, or treated unfairly. Treat people professionally and with respect. Never embarrass someone in front of other people. Show basic courtesies whenever appropriate. People are more likely to cooperate with others who treat them well.

Notes

Communicate professionally at all times

Table 5.2: Office politics do's and don'ts

guidelines	do	don't
Learn the culture	• Observe and adapt to your company's culture • Identify the company's mission, values, and goals • Learn how decisions are made and the types of behaviors that are rewarded	• Don'tassume your good work is being noticed • Don't ignore the company culture
Support goals	• Identify the goals and important projects of your organization • Develop the skills to meet your company's needs • Seek opportunities to improve your skills and contribute to the company	• Don'tlet your skills stay static • Don'tavoid opportunities because they seem like extra work
Avoid taking sides	• Develop relationships with many people in your organization • Communicate with people at many levels of your organization	• Don'talign yourself with one person or group • Don'texclude anyone from a professional relationship
Communicate professionally	• Network with colleagues and superiors • Maintain professional standards even in informal conversations	• Don'tengage in destructive gossip • Don'tassume that e-mail, voice mail, or other professional communication is private
Practice self-promotion	• Inform others about your accomplishments • Provide concrete evidence of your achievements • When you have the opportunity, let decision makers know about your contributions	• Don'tboast about your work if you can't substantiate your claims
Treat people with respect	Show basic common courtesy to everyone you work with	Don'tinsult, criticize, or humiliate anyone you work with

5.8 Making Proper Introductions

As you network throughout your career, you will meet many new people and introduce them to others. Making introductions correctly is a professional skill and can set you apart from others. When done correctly, introductions make people feel more comfortable in social and business settings. Proper introductions also encourage communication and foster good relationships. The rule in making introductions is to speak to the most important person first.

Notes

Essential Elements

1. ***Introduce others in social settings:*** In social situations, follow established forms of etiquette, even if they seem formal.

Example: In a social setting, a man is introduced to a woman. A younger person should be introduced to an older person. Introduce everyone to a guest of honor regardless of their gender or age.

2. ***Introduce others in business settings:*** Make business introductions on the basis of rank in the organization, not gender and age. Present the person of lesser authority to the senior person. If appropriate, indicate the person's title or position in the company.

Example: If you are training a new employee named Krishna Welford and run into Keshav Lane, say, "Keshav Lane, I'd like to present Rahul. Rahul is new in the Customer Service Department. Rahul, this is our vice president of operations, Keshav Lane."

3. ***Introduce clients and customers:*** Clients and customers are the basis of a business' profitability, and should be considered the most important person when making introductions. Use the client's name first when making introductions. Follow this guideline even if you are introducing a customer to the president of your company.

Example: Introduce Rahul to Ravi by saying, "Rahul, I'd like for you to meet Ravi. Ravi, this is Rahul, the owner of Oceanside Village."

4. ***Introduce one person to a group:*** Occasionally, you need to introduce a single individual to a group of people in social and business settings.

   In such situations, address the single individual first and then present the group members to them. Give the names of the group members in the order in which each person is standing or sitting.

Introductions at a meeting

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5. ***Introduce yourself:*** Sometimes you need to introduce yourself to other people. This is appropriate in social and business settings when you meet someone for the first time. When making a self-introduction it is appropriate to extend your right hand, greet the person, and give your name. Even at a meeting with others you know, take time to introduce yourself to people you do not know. See Figure.

Table: Introduction do's and don'ts

setting	do	don't
Social	• Follow established forms of etiquette • Introduce a man to a woman, and a younger person to an older person • Introduce everyone to a guest of honor	• Don'tignore established practices because they seem formal
Business	• Make introductions based on rank in the organization • Present the person of lesser authority to the senior person • Include titles if appropriate	• Don'tconsider gender and age in business introductions
Clients and customers	• Introduce the customer to people in your organization • Use the customer's or client's name first	• Don'tforget that your business depends on your customers
One person and a group	• Introduce a single person to a group of people • Name people in the group in the order in which they are standing or sitting	• Don'tskip the introductions if it seems tedious to make them
Self-introduction	• Introduce yourself when you meet someone for the first time • Extend your hand for a handshake	• Don't fail to pronounce your name clearly
Acknowledge introduction	Respond with a greeting and offer to shake hands	Don'tact as if you are not interested in meeting someone
Forms of address	Address colleagues according to your relationship with them	Don'tuse informal forms of address with superiors or when the relationship status is unclear

Task You work for Global Village, an import/export company specializing in products made from sustainable materials. On the phone and in person, you often deal with people who do not speak English as their first language. As a team, meet to discuss the following topics:

1. What special challenges do nonnative speakers have in a business environment?
2. What special challenges do members of an organization have when dealing with nonnative speakers?
3. How can you improve communication?
4. What guidelines can you follow to improve intercultural communication?
   (a) Reach a consensus on the answers to these questions.
   (b) On your own, summarize the guidelines you identified.

5.9 Summary

- You form and enhance relationships through communication. Taking time to make a personal telephone call, briefly visiting colleagues at their desks when they are free, or discussing business over lunch help to foster goodwill among colleagues and decision makers. Business is built on friendships, connections, trust, and personal relations. Take advantage of opportunities to connect and communicate with other people in and outside of your organization.

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- As you communicate with other people, you make yourself more visible and let others know what you are doing and accomplishing. In particular, let your managers and other decision makers know about your contributions to the organization. Decisions about raises, promotions, and other opportunities are often based on information that is gathered informally.
- Active listening requires your complete attention. Turn or lean towards the speaker and maintain eye contact while they are talking. Avoid distractions such as looking at your e-mail or checking the time. Pay attention to the nonverbal signals that the other person is sending. Figure outlines effective ways to listen to others within an organization.
- Use your body language to signal your interest and attention to the other person. Let them know you are paying attention by occasionally nodding your head, smiling, or making appropriate facial expressions. Keep your arms unfolded and your hands unclenched. Providing nonverbal feedback doesn't necessarily mean that you agree with what the other person says, but does let them know you are actively listening.
- Persuasion is an emotional form of communication that others must be ready to receive. People who are upset, overwhelmed, or frustrated are not as open to persuasion. When speaking to a colleague or employer, make requests when you are both receptive and other pressing matters are not competing for attention.
- Salespeople frequently offer prospects refreshments, small gifts, or free samples early in the sales process. Offering something is a powerful way to start your communication. It sets a positive tone for the discussion and encourages the other person to reciprocate by offering you something in return. Simple offers can also include compliments and information.
- Conflict develops when someone cannot achieve an objective—an external factor such as another person or event or an internal factor such as fear blocks the way to a goal.
- Before you can effectively deal with interpersonal conflict, you must understand the problem. Acknowledge the conflict using neutral, objective language. In a meeting or conversation, listen actively and empatheti-cally and then articulate the problem. You might need to repeat these steps more than once.
- Manage your schedule so that you arrive at meetings a few minutes early. You can then organize your thoughts and materials, relax, and mingle with the other participants as they arrive. Don't disrupt a meeting by arriving late, rushing to your seat, and interrupting the proceedings. If a late arrival is unavoidable, let someone else know in advance so that the group does not wait for you to get started.
- Office politics is a regular part of the day-to-day culture of any business. When used to gain advantage at the expense of others or the well-being of the organization, office politics should be avoided. However, office politics can also be networking behavior that helps you fairly promote yourself and your career. Career experts believe that becoming involved with office politics helps you highlight your skills, draw attention to your accomplishments, and promote your success and upward progress.

5.10 Keywords

Conflict: It develops when someone cannot achieve an objective—an external factor such as another person or event or an internal factor such as fear blocks the way to a goal.

Listening: Listening is one of the most important communication skills you can develop.

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Meeting: A meeting involves three or more people gathering to exchange information, make decisions, and solve problems.

Office Politics: The term office politics describes the interactions and relationships between people within an organizations, usually focused on who is gaining or losing power and influence.

Persuasion: Persuasion is communication that guides other people towards the adoption of an idea or action.

5.11 Self Assessment

Choose the appropriate answers:

1. The purpose of informal communication within an organization is to:
   (a) Develop language skills
   (b) Document procedures
   (c) Inform, persuade, and promote goodwill
   (d) Establish permanent policy guidelines
2. Which of the following is not an obstacle to effective information communication?
   (a) Poor communication skills
   (b) Staff meetings
   (c) Competition
   (d) Bias
3. How can you practice active listening?
   (a) Turn toward the speaker and make eye contact
   (b) Check the time to stay on schedule
   (c) Disregard nonverbal signals to focus on the words
   (d) Stay on top of your projects by responding to e-mail
4. What types of questions should you ask to show you are listening to a speaker's message?
   (a) Those that clarify points or vague ideas
   (b) Open-ended questions
   (c) Closed-ended questions
   (d) All of the above
5. What does speaking persuasively involve?
   (a) Deceiving others into taking action
   (b) Guiding others to adopt an idea
   (c) Pressuring someone to make a donation
   (d) Disregarding the flaws in your idea
6. Why should you mirror someone when you are speaking persuasively?
   (a) To keep them from getting complacent
   (b) To solve problems
   (c) To demonstrate your empathy with them
   (d) To show them how they look

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7. What is negotiation?
   (a) Communicating to identify a mutually
   (b) Mimicking the body language and gestures of another person
   (c) An obstacle to effective interpersonal communication acceptable solution to a problem
   (d) Communicating to plan a meeting
8. What should you do as you look for solutions in a negotiation?
   (a) Approach the discussion as if only one person
   (b) Discount competing points of view
   (c) Eliminate the most difficult solutions can win
   (d) Look for common ground
9. Conflict in the workplace:
   (a) should be avoided at all costs (c) is a signal the business is in trouble
   (b) is a normal part of every business (d) creates customer relation problems
10. What should you do to manage conflict effectively?
   (a) Keep communicating
   (b) Focus on the problem, not the person
   (c) Avoid manipulation and intimidation
   (d) All of the above

5.12 Review Questions

1. You overhead the following comment during your first week at a new job: "Book learning and technical know-how are not enough to advance a career." Do you agree or disagree?
2. Many guidelines for communication include tailoring your message for your audience. Do you think this is a guideline you will follow as much as possible? Why or why not?
3. Suppose you are helping to organize a meeting to solve a problem of retail theft where you work. What types of strategies will you use to encourage productive discussion?
4. Companies and trade organizations develop ethical guidelines or codes of conducts for their field. For example, the Association for Computing Machinery (ACM) has a code of conduct for computing professionals (see www.acm.org/about/code-of-ethics). Should all professions develop similar codes? How effective do you think they are?
5. You have been meeting with colleagues to find a way to complete an important project at your company. After several meetings over lunch, you and the members of your team reach a consensus during the third meeting and find a solution acceptable to everyone. Later that day, you overhear one of the team members taking credit for the solution. What do you do?

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Answers: Self Assessment

1.	c.	2.	b.
3.	a.	4.	d.
5.	a.	6.	c.
7.	a.	8.	d.
9.	d.	10.	d.

5.13 Further Readings

Books

Raisher, *Business Communication,* AITBS.

Vandana Khetarpal, M K Sehgal, *Business Communication*, Excel Books.

Woolcott & Unwin, *Mastering Business Communication*, Macmillan.

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Unit 6: Group Discussion

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Objectives

After studying this unit, you will be able to:

- Know the meaning of group discussions
- Discuss skills needed to be an effective participant in group discussions
- State do's and don'ts of group discussions
- Understand importance of listening in group discussions

Introduction

Group Discussion is a term that appears quite technical due to its popular usage in selection processes for employment, admissions, etc. But on a closer look, we find that we have all participated in GDs at least during our entire childhood. Due you remember the days when you used to play with your friends and used to get involved in chats for a long time over a topic with them? Or for that matter, do you remember those adulthood days, when you used to think that you have started to know a lot and developed a habit of explaining things to your juniors? Or may be involved yourself in a so called "argumentation" with some elder members of your family, and made them fume over your justified "discussion"? Yes, we have all been doing discussions. But at a professional level, the term discussion is essentially different than that of "chat" or "talk".

Managers have to involve deliberately, indeliberately, out of job's obligation, in discussions with seniors, juniors, same level, colleagues and many more during their entire career. That is why the art of group discussion participation is a must to be mastered by every manager.

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6.1 Group Discussion

The Group Discussion is a personality test, most popular with public/private sector undertakings, government departments, commercial firms, and other organizations, used to screen candidates, after the written test. It is a part of oral communication.

The entire study of communication would remain incomplete if there was no analysis of the system of group discussions (GDs). To gauge/judge the mettle of students prior to their entry into any organization, the communication skills of each one of them are tested vis-á-vis other equally, academically, competent candidates.

It primarily evaluates one's ability to interact in a group on a given topic. One's group behaviour means so much for one's success as a manager or an executive, responsible for co-ordination and organization of activities of groups of individuals. The GD evaluators, therefore, focus on group dynamics rather than contents of the discussion.

6.2 Technique of Group Discussions

In a group discussion, a group usually consists of 8 to 10 candidates. No one is nominated as a leader, coordinator or chairman to conduct the discussion. Normally, 20 to 30 minutes are given as time to complete the discussion. Each candidate is addressed by name or number. The seating is arranged in a circle or semicircle and the candidates are seated according to the numbers allotted to them.

A Group Discussion starts without a leader. It is conducted in an atmosphere of free and equal chance for all candidates to express their views on the topic. It is during the course of discussion that a leader emerges gradually. A candidate, by his/her maturity, initiative, ability, clarity of ideas and understanding of group dynamics gradually begins to direct the course of discussion and mediate between the opposing views to evolve a comprehensive view of the whole group.

6.3 Qualities Needed for Group Discussion

Group Discussions are held with a particular purpose in mind. It may be to select a suitable candidate for job or suitable candidate as student for admission to a particular course. In any of these cases, the aim is to select a person owning some qualities. There are certain qualities, which are looked for during a GD.

1. ***Leadership Qualities:***

   (a) *Taking Initiative:* Primary among the qualities looked for is the leadership quality. In GDs leadership qualities necessitates that the individuals have the capacity to take initiative during the course of the interaction. This could entail adopting strategies such as beginning the discussion, picking up the threads at a later stage, etc.

   (b) *Ability to Give Direction:* It is not necessary to take the initiative if one is not familiar with the topic. The quality which comes subsequent to it is the quality of possessing the ability to give direction to the entire discussion. It follows naturally that the interactant should have the power and ability to sum up all that is being said in a manner which is conducive to the growth of the discussion. Often, it happens that one is led astray by emotions or by an inability to comprehend the topic. This is coupled with the feeling that one must make a perceptible contribution right at the very beginning of the discussion in order to get noticed. In instances such as these, if an individual is able to give some kind of direction it becomes easier to follow the flow of the discussion. The essential attributes of a leader are, therefore, to give

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direction. An individual would be viewed as a leader with the capacity of planning a strategy, filtering and assimilating the ideas while leading and controlling the interactants.

(c) *Taking the Group Along:* The ability to sum up the discussion not only at the end but also in between is a major quality of the interactant. This helps in preventing the group from straying away from the topic. In the course of the discussion is not important to be the first speaker, but it definitely is important to make even and regular contributions throughout the discussion. This can only be achieved when there is some one who is willing to take up rather tedious and monotonous task of conjoining all the ideas and presenting them in a nutshell to the participants at regular interviews.

(d) *Listening:* All this necessitates that the individual should possess capabilities of listening to what the other interactants are saying. Here, once again we must emphasise the difference between hearing and listening. Listening would only be evident when the listener shows signs of absorbing, assimilating and then presenting the spoken material to the rest of the participants. On the contrary, if only hearing has taken place it indicates that the speaker has not been able to penetrate the screen of indifference.

(e) *Goal Fulfillment:* These leadership qualities observed in the group indicate that either the goal has been achieved or is in the process of being achieved. In other words, we can say that the topic has been thoroughly discussed by all the participants with appropriate input from the leader and all of them have been able to perform the important feet of bringing into focus the main/ancillary points related to the topic. Trying to conjoin the efforts of all the participants in a fruitful manner which would reveal all of them to be part of a cohesive group is no mean achievement. It is definitely a Herculean task which only a leader could perform.

2. ***Knowledge of the Subject Matter:*** Together with leadership qualities, the individual should also be rather well-read about the issues under discussion. His knowledge of the subject matter, two things need to be kept in mind – the quantitative and the qualitative aspect of the topic. Where the former is concerned, figures and numbers should not be reeled off merely to prove one's point or knowledge about an issue unless and until one is absolutely confident of the same. If not in the group, then definitely among the experts there is bound to be someone who would be aware of the details. Keeping quiet because of lack of information or knowledge is really not as bad as trying to impress the experts by spouting incorrect information. The quality of presentation would be an appropriate assessment of the topic and the issues discussed.

3. ***Analytical Ability:*** The next in the sequence of trying to present an acceptable picture of the self is the capacity to use one's analytical ability to the optimum. While it is relatively simple to present data on an issue, it gives the appearance of a well thought of and analysed presentation in the GD.

4. ***Clarity of Thought:*** Clarity of thought is extremely important which can be brought about by a distillation of the essentials and abandonment of the peripherals. The move in the discussion could be either from the core to the periphery or from the periphery to heart of the issue. The participants should not get hooked to the peripheral issues. This could lead to unnecessary emphasis on trivial issues. There has to be concentration in the moves which would indicate awareness on the part of the participants regarding the subject matter and the delineation of the topic. The shift from the general to the specific will indicate awareness along all lines and areas pertaining to the topic are bound to creep in.

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5. ***Conviction:*** Whatever is being said should be stated with conviction. It often happens that the participants communicate their ideas in a group without really believing in them. This is more than evident at the face level and is easy for the experts to decipher and identify. It normally happens when the interactants harbour under the misconception that to be heard in the group is more important than positing of concrete ideas. Here, they are exposed because they reveal a lack of conviction at the time of making a statement.

6. ***Flexibility:*** Conviction while speaking goes hand in hand with flexibility in approach and ability to appreciate the viewpoint of the other person. Often a participant makes an error in interpreting the topic which he realises, much to his dismay, some where in the middle of the interaction. The need then arises to rectify the mistake and proceed along correct lines. The transition, which must be made, needs to be extremely subtle. Without really admitting that a mistake has been made, the speaker has to accept the view point of the other interactant and change sides to be one with those who have a more positive understanding of the topic. To cite an example, if a glaring blunder has been pointed out by a co-participant you need to be alert enough to realise that it is a mistake. You can start by saying, "I understand your point of view/that's really good point…" and proceed by substantiating the point of the co-interactant. You are new part of the group and are no longer an alien. But this strategy should be adopted as a last resort. In the first instance, there should be no errors made. Careful thought should be given to the topic floated, before any kind of discourse is begun on the same. This strategy has been presented as a rescue measure for extreme cases in which an error has been made, albeit unwittingly, and the situation demands a rectification. If unfortunately this be the case, the participant would not be at a loss to make suitable amends.

6.4 Strategies for Group Discussions: Do's and Don'ts

The first thing which needs to be kept in mind at the time of a GD and interview is that one should be immaculately dressed. It is the first impression of the interactant which to a great extent influences the interviewers. Together with this, accessories which as individual carry or possesses are also important. They speak a language of their own which could be of great significance in transmitting a positive impression to those monitoring the show. Besides the dress, for the conduct during the Group Discussion, there are a number of dos and don'ts which should be kept in mind at the time of participating in the GD.

6.4.1 DO's

1. ***KISS(Keep It Short and Simple):*** The KISS principle which states – Keep It (interaction) Short and Simple is the most important of all the strategies to be adopted in a GD. The descriptive mode which could be used in lieu of brief statements should be avoided at all costs. This could lead the participants into lengthy monologues merely to prove a point.

Example:

A: The harmful effect of Mathura refinery on Taj Mahal cannot be underestimated. Even the interior of Taj has started looking pale. While almost the whole of it has been affected from the outside, the interior…and so on and so forth till all the participants are led astray.

The delivery should be crisp with only one or two points being presented at a particular time. This strategy is extremely important as it helps the other participants in retaining the focus. If there are more than two ideas discussed at the same time the participants

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might get confused. There are even chances that the participant who is trying to make a mark in the GD would get lost in the labyrinth of jumbled ideas and issues.

2. ***Follow Principles of oral communication:*** While presenting ideas, all essentials of oral communication need to be observed. Like being polite, audible, pleasant and effective, besides being courteous, concise and correct.

3. ***Make Even Contributions:*** In a GD it is important that the contributions made by the participants should be evenly spaced. Often it is noticed that the participants are in a rush to start speaking. In case you are not familiar with the topic you can easily shelve the idea of trying to be the first speaker. What is important in a GD is that you should make even contributions if you, as a participant, want to create a long -lasting impression in the minds of the people monitoring the discussion.

4. ***Make Periodical Conclusions:*** It should be noted that periodical conclusions are also important. They help in retaining focus of the group. This strategy could also be adopted if the interactant is not familiar with the topic but still needs to be listened to and to make a mark in the GD. This however, should be the best resort. Prior to participating in a GD you should be rather well-versed and updated on all the current topic of national and international concern. This also helps you to get the group into focus and prevents it from digressing from the main topic. Here, you show leadership qualities and give the impression on one hand, that you are a strong individual with the capacity of controlling the GD.

5. ***Be Deliberate and Slow in Delivering the Points:*** Every time you speak, try to be deliberate and slow in delivering your points. If you start speaking too fast the rest of the interactants would keep probing ideas and issues and wondering as to what is the true import of the concepts. A number of factors come into play when there is a situation of this sort. Does your speed of speaking fit in with the other individual's speed of listening and assimilation? As stated in the earlier unit on listening, there is a difference in the speed of speaking and comprehension. Rarely does it happen that there is a perfect match between the two.

6. ***Adhere to Principles of Politeness:*** Once you start speaking, there would be, at the same time, many interactant who would like to have their voice heard over and above yours. You have the floor but it may not be yours for long if, and when, others make some "uncommunicative" attempts. You need to finish stating your own point but there are others who would not let you complete your statement. In this kind of situation, what you need to do is to tackle the situation in firm and decisive manner. All principles of politeness need to be adhered to in the process. Your "please", "Excuse me, I have a point to make" and "I still have not finished speaking" should be in place. You should abide by the basics norms of etiquette.

7. ***Substantiate your Point with examples:*** Substantiating point with examples is also a very good strategy to be observed at the time of the GD and should be adhered to in an orderly manner. The individual should, at no cost, start by narrating an incident or cite an example and than round it off with a point. While this could be an effective strategy in informal interaction or discourse of any kind in GDs, one needs to observe a different code for communication.

Example: In a GD on "Baneful Effects of Pollution", the discourse could take the following turn:

A: *Nature too be subjected to pollution.* The impact of smog on natural forests is evidenced in the form of withering trees and natural deforestation. This could jolly well harm the balance in nature.

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B: The Taj Mahal in Agra is a perfect example of the after-effects of pollution. The yellowing effect…

The example cited by B at the first instance seems to be a continuation or substantiation of A's point. Had it been reversed and stated in the following manner it would have definitely and a different and more lasting impact.

B: Inanimate object/relics and monuments of international importance too are not spared from the baneful effects of pollution. The Taj Mahal is a perfect example of a monument which has been subjected to the…

6.4.2 Don'ts

1. ***Don't Speak Loudly:*** Inability to make oneself heard above the loud noise in the GD can lead to virtual screaming on the part of the interactant. Not only the tone becomes loud but even the manner of presentation becomes rather overbearing and pushy. This move has a negative impact on the rest of the participants as well as on the people monitoring the GD.
2. ***Avoid taking a negative stance:*** Coupled with this is the "don't" which normally come into play–avoid taking a negative stance against any participant, however incompetent or ill–informed he may appear to be.
3. ***Don't Provide Opportunities for others to talk, at your own cost:*** At the time of the GD the need of the hour is to avoid being magnanimous where offering opportunities to other interactants is concerned.
4. ***Don't give the look of a Casual Approach:*** There is a tendency among some participants to convey an impression of casualness during participation in a GD. Some obvious manifestations would be evidenced in the positioning of hands and legs during the course of an argument. The following body postures should be avoided:

(a)

Sitting with one leg folded square on top of the other leg so that the ankle comes to rest on the knee of the other leg. This posture is evidenced in people with a closed personality who likes comfort.

(b)

Crossing the legs primarily to make themselves more comfortable in the course of the exchange. However, this needs to be avoided. At no juncture, in a formal discussion, must the interactant indulge in a posture of this kind.

(c)

Shaking of one's legs when listening to the other interactants is another gesture commonly witnessed. This once again creates a negative impression of the interactant.

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(d)

Stretching of legs in front of the self as if the entire floor belonged to the interactant is again a rather casual mode of positioning of the self in the discussion.

(e)

Too much flying of the hands as if one was in the middle of theatrical performance can be counter -productive. Excessive hand movements while speaking denotes that hands are being used as props to communicate and that, one lacks the ability to use proper words or suitable expressions to get the ideas or message across.

(f)

This does not imply that you should keep your hands tightly locked and convey a rather stiff impression about your self to the people monitoring the GD.

(g) Draping the arm around the head of the chair is once again a rather casual gesture which needs to be done away with. It indicates an intimacy of a rather personal kind where proximity connotes familiarity. This posture should be avoided for two reasons. One, the discussion is not of an informal nature, and two, proximity with other participants should be minimized.

(h) You are an individual in your own right and need to remain so with a distinct and different personality. You must not make an attempt to submerge your personality with that of the other individual. If you so wish to indicate that you are leader it is all the more necessary for you to portray that you are an individual with a distinct personality.

6.5 Role Playing

The Oxford English Dictionary defines role playing as "the changing of one's behavior to fulfill a social role", Role playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role.

Role playing is a primary technique to provide participation and involvement in the learning process. In a training environment, role playing allows the learner to receive objective feedback about one's performance. Role playing techniques can be used to diagnose interactive skills, to provide models and practice, and to motivate individuals to pay more attention to their interpersonal impact. One of its primary benefits is that it allows the learner to experience a real life situation in a protected environment.

Role playing technique is effective in the following way:

1. Analysing problems from various perspectives

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2. Implementing brainstorming methodology in simulations of real cases
3. Trying various solutions in a case scenario
4. Developing teamwork, co-operation and creative problem solving in groups
5. Exercising creative techniques in a risk-free environment

In Team role-playing is two or more teams actively participate. For instance, a group of 10 people and one trainer are divided into two teams of five each. One person in each group acts out the relevant role in the scenario. The other four act as coaches providing advice to their actor. To make team role playing more effective, a secret conflict is introduced from the beginning. Upon completion of the role playing, there would be a discussion on the role-play.

6.6 Summary

- Group Discussion is a personality test which evaluates one's ability to interact in a group on a given topic.
- In a group discussion, a group usually consists of 8 to 10 candidates.
- No one is nominated as a leader, coordinator or chairman to conduct the discussion.
- Normally, 20 to 30 minutes are given as time to complete the discussion on a particular topic.
- Group Discussions are held with a particular purpose in mind.
- There are certain qualities, which are looked for during a GD. Primary among them are Leadership Quality, Knowledge of the Subject matter, Analytical Ability, Clarity of Thought, Conviction and Flexibility.
- There are certain strategies: Do's and Don'ts to be followed for an Effective Group Discussion.
- The desirable things include following a polite way of discussion, giving suitable examples, showing positive body language.
- The undesirable behaviour includes sitting cross legged or with arms folded, or other negative gestures.
- There are certain techniques which can be followed to politely enter a discussion, or to express the non acceptance of a point or to put forward a point with conviction.
- Listening attentively and with patience is very essential in a Group Discussions.

6.7 Keywords

GD: Group Discussion

KISS: Keep It Short and Simple

6.8 Self Assessment

Fill in the blanks:

1. The first quality that is looked for in a group discussion is ..... quality.
2. Clarity of ..... is important for a participant.

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3. Each candidate is addressed by ..... or ..... in a group discussion.
4. ..... is the most important principal of all the strategies to be adopted in a GD.
5. ..... is a very good strategy to be observed at the time of Group Discussion.
6. ..... is not a debate in which you either oppose or support the topic.

6.9 Review Questions

1. How does a candidate become a leader of the discussion in a group?
2. What traits of candidates are evaluated by the panelists of a group discussion? Elaborate your answer with examples.
3. Comment on the importance of body language for being successful at a Group Discussion.
4. Write a short note on Role playing.

Answers: Self Assessment

1.	Leadership	2.	Thought
3.	name, number.	4.	Keep It Short and Simple (KISS)
5.	Substantiality point with examples	6.	Group Discussion

6.10 Further Readings

Books

Raisher, *Business Communication,* Aitbs.

Vandana Khetarpal, M K Sehgal, *Business Communication*, Excel Books.

Woolcott & Unwin, *Mastering Business Communication*, Macmillan.

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Unit 7: Reading Skills

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Objectives

After studying this unit, you will be able to:

- Explain the components of reading skills and the factors affecting reading skills.
- Discuss techniques to improve reading skills.
- Understand guidelines for effective reading.
- Discuss PSQ5R reading model.
- Explain how to improve retention power.

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Introduction

In business communication, it is essential for the business executives in mastering the various skills of communication. There are four communication skills—writing, speaking, reading and listening. Each skill has its own significance, however, for complete efficiency one is required to be efficient in all. Each one of us spends a lot of time on reading. We began our day by reading the newspapers. During the day, we read our e-mails, letters and other books and magazines. We also read banners and advertisements on the boards. The success of any business organization depends upon the ability of its executives to read and understand the material given in office manuals, newspapers, magazines, books, journals, letters, reports, business reports, etc., quickly and adequately.

7.1 What is Reading?

Reading is a dynamic process in which the reader interacts with the text to construct meaning. Inherent in constructing meaning is the reader's ability to activate prior knowledge, use reading strategies and adapt to the reading situation.

This definition of reading as a dynamic, interactive process means that, a good reader is no longer defined as one who demonstrates mastery of a series of isolated skills, but rather as a person who can apply reading strategies independently and flexibly. Valid reading assessments therefore evaluate students' ability to apply their knowledge, skills and strategies to reading situations that are representative of those they encounter in their daily lives.

7.2 Reading Objectives

Readers think and use text differently depending on the types of text and their purpose for reading. Three purposes for reading can be described as follows:

7.2.1 Reading for Literary Experience

1. It involves reading novels, short stories, poems, plays and essays.
2. It requires exploration of the human condition and the interplay among events, emotions and possibilities.
3. It requires knowing what and how an author might write in a specific genre and forming expectations of how the text will be organized.
4. It involves looking for how the author explores or uncovers experiences.
5. It requires engaging in vicarious experiences through the text.

7.2.2 Reading for Information

1. It involves reading articles in magazines and newspapers, chapters in textbooks, entries of business, encyclopedias and catalogs, entire books on particular topics.
2. It requires awareness of the features found in this type of prose such as charts, footnotes, diagrams, subheadings and tables.
3. It requires obtaining general information (e.g., scanning a magazine article or obtaining information for a research project).

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7.2.3 Reading to Perform a Task

1. It involves reading documents such as bus or train schedules, directions for games, classroom and laboratory procedures, tax or insurance forms, recipes, voter registration materials, maps, referenda, consumer warranties and office memos.
2. It requires understanding of the purposes and structure of documents, which guide the selection, understanding and application of information.
3. It requires applying, not simply understanding the information.

7.3 Components of Reading Skills

The key components of reading skills are reading speed, comprehension, efficiency and retention. Each of these components needs to be understood and mastered to enhance the reading skills.

Reading Speed

It is the speed at which one can read words. It is calculated at the rate of words per minute. Reading speed is calculated by using the following simple formula:

Word a Minute (W.A.M.) = Total number of words read × 60/Number of seconds actually taken to read such material.

Example: a paragraph contains 120 words and was read carefully in 90 seconds, the reading speed will be 80 words per minute (120 × 60/90). Another person who reads the same paragraph rapidly and completes the reading in 15 seconds has the reading speed of 480 words per minute (120 × 60/15).

On the basis of reading speed, we may classify various kinds of reading into four categories. They are as follows:

1. ***Careful reading:*** It is the slowest kind of reading. In this kind of reading, the speed varies between 50 to 350 words per minute. This reading is popularly used for analysis, problem solving, proofreading and accuracy checking. The material read is retained in the memory for a longer period.
2. ***Rapid reading:*** It is simple kind of reading where the speed will range from 300 to 600 words per minute. When the conceptual burden of the material read on the reader is light or when the retention of material for a longer period is not required, rapid reading process is followed.
3. ***Skimming:*** In this kind of reading, the eyes of the reader go through all the material but usually by skipping the details. When this kind of reading is practiced by a reader, he can read the material at rates as high as 1,500 words per minute. It is done to grasp main ideas and to review previously read material. Usually, executives skim newspapers, journals and magazines due to busy schedules and shortage of time.
4. ***Scanning:*** It is the fastest kind of reading where the reading speed may reach up to 3,000 words per minute. Scanning the material is being done for a finite and highly specific purpose. In this, the purpose of reading is basically to search for particular information. A person proficient in scanning will see little or nothing other than the information, which he (or she) is seeking.

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Types of Reading on the Basis of Speed

Types of Reading	Nature of Reading	Reading Speed
Careful reading	Complex reading	50 to 350 words a minute
Rapid reading	Simple reading	300 to 600 words a minute
Skimming	Main idea reading	Up to 1500 words a minute
Scanning	Search for specific facts reading	Up to 3000 words a minute

7.3.1 Comprehension

It is the understanding of the read material. There is more or less an inverse relationship between reading speed and understanding of material. If the reading speed is slower, comprehension rate will be higher. However, this may not be true always. A reader may improve his reading speed, without compromising his ability to understand and comprehend. It is also often observed that good and speedy readers have good comprehension ability and poor readers have poor comprehension ability. Comprehension of a person can be tested in two ways, i.e., immediate recall and immediate inference.

7.3.2 Reading Efficiency

It combines reading speed and reading comprehension. Jacobs suggested the following formula to calculate reading efficiency score (Res):

Res = Reading speed × Comprehension

Example: If the reader with the reading speed of 80 words per minute understands and comprehends 80% of the material read, reading efficiency score will be 64. For another reader, having the reading speed of 480 words per minute, if the comprehension rate is 60 percent, the reading efficiency score will be 288.

7.3.3 Retention

It refers to the ability to recall the read material after a lapse of time. It can also be termed as memory power. It is one of the essential skills, which needs to be improved by a reader. Some people are good readers but their retention power is poor, that is, they are unable to learn and recall the read material.

Task

The Lady with the Emerald Ring

Read the given story check your reading speed.

A man's wife became deathly ill the night before Christmas in 1798, he called for the doctor but by the time the doctor had arrived his wife had died, or so it seemed. Her husband was so grief stricken that he shut himself up on his own and didn't attend the funeral the following day. The servants of the house carried the rich woman's body to the Vicar who in a drunken stupor held the ceremony quickly. The veil was drawn across her face, the stone lid lowered and the iron grille locked.

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When later that night the Clergy man fell to sleep he remembered the beautiful emerald ring the woman had been laid with on her finger. Wanting riches for himself and figuring no one would find out he went downstairs unlocked the lid open it and tried to pry off the ring, it wouldn't budge. He ran to his lab and brought back a file to cut off her finger with. He severed her finger and pulled the ring off, as he left he turned around to pick up the iron lid, and screamed at the top of his lungs, dropped the ring and ran, the woman had awakened and was moaning and holding her severed finger towards him with a smile displayed evenly across her face.

He ran with all his might upstairs where he hung himself from the rafters of his home. If only he knew that the woman had only to thank him for she had not died after all but had gone into a coma and the cutting of her finger restored her circulation waking her from it.

Wearing nothing but her fine silk dress she walked back to the home and knocked on the door and rang the bell to no avail. The servants had all gone to sleep for it was late Christmas eve. She felt an urge and lifted a heavy stone, threw it at her husband's window, and waited. He came to the window with a sorrowful look on his face, and suddenly to her surprise he yelled, "Go away. Why must you torture me so. Don't you know my wife has just died. Let me mourn and do not bother me again."

With this he shut the window. He must not have realized it was his wife who had thrown the rock at him. She repeated this and he opened the window again, and she yelled to him, "I am no one but your so called dead wife. Now come down here and open this door, Henry Page, unless you'd like me to die a second time on our doorstep."

"You are a ghost then," he said to her.

She said, "No, for ghost's don't bleed. Now come down here before I catch my own death of cold."

The man with a joyous look on his face came down to meet his wife and took her inside where he called the doctor once more and told him the news. They both lived long lives and there first son was born the next year.

7.4 Factors Affecting Reading Skills

There are various factors which affect reading speed; Comprehension ability and overall reading efficiency of a person vary from person to person. Though the list of these factors maybe very exhaustive, some of the factors are listed below:

1. ***Educational background:*** A well-educated person may have a higher reading efficiency than one who is a literate.
2. ***Physical capability:*** Sometimes, some physical defect in some persons may hinder their efficiency to read and comprehend.
3. ***Mental capability:*** People have different mental capabilities. While some are born intellectuals, others acquire intelligence through their efforts. A higher mental capability will definitely lead to a better reading efficiency and retention.
4. ***Interest:*** If the reader finds reading material interesting, he will definitely read it faster, understand it and retain it for a longer time. On the other hand, if the reading material is boring or not of interest to the reader, his efficiency will be hindered accordingly.
5. ***Practice:*** Reading speed is a by-product of practice and time spent on reading. Avid readers enhance their reading skills by stepping up their reading. It is rightly said, “Practice makes a man perfect.”

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7.5 Techniques for Improving Reading Skills

Reading efficiency depends upon the reading speed and comprehension level of the individual. In order to increase the reading efficiency, both speed and comprehension need to be improved. Reading is the receiving act and executives spend more than 20% of their time on reading. When we improve our reading speed, our comprehension does not suffer. Tests show that we retain about 70% of the material which we read at the speed of 200 words a minute. A few techniques for increasing speed, comprehension and reading efficiency are briefly narrated above:

Active Reading

Reading should be done as an active process, by involving the mind along with the body. If a person reads passively, his comprehension will be the lowest. This passive effort to read the material will waste the time and energy of the reader, who has to read for a longer time to comprehend the material.

Selection of Appropriate Reading Type

Whether a material needs to be read carefully, normally, skimmed or scanned – this decision should be made before reading the material. If one has to read an office order carefully, the person will have to first scan the material, unless he wants the effort wasted. Similarly, if a reader reads carefully a 200-page journal when skimming would have served the purpose very well, he has ended up losing time in the process.

Setting Realistic Time Schedules

Time is a valuable resource and for reading, time schedules have to be decided well in advance. If a reader sets a conservative time schedule for reading material, he will not be able to achieve his target. On the other hand, if the reader keeps more than the required time, there will be wastage of time, as the reader does not require the allotted time schedule.

Concentration on Content and Speed

If a reader concentrates fully on contents and speed, his reading efficiency will improve. For concentration, the mind has to ignore all other things and surroundings. Physical environment like seating place, fans, light etc., should be conducive for better concentration.

Keep Eyes Moving

Reading is a visual and mental process. A few observations about movement of eyes are as follows:

1. Eyes make a point fixation which encompasses a number of words for the duration of about one fourth of a second.
2. From left to right reading, the fixation is a focus just to the left of the symbols to be read.
3. After each fixation, the reader jumps forward to another fixation.
4. The matter is transferred from the eyes to the brain during jumps.
5. Reinforcing acts like regression can actually improve reading performance. Regressions are movements in which the eyes move rapidly back from one point to a fixation to the left of it.
6. The wider the span of symbols in fixations, the shorter will be the duration of the fixation's jump and return.
7. Unnecessary regressions and breaks are to be avoided in eye movement. If a particular word or phrase is not clear, subsequent material will be read for clarification. Even then,

if the material is not clear, the movement should be broken and a dictionary will be referred to.

8. If one reads the material at a slower pace, the need for extensive reading and regression will be eliminated. Hence, it is advisable to read slowly for greater reading efficiency.

Quick and Silent Reading

It is not true that the best comprehension will be at the lowest speed. Hence, quick reading will not reduce the comprehension and reading efficiency. Silent reading will be faster than oral reading speed. In case of oral reading, the throat, muscles, tongue and lips work and movement of the reader consume more time. When the matter is read silently, the reader forgets about pronunciations, movements and the use of vocal sounds.

Preview and Review of Material

Preview is the act of taking a prior view of the work and review means to take a look after the work is over. Both preview and review help in increasing reading efficiency. If one's reading requires comprehension and retention of relatively difficult material, one should preview it through scanning or skimming before initiating careful reading. This will facilitate the reader for better understanding and reading efficiency. In the same way, review of careful reading material helps the reader to reinforce learning and get back to key points that were hazy earlier.

Read in Logical Block or Words

If a reader gets greater opportunity to read the material which is divided in logical phrases, he can read efficiently. In such materials, the reader gets the advantage of seeing several words in one eye span of fixation. If the reading material contains a series of unrelated words divided by commas, the reading efficiency will be lower. For better reading efficiency, reading material is to be read in logical blocks of words.

Read Just enough to Capture Thoughts

For reading efficiency, the reader should practice skipping letters, syllables and words. A concerted effort is to be made by the reader to read those passages where knowingly some letters, syllables and words have been removed. This will improve his ability to fill in the logical gaps.

Improvement of Capability to Understand Symbols

Reading includes seeing symbols, transferring them to the brain and giving meaning to the received symbols. A few important points in this regard are as follows:

1. The meaning of symbol may vary in different contexts.
2. For viewing symbols, previous related experiences may be used for understanding the meaning.
3. For expanding the ability to understand symbols, more extensive reading is required.
4. Other kinds of communication skills, like listening, speaking, writing and observing may also be used to improve the capability to establish meanings.
5. Word lists, glossaries of terms and dictionaries are also used as aids to learning.

Underline and Take Notes Randomly

Exercise use of pencils for underlining and taking continuous notes disturbs the momentum of the reading process. The mind should fully be used in comprehending directly from the pages of a book. Skeleton summary notes and underlining should be done simply to minimize regression and post-review of reading. It is also advised that pen or pencil should not be kept in the hand

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but it should be left on the table while reading. Although it is possible that different persons may have different opinions regarding this.

Control on Personal and Environmental Factors

Personal physical conditions like general state of health and conditions of the eye influence the speed, comprehension and reading efficiency. Psychological obstacles like concentration also affect the ability to read. For best reading, the following external conditions are to be maintained:

1. Proper lighting
2. Good seating (chairs, tables or desks)
3. Ventilation
4. Temperature
5. Lighting
6. Reading aids like pencil, pen, paperweight, and dictionary.

Task

The Mystery of the Mice Tower

Read this story by using techniques discusses above.

In the December 1932 issue of "The Scouter" (U.K.), the Chief Scout, Lord Baden-Powell, varied from his usual Scouting message to write the following ghost story. In the United Kingdom, ghost stories are very much a tradition at Christmas, hence such well-known ghostly tales as Dickens "A Christmas Carol". Meant to be read aloud, by flickering firelight, to the accompaniment of roasting chestnuts and steaming mugs of cocoa, you might like to incorporate this tradition into your own Christmas meeting with, perhaps, your boys bringing along their own favourite ghostly yarns to read aloud in the shadowy semi-darkness.

Regarding our Scouts Camping Ground at Kandersteg in Switzerland, many Scouts have been there, and many more will go there, to all of whom the Mice Tower in the Camp Ground will be known. Since this is our Christmas Number, I venture to give a story of the Mice Tower in place of my usual homily on Scouting.

I was trying to make out the meaning of the words 'Gott behuete dieses Hus und all da Gehen in und us', which were carved upon the beam above me, in the living-room in the timber-built house of the cure in Kippel. I had, in the course of a hike through Switzerland, wandered into the Loetschen Valley, a quaint backwater of civilisation which, until the railway tunnel pierced the surrounding mountains, had been cut off from the rest of the world except for a pass of 10,000 feet which was impassable for five months of the year. So the inhabitants were themselves quaint and original in their ways and customs.

When I came into the agglomeration of ancient brown wooden houses which, with wonderful picturesqueness and awful smells, constituted the village, I was surprised to find no one about; the whole place seemed deserted. At last I hit on an aged priest coming out of the church, and in reply to my question where were the inhabitants, he pointed to a notice pinned on what proved to be the mayor's house. This directed the families named in the margin, one and all, to go this week haymaking on the high meadows on the mountain. The various people concerned were not mentioned by name but, as the custom was, were indicated by their family totem signs. The old priest proved himself an interesting

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informant on this and many other points connected with the life and history of the valley. Finally he kindly asked me into his house to have a cup of coffee.

When, in the course of our talk, I told him I had just come from the neighbouring valley of Kandersteg, he grew quite excited and told me he had only recently unearthed among the old church records a very interesting document relating to Kandersteg. It purported to be the statement of a dying man as taken down by a priest of that time, in the year 1638.

The place had derived its name from an unwelcome swarm of mice which infested it. So much was this the case that a haunch of beef which had been left in the tower one night was found next morning to have been entirely consumed by the mice. This suggested to the blood-thirsty tyrant the fiendish idea of hanging a victim in an extreme case in such a way that, when spread-eagled, one foot should remain on the ground. He argued that the mice would then attack the victim and gradually devour him from the foot upwards until death released him from his sufferings.

Another painful form of execution devised by Count Rollo was that of hanging his victim head downwards from a window in the tower until he died, and this punishment he had meted out on May 14th, 1631, to Johann Kostler. Young Albert Kostler, driven to fury by the death of his father, gathered together a number of young men of the valley, and they planned together to rid the community of this monster.

Unfortunately for them their plot was discovered before it was ripe, and Albert was waylaid by Rollo's myrmidons and carried off to the Mice Tower. It was after nightfall when he was brought in and Count Rollo was at supper with his companions. He joyously gave the word for the young man to be hanged forthwith head downwards from the window. Quickly the victim's feet were tied together with the end of a rope, which ran up over the end of a beam projecting out from the window, and he was slung out into the darkness to die a lingering death, while Rollo and his friends kept up a noisy carousal immediately above him.

For a few moments he hung like this while his executioners returned to their feast, and then with a sudden plunge he fell heavily to the ground. The rope had been partially gnawed through by the mice. Fortunately at that point the ground was covered by a thick growth of heath. For a few moments he lay practically stunned, but he was not materially hurt and, on coming to, he realised this, and having unfastened his bonds he made his way cautiously in the darkness out of the camp and into the rocky cliffs close by.

By good fortune he came across a small cave, into which he crept. He found that it receded a good way into the mountain-side, and he followed it up, crawling on his hands and knees, until he felt himself secure from pursuit. Here he lay down to rest by a small runnel of fresh water. Some time later--it may have been several hours--he was alarmed to hear voices of men evidently searching for him. This caused him to explore even deeper into the recesses of the mountain, till he found himself out of reach of any sounds. Haunted, however, by the fear of re-capture, he continued to creep on and explore farther into the tunnel-like cave, in the hope that he might find another exit.

How long he struggled on he never knew; in the total darkness it might have been hours, it might and probably was days and nights. In the end, starving, weak and utterly worn out, when he had given up all hope, and had resigned himself to dying in peace rather than at the hands of torturers, he suddenly saw a faint gleam of light. Dragging himself onwards, he eventually emerged into what he afterwards discovered was the Loetschen Valley. Here he was found, and succoured by friendly hands, and he finally made it his home.

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Probably from fear that any report of his being still alive might leak out to the Kander Valley, he never confided to a soul his identity nor his story, until eventually, on his deathbed, he confessed it to the priest. He now lies in the third grave on the left as you enter the narrow churchyard overhanging the river valley at Kippel.

He asked me whether I had during my stay in the Kander Valley noticed, near the entrance to the tunnel, a small square tower. This, he said, was referred to in the document as "The Mice Tower". Certainly I had seen it, but had not paid it much attention on account of its insignificant appearance. But, muttering the old Swiss proverb "Little pigs nevertheless make good pork," he tottered off to the church to search the muniment chest for the paper. Meanwhile I waited, sipping my coffee and pondering on the inscription on the beam--"God protect this house and all who go in and out."

Presently he returned with the document and, deciphering with some difficulty the crabbed characters on the timeworn paper, he read to me the following grim story. I give merely the substance of it, omitting the lengthy if picturesque detail.

A note by the father-confessor explained it was the dying confession of a man who had come mysteriously to Kippel some years previously, and had established himself there as a recluse, living in a small hut high up on the mountain side. Being now about to meet his Maker, and no longer fearing the vengeance of man, he confessed that he was the only surviving son of Johann Kostler, a former well-to-do farmer in the valley of the Kander. (His chalet is still to be seen in Kandersteg today.)

While this man, Albert Kostler, was yet a young man, the notorious Count Rollo, known as "Rollo the Roisterer," was tyrant of the valley. The Count lived in the old castle of Tellesberg perched high upon a solitary crag commanding the valley. From this fastness with his band of armed retainers he exacted from the inhabitants all that he wanted from time to time in the shape of food or money or cattle, etc. When his demands were not met with the promptitude desired, he inflicted imprisonment or torture or even death on the wretched peasant; so that the whole valley was terrorised.

The scene of these cruelties was usually the Mice Tower at the head of the valley, where his victims went through a form of mock trial before being condemned to the punishment which he amused himself in devising. The upper room of this tower was also the scene of wild orgies and carousals on the part of himself and his boon companions.

Count Rollo had some iron staples let into the outer wall of the Mice Tower, to which his victim was triced up by the wrist and ankles in a spread-eagle position, and exposed naked for hours to the blazing sun in the summer and to the freezing wind in the winter. (These staples can still be seen on the walls of this harmless-looking building.)

My host, having read the confession to me, went on to say that tradition maintains that Count Rollo the Roisterer, after a life of cruelty and debaucheries, came to a bad end--as bad men do.

The story went that he was investigating the Blausee, or Blue Lake, which lies below his castle, when a sudden rise of the water from melting snow in the mountains forced him to try to cross the lake on a fallen tree. In doing so he slipped and his foot became entangled and held, as by a vice, among the branches. The water, rising gradually higher and higher, submerged him inch by inch; and though his screams attracted his followers they were unable to do anything to save him before he was finally submerged and drowned. My friend had not himself been to the Blausee, but he maintained that on particularly clear days Rollo's skeleton can still be seen among the trees at the bottom of that wonderful blue lake.

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He also added that it is widely believed that between the hours of twelve and one in the morning, on September 13th every year, his ghost may be seen gliding round the Mice Tower, wringing his hands in an agony of remorse--or it may not.

Note: The probability is that Count Rollo's Ghost will NOT be seen because there never was a Swiss proverb that "Little pigs nevertheless make good pork," nor was there an Albert Kostler, nor even a Count Rollow the Roisterer, though there IS the Mice Tower and the Blausee! So, I'm sorry, but the whole yarn is a fake. B.-P.

7.6 Guidelines for Effective Reading

Every executive spends a substantial portion of his time in reading. For effective reading, the executives have to keep the following guidelines in mind:

1. ***Define Purpose:*** The objective of reading should be very specific. The reader should be clear by defining the purpose for which the matter is being read. At the same time, the objectives for which the material is being prepared must also be seen. Careful comprehension of an individual's sense purpose will enhance the quality of his reading.
2. ***Clarity about Environment:*** Every reader has to understand clearly the environment in which he has to operate in. Careful understanding of internal as well as external environment will facilitate the reader to improve his efficiency.
3. ***Identify Reading Channel:*** The channel carries the message and thus influences the communication interaction. Books, letters, memoranda, reports, forms, newspapers and magazines are different reading channels. The reader has to identify the most effective reading channels, if he has the alternatives. It is pertinent to note that reading channels having permanent records of messages which need to be referred to.
4. ***Control Interference:*** For effective reading, the reader should control all potential and actual interference of people and the environment. This includes the sources of noise, disturbance, physical setting, etc. If a reader cannot control these interferences, he cannot comprehend the material effectively.
5. ***Getting the Reading of Words and non-verbal Symbols:*** All messages are created by words and non-verbal symbols. Reading and comprehension skills can be enhanced by carefully assigning meanings to words and non-verbal symbols.
6. ***Evaluate Critically:*** A reader should keep a critical eye on the reading material. Without critical evaluation, the reader cannot carry on reading effectively. After evaluation, the reader shall be able to decide whether he needs to skim, scan or carefully read the material.

7.7 Reading Model – PSQ5R Model

PSQ5R is a model that stands for the basic steps in learning from reading in an efficient manner. The P stands for Purpose, the S for Survey, the for Question, the 5R for Read selectively, Recite, Reduce-record, Reflect, and Review.

Purpose

Why are you reading this article or chapter, and what do you want to get out of it? When you have accomplished your purpose, stop reading.

Example: Your purpose in seeking a number in the telephone book is specific and clear, and once you find the number, you stop 'reading'. Such 'reading' is very rapid indeed, perhaps 100,000 words a minute! Perhaps it should be called by its proper name, *"scanning"*, but when it

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suits your purpose, it is fast and efficient. This principle, of first establishing your purpose, whether to get the focus or theme, or main ideas, or main facts or figures, or evidence, arguments and examples, or relations, or methods, can prompt you to use a reading method that gets what you want in the minimum time.

Styles of Reading

There are three styles of reading which we use in different situations:

Scanning: for a specific focus

The technique you use when you're looking up a name in the phone book: you move your eye quickly over the page to find particular words or phrases that are relevant to the task you're doing.

It's useful to scan parts of texts to see if they're going to be useful to you:

1. The introduction or preface of a book
2. The first or last paragraphs of chapters
3. The concluding chapter of a book.

Skimming: for getting the gist of something

The technique you use when you're going through a newspaper or magazine: you read quickly to get the main points, and skip over the detail. It's useful to skim:

1. To preview a passage before you read it in detail
2. To refresh your understand of a passage after you've read it in detail.

Use skimming when you're trying to decide if a book in the library or book shop is right for you.

Detailed Reading: for extracting information accurately

Where you read every word, and work to learn from the text.

In this careful reading, you may find it helpful to skim first, to get a general idea, but then go back to read in detail. Use a dictionary to make sure you understand all the words used.

Survey-Skim

Glance over the main features of the piece, that is, the title, the headings, the lead and summary, paragraphs, to get an overview of the piece, to find out what ideas, problems and questions that are being discussed. In doing this, you should find the focus of the piece, that is, the central theme or subject, what it is all about; and perhaps the perspective, that is, the approach or manner in which the author treats the theme. This survey should be carried out in not more than a minute or two.

Notes Compose questions that you aim to answer:

1. What do I already know about this topic? – in other words, activate prior knowledge.
2. Turn the first heading into a question; to which you will be seeking the answer when you read.

Example: "What were 'the effects of the Hundred Years' War'?" – And you might add "on democracy, or on the economy"? Or "What is 'the impact of unions on wages'?"

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Read Selectively

Read to find the answers to your question. By reading the first sentence of each paragraph you may well get the answers. Sometimes the text will 'list' the answers by saying "The first point. ... Secondly ...." and so on. And in some cases, you may have to read each paragraph carefully just to understand the next one, and to find the focus or main idea buried in it. In general, look for the ideas, information, evidence, etc., that will meet your purpose.

Recite

Without looking at the book, recite the answers to the question, using your own words as much as possible. If you cannot do it reasonably well, look over that section again.

Reduce-Record

Make a brief outline of the question and your answers. The answers should be in key words or phrases, not long sentences.

Example: "Effects of 100 Yrs' War? – consolidate." Or, "Unions on Wages? – Uncertain, maybe 10-15%".

Reflect

Recent work in cognitive psychology indicates that comprehension and retention are increased when you 'elaborate' new information. This is to reflect on it, to turn it this way and that, to compare and make categories, to relate one part with another, to connect it with your other knowledge and personal experience, and in general to organize and reorganize it. This may be done in your mind's eye, and sometimes on paper. Sometimes you will at this point elaborate the outline of step 6, and perhaps reorganize it into a standard outline, a hierarchy, a table, a flow diagram, a map, or even a 'doodle'. Then you go through the same process, steps 3 to 7, with the next section, and so on.

Review

Survey your 'reduced' notes of the paper or chapter to see them as a whole. This may suggest some kind of overall organization that pulls it all together. Then recite, using the questions or other cues as starters or stimuli for recall. This latter kind of recitation can be carried out in a few minutes, and should be done every week or two with important material.

7.7 Executive Reading

The executives in an organization have to read a variety of things, ranging from letters, applications, proposals, reports, annual budgets, reference books, bills, vouchers, financial statements, project reports and so on. They spend a major time on these activities, so to be efficient in their work; they would need to devise a strategy which will allow them to spend appropriate time on each of these reading materials, depending upon the priority assigned to them.

An approximate framework for executives is given below, though the actual strategy may differ as per the situation and importance of the material.

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Suggested Framework of Executive Readings

S.No.	Reading Matter	How to Read	Abbreviations
1.	Routine letter, leave application, normal representations, routine reports, block selections	A	A. Skim and skip judiciously
2.	Reading for speeches	B	B. Read aloud and practice
3.	Reading for report writing to clients	C	C. Read, pick and rearrange around them, then take notes
4.	Catalogues, price-lists, circulars, annual reports, association activities, market conditions, bills and vouchers	D	D. Skip and read related portion carefully
5.	Instructions of consequence	B	E. Read, mark, learn and digest
6.	Relaxation and pleasure	F	F. Fast reading G. Take notes
7.	Calculations and formulae	K	H. Criticize
8.	General knowledge and awareness	FIGO	I. Summarize and discuss
9.	Textbook and treatise	EGI	J. Workout
10.	Report and revisions	HK	K. Look for key points and key ideas
11.	Literature on alternative	L	L. Compare with previous knowledge
12.	Literature on entirely new products, machine, equipment or process	HIKL	M. Prior preparations
13.	Statutory matters	EHK	N. Note highlights
14.	Negotiations	EGHJ	O. Discuss with others after reading

7.8 Techniques for Improving Retention

Memory is the store house of our experiences and learning. It is true that all the learning cannot be stored forever, though some experiences and teachings remain forever in our memory. The following steps will improve the practical ability to retain information:

Using Memory Aids

Acronyms and abbreviations can be used as effective devices for improving retention. For example, the four P's of marketing refer to product, price, place and promotion and SWOT in strategic management refers to strengths, weaknesses, opportunities and threats. The seven C's of good business letter-writing are: clarity, courtesy, completeness, correctness, concreteness and coherence.

Deciding Priorities of Retention

The human mind has the capability to retain vast amount of information. At the same time, it is difficult to recall information from various layers of access. Hence, the closer to the surface that information lies, the earlier it is to recall the same. For this, the reader should decide his priorities of retention. Instead of retaining irrelevant information in his mind, he should store and concentrate only on priority areas.

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Thinking

If the reader wants to retain reading material, he must think about it. If one applies the mind with regard to significance of reading material, its relationship with one's knowledge, utility for future reference etc., will automatically contribute to his retention. Linking the read material with some personal experiences and persons, helps retain the same.

Reinforcing

Reinforcement means to concretize in the mind, what has been read and learnt. This improves retention ability. A few tips for reinforcement are as follows:

1. Brief notes should be prepared and periodical reviews of such notes should be done.
2. After reading, the speaker should speak to someone and explain in his own words, what he has learnt.
3. For improving the quality of repetitive input, the materials read should be supplemented by audio-visuals, lectures, discussions, etc.
4. The read information should be related with other material and should not be considered as an end only.

Ensuring Determination

It is rightly said, "Where there is a will there is a way." A final set of procedures for retention involves the commitment to retain knowledge. While reading, an individual may get a lot of information; but he will keep only that piece of information, which he intends to retain. If an individual does not have the will to retain, retention is impossible.

Case Study

Skeleton Lady

This story begins not too long ago and not far away. Just to the north of here there is a country where it is Winter for 7 long moths of the year. Now this particular Winter had gone on much longer than usual and the people were beginning to run out of food and firewood. Inside one small house right out in the barren snowlands an old lady was beginning to get anxious. (Now you have to put on old lady and old man voices, get anxious and rub your hands a lot as if cold). "Oh, my husband I am so cold and hungry. Look at me my hands are blue! I am going to die I am sure of it."

"Don't worry my darling, Winter will be over soon, we will have food again" But the old lady looked very ill and continued to get anxious. Eventually the old man agreed, "Very well my darling I will go and search for food. But before I go you must promise me one thing. You must not use the last two logs we have for the fire, we will need them to cook the food on when I return"

"Okay, okay I agree just go, please find food"

With that the old man went out in search of food.

Time passed and the old man did not return, the fire was beginning to get lower and lower.

Contd...

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"Where is he. I'm hungry! I'm freezing! I am sure I will die" (rub hands a lot) Then the old lady had an idea. "If I put just one of the logs on the fire he will be back soon and then we will still have one to cook the food with. Yes, yes that's what I'll do."

The old lady picked up one log and placed it on the fire. (Act this out, as you place log on fire make whooshing sound). "Oh that's much better, I'm so warm, he'll be back with food soon". (Smile a lot).

The old lady forgot how hungry she was as she sat close to the warm fire. But more time passed and still her husband did not return. It was beginning to get dusk outside and again the fire was getting lower and lower.

"Where is he? He must have found food and eaten it. I am going to be left here to freeze!" (Lots of rubbing and groaning)

Then the old lady had another idea.

"He must be back soon. If I put the last log on the fire it will be hot and ready to cook on when he returns". With that the old lady put the last log on the fire. (Make whooshing sound and cries of happiness)

But more time passed and the old man was not back. The last log began to burn lower and lower until all that was left was a tiny flicker. (Complain a lot and move in close to imaginary fire).

The old lady got closer and closer to the fire. Then suddenly "Ouch" she burnt herself on it and began to bleed. She placed the finger in her mouth to lick it (make this action)

"MMMMh this tastes good." Then the old lady began to chew (make chewing action up hand). "Mmmm so good." And chew, up her arm, and around her body (act all this out - lots of chewing and mmhhing noises) until all that was left was a skeleton.

"Mmhh that was so good, I feel much better but I'm still hungry." Just at that moment she heard a rustling outside and the door opened. In came her husband with 2 rabbits in his hand (mime this).

"Look my wife I found foooo-----"

The old lady ran towards him and grabbed the rabbits (mime this). Mmmh these are good. MMhh MMhh (mine chewing rabbits) My husband I've just realized how meaty you are. Come here I want to eat you. I want Meat!"

With that the old man burst out the door and ran into the frozen wastelands as fast as he could. Behind him the old lady was running. "I want meat, I'm going to eat you." Luckily the old man could run fast and began to escape his wife. He ran further and further into the snow. In the distance was the sound of the old lady.

"I want meat. I'm going to eat you!" (Each time you do this grab the arm of a member of the audience and fake chew it - you should be on your feet all the time now and miming the running actions.)

Suddenly the old man came to the edge of a huge gorge that went as far as he could see that way (look) and as far as he could see that way (look). There was no way across and coming closer was the sound of the old lady.

"I want meat. I'm going to eat you" (attack audience again)

Then the old man noticed a small wooden cottage. He ran to it and banged on the door. The door opened on a chain and a woman could be seen inside. "Yes. How can I help you."

Contd...

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"It's my wife. She's gone crazy she's going to eat me" (act very panicked) "Very well I will help you but first you must bring me a bucket of water." "What, she's going to eat me and you want water?"

"Yes"

"Okay, okay"

The old man searched around and found a bucket to get some water from the well. He took it to the woman who pulled out a ladle from her pocket and dipped it into the water. (Mime all this out).

"AAhh yes. Very good. Now I will help you"

In the distance the sound of the skeleton lady was very close "I want meat. I'm going to eat you!" (Attack audience)

The woman stood on the edge of the gorge and stamped her feet into the ground. Then she reached out and stretched (say this word long and slowly as you stretch out) to the other side and grabbed onto a tree. "Now you may cross."

The old man walked carefully across the lady's back (mime this) and reached the other side. Then the woman let go and PING went right back to the other side. She returned to her house.

Just then the skeleton lady arrived at the gorge. "I will get you my husband. I will eat you. I want Meat!"

She banged on the door of the house. "Yes. Can I help you?"

"You are too skinny to eat. You will help me cross the gorge."

"Very well I will help you but first you must bring me a drink of water."

"Help me now or I'll eat you anyway."

"Okay, Okay."

With that the woman stood on the side of the gorge and stamped her feet into the ground. She stretched across and grabbed onto the tree. The old woman began to run across.

"I want meat. I will eat you."

When she was halfway across the woman let go and PING went back to the start.

" I want meaaaaaaaaaaaaaaaaaaa....." (fade off and then crash to ground) CRASH

The skeleton lady fell to ground and shattered to a million pieces.

(Say next part of story very slowly and quietly)

Now I said that I said that this happened not too long ago and not too far away. It is said that there is a little bit of magic in each piece of the skeleton lady's bone and that one day they will join together and come in search of ....."MEAT" (jump and attack audience then end"

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Task

Following is the matter related to management games:

Management Games

Management games are becoming corporate India's hottest learning laboratory from indoor recreation to outdoor sports, from case studies to competitive bargaining, from role enactment to puzzles. They are sweeping corporate corridors, turning moribund management mindsets upside down, supplanting orthodoxy to strategic blasphemies and preaching the gospel of creativity over conservatism. Some of the games and their benefits are as follows:

1.	Business games	-	Boost teamwork
2.	Case studies	-	Break mental blocks
3.	Creative brainstorming	-	Encourage exploration
4.	Energizers	-	Develop leadership
5.	Ice breakers	-	Encourage exploration
6.	Micro lab	-	Facilitate innovations
7.	Role plays	-	Help plan strategically
8.	Simulations	-	Primes for change
9.	Structured experiences	-	Sharpen skills
10.	Unstructured experiences	-	Aid holistic thinking

7.9 Summary

- Reading is one of the four communication skills; the other three being writing, speaking and listening.
- The components of reading skills are reading speed, comprehension, efficiency and retention.
- Reading speed is defined in terms of words read per minute.
- Comprehension is the ability to understand anything after it is read. It is important to have good ability to comprehend along with quick reading.
- Reading efficiency is calculated by multiplying reading speed with comprehension ability.
- Various factors like educational background, interest, environment, physical and mental capability, etc., affect the reading efficiency of a person.
- Techniques for improving reading efficiency include active reading, improving concentration, preview and review of the read material, selection of style of reading, overcoming obstacles and interferences, etc.
- Retention capability allows you to memorize and recall the read material. This can be improved by relating the material being read with some experience or persons, by narrating the read out things to others, continuous reinforcement and determination.
- For effective reading, one must define the purpose of reading, allot time schedule, choose suitable style of reading and control interference.

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- Executives have to spend a lot of time on reading various documents like, letters, applications, reports, budgets and e-mails. They should make a framework as per the priority of the document and choose a proper style of reading, so as to minimize wastage of time.

7.10 Keywords

Careful Reading: It is the slowest kind of reading. In this kind of reading, the speed varies between 50 to 350 words per minute.

Rapid Reading: It is simple kind of reading where the speed will range from 300 to 600 words per minute.

Scanning: It is the fastest kind of reading where the reading speed may reach up to 3,000 words per minute.

Skimming: In this kind of reading, the eyes of the reader go through all the material but usually by skipping the details.

7.11 Review Questions

1. What is reading? Discuss briefly the components of reading skills.
2. Discuss the reading objectives and factors affecting reading skills.
3. What is reading efficiency? How will you improve reading efficiency?
4. What is retention? How will you improve retention of reading material?
5. Write a brief note on guidelines for effective reading.
6. Discuss the reading model-PSQ5R.
7. Explain the concept of listening. Discuss various types of listening.
8. Discuss the interrelationship between personal characteristics and listening skills.
9. How will you prepare effective notes while listening?
10. Explain the process of listening. How can we distinguish a good listener from a bad one?
11. What is effective listening? Briefly state the barriers to listening.
12. Write an explanatory note on telephonic skills.
13. "Eye contact is an important listening skill". Do you agree with the statement? Give reasons for your answer.
14. Write short notes on the following:
    (a) Executive reading
    (b) Distinguish between good listener and bad listener.
    (c) Effective listening
    (d) Difficult callers.

Notes

7.12 Further Readings

Books

Bovee, Thill, Schatzman, *Business Communication Today*, 7th Edition, Pearson Education.

Herta A Murphy, Herbet Writing Hildebrandt, Jane P Thomas, *Effective Business Communication*, 7th Edition, Mcgraw Hill.

Unit 8: Comprehension

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Objectives

After studying this unit, you will be able to:

- Explain better while reading.
- Read a text confidently for answering various questions.
- Anticipate the writer's message in the text.

Introduction

In the previous unit you learnt about tenses in active in passive voice. In this unit you will learn how to do a "Reading comprehension". It can be defined as the level of understanding of a passage or text. It is also the ability with which you recognize the words quickly. You will be able to read proficiently only if you are able to comprehend what you are reading. If you find the words difficult to recognize it will interfere with your ability to understand what is written. Comprehension strategy ideally should be taught at all the levels of reading development.

8.1 Reading Strategies

When we start with comprehension, we should determine the purpose of the passage. It is important that we be flexible and determined about how to read a passage by its difficulty level and purpose. There are many reading speeds; we must pace ourselves according to what suits us best.

It is important to set a realistic time limit. We must try and read as much as possible from as diverse sources as possible.

Before reading, think about the topic and ask yourself if you already know something about it, also ask yourself the following questions:

1. What kind of text am I reading? (Informative, entertaining etc.)

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2. Is there any information that I learnt from it?

3. What's interesting in it?

As you are reading you can also make a list of all difficult words, look for their meanings in the dictionary and try to remember them. You can judge yourself by quizzing yourself on the main points like the main idea or the characters of the story, the information that you learnt from it etc. It is always better to jot down your thoughts which would actually help you in remembering the facts or the main points.

Reading the questions first also helps in identifying the answers quickly. It also gives you an idea as to what you should be focussing on while reading the text.

Inculcate Reading: Some students are naturally inclined towards reading. Students who're not much into reading need to be slowly nudged into it. Learning about your taste would help you select books. Fairy tales, non-fiction, travelogues, fantasy, mystery, thrillers, or comics – it can be anything!

Reading is an ongoing learning process. Over time, readers consciously or unconsciously move from one level of reading to the next. Their thought-process and depth of understanding improve with each good book they read. They also subconsciously begin picking up new words and use them in everyday communication. It goes without saying that their confidence with the language also increases.

8.2 Reading Comprehension and Personality Predicates

"Brevity is the soul of wit"

– William Shakespeare in 'Hamlet'

Communication is linked to personality, and comprehension in reading is different for different types of personalities Communication, therefore, is dependent on the ability to absorb learning from reading. Capacity of individual memory is an independent variable, and is highly personality specific. Symmetrically organizing the mosaic of thoughts while examining the specific factors in the various methods of cognition leads to as clarity of understanding.

Reading comprehension skills vary with different personality types. It is a skill pivotal to any kind of business activity, because policy decisions are based on what is comprehended from reading letters and literatures. Today's environment of cut-throat competition needs quick comprehension and the ability to act thereon.

Those students who can rapidly comprehend and understand articles can digest ideas faster than others. In order to become a good research fellow or research assistant in one of the 100 best B-schools in the world, one has to read and comprehend a minimum of ten articles of international repute steadily, to present before the professor before one can be rated as an ideal student.

If we carefully examine the subject area, we learn that comprehension is a two-fold process. Incidentally, it requires the understanding of what is presented and reproduced, all of which is comprehended from reading. Comprehension skill, therefore, plays a vital role in practical life and it can be developed through diligent effort, like any other skill.

8.3 Reading Comprehension

Comprehension involves rapid reading, quick understanding and precise reproduction. According to Edward Fry, it is observed that there are three reading speeds 'study reading speed', 'average reading speed' and 'skimming speed'.

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According to Edward Fry, the three reading speeds are study reading speed, reading and skimming speed. Grading of each of them is given below:

	Speed	Poor Reader	Good Reader
(a)	Study Reading	90-125 WPM2 80 to 90% comprehension	200-300 wpm 80 to 90 comprehension
(b)	Average reading	150-180 wpm 70% comprehension	250-500 wpm 70% comprehension 800 + WPM
(c)	Skimming	Cannot Skim	50% Comprehension

The 'study reading speed' is used for reading material that deals with difficult arguments, ideas and notions, etc. This kind of reading aims at almost total comprehension and retention of what has been read. A good study reader can read 200 to 300 words per minute. Similarly, the 'average reading speed' is the speed used for reading newspapers, magazines, novels, etc. Here, the emphasis in this kind of reading is on following the writer's line of thought. A good average reading speed is 250 words per minute. And finally we recognize that 'Skimming is the fastest reading speed'. A good reader is one who, keeping his purpose in mind can quickly attain the required speed.

In fact, it is never too late to improve one's speed of reading. And it is a fallacy that 'when reading speed increases, comprehension suffers'. Therefore, to improve speed, one must try to cultivate the habit of looking at larger groups of words and of moving ahead faster. The wider one's 'eyes span', the greater will be his or her speed to comprehend. The other habit which slows down reading speed is the practice of pointing at the words with pencil, pen or finger and going back to words which have already been read.

Words have Nature, Like Human Character

Words have their own distinctive character, just like people. Words are arbitrary symbols of things, ideas, thoughts, actions, feelings, etc. They eventually serve as a medium to convey the message often by the use of words that do not literally convey the same meaning. In other words, words can carry different connotations depending on the context, emphasis, etc. If one can manage to concentrate on the message, one will be able to read faster.

8.4 Comprehending Passages: Wants, Hints and Clues

Clues are important to trail and nab thieves, and hints are important to comprehending a passage. Communication is always done with symbols and signs, and hints come in that bracket, too. There are techniques to scan passages optimally, and the following 'hints' may help every professional and student alike, when it comes to better comprehension:

1. Read the passage to get its general meaning, and then pause for a while to recollect and determine what the writer is trying to say. Go through the passage once more and note down the main points.
2. You may come across words whose meaning you do not know. Try to make a guess; very often, the context will help you to arrive at the meaning.
3. Then read all the questions attentively and look for answers. The answer should be based on what is stated, implied, or merely suggested in the passage.
4. Be precise in answering the questions. As far as possible your answer should be in your own words, and should be in complete sentences.
5. Check carefully the grammar, spelling and punctuation of what you write.

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Going forward from the aforesaid understanding, we see that reading comprehension requires an ability to understand the meaning of what is put forth, as well as the competence to re-state the meaning clearly. We learn that the meaning of a sentence is not the sum total of the meanings of the individual words that constitute it. Therefore, to understand a passage fully, one should know the nature of the words, as well as the function of the 'inter sentence and inter paragraph links'. This ability can be acquired through intensive and disciplined practice.

Passages for Comprehension

Education has always had two objects

on the one hand, to give skill; and on the other, to impart a vaguer thing which we may call wisdom. The role of skill has become very much larger than it used to be and is increasingly threatening to oust the role of wisdom. At the same time it must be admitted that wisdom in our world is useless except for those who realize the great part played by skills, for it is increase of skill that is the distinctive feature of your world.

Although scientific skill is necessary, it is by no means sufficient. A dictatorship of men of science would very soon become horrible. Skill without wisdom may prove to be purely destructive. For this reason, if for no other, it is of great importance that those who receive a scientific education should not be merely scientific, but should have some understanding of that kind of wisdom which, if it can be imparted at all, can only be imparted by the cultural side of education. Science enables us to know the means to any chosen end, but it does not help us to decide upon what ends should be pursued. If you wish to exterminate the human race, it will show you how to do it. If you wish to make the human race so numerous that all are on the very verge of starvation, it will show you how to do that. If you wish to secure adequate prosperity for the whole human race, science will tell you what you must do. But it will not tell you whether one of these ends is more desirable than another. Nor will it give you that instinctive understanding of human beings that is necessary if your measures are not to arouse fierce opposition which only ferocious tyranny can quell. It cannot teach you patience, it cannot teach you sympathy, it cannot teach you a sense of human dignity. These things, in so far as they can be taught in formal education, are most likely to emerge from the learning of history and great literature.

(By Bertrand Russell From: *Fact and Fiction,* 1960)

Questions

1. What are the two objects of education?
2. Why is it necessary to study history and great literature?
3. Bring out the distinction between 'knowledge' and 'wisdom'?

I am always amazed when I hear people say that sport creates goodwill between the nations, and that if only the common people of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield.

Nearly all the sports practised nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win… Anyone who has played even in a school football match knows this. At the international level sport is frankly mimic warfare. But the significant thing is not the behaviour of the players but the attitude of the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe-at any rate for sort periods-that running, jumping and kicking a ball are tests of national virtue.

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As soon as strong feelings of rivalry are aroused, the notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when the spectators don't intervene physically they try to influence the game by cheering their own side and 'rattling' opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, *boastfulness, disregard* of all rules and sadistic pleasure in witnessing violence: in other words, it is war minus the shooting.

Instead of babbling about the clean, healthy rivalry of the football field and the great part played by the Olympic Games in bringing the nations together, it is more useful to inquire how and why the modem cult of sport arose. Most of the games we now play, are of ancient origin, but sport does not seem to have been taken very seriously between Roman times and the nineteenth century. The games were built up into a heavily-financed, activity, capable of attracting vast crowds and rousing savage passions, and the infection spread from country to country. It is the most violently combative sports, football and boxing, that have spread the widest. There cannot be much doubt that the whole thing is bound up with the rise of nationalism-that is, with the lunatic modem habits of identifying oneself with large power units and seeing everything in terms of competitive prestige. Also, organised games are more likely to flourish in urban communities where the average human being lives a sedentary or at least a confined life, and does not get much opportunity for creative labour. In a rustic community a boy or young man works off a good deal of his surplus energy by walking, swimming, climbing trees, riding horses, and by various sports involving cruelty to animals, such as fishing, cock-fighting and ferreting for rats. In a big town one must indulge in group activities if one wants an outlet for one's physical strength or for one's sadistic impulses.

(By George Orwell From: *The Collected Essays, 1970)*

Questions

1. What do you mean by:
   (a) Mimic warfare
   (b) Savage passion
   (c) A confined life
2. In which way is international level sport mimic warfare?
3. Cite reasons as to why do organized James flourish in urban communities.
4. Bring out the merits and demerits of international level sport.

Nicola Iacocca, my father, arrived in this country in 1902 at the age of twelve-poor, alone, and scared. He used to say the only thing he was sure of when he got here was that the world was round. And that was only because another Italian boy named Christopher Columbus had preceded him by 410 years, almost to the day.

As the boat sailed into New York Harbor, my father looked out and saw the Statue of Liberty, that great symbol of hope for millions of immigrants. On his second crossing, when he saw the statue again, .he was a new American citizen with only his mother, his young wife, and hope by his side. For Nicola and Antoinette, America was the land of freedom—the freedom to become anything you wanted to be, if you wanted it bad enough and were willing to work for it.

Contd...

Notes

This was the single lesson my father gave to his family. I hope I have done as well with my own.

When J was growing up in Allentown, Pennsylvania, our family was so close it sometimes felt as if we were one person with four parts.

My parents always made my sister, Delma, and me feel important and special. Nothing was too much work or too much trouble. My father might have been busy with a dozen other things but he always had time for us. My mother went out of her way to cook the foods we loved-just to make us happy. To this day, whenever I come to visit, she still makes my two favorites-chicken soup with little veal meatballs, and ravioli stuffed with ricotta cheese. Of all the world's great Neopolitan cooks, she has to be one of the best.

(From the book 'IACOCCA' an autobiography by Lee Iacocca with William Novak)

Questions

1. What was the single lesson that the writer's father gave to his family?
2. What does the writer say about his childhood memories?

You and I half belong to the servile races. I am sure you know that. I am sure you half accept that. That is why you have lived as you have lived. The Tamils selling roses in Berlin belong wholly to the servile races. That idea would have been impressed on them in all kinds of ways. And that British idea about the servile and the martial races of India is utterly wrong. The British East India Company army in the north of India was a Hindu army of the upper castes. This was the army that pushed the boundaries of the British Empire almost to Afghanistan. But after the great Mutiny of 1857 that Hindu army was degraded. Further military opportunities' were denied them. So the warriors who had won the empire became servile in British propaganda, and the frontier people they had conquered just before the Mutiny became the martial ones. It is how imperialisms work. It is what happens to captive people. And since in India we have no idea of history we quickly forget our past and always believe what we are told. As for the Tamils in the south, they became dirt in the new British dispensation. They were dark and unwarlike, good only for labour. They were shipped off as serfs to the plantations in Malaya and Ceylon and elsewhere.

(From the book 'Magic Seeds' by V.S. Naipaul)

Questions

1. Describe how imperialism works?
2. According to the writer to which race does the Tamils belong to?

It was, however, a disturbed sleep, and sometime in the middle of it, I fell to thinking why the human race, the best of all of God's creations, has been so deeply divided by violence. I imagined a conversation between five people who together symbolize the finest attributes of the human mind and whom I admire deeply. Through their conversation, I sought an answer. In this experience, much more intense and vivid than a dream, though for want of a better word I shall term it that, I saw myself in a desert with miles of sand all around. There was a full moon and the desert was bathed in its light. Five men – Mahatma Gandhi, Albert Einstein, Emperor Asoka, Abraham Lincoln and Caliph Omar – stood in a circle, their clothes ruffled by the wind.

Contd...

Notes

I felt myself dwarfed standing next to the majestic Emperor Asoka. Asoka led two lives, one as a ruthless conqueror and the other as a compassionate ruler. The man I stood beside was the one who had just returned from conquest. But victory had been obtained at heavy cost: the battle of Kalinga claimed the lives of at least 300,000 people and an equal number were wounded. I saw everyone looking at Asoka who fell on his knees and removed his armour and crown. His face was pale, reflecting the death surrounding him. He looked at the sky.

(From the book 'Ignited Minds' by APJ Abdul Kalam)

Questions

1. Who are the five people whom the writer accepts as the symbol of the finest attributes?
2. How does the writer feel standing next to Emperor Asoka?

I wrote my first software program when I was thirteen years old. It was for playing tic-tac-toe. The computer I used was huge and cumbersome and slow and absolutely compelling.

Cutting a bunch of teenagers loose on a computer was the idea of the Mothers' Club at Lakeside School in Seattle. The mothers decided that the proceeds from a big rummage sale should go to installing a terminal and buying computer time for the students. Letting students at a computer was a pretty progressive idea in the late 1960s—and a decision I'll always be grateful for.

The computer terminal didn't have a screen. To play, we typed in our moves on a typewriter-style keyboard and then sat around until the results came chug-chugging out of a loud printing device. We'd rush over to take a look and see who'd won or decide on a next move. A game of tic-tac-toe that would take thirty seconds with a pencil and paper might eat up most of a lunch period. But who cared? There was just something neat about the machine.

I realized later that part of the appeal must have been that here was an enormous, expensive, grown-up machine and we, the kids, could control it. We were too young to drive or do any of the other things adults could have fun at, but we could give this big machine orders and it would always obey.

Computers are great because when you're working with them you get immediate results: You know right away whether your program works. It's feedback you don't get from many other kinds of activity. The feedback from simple programs is particularly unambiguous. To this day it thrills me to know that if I can get the program right it will always work perfectly, every time, just the way I told it to. Experiencing this thrill was the beginning of my fascination with software.

(From the book 'The Road Ahead 'by Bill Gates with Nathan Myhrvold and Peter Rinearson)

Questions

1. At the age did the writer his first software programme? What was it meant for?
2. Describe how the writer used to play with the computer in those days?

Notes

Some weeks ago I receive a brochure from a Japanese travel agency inviting me to "enjoy sport amid fantastic beauty." The eye-catching headline advertised "golf, tennis, archery, bicycling, sailing-the sport of your choice" in an "ideal vacation spot," the heart of Ise-Shima National Park, famous for its intricate shoreline and its production of cultured pearls.

Having once worked as a tour guide, I knew how exhausting an all-day trip from Tokyo to the Shima Peninsula can be; but the pamphlet intrigued me.

The schedule was strenuous. The bus was to leave Tokyo at 9 a.m. on Saturday, arriving at the vacation hotel at 5 p.m. after a journey of more than 200 miles. The next morning, there would be time for the sports the pamphlet touted. Then, at 2:30 p.m., the bus would leave for Tokyo, arriving at 10:30 p.m. Sunday night.

It looked to me as if the time available for enjoying the beauties of nature described in the brochure—"majestic green ridges linking mountain to mountain, "Clear cobalt-blue skies," "the azure sea," and "picturesque small bays dotted with pearl rafts"—was likely to be rather short. My pocket calculator confirmed that nearly 43 per cent of the excursion period would be spent riding in the bus. Sleeping, eating, bathing, dressing, and so on, which one can (and will) do at home anyway, would take up another 40 per cent. That would leave 6½ hours, or a mere 17 per cent, for the sports which were supposed to be the object of the trip. The cost quoted was $125, which would work out to approximately $19.25 per hour of sport. If it was tennis I had in mind, I would clearly do a lot better to take a half-hour drive out to some public tennis club in a Tokyo suburb pay a fee of $12, and enjoy myself there for the day.

What the travel agency was selling, of course, was a package consisting of a number of different elements, including "atmosphere," integrated into a whole. Customers normally pay their $125 for the package without trying to identify precisely how much they are paying for each element and whether it is all 'really worth the cost. To do this, one has to probe into what is actually being offered, disentangling the various components of the package and understanding how each element contributes to the whole.

(From the book 'The mind of the strategist

(the art of Japanese business) by Kenichi Ohmae, TMH')

Questions

1. What was the writer's profession earlier? What was the brochure all about?
2. What calculations the writer did about the tour?

8.5 How to do Reading Comprehension

Let us take an example to understand how to do an RC. *Taken from Oliver Twist, 1838, by Charles Dickens*

The evening arrived: the boys took their places; the master in his cook's uniform stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out, and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other and winked at Oliver, while his next neighbours nudged him. Child as he was, he was desperate with hunger and reckless with misery. He rose from the table, and advancing, basin and spoon in hand, to the master, said, some what alarmed at his own temerity—

"Please, sir, I want some more."

Notes

The master was a fat, healthy man, but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder, and the boys with fear.

"What!" said the master at length, in a faint voice.

"Please, sir," replied Oliver, "I want some more."

The master aimed a blow at Oliver's head with the ladle, pinioned him in his arms, and shrieked aloud for the beadle.

Task Read Oscar Wilde's HAPPY PRINCE and try to do its RC.

8.6 Summary

- In this unit you have learnt that it is important to read the text in such a manner that we understand what we are reading.
- Also this must be done at the fastest possible speed.
- This speed will differ on the difficulty level of the passage and also the familiarity of the reader with the subject of the text.
- You have also learnt the reading strategies to be kept in mind while going through a text.

8.7 Keywords

Comprehension: It is the capacity to accurately understand the ideas and facts of any written material.

Realistic: Actual or real

Taste: Likings

Thought Process: The process in which we use our mind to think something very carefully.

Travelogue: A film, video, or piece of writing, or a lecture accompanied by pictures, video or film, about travel, especially to interesting or remote places, or about one person's travels.

8.8 Self Assessment

Fill in the blanks:

1. Reading the questions first also helps in..... the answers quickly.
2. Reading is an ongoing .....process.
3. Overtime, readers consciously or ..... move from one level of reading to the next.
4. The also subconciously begin ..... new words and use them in everyday communication.
5. ..... is the capacity to accurately understand the ideas and facts of any written material.

Notes

8.9 Review Questions

1. Do the Reading Comprehension of the text given.

Attitude to Life

"I "We can alter my life by altering the attitude of our mind. The greatest revolution of our generation is the discovery that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives." - William James

The Carpenter!

An elderly carpenter was ready to retire. He told his employer-contractor of his plans to leave the house-building business and live a more leisurely life with his wife enjoying his extended family. He would miss the paycheck, but he needed to retire. They could get by.

The contractor was sorry to see his good worker go and asked if he could build just one more house as a personal favor. The carpenter said yes, but in time it was easy to see that his heart was not in his work. He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end a dedicated career.

When the carpenter finished his work, the employer came to inspect the house. He handed the front-door key to the carpenter. "This is your house", he said, "my gift to you." The carpenter was shocked!! What a shame!! If he had only known he was building his own house, he would have done it all so differently.

So it is with us. We build our lives, a day at a time, often putting less than our best into the building. Then with a shock, we realize we have to live in the house we have built. If we could do it over, we'd do it much differently. But we cannot go back.

You are the carpenter. Each day you hammer a nail, place a board or erect a wall. "Life is a do-it-yourself project" someone has said. Your attitudes and the choices you make today, build the "house" you live in tomorrow. Build it wisely!!

2. What is the main idea of this passage?
3. What do you understand by Comprehension? Illustrate.
4. What are the techniques involved in Comprehension of passages? Elucidate.

Answers: Self Assessment

1. Identifying
2. Learning
3. unconsciously
4. picking up
5. comprehension

8.10 Further Readings

Online links

charlesdickenspage.com/twist_more.html

http://www.atthewell.com/lasthouse/

Notes

Unit 9: Basic Grammar

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Objectives

After studying this unit, you will be able to:

- Understand the concept of subject verb agreement
- Know about articles
- Discuss countable and uncountable nouns
- Explain the rules for writing names with and without "the"
- Explain the concepts of vocabulary building
- Learn Simple rules for pronunciation and intonation

Introduction

To learn any language, it is utmost important for the readers to know about its grammar. Because managers have to communicate most often in English, it becomes all the more important for them to know the rules to frame their language correctly. Poor writing skills are rampant among most of the professionals who have been either from non-english medium schools or who have not practiced writing professionally.

Notes

But when you become a manager, you have to guarantee grammatically correct English. For this we have to have full knowledge of the rules of subject-verb agreement, articles and nouns (especially countable and uncountable). Also, we need to have good vocabulary.

While attending meetings and conferences, discussions and debates, interviews and seminars and all such formal/informal occasions in business, we need to have good vocabulary also.

9.1 Subject Verb Agreement

The verb used in the sentence should always be in agreement with the form of subject of the sentence.

Basic Rule

The basic rule states that a singular subject takes a singular verb, while a plural subject takes a plural verb.

Notes

1. The trick is in knowing whether the subject is singular or plural.
2. The next trick is recognizing a singular or plural verb.
3. Verbs do not form their plurals by adding an s as nouns do.

In order to determine which verb is singular and which one is plural, think of which verb you would use with he or she and which verb you would use with they.

Example: talks (singular),

talk (plural)

We say, "He talks." Therefore, talks is singular.

We say, "They talk." Therefore, talk is plural.

Rule 1: Two singular subjects connected by *or* or *nor* require a singular verb.

Example: My aunt or my uncle is arriving by train today.

Rule 2: Two singular subjects connected by either/or or neither/nor require a singular verb as in Rule 1.

Example: 1. Neither John nor Kiran is available.

2. Either Kiran or Rahul is helping today with stage decorations.

Rule 3: When I is one of the two subjects connected by either/or or neither/nor, put it second and follow it with the singular verb am.

Example: Neither she nor I am going to the festival.

Rule 4: When a singular subject is connected by *or* or *nor* to a plural subject, put the plural subject last and use a plural verb.

Example: The serving bowl or the plates go on that shelf.

Notes

Rule 5: When a singular and plural subject are connected by *either/or* or *neither/nor*, put the plural subject last and use a plural verb.

Example: Neither John nor the others are available.

Rule 6: As a general rule, use a plural verb with two or more subjects when they are connected by and.

Example: A car and a bike are my means of transportation.

Rule 7: Sometimes the subject is separated from the verb by words such as along with, as well as, besides, or not. Ignore these expressions when determining whether to use a singular or plural verb.

Examples: 1. The politician, along with the newsmen, is expected shortly.

2. Excitement, as well as nervousness, is the cause of her shaking.

Rule 8: The pronouns each, everyone, every one, everybody, anyone, anybody, someone, and somebody are singular and require singular verbs. Do not be misled by what follows of.

Examples: 1. Each of the girls sings well.

2. Every one of the cakes is gone.

Notes

1. Everyone is one word when it means everybody.
2. Every one is two words when the meaning is each one.

Rule 9: With words that indicate portions – percent, fraction, part, majority, some, all, none, remainder, and so forth – look at the noun in your of phrase (object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

Examples: 1. Fifty percent of the pie has disappeared.

2. Pie is the object of the preposition of.
3. Fifty percent of the pies have disappeared.
4. Pies is the object of the preposition.
5. One-third of the city is unemployed.
6. One-third of the people are unemployed.

Rule 10: When either and neither are subjects, they always take singular verbs.

Examples: 1. Neither of them is available to speak right now.

2. Either of us is capable of doing the job.

Notes

Rule 11: The words here and there have generally been labeled as adverbs even though they indicate place. In sentences beginning with here or there, the subject follows the verb.

Examples: 1. There are four hurdles to jump.

2. There is a high hurdle to jump.

Rule 12: Use a singular verb with sums of money or periods of time.

Examples: 1. Ten dollars is a high price to pay.

2. Five years is the maximum sentence for that offense.

Rule 13: Sometimes the pronoun *who*, *that*, or *which* is the subject of a verb in the middle of the sentence.

The pronouns *who*, *that*, and *which* become singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb.

Examples: 1. Salman is the scientist who writes the reports.

The word in front of who is scientist, which is singular. Therefore, use the singular verb writes.

2. He is one of the men who does/do the work.

The word in front of who is men, which is plural. Therefore, use the plural verb do.

Rule 14: Collective nouns such as team and staff may be either singular or plural depending on their use in the sentence.

Examples: 1. The staff is in a meeting.

2. Staff is acting as a unit here.

3. The staff are in disagreement about the findings.

The sentence would read even better as:

The staff members are in disagreement about the findings.

The staff are acting as separate individuals in this example.

9.2 Articles

An article is a word that combines with a noun to indicate the type of reference being made by the noun, and may also specify the volume or numerical scope of that reference.

The articles used in the English language are a, an and the. An article is sometimes called a noun marker.

Articles can have various functions:

1. A definite article (*the*) is used before singular and plural nouns that refer to a particular member of a group.

Notes

Example: The ball is on the red mat.

A definite article is mostly used to refer to an object or person that has been previously introduced.

Example: A bird was sitting on the branch. Looking me going towards it, the bird flew away.

2. An indefinite article (*a, an*) is used before singular nouns that refer to any member of a group.

Example: A man is a mammal.

A is used before words starting with non vowel sounds, while an is used before words starting with a vowel sound, regardless of whether the word begins with a vowel letter or not.

Examples: *A* hypothesis; *an* hour; *a* ewe; *a* hero; *a* one-armed bandit; *an* heir; *a* unicorn, etc.

3. A partitive article indicates an indefinite quantity of a mass noun; there is no partitive article in English, although the quantifiers *some* or *any* often have that function.

Examples:
1. Would you like some coffee?
2. Do you have any books?

9.3 Countable and Uncountable Nouns

We have all heard about nouns. Of course, we all know about them. They are naming words. So in order to avoid redundancy in learning, we will limit ourselves to a select type of nouns.

In this unit we look at:

1. Countable Nouns
2. Uncountable Nouns
3. Nouns that can be Countable & Uncountable

Let us understand each of them one by one.

9.3.1 Countable Nouns

Countable nouns are things that we can count. Obviously, we can recognize them very easily.

Example: "pencil".

We can count pencils. We can have one, two, three or more pencils.

More examples can be:

1. cat, animal, man, person
2. bottle, box, litre

Notes

3. coin, note, dollar
4. cup, plate, fork
5. table, chair, suitcase, bag

Countable nouns can be singular or plural:

Examples:
1. My cat is playing.
2. My cats are hungry.

We can use the indefinite article a/an with countable nouns:

Example: A cat is an animal.

When a countable noun is singular, we must use a word like a/the/my/this with it:

Examples:
1. I ate an orange. (not *I ate orange.*)
2. Where is your bottle? (not *Where is bottle?*)

When a countable noun is plural, we can use it alone:

Examples:
1. I like oranges.
2. Bottles can be of glass.

We can use *some* and *any* with countable nouns:

Examples:
1. I've got some notes.
2. Have you got any pencils?

We can use *a few* and *many* with countable nouns:

Examples:
1. I've got a few notes.
2. I haven't got many pencils.

Notes

"People" is countable.

"People" is the plural of "person".

We can count people:

Examples:
1. There is one person here.
2. There are three people here.

9.3.2 Uncountable Nouns

Uncountable nouns are substances, concepts, etc. that we cannot divide into separate elements. We cannot "count" them.

Notes

Example: "milk".

We can count "bottles of milk" or "litres of milk", but we cannot count "milk" itself.

Here are some more examples of uncountable nouns:

1. music, art, love, happiness
2. advice, information, news
3. furniture, luggage
4. rice, sugar, butter, water
5. electricity, gas, power
6. money, currency

We usually treat uncountable nouns as singular. We use a singular verb.

Examples:

1. This news is very important.
2. Your luggage looks heavy.

We do not usually use the indefinite article *a/an* with uncountable nouns. We cannot say "an information" or "a music". But we can say *a* something of:

Examples:

1. a piece of news
2. a bottle of water
3. a grain of rice

We can use *some* and *any* with uncountable nouns:

Examples:

1. I've got some money.
2. Have you got any rice?

We can use a little and much with uncountable nouns:

Examples:

1. I've got a little money.
2. I haven't got much rice.

Did u know? Uncountable nouns are also called "mass nouns".

Notes

9.3.3 Nouns used as Countable as well as Uncountable

Sometimes, the same noun can be countable and uncountable, often with a change of meaning.

Example:

Countable		Uncountable
There are two hairs in my tea!	**hair**	I don't have black hair.
There are two lights in our dining-room.	**light**	Draw the curtain. There's too much light in the room!
I thought I heard a noise.	**noise**	It's difficult to concentrate when there is too much noise.
Do you have a paper to read? (= newspaper)	**paper**	I want to write a note. Have you got some paper?
Our house has eight rooms.	**room**	Is there room for me to sit here?
We had a great time at the party.	**time**	Do you have time for a coffee?
Merchant of Venice is one of Shakespeare's greatest works.	**work**	I have no money. I need work!

Note

Drinks (coffee, water, orange juice) are usually uncountable.

But if we are thinking of a cup or a glass, we can use them as countables.

Example: Two teas and one coffee please.

9.4 Writing Names with and without "the"

You must have seen that sometimes the names are written with "the" preceding them and sometimes, they are written without it. Let us see when to use "the"

1. We use "the" to talk about geographical points on the globe.

   Examples: The North Pole, The Equator

2. We use "the" to talk about rivers, oceans and seas

   Examples: The Nile, The Ganges, The Indian Ocean

3. We also use "the" before certain nouns when we know there is only one of a particular thing.

   Examples: The rain, The Sun, The World, The Earth, the White House

4. We use "the" before the names of famous people when they are used as an adjective.

   Example: Sachin Tendulkar is considered as the Michael Jordan of cricket.

5. We use "the" in front of the names of the countries where they indicate multiple areas or contain the words (state(s), kingdom, republic, union). Kingdom, state, republic and union are nouns, so they need an article.

Notes

Examples:

1. Italy, India, England
2. The UK, The USA
3. The Netherlands, The Philippines

9.5 Concepts of Vocabulary Building

Each of us stands testimony to the fact that it is an essential prerequisite to have a good vocabulary in order to communicate effectively.

Words have been categorized in grammar on how they are used, or as parts of speech:

verb, noun, pronoun, adjective, adverb, preposition, conjunction, and interjection.

Words also have "roots" which convey their basic meaning. Suffixes are groups of letters (affixes!) placed after a root word to form a new word, change its part of speech, and modify its meaning.

Example:

change (noun) + able (suffix) = Changeable (adjective) or the ability to be changed.

work (noun) + able (suffix) = workable (adjective) or the ability to be worked.

week (noun) + ly (suffix) = weekly (adverb), or an action or activity done by the week.

happy (adjective) + ly (suffix) = happily (adverb) an action is done in a happy state

morph (verb) + ology (suffix) = morphology (noun), or the study of how words change

Here are some spelling rules for applying suffixes to root words:

If a word ends with a silent "e,"

drop the "e" before adding a suffix which begins with a vowel (-ing, -able, -:

Example: make--making, makable; time--timing, oblige--obliging.

Task

1. state + ing =
2. like + able =
3. indulge + ing =

Do <u>not</u> drop the "e"when the suffix begins with a consonant:

Example: state—statement; like—likeness; use—useful; definite—definitely

Task

1. base + ment =
2. home + ward =
3. peace + ful =

Notes

Silent "e" practice!

1. notice + able =
2. advertise + ment =
3. change + less =
4. shine + ing =
5. conceive + able =
6. fascinate + ing =
7. encourage + ment =
8. encourage + ing =

Adding suffixes to words ending -ce and -geKeep the silent e before -able and -ous

Example: enforceable, serviceable, courageous, outrageous

1. notice + able =
2. courage + ous =
3. change + able =

English is a very flexible language and you can build on your vocabulary and learn how to make new words. One way of doing this is to add prefixes (such as **dis**, **pre** or **co**) before the word. Here's a list of common prefixes with their meanings and some examples.

Anti (= against)	antibodies, anti-social
Auto (self)	autonomous, autobiography, automobile
Bi (= two)	bicycle
co (= with)	cooperate, coordinate
Contra (= against)	contradict, contravene
de (= remove)	deregulate, deselect
dis (= not)	disappear
il (= not)	illegal
im (= not)	immaterial, immature
inter (= between)	international
mis(= badly/wrongly)	misinform, misbehave, misunderstand
multi (= many)	multinational
non (= opposite)	non-profit
Out (= more than)	outperform, outdone
Over (= too much)	oversleep, overwork
Post (= after)	postpone, postnatal
Pre (= before)	predict
re (= again)	rewrite, relive

Notes

sub (= under)	submarine
super (= higher/improved)	supermarket
trans (= across)	transatlantic
uni (= one)	uniform
under (= not enough)	underpaid, underfed

You can also make new words from the words you already know by using different endings. For example, "**The person who employs me** has a fast car". You can make this sentence simpler, by replacing "the person who employs me" with "my employer". This gives you "**My employer** has a fast car." In English you can make nouns from verbs (**to employ** gives **employer** and **employee**). You can also make verbs from nouns or adjectives: **government** gives **to govern**, **modern** gives **to modernize** and so on. Learning what endings you can put on words means you can expand your vocabulary and say what you mean more easily. Here are some common word endings:

Nouns

-er /- or: a person who does something	adviser / advisor, teacher, learner
-ian	optician, mathematician
-ment: result of action	improvement, advancement
-ism: name of system or belief	realism, optimism.
-ist: the person who believes in the system	realist, optimist
-ion	confusion, apparition
-ness	happiness
-ship	leadership
-ence/ance	permanence, appearance
-acy	lunacy
-age	marriage
-ity	annuity
-y	photography
-cy	fluency

Verbs

-ify	falsify, modify
-ise	modernise

Adjectives

-ic	idiotic, periodic
-ful	awful, wonderful
-able/ible	comfortable, terrible
-proof/resistant	waterproof, childproof, fireproof
-free	alcohol free beer, nuclear free zone
-less: without	hopeless, childless

Notes

Example: **Business Jargon Words**

24/7 : At all times

Actionable Ideas you can put to work, instead of just conceptual.

Alignment Following the goals of the organization and the department.

Arena A metaphor meaning field of action.

At the end of the day After everything has passed or been said.

Ballpark Estimate.

Bandwidth (capacity) Capacity of an individual, a team, a company.

Bang for the buck What you get in return for investing time, energy, money, or whatever else you invest.

Bean counter Accountant.

Benchmark Industry measure to compare against.

Guesstimate Estimate**.**

Best of breed The best on various different categories.

Best practice An industry's best way of doing any particular work, a measure that companies can use as a point of comparison.**.**

Cube farm An office with cubicles (partitions).

Rote Method

This is something that we all hate. Rote the new words up to remember them. But isn't it the way we used to learn new words in the childhood?

So remember, when no other methods work, you should not hesitate to resort to the time tested rote method.

Self Dictionary

We hear and read new words all of the time but rarely do we take the time to look them up. When you hear an unfamiliar word, jot it down and take the time to look it up later.

Word Games

There are many games that can be played on-line. It not only serves as a way to entertain but at the same time, develops your vocabulary. Some of the examples of such games are Word Search, Cross Words, Hang Mouse, Quiz, Match Game, Scramble, Letter Blocks, etc.

Visualisation

At times there are very difficult words that can't be learnt by any method else than visualization. Words can be related with something familiar and funny so that it can be remembered.

Notes

Reading

Read a lot. The experience of encountering unfamiliar words in print is remarkably instructive. First, because you're already engaged in reading something, you are arguably more motivated to learn a new word so that you better understand what you're voluntarily reading. Second, you have come across the word organically rather than artificially (i.e. in a vocabulary list). You'll pick up new words – and clarify meanings of words already in your toolkit – by exposing yourself to them in their, shall we say, natural habitat. The context will enrich your attempt to build a better vocabulary.

Diversity of topics is important. Read some natural science stuff, applied science stuff, contemporary literature, Shakespeare, Psychology book and then consume a humorous work. Varied reading will sharpen both general and subject-specific vocabularies. A manger may not feel the utility of subjects like History, Philosophy, Biology, Travel, Anthropology, Linguistics, Art, Gender Studies, Politics, etc. But a mind that knows varied fields has a rich vocabulary as well as is respected everywhere. You don't have to be an expert in all disciplines to build a meaty vocabulary, but you do need to be a well-informed reader who's confident and comfortable reading on topics outside your areas of immediate expertise.

Interact in English

All said and done, we must try to improve our spoken English so to write better. The more we speak in English, the better it would be for us to improve our vocabulary.

9.6 Summary

- The concept of subject verb agreement becomes very important for a manager because he has to read, speak and write in English most of the time.
- He should remember that the verb of each sentence he is speaking has to be in agreement with the form (singular/plural) of the subject.
- There are three articles, "a" , "an", "the".
- "A" and "an" are indefinite articles.
- "The" is definite article.
- Countable and uncountable nouns have some specific rules to be applied to them that should be taken care of while using them.
- Similarly there are special rules for writing names with and without "the". They should be taken well acre of.
- Vocabulary is the most important block of any language.
- There are many ways to develop a good vocabulary.
- Not only good vocabulary makes a language interesting to speak and effective to hear but also an equally important role is played by pronunciation and intonation while we are into oral communication.

9.7 Keywords

Ante-penultimate: Third from end

Compound Word: Word with two words

Penultimate: Second from end

Notes

9.8 Self Assessment

Choose the correct alternative:

1. I have ..... European coach to train me .

   (a) an (b) a

2. The ..... of my country are very humble.

   (a) peoples (b) people

3. Rajesh does not know any song else than ..... one that he sang on your birthday.

   (a) a (b) the

4. How ..... time is left?

   (a) Long (b) much

5. The local public here reads ..... newspaper "My Nation".

   (a) A (b) the

6. In the word "the best" , "the" will be read as:

   (a) Thu (b) thi

7. "A" is ..... type of article.

   (a) Definite (b) indefinite

8. .....baby of a cow is called calf.

   (a) The (b) a

9.9 Review Questions

1. Correct the following sentences:

   (a) He had two types of kites.

   (b) Rama did not have some problems.

   (c) Anish is a best student I have.

   (d) Anshul is a student whom I love like my kid.

2. Fill in the blanks with "a", "an", "the" or leave the blank if does not require any article.

   (a) I had ..... fish and ..... chips for dinner.

   (b) My friend is ..... fireman. Let's ask him for ..... help.

   (c) I'm on ..... diet. No ..... sugar for me!

   (d) I'm staying at ..... hotel on ..... Hudson river.

3. Match the sentence version to the meaning below:

   (a) **I** said Meghna might consider a new haircut.

   (b) I **said** Meghna might consider a new haircut.

Notes

(c) I said **Meghna** might consider a new haircut.

(d) I said Meghna **might** consider a new haircut.

(e) I said Meghna might **consider** a new haircut.

(f) I said Meghna might consider a **new** haircut.

(g) I said Meghna might consider a new **haircut**.

Answers: Self Assessment

1. (b)	2. (a)
3. (b)	4. (b)
5. (b)	6. (b)
7. (a)	8. (a)

9.10 Further Readings

Books

Alice Oshima, *Writing Academic English*, Pearson Longman.

Betty Schrampfer Azar, *Understanding and Using English Grammar*, Prentice Hall College Div.

Raymond Murphy, *English Grammar in Use*, Cambridge University Press.

Susan F. Miller, *Targeting Pronunciation: The Intonation, Sounds and Rhythm of American English*, Houghton Mifflin Company.

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Unit 10: Basic Sentence Patterns

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Objectives

After studying this unit, you will be able to:

- Explain the Basic sentence patterns
- Discuss different types of sentences

Introduction

There are a number of common sentence patterns used to write most sentences in English. The basic sentence patterns presented in this guide to sentence patterns will help you understand the underlying pattern in even the most complex English sentences. Parts of speech are put together to create sentence patterns in English. Quickly, the eight parts of speech are Noun, Pronoun, Adjective, Verb, Adverb, Conjunction and Preposition

10.1 Constructing Sentences: Basic Sentence Patterns

A sentence in English usually names the *subject* of the sentence (the person or thing doing the action) and then offers a comment or assertion about that subject. That comment is known grammatically as a *predicate.*

Example: The sections of a sentence used as examples where there are more than one item are formatted as noted, otherwise examples are *italic.*

In the sentence "He left," *He* is the subject and *left* is the predicate.

A subject can be a word, a phrase, a clause, or a combination. A predicate must always include a verb.

Notes

Subject (italic) + Predicate (plain text)

The boss of the successful new computer company left the elegantly furnished conference room.

Here are some basic patterns of sentences, with different types of predicates .

Subject (italic) + Verb (plain text)

The most basic pattern for a sentence in English is a simple subject + verb

Babies cry.

Even when additional elements appear in this type of sentence, the subject and verb maintain their key positions.

All the babies in the hospital nursery are crying.

Subject (italic) + Verb (plain text) + Direct Object (bold)

Many people wear **glasses**.

The direct object completes the meaning of the verb by telling what many people wear. Verbs that take a direct object are known as transitive verbs.

The artist who lives in the large corner apartment on the sixth floor owns **five cute Weimaraner puppies.**

Intransitive verbs, such as *cry, lie* ("recline"), *sit,* and *rise,* do not take a direct object.

Subject (italic) + Verb (plain text)+ Subject Complement (bold)

Some verbs, like *be, seem, look*, and *appear*, are linking verbs. They are followed by a subject complement (SC), a noun or an adjective that refers to and names or describes the subject.

The players on the visiting team look **fit**.

She is **my sister.**

Subject (italic) + Verb (plain text)+ Indirect Object (bold) + Direct Object (bold italic)

Verbs such as *give, send*, and *offer* can be followed by both an indirect object, naming the person or thing to whom or for whom the action of the verb takes place, and a direct object.

The director of the play gave **his sister *a bunch of daisies.***

He gave **his leading lady *one exquisite rose.***

Subject (italic) + Verb (plain text)+ Direct Object (bold) + Object Complement (bold italic)

The object complement (OC) refers to and renames the direct object.

They named **the football star *Rookie of the Year.***

Verb (italic) +

Commands are the only sentence patterns that have an implied rather than a stated subject. That subject is always *you*.

[You] *Leave* me alone!

Verb (italic) + Subject (bold) Notice inverted Order.

In standard English, a form of the verb precedes the subject only in specific contexts, usually in questions and after *here* and *there.* The following examples show patterns that you are most likely to read or need to use in your writing:

Notes

Is **she** ambitious?

There *were* **hundreds** of people at the rally.

Inverted order is also used in other less common patterns:

Next to the river *runs* **a superhighway.**

Never *have* **I** *been* so tired.

Case Study

Swimming: the Yangs' Favorite Leisure Activity

Swimming can be a relaxing and enjoyable sport. The water feels cool to the skin on a hot summer day. Mr. and Mrs. Yang often swim after getting home from work. They go to the public swimming pool in their neighborhood. The Yangs enjoy swimming in their neighborhood pool. Mr. Yang likes to swim to relieve stress after a day's work. Mrs. Yang encourages him to swim as often as possible. They sometimes take their daughter with them, too. Their daughter loves jumping into the water with a splash. The water in the pool is heated by several solar panels. On clear days, their skin is tanned by the sun. Their eyes are protected from the chlorine by swim goggles. Their spirits are lifted after half an hour of swimming. Mr. Yang, Mrs. Yang, and their daughter like to go swimming. This leisure activity tones their muscles and relaxes their minds. They take their swimsuits, goggles and towels to the pool. They swim in the evening, on Saturday morning, or on Sunday afternoon. After swimming, they return home hungry but very refreshed.

Sentence Analysis and Sentence Pattern Identification

Use these symbols [ ] _ _ < > ( ) to identify the parts of each sentence in patterns I, II, and III:
[subject]
verb OR verb
<complement>
<direct object>
(prepositional phrases)

1. **Pattern I. Subject + Intransitive Verb + Complement**

   [Swimming] can be a relaxing and enjoyable <sport>. (8 words)

   The water feels cool to the skin on a hot summer day. (12 words)

   Mr. and Mrs. Yang often swim after getting home from work. (12 words)

   They go to the public swimming pool in their neighborhood. (10 words)

2. **Pattern II**. **Subject +Transitive Verb + Object** (n, pron, inf, ger)

   The [Yangs] enjoy <swimming> (in their neighborhood pool). (8 words)

   Mr. Yang likes to swim to relieve stress after a day's work. (12 words)

   Mrs. Yang encourages him to swim as often as possible. (10 words)

   They sometimes take their daughter with them, too. (8 words)

   Their daughter loves jumping into the water with a splash. (10 words)

Contd...

Notes

3. **Pattern III. Subject + Verb (passive voice)**

The [water] (in the pool) is heated (by several solar panels). (11 words)

On clear days, their skin is tanned by the sun. (10 words)

Their eyes are protected from the chlorine by swim goggles. (12 wds)

Their spirits are lifted after half an hour of swimming. (10 words)

4. **Sentences with compound elements**.

Put brackets [ ] around each compound element.

[Mr. Yang], [Mrs. Yang], and their [daughter] like to go swimming. (11 words)

This leisure activity tones their muscles and relaxes their minds. (10 words)

They take their swimsuits, goggles and towels to the pool. (10 words)

They swim in the evening, on Saturday morning, or on Sunday afternoon. (12 w)

After swimming, they return home hungry but very refreshed. (9 words)

10.2 Basic Sentence Patterns

Every sentence must have a subject and a verb. When a sentence is written in "regular or normal" order, the subject precedes (comes before) the verb.

Example: John is a good student. ("John" is the subject and "is" is the verb.)

When a sentence is written in "inverted" order, the verb or part of the verb precedes the subject.

Example: Is Mary your sister's name? ("Mary" is the subject and "is" is the verb.)

Notes Note that the verb "is" precedes the subject. In order to identify the Basic Sentence Patterns, you must be able to identify the subject and verb of each sentence. However, subjects and verbs are presented in several different ways.

Subjects:

1 **Single-**one subject

Example: Jack is my brother. (Jack is the subject.)

2 **Compound-**two or more subjects

Example: Sue and Betty are very good friends. (Sue and Betty are the subjects.)

3 **Word or Word Group**

a. *Gerund or Gerund Phrase*

Example: Singing is good therapy. (Singing, which is a gerund, is the subject.)

Notes

Example: Talking with my sons is very difficult. (Talking with my sons, which is a gerund phrase, is the subject.)

b. *Infinitive or Infinitive Phrase*

Example: To study is your job. (To study, which is an infinitive, is the subject.)

Example: To study effectively requires discipline. (To study effectively, which is an infinitive phrase, is the subject.)

c. *Noun Clause*

Example: What you need is a new approach. (What you need, which is a noun clause, is the subject.)

Verbs:

1 ***Single-one verb***

Example: Teresa makes me angry. (Makes is the verb.)

2. ***Compound Verb-two or more verbs***

Example: Jerri rented a car and drove to Dallas. (Rented and drove are the verbs.)

3. Verb Phrase-two or more verbs that work as a unit. The last verb is always the main verb. There may be one or more helping verbs that precede (come before) the main verb.

Example: Sue has been invited to my house. (Has been invited is the verb phrase. Invited is the main verb; has and been serve as helpers.)

Example: Joseph is leaving the firm. (Is leaving is the verb phrase. Leaving is the main verb; is is the helping verb.)

2 ***Compound Verb Phrase-two or more verb phrases***

Example: Helen has moved to Dallas and is working at Walker, Inc. (Has moved and is working are the verb phrases.) Moved and working are main verbs; has and is serve as helpers.

Verbs are classified as **action** or **non-action.** In verb phrases, classify the "main" verb. The "main" verb is always the last verb in a verb phrase. Example: Jim is moving his car. "Is moving" is the verb phrase. Since "moving" is the last verb, it is the main verb; "is" serves as a helping verb.

Action:

Most of the verbs are action verbs.

Example: **Run, move, leave, so, notice, walk, talk,** etc. NON-**ACTION**:

Notes

Non-action verbs tell a state-of-being of the subject. There are two kinds of non-action verbs: being and linking.

1 Being – am, is, are, was, were, be, been, being

2 Linking – seem, feel, smell, taste, sound, appear, become, look, remain, grow, continue, keep, turn, prove, stay,

Being verbs, when used as "single" verbs or "main" verbs, are always non-action verbs. However, some of the **linking** verbs can be action or non-action verbs.

Test: If the subject can do what is indicated by the verb, then the verb is classified as an action verb.

Example: I smell cinnamon rolls. "I" is the subject and "smell" is the verb. Since the subject, I, can smell, then "smell" is the action verb.

Example: The roses smell sweet. Since "roses" is the subject and "roses" cannot smell, then "smell" is a non-action verb.

10.3 Steps in Identifying Basic Sentence Patterns

Most sentences can be classified according to four basic sentence patterns, although there are other patterns.

Notes Every word in a sentence has a job to perform, but it can do only one job at a time. For example, once a word is established as a **subject,** serving as the subject is the only job that word can do in that sentence.

1 **Subject** – Action Verb

Example: Thomas works for American Airlines.

2 **Subject – Action Verb – Direct Object**

Example: Shelia sold her house.

3. Subject – Non-action Verb – Complement

A. Being A. Predicate Adjective

B. Linking B. Predicate Nominative (noun or pronoun)

Example: The dress is pretty.

Example: Through all my trials, Jolinda remains my friend.

Step 1: Place parentheses around all prepositional phrases.

Step 2: Identify the verb.

Notes

Step 3: Classify the verb as action or non-action.

Note: Remember to classify the "main verb" in a verb phrase.

Step 4: If the verb is a non-action verb: Pattern 4 Example: Jack is polite. polite (complement-predicate adjective)

Example: Estrada is my son. son (complement-predicate nominative)

Step 5: If the verb is an action verb: Patterns 1, 2, or 3

Step 6: Ask the action verb the question what? or whom?

Step 7: If no answer, Pattern 1

Example: He went to school. Went what? No answer. Went whom? No answer

Step 8: If an answer to the question what? or whom? Pattern 2 Example: Jim rides his bike to school. Rides what? bike (direct object) Example: Jerri married my youngest brother. Married whom? Brother (direct object)

Step 9: If not only and answer to what? or whom? But also an answer to for what? Or for whom? Something is done: Pattern 3 Example: Shelia gave her husband a birthday party. Gave what? Party (direct object) for whom? Husband (indirect object) Example: Sherry's husband bought her a fur coat. Bought what? Coat (direct object) for whom? Her (indirect object)

10.4 Six Sentence Patterns

Sentence Patterns #1 - Noun / Verb

The most basic sentence pattern is a noun followed by a verb. It's important to remember that only verbs that do not require objects are used in this sentence pattern.

Example: People work.

Frank eats.

This basic sentence pattern can be modified by adding a noun phrase, possessive adjective, as well as other elements. This is true for all the sentence patterns that follow.

Example: People work. -> Our employees work.

Frank eats. -> My dog Frank eats.

Sentence Patterns #2 - Noun / Verb / Noun

The next sentence pattern builds on the first pattern and is used with nouns that can take objects.

Example: John plays softball.

The boys are watching TV.

Sentence Patterns #3 - Noun / Verb / Adverb

The next sentence pattern builds on the first pattern by using an adverb to describe how an action is done.

Notes

Example: Thomas drives quickly.

Anna doesn't sleep deeply.

Sentence Patterns #4 - Noun / Linking Verb / Noun

This sentence pattern uses linking verbs to link one noun to another. Linking verbs are also known as equating verbs - verbs which equate one thing with another such as 'be', 'become', 'seem', etc.

Example: Jack is a student.

This seed will become an apple.

Sentence Patterns #5 - Noun / Linking Verb / Adjective

This sentence pattern is similar to sentence pattern #4, but uses linking verbs to link one noun to its description using an adjective.

Example: My computer is slow!

Her parents seem unhappy.

Sentence Patterns #6 - Noun / Verb / Noun / Noun

Sentence pattern #6 is used with verbs that take both direct and indirect objects.

Example: I bought Katherine a gift.

Jennifer showed Peter her car.

Notes

Basic Sentence Structure

There are five basic patterns around which most English sentences are built.* They are as follows:

S-V	Subject-Verb	John sleeps.
		Jill is eating.
		Jack will arrive next week
S-V-O	Subject-Verb-Object	I like rice.
		She loves her job.
		He's eating an orange.
S-V-Adj	Subject-Verb-Adjective	He is funny.
		The workers are lazy.
		Karen seems angry.
S-V-Adv	Subject-Verb-Adverb	Jim is here.
		Flowers are everywhere.
		No one was there.
S-V-N	Subject-Verb-Noun	She is my mom.
		The men are doctors.
		Mr. Jones is the teacher.

Notes

At the heart of every English sentence is the Subject-Verb relationship. Other elements can be added to make a sentence more interesting, but they are not essential to its formation.

Example: The following sentences are examples of the **S-V** pattern.

She sleeps.	Core sentence
She sleeps soundly.	An adverb is added to describe how she sleeps.
She sleeps on the sofa.	A prepositional phrase is added to tell where she sleeps.
She sleeps every afternoon.	A time expression is added to tell when she sleeps.
She is sleeping right now.	Verb tense is changed, but S-V relationship remains the san
Mary will sleep later.	Subject is named and another tense is used.
The dogs are sleeping in the garage.	New subject may require a different form of the verb.

Notes Any action verb can be used with this sentence pattern.

The following sentences are examples of the **S-V-O** pattern.

They like rice.	Core sentence
The people like rice.	Specific subject
The friendly people like rice.	Subject modified with an adjective
The people in the restaurant like rice.	Subject modified with an adjective
The people like boiled rice.	Object modified with an adjective
The people like hot, white rice.	Object modified with more than one adjective

Notes Only transitive action verbs can be used with this sentence pattern.

The following sentences are examples of the **S-V-Adj** pattern.

He is fine.	Basic sentence with "be" verb
He seems happy.	Basic sentence with another linking verb
Jordan is tall, dark and handsome.	Series of adjectives
He appears very comfortable.	Adverb or intensifier added
George became sick last night.	Different tense and linking verb

Notes Only linking verbs can be used with this sentence pattern.

The following sentences are examples of the **S-V-Adv** pattern.

The teacher is here.	Basic sentence
The teacher is over there.	Using an adverb phrase
Teachers are everywhere.	Plural noun and verb used
The teachers are in the lobby.	Prepositional phrase functioning as adverb

Notes

Notes Only linking verbs can be used with this sentence pattern.

The following sentences are examples of the **S-V-N** pattern.

The man is a doctor.	Basic sentence
The women are doctors.	Using plural noun and verb
My father is a nice guy.	Modified subject and complement
My grandparents are senior citizens.	Modified plural subject and complement

Notes Only linking verbs can be used with this sentence pattern.

*Other, less common structures are dealt with in another unit.

Notes **The Ten Sentence Patterns**

1. ***NP_1 + V-be + ADV/TP:*** The verb of being is followed by an adverb indicating where or when. The adverbial indicating where or when may be a prepositional phrase
2. ***NP_1 + V-be + ADJ:*** The verb of being is followed by an adjective that functions as the subjective complement. The adjectival functioning as the subjective complement may be a prepositional phrase
3. ***NP_1 + V-be + NP_1:*** The verb of being is followed by a noun that functions as the subjective complement.
4. ***NP_1 + LV + ADJ:*** The linking verb is followed by an adjective functioning as a subjective complement. The adjectival functioning as the subjective complement may be a prepositional phrase.
5. ***NP_1 + LV + NP_1:*** The linking verb is followed by a noun functioning as a subjective complement.
6. ***NP_1 + V-int:*** The action verb takes no direct object. Even if the action verb is followed by a prepositional phrase, the verb is still intransitive as long as it does not take a direct object.
7. ***NP_1 + V-tr + NP_2:*** The action verb is followed by a direct object. The second NP, the direct object, receives a different numerical designation (NP2) because it is not the same as the subject (NP1).
8. ***NP_1 + V-tr + NP_2 + NP_3:*** The action verb is followed by an indirect object and then a direct object. The indirect object and the direct object each receive a new numerical designation because each is different from the other and both are different from the subject.
9. ***NP_1 + V-tr + NP_2 + ADJ:*** The action verb is followed by a direct object. The direct object is followed by an adjective functioning as an objective complement. The second NP, the direct object, receives a different numerical designation (NP2) because it is not the same as the subject (NP_1).

Contd...

Notes

10. ***NP_1 + V-tr + NP_2 + NP_2:*** The action verb is followed by a direct object. The direct object is followed by a noun functioning as an objective complement. The second NP, the direct object, receives a different numerical designation (NP2) because it is not the same as the subject (NP1). The third NP, the objective complement, receives the same numerical designation as the direct object (NP2) because it is the same as the direct object.

10.5 The Sentence: Six Basic Patterns Built on Verb Types

Basic sentence patterns are built around verbs. There are six different verb types that are followed by structures always associated with those verbs. Therefore, there are six basic sentence patterns, which are also called *sentence nuclei*. Once these basic patterns are understood, other structures may be attached to the sentence nuclei to form larger sentences. These other structures added to the sentence nuclei are usually phrases or clauses that function as nouns, verbs, adjective and adverbs.

1. The first verb type is called "intransitive." This type of verb can end the sentence, or it can be followed by an adverb phrase. Intransitive verbs do not need to be followed by noun phrases or adjective phrases.

   (a) The president spoke.

   (b) Margo slept.

   (c) Margo slept soundly.

   (d) The small boy jumped from the high oak tree.

   (e) Jimmy went to London.

2. The second verb type is called "linking." This type of verb must be followed by noun phrases or adjective phrases, which refer to the same person or thing as the subject of the sentence. Some typical linking verbs are *become, appear, grow, remain, stay,* and *seem*. Some other linking verbs involving the senses are *feel, look, smell, sound,* and *taste*. Note that the forms of the verb "be" are placed in a special category below, because forms of "be," unlike other linking verbs, can be followed immediately by an "adverb of place."

   (a) Clark Kent became Superman.

   (b) The president looked weary.

   (c) Jamal remained an honest man.

3. The third verb type is the word "be" and all its forms, which is a special category of linking verb. The verb "be," unlike other linking verbs, can be followed by a phrase functioning as an "adverb of place," in addition to the noun phrases or adjective phrases that follow other types of linking verbs. The word "be" has eight forms: *be, is, am, are, was, were, been, being*.

   (a) The student is a math whiz.

   (b) Marilyn was insecure.

   (c) The new houses are around the corner. (The verb is followed by a phrase functioning as an adverb of place.)

4. The fourth verb type is "one-place transitive." This verb must be followed by a noun phrase that functions as a direct object. Often the subject "does something" to this object.

Notes

Sentences with transitive verbs can usually be turned into passive sentences. Note that some intransitive verbs can also be used as transitive verbs.

(a) The office manager typed the letter.

(b) Satellites monitor the country's military bases.

(c) The country's military bases are monitored by satellites. (Sentence 4b is changed to a passive sentence.)

5. The fifth verb type is "Vg two-place transitive." This "Vg" verb can be followed by one of two structures. In the first pattern, the verb is followed by two noun phrases, with the first noun phrase functioning as an indirect object, and the second functioning as a direct object. The alternate sentence pattern is related to the first, but the first noun phrase is a direct object, and the second is an indirect object placed in a prepositional phrase introduced by "to" or "for," or more rarely by "of." Sentences formed from "Vg" verbs must always have both direct and indirect objects. Although indirect objects are usually living things, they can also be inanimate objects.

   (a) Dennis bought Ann some fancy flowers.

   (b) Scientists fed some nutritious food to the laboratory rats.

   (c) The Governor gave the schools additional money.

   (d) The senator asked a question of the Supreme Court Justice.

6. The sixth verb type is "Vc two-place transitive." This "Vc" verb is followed by a noun phrase that functions as a direct object, plus another noun phrase, adjective phrase, or infinitive phrase that functions as a complement. The term "complement" refers to a structure that completes a phrase or clause.

   (a) Republicans consider Democrats big spenders.

   (b) Excessive tax cuts make some people uncomfortable.

   (c) Some historians believe Franklin Roosevelt to be our most effective president.

Language is a fascinating thing. From the moment we are born, we begin the process of learning how to communicate. As babies, we cry. It is the only method we know of at that stage to get what we need and want. As we grow, however, we experiment with sounds and words, mimicking those around us in order to figure out a better way of expressing ourselves. We learn from our parents how to form sentences and ask questions. Little do we know at that age that we are using something called "grammar."

Still have a question?

Ask it in the Language & Linguistics forum

People use grammar without really thinking about it. They do not realize that there are ten sentence patterns, and with each sentence that they speak, they are using one of them. Grammar can be very simple, but it can also be very complex. A sentence may last for a whole paragraph, and still be grammatical.

English grammar is very different from the grammar of other languages. In English, the sentence's meaning is derived from the order of the words. For example: *I threw the ball over the fence.* The words in this sentence could be scrambled and it would no longer be a sentence: *Fence the over ball threw I the.* Our sentences have specific requirements of where certain words need to go in order to convey the meaning we wish to convey. You may be able to scramble a sentence and it would remain a grammatical sentence, but its meaning would be completely changed.

Notes

As stated before, there are ten basic sentence patterns in the English language. They look simple, and we can speak very complicated sentences, but these patterns are like the skeletons of our sentences. These patterns have been separated into four groups: The *be* Patterns, The Linking Verb Patterns, The Intransitive Verb Pattern, and The Transitive Verb Patterns.

The *be* Patterns: Sentence patterns I-III use *to be* verbs.

Pattern one consists of a noun phrase, *to be* verb, and an adverbial of time or place: *The students are upstairs.*

Pattern two consists of a noun phrase, *to be* verb, and an adjective (subject complement): *The students are diligent*.

Pattern three consists of a noun phrase, *to be* verb, and a noun phrase (subject complement): *The students are scholars.*

The Linking Verb Patterns: Sentence patterns IV-V use linking verbs, verbs which are completed by a subject complement.

Pattern four consists of a noun phrase, linking verb, and an adjective (subject complement): *The students seem diligent*.

Pattern five consists of a noun phrase, linking verb, and a noun phrase (subject complement): *The students became scholars.*

The Intransitive Verb Pattern: Sentence pattern VI uses intransitive verbs. Intransitive verbs have no complement following them.

Pattern six consists of a noun phrase and an intransitive verb: *The students rested.*

The Transitive Verb Patterns: Sentence patterns VII-X use transitive verbs. Transitive verbs can have one or more complements following them.

Pattern seven consists of a noun phrase, transitive verb, and a second noun phrase (direct object): *The students studied their assignment.*

Pattern eight consists of a noun phrase, transitive verb, a second noun phrase (indirect object), and a third noun phrase (direct object): *The students gave the professor their homework.*

Pattern nine consists of a noun phrase, transitive verb, a second noun phrase (direct object), and an adjective (object complement): *The students consider the teacher intelligent.*

Pattern ten consists of a noun phrase, transitive verb, a second noun phrase (direct object), and a noun phrase (object complement): *The students consider the course a challenge.*

These are the ten basic sentence structures used in the English language.

10.6 Summary

- Every sentence must have a subject and a verb. When a sentence is written in "regular or normal" order, the subject precedes (comes before) the verb.
- In order to identify the Basic Sentence Patterns, you must be able to identify the subject and verb of each sentence. However, subjects and verbs are presented in several different ways.
- Verb Phase-two or more verbs that work as a unit.
- Verbs are classified as action or non-action. In verb phrases, classify the "main" verb. The "main" verb is always the last verb in a verb phase.

Notes

10.7 Keywords

Verb: Verbs are classified as action or non-action.

Verb Phrase: Verb phrase-two or more verbs that work as unit.

10.8 Self Assessment

Directions: Determine the sentence pattern for each sentence given below. Write the sentence pattern in the space provided below the sentence. When you have completed the exercise, click on "Check My Work" to see the correct answers.

Sentence Pattern Choices:

NP_1 + V-be + ADV/TP NP_1 + V-int

NP_1 + V-be + ADJ NP_1 + V-tr + NP_2

NP_1 + V-be + NP_1 NP_1 + V-tr + NP_2 + NP_3

NP_1 + LV + ADJ NP_1 + V-tr + NP_2 + ADJ

NP_1 + LV + NP_1 NP_1 + V-tr + NP_2 + NP_2

1. The child behaved horribly in the store.
2. On his last trip to Russia in the spring, Hilda finally felt comfortable.
3. In another life I must have been a dancer.
4. Upon his return, the people elected Jasper king of the entire country.
5. My brother showed me the stream behind the wooded area.
6. You are very quiet today.
7. The personality test found Jenkins unsuitable for the position.
8. After much deliberation, Millie bought the biggest car on the lot.
9. Later, Smithers became the most important person in his life.
10. The poor sailor was at sea for a year.
11. Under most circumstances, we would be happy with your work.
12. The professor considered the student a genius at mathematics.
13. Ulcers give people pain.
14. He waited in the rain for an hour.
15. During my teen years, I grew tall.

10.9 Review Questions

Directions: In the blank, identify the sentence pattern according to this code:

1. Subject - Action Verb
2. Subject - Action Verb - Direct Object
3. Subject - Action Verb - Indirect Object - Direct Object

Notes

4. Subject - Non-Action Verb (Linking Verb) - Complement

_____ 1. Some of my friends did come to the Christmas party.

_____ 2. Some of my friends gave a Christmas party at a big hotel.

_____ 3. Some of my friends were sorry about missing the Christmas party.

_____ 4. Some of my friends gave me a bon voyage party.

_____ 5. Some of my friends gave the office party a bad name.

_____ 6. The four-day work week may soon be a reality.

_____ 7. Many people now work a full seven-day week.

_____ 8. To many people, the idea of more leisure time is appealing.

_____ 9. Labor unions will consider the four-day work week.

_____ 10. Long holiday weekends now give people a taste of more leisure time.

_____ 11. A reduced work week would provide more jobs for those now unemployed.

_____ 12. For some people, the four-day work week will remain a dream for a long time.

_____ 13. Some experiments will evaluate the four-day work week.

_____ 14. Employee dissatisfaction creates alarming conditions.

_____ 15. The four-day week could conceivably give us too much free time.

Answers: Self Assessment

1. NP_1 + V-int
2. NP_1 + LV + ADJ
3. NP_1 + V-be + NP_1
4. NP_1 + V-tr + NP_2 + NP_2
5. NP_1 + V-tr + NP_2 + NP_3
6. NP_1 + V-be + ADJ
7. NP_1 + V-tr + NP_2 + ADJ
8. NP_1 + V-tr + NP_2
9. NP_1 + LV + NP_1
10. NP_1 + V-be + ADV/TP
11. NP_1 + V-be + ADJ
12. NP_1 + V-tr + NP_2 + NP_2
13. NP_1 + V-tr + NP_2 + NP_3
14. NP_1 + V-int
15. NP_1 + LV + ADJ

10.10 Further Readings

Books

J. Mathew, *Business Communication*, RBSA Publishers, 2008, p. 260.

Meenakshi Raman, Prakash Singh, *Business Communication*, Oxford University Press, 7th Impression 2008.

PD Chaturvedi, Mukesh Chaturvedi, *Business Communication—Concepts, Cases and Applications*, 2007, Pearson Education.

Notes

Unit 11: Conditional Sentences

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Objectives

After studying this unit, you will be able to:

- Explain Conditional sentences
- Know about discuss types of conditional sentences
- Get aware practices conditional sentences

Introduction

This unit aims to help students familiarize with form/use/meaning of conditional sentence type 1 (the real if conditional). The lesson combines the explicit and implicit teaching of grammar and is conducted in a meaning focused way

11.1 Conditional Sentences

Conditional sentence type I consists of two parts, the dependent/subordinate if clause and the main will clause. The dependent if clause usually indicates a real or possible situation that can happen in the present or in the future (I may go shopping), and the main will clause expresses the result of the condition (I will spend some money). Conditional sentence type I is often called the "real" conditional because it is used for real or possible situations. These situations take place if a certain condition is met.

The problem in using conditional sentence type I comes from the incompatibility of the tenses in dependent and result clauses. In dependent if clause, present simple tense is used to express a present or future situation that is going to happen. However, in result clause, simple future, indicated by will, is used to express the result of a future situation.

Conditional sentence type I varies in its structure when dependent if clause and main/result clause exchange their positions. The sentence can be formed by the use of the present simple in if clause followed by a comma and will + verb (base form) in the result clause. The result clause can also be put first without using a comma between the clauses. In both conditions, the meaning of the sentence remains the same.

Notes

Conditional sentences are not the conditional tense (would + to-less infinitive). Conditional sentences are made up of two clauses, one with a conjunction, often *if*. E.g.: *If you like it, you can keep it.* These two clauses can be reversed: *You can keep it if you like it.* Notice the use of the comma. The Conditional tense is formed with "would" + bare infinitive.

Notes Remember: *hubiera o hubiese = had; habría = would have.*

Type 0: cause and effect

If + present present

These sentences are statements of universal truth or general validity. *If* corresponds closely in meaning to *when(ever).*

What happens when you don't water plants?; If you don't water plants, they die

Generally speaking, when it is raining, people get blue

Statements like this commonly appear in factual discussions or explanatory (scientific and technical) texts. There can be a variation past/past. In the Middle Ages, when it was raining people got blue. In both cases, present-present, past-past, notice the tenses in both clauses are the same.

Type 1: open conditions

If + present *will*; *will* + another modal; or Imperative

Open conditions are conditions that may or may not be fulfilled. We make them when the action or event mentioned in the conditional clause is being considered, is under discussion or appears likely to happen:

If you lose it, I'll kill you!; If you lose it, I'll have to kill you; If you lose it, commit suicide!

Type 2: tentative, hypothetical and unreal conditions

If + past *would*-modal (present or future time reference)

The conditional *clause* here represents what is:

Degrees of decreasing probability	Examples
Possible: Suppositional or tentative but possible	If we caught the next train, we'd get there on time. Compare this (more suppositional) with this: If we catch the next train, we'll get there on time. Type 2 is sometimes used to be more polite, really, less pushy!
Hypothetical/imaginary but not impossible (day-dreaming)	If I won the lottery, I'd quit my job.
Contrary to present fact, unreal situation conveyed by the use of the past in the cond. cl.	If I knew how it worked [I actually don't know!], I'd tell you how to use it.

The verb in the conditional clause represents the attitude of thee speaker towards the conditions, not time (which is indicated by other elements in the situation, if any).

I wish / If only / I'd rather / It's (about/high) time

Notes

There is a set of expressions which force us to use the past tense: I wish you were here; If only we found it!; I'd rather you spoke frankly; It's time we left.

Whenever we want to invite co-operation or indicate that people or events frustrate our desires, instead of the past we use would: I wish you would hurry up!; I wish it'd stop raining! If only it'd stop raining!

Type 3: unreal conditions

If + past perfect perfect modal (past time reference)

Completely hypothetical situations, totally contrary to past fact!

If we had caught that train, we'd have arrived on time! [Bloody hell! We didn't catch it!]

Conjunctions introducing conditional sentences Si… = If; Si no / A no ser que… = Unless

Type 0: IF = WHEN(EVER) - If I make a promise, I keep it.

IF = AS, SINCE, BECAUSE - If you haven't done your homework, you won't be able to follow this lesson.

SUPPOSE/SUPPOSING - Suppose I go to NY, what will you do? Suppose I went to NY, what would you do? Suppose I had been to New York, what would you have done?

Also, ON CONDITION/PROVIDED, AS LONG AS

Task **Complete the sentences, following any correct sequence of tenses.**

1. If only …, you wouldn't now be in such a difficult position.
2. If …, tell him I'm out.
3. I can't understand why …, unless he thinks we are all fools.
4. If you are to succeed in your career, …
5. As long as…, swimming in this river is fairly safe.
6. If you were to explain the situation to him, I'm sure…
7. Is there any point in your coming with us if…?
8. How …, if you didn't know my address?
9. If Mr Bing rings up while I'm at lunch…
10. I can't possibly advise you properly unless…
11. If …, I shall blame you for it.
12. If you knew the answer, why…?
13. My neighbour said I could borrow his lawn-mower provided that …
14. If anything has occurred to make you change your mind, …
15. When …, supposing we left immediately?
16. Had it been anyone but you that spoke to me in such a way, …

Contd...

Notes

17. How I wish…
18. Make a note of the telephone number in case you …
19. If you…, you have only to say so.
20. If you really have been studying English for so long, it's about time you…

Task Finish each of the sentences in such a way that it means exactly the same as the one printed before it.

1. It's my opinion that you should take more exercise.

   If I …
2. Without proper lessons, you could pick up a lot of bad habits.

   If you …
3. It would be a waste of everyone's time to discuss the question any further.

   If … if we …
4. You won't get a loan without being able to offer some security.

   You … unless …
5. Follow the instructions carefully and you won't have any problems.

   As long as …

11.2 Types of Conditional Sentences

I. ***Factual Conditional Sentences***

Tense	If Clause:	Result Clause:	Formula
Present Real	If I eat,	I **get** full.	Simple Present + Simple Present
Past Real	If I ate,	I **got** full.	Simple Past + Simple Past
Future	If I eat,	I **will get** full.	Simple Present + Future

Additional elements used in these sentences:

1. Modals in one or both clauses
2. Not in one or both clauses
3. Progressive forms may be used in all the conditions

Example:

1. If you have enough money, you can buy one.
2. If you don't have enough money, you can't buy one.
3. If I am enjoying myself, I don't mind where I go.

Notes

II. ***Unreal Conditional Sentences***

Tense	If Clause:	Result Clause:	Formula
Present Unreal	If I had a car,	I **would take** you places.	Simple Past + Would + Base Form of Verb
Past Unreal	If I had had a car,	I **would have taken** you places.	Past Perfect + Would + Have + Past Participle

Additional Information:

1. In present unreal, the verb "to be" becomes "were" for all subjects.
2. Could or might may be used in the result clause. However, the meaning changes. Would expresses a definite intention, whereas could expresses a possibility or an ability and might expresses a possibility
3. Progressive forms can be used in both clauses
4. Present unreal conditions can also be used to express a future condition; however, unlike the factual future conditions, these mean that it is improbable the condition will take place.
5. In contrary to fact conditions, positive means negative and negative means positive.

Example:

1. If Jane were my boss, she would treat me better.
2. (a) If Jane were my boss, she could treat me better.
   (b) If Jane were our boss, we might be able to do that.
3. (a) If I were going with you, I would be happier.
   (b) If I were with you, we would all be having fun.
4. If you were going with us on the trip, we could have a great time.
5. If you were not singing, we would be so happy!!!

11.3 Conditional Sentences

Type I : Real Conditional

(a) ***If + Simple present + will***

Both condition and result are very likely to happen

If John gets a good result, he will (he'll) study medicine.

If he fails his exams, he will go abroad.

(b) ***If + Simple present + Imperative***

This is a way of giving advice or instructions

If you feel tired, drink a cup of coffee.

If you can't wake up, buy an alarm clock.

If you see my wife, tell her I'll be late for dinner.

Notes

(c) ***If + should + imperative***

In this way we can suggest that something is unlikely to happen, or is not particularly probable.

If you should run into Peter Bellamy, tell him he owes me a letter.

(d) ***If + Simple present + Simple present***

This is a way of talking about laws of nature or things that always happen

If you heat ice, it melts.

If you fail your exams, you have to take them again in September.

(e) ***If + Simple present + may***

The result of the condition is just a possibility.

If we go to John's party, we may have a good time.

If we don't give them directions, they may get lost.

(f) ***If + Simple present + can***

If I haven't enough time today, I can wash your car tomorrow.

We use this form when we make present decisions about future ability. Otherwise we use will be able to.

If you lose her telephone number, you won't be able to contact her later.

Type II: Hypothetical conditional

It is called so because the condition is contrary to the facts or because it is very improbable. We use this *Unless I find a good excuse (if I don't find a good* conditional to imagine what would it be like if things *excuse), my father will punish me.* were different.

(a) ***If + Simple past + would***

If I were the president, I would end unemployment.

If I won the lottery, I would buy a Ferrari.

If I were you, I'd start packing now.

(b) ***If + Simple past + might***

The result of the condition would be just a possibility.

If you drove drunk, you might have an accident.

If he weren't so selfish, he might be happier.

(c) ***If + Simple past + could*** (the meaning of could here is would be able to).

If I had another £500, I could buy a car.

(d) ***If + were to + would***

If war were to break out, I would emigrate to Mars.

(This makes a future possibility sound less probable).

Notes

Type III: Impossible conditional

The condition didn't happen in the past, and so the result didn't happen either. It is used for speculating about past events.

(a) ***If + Past perfect + Perfect conditional***

If he had studied, he would have passed.

(b) ***If + Past perfect + might have***

If someone had heard the S.O.S., their lives might have been saved

(c) ***If + Past perfect + could have*** (the meaning is could have been able to).

If my parent's hadn't been poor, I could have gone to university

Unless

Very often, unless can be used instead of if not. The meaning of **unless** is an exclusive one (only if... not / except on condition that...) and it is normally used in sentences that say 'A will happen if it is not stopped by B'.

Unless I find a good excuse (if I don't find a good excuse), my father will punish me.

I 'II be back tomorrow unless there's a plane strike (if there isn't a plane strike).

Let's have dinner out unless you're too tired (if you aren't too tired).

However, unless cannot be used in sentences that say 'A will result from B not happening.' Compare:

I will be glad if she doesn't come this evening.

~~*I will be glad unless she comes this evening.~~

I will be surprised if she doesn't have an accident.

~~*I will be surprised unless she has an accident.~~

Notice

The main clause can come first and the if clause second, especially in questions.

What will he do if he fails his exams?

Inversion in Conditional Sentences

In literary style, we can sometimes omit if changing the word order subject / auxiliary. This has nothing to do, of course, with an interrogative sentence.

If you should run into Peter Bellamy, tell him he owes me a letter. = Should you run into Peter

Bellamy...

If she were my daughter, I would send her to a boarding school. = Were she my daughter...

If war were to break out, I would emigrate to Mars. = Were war to break out...

If he had studied, he would have passed. = Had he studied...

Notes

Other words with conditional meaning

Many words and expressions can be used with a meaning similar to if, (and with similar verb forms). Some of the commonest are provided, providing, supposing, as long as, on condition that.

Supposing you fell in love with your boss, what would you do?

You can borrow my bike provided/providing you bring it back.

I 'II give you the day off on condition that you work on Saturday morning.

You are welcome to stay with us, as long as you share the rent.

11.4 Conditional Sentences: Exercises

A. ***Change these conditional sentences type I into type II and type III.***

1- If you give me some glue, I will stick the pieces together.

2- 1 will get you a newspaper if I can find one.

3- He will be a good president if he is elected.

4- There will be more people killed if we don't stop that war.

5- If you hurry, you'll catch your train.

6- If you are a good boy, I will take you to the cinema.

B. ***Rephrase the following sentences into conditionals (types I, II or III) like in the example:***

e.g. You were not at home yesterday. Your little brother had an accident (type III) = If you had been at home yesterday, your little brother wouldn't have had an accident

1- I forgot the car keys at home. I was late for work. (t. III).

2- She hasn't got a university degree. She'd like to have a better job. (t. II)

3- I spent all my money on cigarettes. I need a dictionary, (t. III).

4- You might see my sister. I need to tell her that our father's gone on a business trip. (t. I, use SHOULD).

5- Susan is going to fail almost every subject this year. She wants to go to university, (t. I)

6- He's not handsome. He'd like to have a beautiful girlfriend, (type II, use MIGHT in the main clause).

7- The prison warder was having lunch. The prisoners escaped, (till).

8- I need a typewriter. It costs a lot of money, (t. I)

9- I don't have enough time. I like reading very much, (t. II) 10.-1 don't like cooking. I always eat in restaurants (t. II)

C. ***Conditional Sentences Type I:*** basic forms Write conditional sentences type I, using the given facts in your conditional clause, and adding a suitable completion,

e.g. He's thinking of going to England.

If he goes to England, he will have to learn English.

Notes

1- It looks as if those shoes in the window are my size.

2- Don't drop that vase.

3- It looks like being fine tomorrow.

4- My father has suggested that I change my job.

5- It seems that we'll be late for the theatre.

6- Don't lose my library book!

7- You may meet some friends of mine in London.

8- He expects to pass his exams.

9- They're hoping it will be a baby boy.

10- I anticipate getting a rise in salary next year.

D. ***Conditional Sentences Type I:*** present + present

Answer these questions like in the example:

What happens if you heat ice? If you heat ice, it melts.

1- What happens if flowers don't get any water?

2- What must a motorist do if the traffic lights are red?

3- What materials do you need if you want to write a letter? (you = one)

4- What do you like to drink if you are thirsty? (you = you)

5- Who do businessmen go to see if the want to borrow money?

6- What do you expect a teacher to do if you make a mistake?

7- What must one have if one wants to visit a foreign country?

8- Who do people go to see if they feel ill?

9- What happens if there is a power failure?

10- How do people dress in your country if they work in an office?

E. ***Conditional Sentences Type II:***

Answer the questions with conditional statements of Type II.

1- What cities or other places of interest would you visit if you went to America?

2- What would you do (or not do) if you could live your life over again?

3- What would you say or do if someone called you a fool?

4- If a visitor came to your town, what places would you advise him to see?

5- What famous person would you like to meet if you had the chance?

6- What country would you choose if you decided to live abroad?

7- What changes would you make in your house, assuming you had the money?

8- What would you do if you saw a house on fire?

9- What would you do if you had something stolen?

10- Which books or records would you take with you if you went to live on a desert island?

Notes

F. ***Conditional Sentences Type II.***

Write conditional sentences type III based on the given facts.

We don't have any wood, so we can't light a fire. If we had some wood, we could light a fire.

1- Since she doesn't love him, she won't marry him.

2- Our teacher explains things clearly, so we understand his lessons.

3- As I haven't a watch, I can't tell you the time.

4- Britain doesn't export enough, so she has a constant balance of payments problem.

5- Since I know the meaning of the word, I don't have to look it up.

6- This exercise is easy, so everyone will get the correct answers.

7- I know the answer so I can tell you.

8- We haven't any matches so we can't light the fire.

G. ***Conditional Sentences Type III:*** Complete the sentences, following one of the patterns of conditional sentences type III.

1- I would have enjoyed the party much more if...

2- It... if the sea hadn't been so rough.

3- Would you have been able to come next Tuesday if...?

4- If you had taken my advice...

5- If I had realized that you were really serious in what you said,...

6- If it hadn't been for the fact that his father has influence...

7- If he were to have told me the truth in the first place...

8- Would you have lent him the money if...?

9- What difference would it have made, even if...?

10- If the fire brigade had arrived but a quarter of an hour earlier,...

11- I'm sure she wouldn't have married him if...

12- If..., we would have left without them.

H. ***Conditional Sentences Type III***

Change the following sentences into conditionals type III like in the example:

He didn't know his wife was going to be sitting at the next table, and so he took his secretary to the Golden Tower restaurant =

If he had known his wife was going to be sitting at the next table, he wouldn't have taken his secretary to the Golden Tower restaurant.

1- Bob didn't hear about it in time, and so he didn't join Oliver's expedition to Afghanistan.

2- She changed her nationality on marriage, and so he didn't need to have her visa extended.

3- The Hotchkisses ran out of marmalade, and so they had apricot jam this morning.

Notes

4- I didn't know Oswald was going to be present, and so I went there.

5- Guy didn't tell Hazel about the girl he met at the party, and so Hazel wasn't annoyed.

6- I had nothing better to do, and so I turned on the television to watch this infantile rubbish.

7- Wilfred was suddenly taken ill, and so he and his family didn't go on holiday to Greece.

8- Miranda didn't see that the customer was going out without paying, and so she didn't rush out and stop her.

9- Slasher Higgins was carrying a gun when they caught him, and so he didn't get a shorter sentence.

10- Nobody told me it was your birthday, and so I asked you to clean out the larder.

11- Percy was playing the fool all day, and so we didn't get more work done.

12- Mr Gibson didn't marry the girl he loved thirty years ago, and so he wasn't a happier man.

13- There was no chance of rescuing survivors, and so they called off the search.

14- He started running a bath and then forgot about it, and so the water overflowed, and we had all this trouble and expense.

15- He listened at the door of the boardroom, and in that way he learned that he was going to lose his job.

I. ***Conditional Sentences (Mixed Types):*** Put the verbs in brackets into the correct tenses:

1- If you (find) a skeleton in the cellar don't mention it to anyone.

2- If you pass your examination we (have) a celebration.

3- What (happen) if I press this button?

4- I should have voted for her if I (have) a vote then.

5- If you go to Paris where you (stay)?

6- If someone offered to buy you one of those rings, which you (choose)?

7- The flight may be cancelled if the fog (get) thicker.

8- If the milkman (come) tell him to leave two pints.

9- Someone (sit) on your glasses if you leave them there.

10- You would play better bridge if you (not talk) so much.

11- What I (do) if I hear the burglar alarm?

12- If you (read) the instructions carefully you wouldn't have answered the wrong question.

13- I could repair the roof myself if I (have) a long ladder.

14- Unless the turn the radio off I (go) mad.

15- If you were made redundant what you (do)?

16- We'll have a long way to walk if we (run) out of petrol here.

Notes

17- If you shake that bottle of port it (not be) fit to drink.

18- I'll probably get lost unless he (come) with me.

19- You (not have) so many accidents if you drove more slowly.

20- If you (wear) a false beard nobody would have recognized you.

21- If she (leave) the fish there the cat will get it

22- Unless they leave a lamp beside that hole in the road somebody (fall) into it.

23- You'll get pneumonia if you (not change) your wet clothes.

24- If I had known that you couldn't eat octopus I (not buy) it.

25- If they (hang) that picture lower people would be able to see it.

26- She (be able) to walk faster if her shoes hadn't such high heels.

27- I (bring) you some beer if I had known that you were thirsty.

28- If you had touched that electric cable you (be) electrocuted.

29- If the story hadn't been true the newspaper (not print) it.

30- I (not buy) things on the instalment system if I were you.

31- Dial 999 if you (want) Police, Ambulance, or Fire Brigade,

32- You (not be) any use to me unless you learn to type.

33- If anyone attacked me, my dog (jump) at his throat.

34- If he were in he (answer) the phone.

35- The ship would have run aground if the pilot (make) one mistake.

36- I shouldn't have taken your umbrella if I (know) that it was the only one you had.

J. ***Conditional Sentences (Mixed Types):*** Finish these sentences, taking care to use correct tenses.

1- If he had taken my advice...

2- If you ate less...

3- We'll send for the doctor if...

4- If she practised more...

5- If there isn't enough wine in that bottle...

6- If you had checked the petrol before we started...

7- This clock wouldn't have run down if...

8- Try on the blue one if...

9- If these gates are locked...

10- If we leave before breakfast...

11- If the river rises any higher...

12- Her life might have been saved if...

13- If the volcano starts erupting...

Notes

14- The glass would look better if...

15- Unless it is a nice day...

16- If you don't put enough stamps on the letter, the person who gets it...

17- He would lend it to you if...

18- Unless this hotel gets another cook...

19- If the storm becomes worse...

20- If your uncle sees you...

21- If you tried to climb it without a guide...

22- If you didn't shake the camera so much, your photographs...

23- I'd have brought my coat...

24- If you don't like the picture...

25- He would have given her diamonds...

26- If you had asked his permission...

27- If the fire had been noticed earlier...

28- If you had any sense...

29- You would have been angry if...

30- If he had put the flowers into water at once...

31- I should have ordered more coal if...

32- If you leave the gate open...

33- You will have to go to the dentist if...

34- He would have been drowned if...

35- If I'd had a car...

36- If Tom rings while I'm out...

K. ***Conditional Sentences:*** inversion Rewrite these sentences as in the examples.

If you should need my help again, just give me a ring. = Should you need my help again, just give me a ring.

Were the Government to go back on this election pledge, there would be a revolt among back-benchers.

If the Government were to go back...

Had I known you were ill, I would have visited you.= If I had known you were ill,...

1- If you should need to consult me again, you can contact me at this number.

2- The hospital can switch to an emergency generator if the need should arise.

3- If you should be late once again, you'll lose your job.

4- If it were not for the fact that his father is on the board of directors, he would never have got the job.

Notes

5- If such a merger were ever to be proposed, it would undoubtedly be referred to the Monopolies Commission.

6- If it were not for the expense involved, I would go there by air.

7- If it hadn't been for your laziness, you could have finished the work by now.

8- If he had taken a little more time to think, he might have acted more sensibly.

9- If the attempted assassination had succeeded, there would almost certainly have been civil and political chaos.

10- If the driver of the train hadn't reacted so quickly, the accident would have been much worse

11.5 Summary

This basically focuses on the form of target grammar point, where explicit teaching method is applied and students are exposed to basic structures, variations, and negations of target grammar point to form a general idea of it. Some drills are followed to strengthen students' short memory of the grammar point

11.6 Self Assessment

Fill in the blanks:

1. If the weather is fine, we ..... prune the bushes.
2. If I ..... you, I ..... accept the job.
3. If I ..... (win, won) a prize in the lottery, I could travel to the Far East.
4. If it ..... (rains, rained) all day and night, there might be a severe flood here.
5. If only she ..... him in time, his life might have been saved.
6. If the dog had been ....., it had not bitten the salesman.
7. If the tyre was not ....., they could have arrived earlier.
8. If he had an ..... in the bank, he can cash the cheque.
9. If I ..... more, I would have invited your friends for lunch.

11.7 Review Questions

1. If he behaves himself, his father ..... take him to the zoo.
2. If the sports complex is not built by June, the public ..... complain.
3. If his mother does not accompany him, he ..... not go to the dentist.
4. If you apologize, she ..... speak to you again.
5. If you miss the bus, you can ..... (take, have taken) a taxi.
6. If you ..... (have, had) proof of your innocence, they will not blame you for what happened.
7. If you take the right turning, you ..... (have come, are coming, will come) to a dead end.

Notes

8. If you ..... (water, have water) the plants regularly, they will not die.
9. If we ..... (lose) our way, we would ask for help.
10. If they ..... (have, had) a shuttlecock, they could play badminton.
11. If you ..... (are, were) caught littering, you would be fined heavily.
12. If he ..... (touches, touched, is touching) this switch, the alarm would go off.
13. If we ..... (compromise, compromised) there would be an end to this argument.
14. If he .....(has, had) at least twenty thousand dollars, he could buy the house.
15. If I ..... (want, wanted) to sell my car, I would put an advertisement in the newspapers.
16. If the rescuers ..... (hasn't/hadn't) been quick enough, the girl would drown.
17. If she..... (have/had) not stopped talking, she will have to leave the library.
18. If I.....(has/have) the answer to the riddle, I would have told you earlier.
19. If you..... (has/have) eaten less and exercised more, you will have lost some weight.
20. If he..... (fall/fallen) from the tree, he would have broken his neck.

Answers: Self Assessments

1.	shall	2.	would
3.	won	4.	rained
5.	warned	6.	chained
7.	punctured	8.	account
9.	cook		

11.8 Further Readings

Online links

http://webdelprofesor.ula.ve/humanidades/azapata/materias/phonetics_1/description_of_the_english_vowel_sounds.pdf

http://eslenglishclassroom.com/index_files/PronunciationPage.html

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Unit 12: Subordinating Conjunctions

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Objectives

After studying this unit, you will be able to:

- Discuss subordinating conjunctions
- Explain independent clause
- Describe example related to subordinating conjunctions

Introduction

Subordinate clauses can begin with relative pronouns (and thus are called relative clauses, a type of subordinate clause). When a subordinate clause starts with who, whose, or which for example, punctuation gets a little bit trickier. Sometimes you will need a comma, and sometimes you won't, depending on whether the clause is essential or nonessential.

When the information in the relative clause clarifies an otherwise general noun, the clause is essential.

12.1 Subordinating Conjunctions

A subordinate clause is a clause that cannot stand alone.

Notes A clause is a group of words with as and a verb. It is always introduced by a subordinate conjunction.

Example: **Subordinate Conjunctions**

Unless: You are allergic

Whenever: I see your cat

Notes

Since: You are coming

These are not complete sentence. They all have subjects (you, I, you) and verbs (are, see, are coming) but since they cannot stand alone. But unlike a subordinate clause, an independent clause can stand alone.

Subordinating conjunctions but us join subordinate clause with independent clause.

Example: 1. I will bring my cat *unless* you are allergic.

2. Whenever I see your cat I sneeze.

3. Since you are coming. I won't bring my cat.

Independent Clause:

I will bring my cat

I sneeze

I won't bring my cat.

These are all complete sentence. They all have subject (I), verb (will bring, sneeze, won't bring) and they can stand alone. Subordinating conjunctions are used to join a dependent clause (incomplete thought) to an independent clause.

Notes Some sentences are complex. Such sentences have two clauses, one main (or independent) and one subordinate (or dependent). These are the patterns for a complex sentence:

Main clause + Φ + subordinate clause.

Subordinate clause + , + main clause

Common Subordinating Conjunctions

after	even if	that
before	even though	unless
once	If	until
although	if only	when
as	in order to	whenever
as if	now that	where
as long as	rather than	whereas
as though	Since	wherever
because	so that	while
still	Than	

Example: I will be able to drive when I get older.

"I will be able to drive" → independent clause (complete thought)

"when I get older" → dependent clause (incomplete thought)

The subordinating conjunction "*when*" is used to join the dependent clause to the independent clause.

Notes

The subordinate conjunction has two jobs. First, it provides a necessary transition between the two ideas in the sentence. This transition will indicate a time, place, or cause and effect relationship. Here are some examples:

Louisa will wash the sink full of her dirty dishes once her roommate Shane cleans his stubble and globs of shaving cream from the bathroom sink.

We looked on top of the refrigerator, where Jenny will often hide a bag of chocolate chip cookies.

Because her teeth were chattering in fear, Lynda clenched her jaw muscle while waiting for her turn to audition.

The second job of the subordinate conjunction is to reduce the importance of one clause so that a reader understand which of the two ideas is more important. The more important idea belongs in the main clause, the less important in the clause introduced by a subordinate conjunction.]

Read these examples:

As Samson blew out the birthday candles atop the cake, he burned the tip of his nose on a stubborn flame.

Burning his nose > blowing out candles.

Ronnie begins to sneeze violently whenever the opens the door to greet a fresh spring day.

Sneezing violently > opening the door.

Even though Dana persevered at the calculus exam, she was only adding another F beside her name in Dr. Armour's grade book.

Adding another F > persevering at the exam.

Task ***Directions:*** Please fill in the blanks using the appropriate conjunction. Use commas where necessary.

1. He behaves ..... he rules the world.
2. We started moving ..... he took his foot off the brake.
3. I am going to go ..... my parents say I can't.
4. ..... kill living animals for food, I am going to become a vegetarian.
5. I waited ..... my mom paid for the groceries.
6. I ran ..... I was scared.
7. Typically, dessert comes ..... dinner.
8. My sister is nicer ..... my brother.
9. ..... I get happy I smile.
10. I'm not leaving ..... you say you're sorry.
11. We cannot go skiing ..... we have skis.
12. I turned the key ..... start the car.

Notes

12.2 Independent Clause

The following patterns are the most common ones in written American English. Each sentence pattern contains an ***independent clause*** that can be a complete sentence.

The ***independent clause (SVC)*** contains a subject (S), a ***verb (V)***, and a ***completer (C)***. The ***completer*** = any word or words that complete the thought.

Subject	Verb	Completer
The man in the gray suit	ran	to get out of the rain.
My youngest brother	is	a very good guitar player.

Most of the patterns contain additional ***words, phrases***, or ***subordinate clauses*** that attach to the main ***SVC***.

Phrases are word groups that function within the sentence. (See the list of phrases in Pattern #3 below):

Subordinate clauses are not complete sentences because they have a subordinator before their subject. (See the list of subordinators in Pattern # 3 below):

Each basic sentence pattern is indicated by combinations of ***SVC*** and ..... .

SVC = an independent clause that can be a complete sentence.

..... = a word, phrase, or subordinate clause that is part of a complete sentence.

By combining the ..... and ***SVC*** chunks, you can create the following basic patterns:

#1: SVC. Independent clause (simple sentence)

#2: SVC, and SVC. Independent clauses joined by a coordinating conjunction (FANBOYS)

#3: ....., SVC. Lead-in word, phrase, or subordinate clause

#4: S, ...,VC. Interrupting word, phrase, or clause

#5: S that ..... VC. S who ..... VC. Necessary or Essential relative clauses

#6: SVC, ... SVC: ..... SVC– ..... . Additional or Nonessential words, phrases, or clauses

#7: SVC; ....., SVC. Sentence; lead-in word, sentence.

Pattern #1: SVC. The independent clause

This pattern may have more than one subject, verb, or completer but not more than one independent clause.

	S	V	C
SVC.	George	ate	six apples.

	S	V	C
SVC.	Driving to Minneapolis	takes	four hours from my house.

	S	V	C
SVC.	That Martha was late to school	was	a surprise to her mother.

	S	V	C
SVC.	Whether Tim goes to the dance	is his	decision to make.

	S	&	S	V	C
S&SVC.	Helen	and	Mauren	gave	a party for Jane.

Notes

	S	V		&	V	C
SV&VC.	Mark	designed		and	built	an ultralight aircraft.

	S	V	C	&	C
SVC&C.	Harvey	ate	the whole cake	and	all the cookies.

	S	V	C	&	V	C
SVC&VC.	Tom	baked	the cake	and	bought	the decorations.

Notes Do not confuse Pattern #1: SVC and VC. with Pattern #2: SVC, and SVC.

S V C & V C

Tom baked the cake and bought the decorations. (One independent clause)

S V C S V C

Tom baked the cake, and he bought the decorations. (Two independent clauses)

Pattern #2: SVC, and SVC. SVC ; SVC. The compound sentence.

This pattern consists of two independent clauses joined by a semicolon or by a comma and a coordinating conjunction: for, and, nor, but, or, yet, so.

(FANBOYS)

for

and

Sentence, nor sentence.

SVC, but SVC.

or

yet

so

SVC, but SVC. John was mad at Allison, but he still took her to the dance.

SVC; SVC. John gave Allison a sweater ; she gave it to her sister.

Note the difference: SVC ,so SVC. SVC so that svc.

Two sentences joined by a comma and coordinating conjunction:

John was mad at Allison, so he broke up with her.

SVC and attached dependent clause: See also Pattern #5 below.

John gave Ella a gift so that Alison would be jealous. (Subordinate Clause)

Notes Three or more SVC chunks may also be combined into one sentence:

S V C S V C S V C

John bought the tickets, Mary brought popcorn, and Helen drove the car.

John bought the tickets; Mary brought popcorn; Helen drove the car.

Notes

Pattern #3: ....., SVC. Lead-in words, phrases, subordinate clauses

A comma separates lead-in words from the SVC.

S V C

Unfortunately, Max broke his leg in the first game of the season.

Nevertheless, he still wants to play hockey next year.

Some common lead-in words

Accordingly	Furthermore	Moreover	Still
Also	However	Nevertheless	Thereafter
Anyway	Instead	Nonetheless	Therefore
Besides	Likewise	Otherwise	Thus
Consequently	Meanwhile	Similarly	Undoubtedly
First	Second	next	Finally

A comma separates lead-in phrases from the SVC.

Sprinting toward the huddle, John twisted his ankle. (present participle phrase)

Annoyed beyond endurance, I told Joey to shut up. (past participle phrase)

Curious about the gift, Annie shook the box. (adjective phrase)

Slowly and carefully, Joan climbed the ladder. (adverb phrase)

To reach the top, Tom leaped and grabbed the branch. (infinitive phrase)

On the way to school, the car stopped running. (prepositional phrase)

hw vbl

Hands shaking, Bill reached for the fire extinguisher. (absolute phrase)

hw vbl

Arms outstretched, Mary ran toward her fiancé. (absolute phrase)

Notes An absolute phrase has a head word (hw) and a verbal (vbl). The verbal is usually a present or past participle. The phrase provides information about the subject.

Examples of present participles: running watching

Examples of past participle: scared exhausted

Pattern #3: ....., SVC. Lead-in words, phrases, subordinate clauses

A comma separates lead-in subordinate clauses from the SVC.

A dependent clause begins with a subordinating word or phrase.

after	although	as	as if	as though	because
before	even if	even though	if	once	since
so that	though	that	unless	until	when
where	which	while	who	whether	whoever

Notes

Note that a subordinate clause has a subject, verb, and completer (indicated as svc) after the subordinating word or phrase:

s v c S V C
Because you are annoying me, I want you to leave.

If you want to win, you need to practice harder.

So that he could play football, Matt began to lift weights.

Once the flooding began, many people fled to the Superdome.

Even though the experiment failed, Tony learned the importance of teamwork.

> *Notes* Look carefully to see whether the subordinating word begins a subordinate clause or whether the clause is the subject of the sentence!

Subject V C.

S V C
Where we went after school is none of your business.

S V C
Whether you buy the car or not does not concern me.

Subordinate clause, SVC.

S V C
When the snow began to fall, we were ready to go skiing.

Pattern #4: S, ..., VC. Sentence Interrupters

Additional information can be placed as an interrupter between the subject and verb or the verb and completer. Surround the interrupting word, phrase, or subordinate clause with a pair of commas, dashes, or parentheses.

1. Commas surround interrupting words, phrases, or clauses.

   S V C
   Pam, *however*, decided not to attend the party.

   Mr. Jefferson, *our next door neighbor*, bought a new riding lawnmower.

   John, *sprinting toward the huddle*, twisted his ankle.

   Marie, *annoyed beyond endurance*, told Joey to shut up.

   Annie, *curious about the gift*, shook the box.

   S V C
   Alan knew, *when he heard the sirens*, that a tornado had been sighted..

   S V C
   Jerry, *hearing the bell*, knew *from experience* that the drill was over.

2. Parentheses enclose interrupting information.

   Our advisor (Mr. Jackson) suggested we hire a live band.

   That date (December 7, 1941) will live in infamy.

Notes

3. Dashes surround abrupt or unexpected interruptions.

   The judges-those ignorant blockheads-gave the prize to Henry.

   She was shocked-seeing the photo of a dangerous sex offender-to realize that he was her next door neighbor!

   Kate raced home-averaging 90 mph-and was pulled over for speeding.

Pattern #5: That ..... VC. SVC who ..... . Necessary or Essential Clauses

Essential clauses add necessary information that should not be set off by commas.

Essential clauses are not surrounded by commas.

S V C
The man who is standing next to George ran in the Boston Marathon.

The who clause is an essential part of the subject because it identifies the man.

S V C
Heather opened *the door that led to the garage*.

The *that* clause is an essential part of the completer because it identifies the door.

Differences between essential and nonessential clauses:

In the first sentence, we need the essential clause to identify the subject and tell us which woman.

Essential
The woman who just drove past owns the newest restaurant in town.

In the second sentence, the subject's identity is clear, and the clause provides additional (nonessential) information about him.

Nonessential
My uncle George, *who lifts weights every day*, ran in the Boston marathon.

The word that often begins an essential clause:

He bought the car that had the lowest mileage.

The car that had the lowest mileage was the most expensive.

The word which often begins a nonessential clause:

He bought the red car, *which I didn't like*, for less than $1,000. (Pattern #4)

He bought the car for $1,000, *which was a good deal for him*. (Pattern #6)

Pattern #6: SVC, ... SVC: ..... SVC-- ..... .

Often, nonessential words, phrases, and subordinate clauses are added after the SVC and set off with a comma, dash, or colon.

SVC, ... Using Commas after the SVC

A comma sets off nonessential words after the SVC.

Henry was happy with his new car, *naturally*.

His parents' checking account was now very low, *however*.

A comma sets off nonessential phrases that follow the SVC.

Jane started to dance, *whistling softly*.

Notes

Annie shook the box, *curious about the gift*.

A comma sets off nonessential subordinate clauses that follow the SVC.

S V C sub. s v c
Arnold skipped the math test, *which his brother advised him not to do*.

S V C s v c
Arnold skipped the math test, *which was a dumb thing to do*.

Notes Which is the subordinator in the first subordinate clause. It is both the subordinator and the subject of the second subordinate clause.

SVC: ..... . Using Colons after the SVC

A colon introduces a list after the SVC.

We bought many supplies: juice, bread, canned meat, matches, and sleeping bags.

A colon introduces a conclusion or example after the SVC.

Ann knew there was only one thing to do: sneak home and crawl into bed.

George knew that he was in trouble: his father could not miss the broken taillight.

A colon introduces a quotation after the SVC.

President Bush made a surprising admission: "I take full responsibility for FEMA's failure."

SVC-- ..... . Using Dashes after the SVC

A dash sets off an abrupt comment or surprising details after the SVC.

Martha answered Martin's question-angrily.

Harriet crossed the finish line first-to the delight of her fans.

Bill forgot one important rule-Always stop for a red light.

The wind howled and the sky grew dark-then lightning struck the house next door.

Pattern #7: SVC; ....., SVC. Sentence; lead-in word, sentence.

Use a semicolon after the first sentence and a comma after the lead-in word.

She liked Henry; however, she liked Robert even better.

Combining Sentence Patterns

Here are some ways to combine the SVC and ..... parts for sentence variety.

Shouting with joy, Gerry ran home after the game.

Gerry, *shouting with joy*, ran home after the game.

Gerry ran home after the game, *shouting with joy*.

Caught red-handed, *knees knocking*, *voice quavering*, **Betty admitted her guilt**.

S
Snorting impatiently, *pawing the dust*, *swinging its horns from side to side*, **the red bull**, a

Notes

V C
champion of many fights, **watched the matador approach**, readying itself for the charge.
S
After the fans had left the arena, **the women's basketball team**, *elated by their victory and*
V C
whooping with glee, climbed onto the bus that would take them home to Fargo, three hundred miles away.

12.3 Forming Complex Sentences with Subordinating Conjunctions

Definitions

Independent Clause: An independent clause is a group of words that contains a subject and a verb, expresses a complete thought, and can stand alone as a sentence.

Dependent Clause: A dependent clause is a group of words that contains a subject and a verb, does not express a complete thought, and cannot stand alone as a sentence.

Complex Sentence: A complex sentence is a sentence that contains one independent clause and at least one dependent clause.

Subordinate Clause: A dependent clause that begins with a subordinating conjunction. Since subordinate clauses are adverbial, they may appear at the beginning or end of a complex sentence.

Table of Subordinating Conjunctions

Time	After, As, As soon as, Before, Once, Since, Until, When, While
Manner	As, As if, As though, Like
Cause and Effect	Although, Though, Whereas, While, Except, That
Condition	Because, In that, Now that, Since, So that
Condition	If, In case, Provided (that), Unless
Purpose	So that, In order that
Comparison	As...as, More than, Less than, Than

(***Source:*** Klammer, Thomas P., Shultz, Muriel R., Delia Volpe, Angela.. Analyzing English Grammar. Pearson Education, 2007.)

Punctuating Complex Sentences with Subordinating Conjunctions

If a subordinate clause appears at the beginning of a complex sentence, it must be separated from the independent clause by a comma.

Example: After she finished her homework, Monica went shopping.

In general, if a subordinate clause appears after the independent clause in a compound sentence, no comma is needed.

Example: Monica went shopping after she finished her homework.

Note on punctuation: If the subordinating conjunction in a complex sentence is whereas, though, although, or even though, a comma is needed to show separation between the two clauses.

Notes

Task Without looking at the above table, identify the subordinating conjunctions in the following sentences and identify how they are functioning. Then rewrite the sentences by changing the order of the clauses and punctuate as needed.

1. John tried hard to finish his super fudgy-wudgy sundae, though it seemed an impossible task.
2. I will pay you back as soon as I get the money.
3. Until I started going to class regularly, I performed poorly on the weekly quizzes.
4. Even though she had a ten-page paper to write, Mary went to the movies with friends.
5. Before he was a famous writer, John Steinbeck was a maintenance man.
6. After she graduates this year, Julie will work in her father's law firm.

12.4 Summary

- Subordinating conjunctions are used to join a dependent clause (incomplete thought) to an independent clause.
- The subordinating conjunction "when" is used to join the dependent clause to the independent clause.
- The independent clause (SVC) contains a subject (S), a verb (V), and a completer (C). The completer - any word or words that complete the thought.
- Phrases are word groups that function within the sentence.
- Subordinate clauses are not complete sentences because they have a subordinator before their subject.

12.5 Keywords

Coordinating Conjunctions: It used to connect two independent clauses.

Conjunction: It is a joiner, a word that connects (conjoins) parts of a sentence.

Subordinating Conjunctions: It used to establish the relationship between the dependent clause and the rest of the sentence.

12.6 Self Assessment

Fill in the blanks:

1. We recognized her at once, ... we had not seen her for years.
2. He kept reading ..... he fell asleep.
3. The moon will rise ..... the sun sets.
4. It looks ..... the train will be late.
5. ..... she got her degree, she became a teacher.
6. We will not go skiing ..... the weather is good.

Notes

7. ..... he left, he made sure he had his keys with him.
8. ..... I told the truth, you would not believe me.
9. They have known her ..... she was a child.
10. I must leave now, ... I have a great deal of work to do.
11. What shall we do ..... it rains?
12. ..... you read this book, you would be sure to enjoy it.
13. The door was open, ... we could hear everything.
14. I studied more ..... he did.
15. We packed a lunch, ... we knew we would soon be hungry.
16. I will join you, ... the weather is fine.
17. ..... he is very busy, he is seldom at home.
18. We must hurry, ... we will be late.

12.7 Review Questions

Fill in the blanks:

1. We stayed up late, ... we were tired.
2. They went swimming, ... the coldness of the water.
3. I enjoy the course, ... the professor is a good teacher.
4. She looks ..... your sister.
5. Please wait ..... I make a phone call.
6. Did you hear any noises ..... the night?
7. It looked ..... we would not be able to leave until the next day.
8. We all felt tired ..... the hot weather.
9. I read a book ..... I was waiting.
10. Her eyes shone ..... stars.
11. They managed to work together, ... their differences of opinion.
12. I left home early, ... I had to do several errands.
13. He speaks about the subject ..... he were an expert.
14. We rested ..... the hottest part of the day.
15. ..... she lost her way twice, she arrived safely.
16. ..... their interest in comets, they decided to study astronomy.

Answers: Self Assessment

1.	although	2.	until
3.	as soon as	4.	as though

Notes

5.	After	6.	unless
7.	Before	8.	Even if
9.	since	10.	as
11.	supposing	12.	If
13.	so	14.	than
15.	for	16.	providing
17.	Because	18.	or else

12.8 Further Readings

Books

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Unit 13: Correlative Conjunctions

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Objectives

After studying this unit, you will be able to:

- Discuss Correlative conjunctions
- Illustrate Correlative conjunctions

Introduction

Correlative conjunctions always appear in pairs – you use them to link equivalent sentence elements. The most common correlative conjunctions are "both...and," "either...or," "neither...nor,", "not only...but also," "so...as," and "whether...or." (Technically correlative conjunctions consist simply of a coordinating conjunction linked to an adjective or adverb.)

13.1 Correlative Conjunctions

Correlative conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence. For instance, in the following example, the expression either ... or is used to indicate that the ideas expressed in the two clauses represent two alternative choices of action.

Example: Either you should study harder, or you should take a different course.

The most commonly used correlative conjunctions are both ... and, either ... or and neither ... nor. In the table below, each pair of correlative conjunctions is accompanied by an example of its use. Note that in the construction if ... then, the word then can usually be omitted.

Notes

Correlative Conjunctions

both ... and	He is **both** intelligent **and** good-natured.
either ... or	I will **either** go for a walk **or** read a book.
neither ... nor	He is **neither** rich **nor** famous.
hardly ... when	He had **hardly** begun to work, **when** he was interrupted.
if ... then	**If** that is true, **then** what happened is not surprising.
no sooner ... than	**No sooner** had I reached the corner, **than** the bus came.
not only ... but also	She is **not only** clever, **but also** hard-working.
rather ... than	I would **rather** go swimming **than** go to the library.
scarcely ... when	**Scarcely** had we left home, **when** it started to rain.
what with ... and	**What with** all her aunts, uncles **and** cousins, she has many relatives.
whether ... or	Have you decided **whether** you will come **or** not?

A correlative conjunction is made up to two parts, and both these parts should be included in a sentence. However, the two parts are always split up by words in between.

Some examples of correlative conjunctions are as follows:

Both/and	Either/or	Neither/nor
Whether/or	Just as/so	Not only/bust also

These conjunctions are used when there is a continuous flow of ideas. Therefore, when used in a sentence, correlative conjunctions are not separated by commas (a comma will break the flow).

Example:

Incorrect: the tsunami caused damage not only to property, but also to life.

Correct: The tsunami caused damage not only to property but also to life.

Example:

Incorrect: Julia is trying to decide whether she wants to go to law school, or be a doctor.

Correct: Julia is trying to decide whether she wants to go to law school or to be a doctor.

Example: **Good Examples**

1. **Both** my sister **and** my brother work with computers.

   The correlative conjunction in this sentence is "both ... and." This correlative conjunction links together two words of the same type. In this case, the types of words are the nouns, sister and brother.

2. She wanted **neither** cake **nor** ice cream.

   The correlative conjunction in this sentence is "neither ... nor." This conjunction links two nouns.

3. He did not know **whether** to exit the freeway at Orange Avenue **or** to exit the freeway at Cherry Avenue.

The correlative conjunction in this sentence is "whether ... or." This conjunction links two phrases.

4. The Grammar teachers are **not only** intelligent **but also** friendly.

   The correlative conjunction in this sentence is "not only ... but." This conjunction links two phrases.

Example: **Bad Examples**

1. The student is **not only** friendly **but also** a baker.

   This is not correct because friendly is an adjective and baker is a noun. A correlative conjunction must link similar types of words.

2. The athlete did not know **whether** to run **or** walking in order to warm up.

   This is not correct because, even though both are verbs, "to run" is the infinitive form and "walking" is the present participle. A correlative conjunction must link similar types of words.

The **highlighted** words in the following sentences are correlative conjunctions:

Both my grandfather **and** my father worked in the steel plant.

In this sentence, the correlative conjunction "both...and" is used to link the two noun phrases that act as the compound subject of the sentence: "my grandfather" and "my father".

Bring **either** a Jello salad or a potato scallop.

Here the correlative conjunction "either...or" links two noun phrases: "a Jell-O salad" and "a potato scallop."

Corinne is trying to decide **whether** to go to medical school or to go to law school.

Similarly, the correlative conjunction "whether ... or" links the two infinitive phrases "to go to medical school" and "to go to law school."

The explosion destroyed **not only** the school **but also** the neighboring pub.

In this example the correlative conjunction "not only ... but also" links the two noun phrases ("the school" and "neighboring pub") which act as direct objects.

Notes Some words which appear as conjunctions can also appear as prepositions or as adverbs.

Example: Both my sister and **I** will attend the party.

"**my sister**" → first item

"**I**" → second item

The correlative conjunction "**Both**" is used to coordinate the item "**my sister**", while the correlative conjunction "**and**" is used to coordinate the item "**I**".

Notes

Task **Directions:** try to fill in the blanks using the appropriate conjunction. Use commas where necessary.

1. _____ my brother ____ my sister live in China.
2. ____ _____ my dog, ____ _____ my cat are sick.
3. _____ my mother ____ my father were born in this country.
4. _____ I will go to the store ___ you will.
5. _____ soccer ____ tennis are sports.
6. ____ my car, ____ my truck needs to be repaired.
7. _____ I will come there, ____ you will come here.
8. _____ you ____ your friend are old enough to enter.

13.2 Summary

- Correlative conjunctions always appear in pairs -- you use them to link equivalent sentence elements. The most common correlative conjunctions are "both...and," "either...or," "neither...nor,", "not only...but also," "so...as," and "whether...or." (Technically correlative conjunctions consist simply of a coordinating conjunction linked to an adjective or adverb.)
- Correlative conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence. For instance, in the following example, the expression either ... or is used to indicate that the ideas expressed in the two clauses represent two alternative choices of action.

13.3 Keywords

Conjunction: Conjunction is a joiner, a word that connects (conjoins) parts of a sentence.

Coordinating Conjunctions: Coordinating Conjunctions used to connect two independent clauses.

Correlative Conjunctions: Correlative Conjunctions which always travel in pairs, joining various sentence elements that should be treated as grammatically equal.

Subordinating Conjunctions: Subordinating Conjunctions used to establish the relationship between the dependent clause and rest of the sentence.

13.4 Self Assessment

Paying attention to the expressions used in the following sentences, fill in the blanks with the words and, but also, nor, or, than, then and when, as appropriate. For example:

We should either walk quickly ..... take the bus.

We should either walk quickly <u>or</u> take the bus.

I had scarcely sat down ..... the telephone rang.

I had scarcely sat down <u>when</u> the telephone rang.

1. I have both respect ..... admiration for them.

Notes

2. Hardly had I finished reading over the problem, ...the answer leapt to my mind.
3. It will rain either today ..... tomorrow.
4. He could not decide whether to tell the truth ..... keep silent.
5. It was not only a beautiful day, ... the first day of Spring.
6. If you follow the instructions, ... you should have no difficulty.
7. He is neither proud ..... condescending.
8. What with one thing .....another, it was very late by the time we left the house.
9. No sooner had I opened my eyes, ... I remembered where I was.
10. Scarcely had I heard the news, ... my friend arrived.
11. I do not know whether he has seen the movie before .....not.
12. I would rather wait here ..... risk missing the bus.
13. She could find the book neither at the Library, ... at the bookstore.
14. No sooner had I opened the window, ... a butterfly flew into the room.
15. The crowd was both large ..... enthusiastic.

13.5 Review Questions

Answer each question with 'either...or' or 'neither...nor.'

1. Ask _____ Mary __ Lucy. One of them knows who ate your pizza.
2. She wants to scold the boys today. But _____ Ray __ Roy has been here.
3. "Can you answer with _____ a yes __ a maybe ?" asked Joan.
4. "Would you marry a man who has _____ fame __ money?" Mary asked her best friend.
5. You can watch the television series tonight _____ on panda bears __ the polar bears.
6. Mother said, "You _____ help me prepare dinner __ you prepare it yourself."
7. Everyone knows the children at the deaf-mute centre can _____ hear __ speak.
8. Bill was so worried about his coming examination results that he could _____ sleep peacefully without nightmares __ eat properly without choking.
9. We can cook a new type of curry. We can cook _____ duck curry __ turkey curry.
10. _____ the men __ their supervisor knows their new boss is gay.
11. We are required to sit for only one paper. We can sign up for _____ the American English paper __ the British English paper.
12. Each class is to present _____ a historical drama __ a modern drama for the concert.
13. "Why is the baby crying?" "_____ she is hungry __ her nappy needs changing."
14. You can colour the design with _____ black crayons __ black paints.
15. Our Yellow House was _____ first __ last in this year's

Answer each question with one of these: either...or / neither...nor / not only... but / not only...but also / both...and.

16. "Oh, dear! I have forgotten _____ my wife's _____ my mother's birthday is today," said Sean.

Notes

17. She employs a servant to do _____ the washing _____ cooking for her dogs and cats.
18. She employs a servant to do both the washing and cooking for her dogs and cats.
19. We are planning to trek _____ through forests _____ over mountains during the holidays.
20. You must have been _____ daydreaming _____ sleeping in class again.
21. I do not like her. She is _____ talkative _____ boastful.
22. The boys were _____ drug addicts _____ gambling addicts.
23. You shouldn't buy that blue suit. _____ the coat _____ trousers don't fit you well.
24. Alfred _____ got up late this morning _____ had a bad headache.
25. The teacher refused to mark his work because his book was _____ torn _____ dirty.
26. The boy is really talented. He _____ knows how to play the piano _____ can perform magic.
27. The invitation is for two females only, so _____ your wife _____ sister can attend the function.
28. You are _____ undersized _____ malnourished.
29. The beggar is _____ deaf _____ dumb, but he pretends to be.
30. The policemen found blood _____ on the bed _____ under the bed.
31. _____ grandpa _____ grandma would give in until he or she received a full apology.

Answers: Self Assessment

1.	and	2.	when
3.	or	4.	or
5.	but also	6.	then
7.	nor	8.	and
9.	than	10.	when
11.	or	12.	than
13.	nor	14.	than
15.	and		

13.6 Further Readings

Books

J. Mathew, *Business Communication*, RBSA Publishers, 2008, p. 260.

PD Chaturvedi, Mukesh Chaturvedi, *Business Communication—Concepts, Cases and Applications*, 2007, Pearson Education.

Meenakshi Raman, Prakash Singh, *Business Communication*, Oxford University Press, 7th Impression 2008.

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Unit 14: One Word Substitution

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Objectives

Introduction

14.1 One-word Substitution

14.2 Summary

14.3 Keywords

14.4 Self assessment

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14.6 Further Readings

Objectives

After studying this unit, you will be able to:

- Explain the meaning of one word substitutions
- Discuss exercise related to One Word Substitution

Introduction

One word substitution is a sort of reverse dictionary. We know meaning or a part of the meaning of a word. But, we do not know the word itself. We try to recollect the word from our memory. We may end miserable, because of poor memory. This search, will probably help.

A very interesting method of enhancing your vocabulary is to try to find out the synonyms and antonyms of useful words. There are a host of prefixes and suffixes that alter or modify the meanings of words and you should learn them.

One-word substitution is a unique method of learning new words. You have a definition or description before you and you have to think of a word, or maybe a small phrase, that best answers, matches or suits it. This way the word and the definition will become associated with each other and will be easily lodged in your mind.

The present unit is a unique collection of definitions and their answers in that no such book has, to the best of the compiler's knowledge, been attempted so far. Though it cannot claim to be exhaustive (many words might have been left out), it is a fairly good collection. It incorporates words from all branches of human knowledge and all fields of human experience. All the words and their important derivatives (excepting certain self-explanatory words) have been used in expressive sentences so as to make their meanings clear.

4.1 One-word Substitution

One word substitution is very important to write precisely and speak in a single word. Generally, we speak or write in a garrulous way. But, it is seen that precise words are always understood easily by all. At times we become verbose but sometimes the verbosity is not required and we are required to talk or speak precisely. In English language there are a lot of single words for a group of words. So, speak precisely and avoid the fear of being misunderstood. Let me quote some one words for a group of words.

Notes

One important point needs to be mentioned here. There are other aspects of a language without which the learning process will remain incomplete. Phrasal verbs and idioms make the English language lively, vibrant and dynamic. In fact, you cannot do without them. Then there are collocations which are, more often than not, ignored by most learners. It is important to know which part of speech a word belongs to or in which way it has been used. The emphasis should be on how a particular word or phrase should be or can be used in a sentence

We have not touched upon the problem of pronunciation here, which is of paramount importance when it comes to speaking English correctly and effectively

It is sincerely hoped that the book will prove to be useful to those who intend to build up their vocabulary. Errors and omissions, if pointed out, will be removed in later editions. Suggestions for improvement will be gratefully acknowledged and, depending on their feasibility, implemented.

1.	One who is out to subvert a government	Anarchist
2.	One who is recovering from illness	Convalescent
3.	One who is all powerful	Omnipotent
4.	One who is present everywhere	Omnipresent
5.	One who knows everything	Omniscient
6.	One who is easily deceived	Gullible
7.	One who does not make mistakes	Infallible
8.	One who can do anything for money	Mercenary
9.	One who has no money	Pauper
10.	One who changes sides	Turncoat
11.	One who works for free	Volunteer
12.	One who loves books	Bibliophile
13.	One who can speak two languages	Bilingual
14.	One who loves mankind	Philanthropist
15.	One who hates mankind	Misanthrope
16.	One who looks on the bright side of things	Optimist
17.	One who looks on the dark side of things	Pessimist
18.	One who doubts the existence of god	Agnostic
19.	One who pretends to be what he is not	Hypocrite
20.	One incapable of being tired	Indefatigable
21.	One who helps others Good	Samaritan
22.	One who copies from other writers	Plagiarist
23.	One who hates women	Misogynist
24.	One who knows many languages	Polyglot
25.	One who is fond of sensuous pleasures	Epicure
26.	One who thinks only of himself	Egoist

Notes

27.	One who thinks only of welfare of women	Feminist.
28.	One who is indifferent to pleasure or pain	Stoic
29.	One who is quite like a woman	Effeminate
30.	One who has strange habits	Eccentric
31.	One who speaks less	Reticent
32.	One who goes on foot	Pedestrian
33.	One who believes in fate	Fatalist
34.	One who dies without a Will	Intestate
35.	One who always thinks himself to be ill	Valetudinarian
36.	A Government by the people	Democracy
37.	A Government by a king or queen	Monarchy
38.	A Government by the officials	Bureaucracy
39.	A Government by the rich	Plutocracy
40.	A Government by the few	Oligarchy
41.	A Government by the Nobles	Aristocracy
42.	A Government by one	Autocracy
43.	Rule by the mob	Mobocracy
44.	That through which light can pass	Transparent
45.	That through which light cannot pass	Opaque
46.	That through which light can partly pass	Translucent
47.	A sentence whose meaning is unclear	Ambiguous
48.	A place where orphans live	Orphanage
49.	That which cannot be described	Indescribable
50.	That which cannot be imitated	Inimitable
51.	That which cannot be avoided	Inevitable
52.	A position for which no salary is paid	Honorary
53.	That which cannot be defended	Indefensible
54.	Practice of having several wives	Polygamy
55.	Practice of having several husbands	Polyandry
56.	Practice of having one wife or husband	Monogamy
57.	Practice of having two wives or husbands	Bigamy
58.	That which is not likely to happen	Improbable
59.	People living at the same time	Contemporaries
60.	A book published after the death of its author	Posthumous
61.	A book written by an unknown author	Anonymous

Notes

62.	A life history written by oneself	Autobiography
63.	A life history written by somebody else	Biography
64.	People who work together	Colleagues
65.	One who eats too much	Glutton
66.	That which cannot be satisfied	Insatiable
67.	One who questions everything	Cynic
68.	A flesh eating animal	Carnivorous
69.	A grass eating animal	Herbivorous
70.	One who lives in a foreign country	Immigrant
71.	To transfer one's authority to another	Delegate
72.	One who is a newcomer	Neophyte
73.	That which is lawful	Legal
74.	That which is against law	Illegal
75.	One who is unmarried	Celibate
76.	A game in which no one wins	Draw
77.	A study of man	Anthropology
78.	A study of races	Ethnology
79.	A study of the body	Physiology
80.	A study of animals	Zoology
81.	A study of birds	Ornithology
82.	A study of ancient things	Archaeology
83.	A study of derivation of words	Etymology
84.	Murder of a human being	Homicide
85.	Murder of a father	Patricide
86.	Murder of a mother	Matricide
87.	Murder of an brother	Fratricide
88.	Murder of an infant	Infanticide
89.	Murder of self	Suicide
90.	Murder of the king	Regicide
91.	To free somebody from all blame	Exonerate
92.	To write under a different name	Pseudonym
93.	A thing no longer in use	Obsolete
94.	A handwriting that cannot be read	Illegible
95.	Words written on the tomb of a person	Epitaph
96.	One who is greedy for money	Avaricious

Notes

97.	Something that cannot be imitated	Inimitable
98.	One who doesn't know how to read and write	Illiterate
99.	A person's peculiar habit	Idiosyncrasy
100.	An animal who preys on other animals	Predator
101.	Violating the sanctity of a church	Sacrilege
102.	One who can throw his voice	Ventriloquist

Notes

Abolish: Do away with wholly

Abbreviation: A shortened form of a word or phrase

Accelerate: To increase the speed; to hasten the progress of

Actuary: One who calculates premium:

Aggravate: To increase the gravity of an offence or the intensity of a disease:

Alienate: To turn friends in enemies.

Amateur: One who does something not professionally but for pleasure.

Amphibian: A land animal that breeds in water.

Aristocracy: People of noble families or the highest social class. Also, government of a country by A small group of people, especially hereditary nobility.

Ambiguous: Statements open to more than interpretation.

Ambivalent: Having opposing feelings.

Amnesty: General pardon.

Anonymous: A letter, poem etc. whose author is unknown:

Anarchy: Absence of government:

Answerable: A person liable to be called to account for his action:

Appreciate: To rise in value:

Atheist: One who does not believe in the existence of God.

Auditor: One who makes an official examination of accounts.

Autobiography: The life story of a man written by himself:

Biography: Life story of a man written by other:

Bureaucracy: Government by the officials:

Biology: The science which treats with life.

Bigot: One who has narrow and prejudiced religious views.

Bourgeois: A member of the middle class.

Cannibal: somebody who eats human flesh.

Contd...

Notes

Colleagues: People working together in the same office or department.

Congenital: Belonging or pertaining to an individual from birth.

Contemporary: Men living in the same age:

Cosmopolitan: One who can make himself at home in all countries.

Credulous: A person who believes easily whatever he is told.

Democracy: Government by the people:

Depreciate: To go down in value:

Diplomat/Envoy: A diplomatic minister of the higher order sent by a country to another: Ambassador.

Disenfranchisement: To take away some one's right to vote.

Delegate: To give one's authority to another.

Drawn/ Tie: A game or batter in which neither party wins.

Edible: A thing that is fit to be eaten.

Ecology: Study of environment.

Egoist/Egoist: One who thinks only for oneself, a person who is selfish, self absorbed and self centered.

Eligible: One who is qualifies for election.

Elucidate: To explain something mysterious or difficult.

Emphasize: To lay special stress on.

Epitaph: inscription on a tombstone.

Equilibrium: A state of perfect balance:

Eradicate: To root out an evil, disease:

Extempore or Impromptu: A speech delivered without any previous preparation:

Embezzlement: Misappropriation of money.

Fanatic: A man who has too much enthusiasm for his own religion:

Facsimile: An exact copy.

Fastidious: One who is not easily pleased.

Germicide: A medicine that kills germs.

Hung: Assembly or parliament in which no party has got clear majority

Honorary: Work for which no salary is paid:

Humanitarian: One who feels sympathetic towards human beings:

Illegible: That which cannot be read:

Illicit: That is prohibited by law:

Illiterate: One who cannot read or write:

Inaudible: A sound that cannot be heard.

Contd...

Notes

Incomprehensible: A statement which cannot be understood:

Incorrigible: One who cannot be corrected:

Inexplicable: That which cannot be explained:

Infallible: A remedy which never fails.

Impervious: A person who remains unmoved and unaffected by other people's opinions, arguments or suggestions.

Illiterate: A person who cannot read or write.

Infallible: Incapable of making a mistake.

Infanticide: The killing of an infant.

Inflammable: Something that is quickly and easily set on fire and burned.

Inimitable: A method that cannot be imitated.

Insatiable: That which cannot be satisfied.

Insolvent: One who is unable to pay his debts.

Invulnerable: That which cannot be hurt.

Invulnerable: That which cannot be hurt.

Introspection: The action of looking back on past time.

Invisible: A thing that cannot be seen with human eyes.

Introspection: Looking into one's own thoughts.

Irrelevant: Remarks which do not ally apply to the subject under discussion.

Irreparable: A loss of damage that cannot be compensated.

Irrevocable: That cannot be altered or withdrawn.

Jurisdiction: The area over which an official has control:

Maiden: The first speech made by a person.

Misanthropist: Hater of mankind.

Mercenary: Somebody who works or serves only for personal profit. Also, a professional soldier paid to fight for an army other than that of his or her country.

Misogynist: A person who hates women.

Misogamist: A person who does not believe in the institution of marriage.

Numismatics: Science of coins or medals.

Omniscient: A person who knows everything.

Omnivorous: An animal or a human being that eats any kind of food.

Omnipotent: A person who has power over all.

Philanthropist: Lover of mankind.

Panacea: A supposed cure for all diseases or problems.

Contd...

Notes

Parasite: A person supported by another and giving him/her nothing in return.

Parasite: A person supported by another and giving him/her nothing in return.

Potable: Water fit for drinking.

Psephology: Systematic study of election trends.

Philistine: One who does not care for art, literature etc.

Sinecure: An office with high salary but no work.

Soporific: A drug or other substance that induces sleep.

Theist: One who believes in God.

Vandal: One who damages public property.

This is only a small list as there are so many words that can be practiced by the help of a dictionary or internet. Here is one such link that you can explore. http://www.enableall.org/?q=node/78 So master those words as much as you can to make your writing or speaking precise and comprehensible to all.

14.2 Summary

- A very interesting method of enhancing your vocabulary is to try to find out the synonyms and antonyms of useful words. There are a host of prefixes and suffixes that alter or modify the meanings of words and you should learn them
- The present book is a unique collection of definitions and their answers in that no such book has, to the best of the compiler's knowledge, been attempted so far. Though it cannot claim to be exhaustive (many words might have been left out), it is a fairly good collection. It incorporates words from all branches of human knowledge and all fields of human experience.
- There are other aspects of a language without which the learning process will remain incomplete. Phrasal verbs and idioms make the English language lively, vibrant and dynamic
- We have not touched upon the problem of pronunciation here, which is of paramount importance when it comes to speaking English correctly and effectively.

14.3 Keywords

Abolish: Do away with wholly

Abbreviation: A shortened form of a word or phrase

Accelerate: To increase the speed; to hasten the progress of

Aggravate: To increase the gravity of an offence or the intensity of a disease

14.4 Self assessment

1. Extreme old age when a man behaves like a fool

Imbecility	Senility
Dotage	Superannuation

Notes

2. That which cannot be corrected

   Unintelligible — Indelible

   Illegible — Incorrigible

3. The study of ancient societies

   Anthropology — Archaeology

   History — Ethnology

4. A person of good understanding knowledge and reasoning power

   Expert — Intellectual

   Snob — Literate

5. A person who insists on something

   Disciplinarian — Stickler

   Instantaneous — Boaster

6. State in which the few govern the many

   Monarchy — Oligarchy

   Plutocracy

7. ***Autocracy:*** A style in which a writer makes a display of his knowledge

   Pedantic — Verbose

   Pompous — Ornate

14.5 Review Questions

Fill in the blanks:

1. List of the business or subjects to be considered at a meeting is .....
2. Leave or remove from a place considered dangerous is .....
3. One who has little faith in human sincerity and goodness is .....
4. One who possesses many talents is .....
5. ..... Statements open to more than interpretation
6. ..... the life story of a man written by himself
7. ..... People working together in the same office or department
8. .....One who thinks only for oneself, a person who is selfish, self absorbed and self centered
9. ..... Assembly or parliament in which no party has got clear majority

Answers: Self Assessment

1. Dotage
2. Incorrigible

Notes

3. Archaeology
4. Intellectual
5. Stickler
6. Oligarchy
7. Pedantic

14.6 Further Readings

Books

J. Mathew, *Business Communication*, RBSA Publishers, 2008, p. 260.

Meenakshi Raman, Prakash Singh, *Business Communication*, Oxford University Press, 7th Impression 2008.

PD Chaturvedi, Mukesh Chaturvedi, *Business Communication—Concepts, Cases and Applications*, 2007, Pearson Education.

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Unit 15: Business Report Writing

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Objectives

After studying this unit, you will be able to:

- Understand the meaning of business report
- Know about the planning for report writing
- Aware the method of writing business report

Introduction

Report writing is an art. This skill is to be developed by constant efforts. Every executive is supposed to submit reports to his/her superiors in scheduled time intervals. For that, he/she has to learn the skill of writing reports. In case of investigations also, the report is submitted to take remedial actions. Market researchers conduct various field surveys. The report of the surveys has to be prepared effectively.

Reports provide feedback to the manager on various aspects of organisation. The information is needed for reviewing and evaluating progress, planning for future course of action and taking decisions. As a neatly structured piece of work, the report, for greater ease in comprehension, is segregated into various sections. Understanding the import of these sections, coupled with logical conjoining of the various parts, results in a well written and presented report

15.1 Report

A report is a presentation and summation of facts, figures and information either collected or derived. It is a logical and coherent structuring of information, ideas and concepts. Reports are used in general, by various professionals. Newspaper correspondents use reports to make news

Notes

about an incident or a programme, teachers and lecturers make reports regarding their school/ institutions or some event happened in the institution.

"A business report is an orderly, unbiased communication of factual information that serves some business purpose."

The report is the ultimate output of investigation efforts. The report format varies depending upon its purpose and target audience. The presentation of research reports to ultimate users is the art of communication. Report writing makes the complex thing simple. Suggestions given in the reports form the basis for the action plan to be taken. New areas for investigation may also be identified through reports.

15.2 Planning for Report Writing

Planning is the first stage of any organized activity. Even for drafting a formal report, planning is a must. The planning stage is the most crucial one. Spend as much time as possible in collecting material, synchronizing details, and ensuring that nothing has been left out. If the planning is done in a detailed manner, there are few chances of missing out errors at the final stage. In fact, planning for a report is an important as the process of writing itself. The various steps involved in report planning are as follows:

1. ***Define the problem and the purpose:*** The problem and purpose had already been identified at the stage when the answer to the question what and why were attempted. It is essential at this stage to understand the nature of the report – whether it is informational or analytical. In an informational report, the writer would stress factors contributing to comparison of information at the time of stating the purpose. However, in an analytical report the writer would need to prepare a problem statement, the analysis of which becomes the thrust area of the report. With a variance in the type of the report, a difference is bound to arise in the definition of the problem and purpose.

2. ***Outline the issues for investigation:*** A problem solving or analytical report has issues, pertaining to the problem which need to be highlighted in the initial stage. None of the alternatives or variables should be ignored or sidetracked. Once the issues have been clarified, delineation of the points becomes easier. Further, if the report is of an informational nature, all issues to be exemplified have to be understood. There should be a basic pattern that has to be observed and it should clearly emerge in the reading of the report.

3. ***Prepare a work plan:*** What is the best procedure to collect the data? How should the writer proceed? What are the strategies that need to be observed? These are a few of the questions that need to be well answered before taking the final plunge into conducting research on the topic.

4. ***Conduct research, analyse and interpret:*** The modus operandi at the time of conducting research should be well examined. This should, however, be taken care of at the stage of preparing a work plan. The manner in which research is conducted is contingent upon the problem defined in the initial phase of report writing. Once the research has been conducted, begins the process of analysis and subsequent interpretation, which happen to be the toughest parts in report making. An attempt should be made to bring about accuracy in the analysis and make the interpretation objective and unbiased, as far as possible.

5. ***Draw conclusions:*** Subsequent to the stage of interpretation of data, certain conclusions need to be drawn and recommendations or suggestions made. This comprises the last stage of the report and the tone of it, is determined by the position held by the report writer. For instance, if it is a report, being written by a subordinate, he can only make

suggestions. However, if it is one being written by superiors, it would definitely have in the terminal section, a rather well developed part, comprising recommendations.

15.3 Types of Reports

Reports may be classified in different ways. Reports may be Long and Short Reports, Formal and Informal Reports, Business/Technical Reports or Academic/Research Reports

1. ***Long and Short Reports:*** Long Reports are detailed analysis of a project or a problem at hand. As indicated by the name, Long reports are lengthy and consume a lot of time in making as well as presentation. On the other hand, Short Reports are a one to three page presentation of a topic or an event. These are brief and precise in nature and contain only the relevant facts.

   Examples: ***Long Report:*** Feasibility Report of a Product.

   Short Report: Report on Annual Exhibition of School.

2. ***Formal and Informal Reports:*** Formal Reports are those reports, which are to be submitted to a higher authority for analysis or for approval. These are prepared by keeping in mind all the technicalities of report writing. On the other hand, informal reports are those which are prepared by the person, either for his own use or for keeping as a record, not for the use of an organization for any formal purposes. Mostly, the reports prepared in the organizations are formal reports. In formal reports, proper facts and figures, which can be substantiated, are used. Informal reports may be based on guess work or approximation of facts.

   Examples: ***Formal Report:*** Report Submitted by Sales Manager to General Manager regarding annual sale.

   Informal Report: Report submitted by sales assistant to sales manager regarding approximate number of customers entering the showroom.

3. ***Business Reports:*** Business Reports are the ones prepared in the organizations for formal purposes. Research reports or Academic Reports are the ones prepared in the course of study. They may be reports prepared after Summer Training or after completion of a project of study or research. These are based on a research topic, which may be formulated in the form of a research problem.

   Business Reports may be classified as follows, on the basis of Purpose of preparation:

   (a) *Routine Reports:* The reports which are prepared on a routine basis in an organization are called routine reports. These are prepared in the normal course of business, whether or not something extra ordinary takes place. The different routine reports may be as follows:

      (i) Progress Report: This is the report about the growth of an organization or any department of the organization. It may even relate to the progress of an individual in an organization.

      (ii) Inspection Report: In case of a manufacturing concern, or even in case of other organizations, regular inspections are held to check the compliance of the products and services with the specified norms. These inspections may be done by the Superiors in the organization. The report prepared by these inspection teams is called inspection report.

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(iii) Performance Appraisal Report: At regular intervals, Performance Appraisal of the employees is done by the Personnel Department. This is done to assess and evaluate the employees as per their performance. For this purpose, Performance Appraisal report of each employee is made and sent to the management for evaluation.

(iv) Periodical Report: A report prepared at regular time intervals is called a periodical report. A monthly report, annual report, bi annual report, etc., fall under this category.

(b) *Special Reports:* Special Reports are the reports which are not prepared on a routine basis, but only in the event of special circumstances or exceptional happenings. These may have to be made once in a while. Various special reports may be as follows:

(i) Investigation Report: In case of an unusual happening, like sudden downfall of sales or fall in production or any other event, investigation may have to be carried out to find the reasons behind the event. Reports prepared after such an investigation are called investigation reports.

(ii) Survey Report/Feasibility Report: A survey is sometimes carried out regarding the present working or an organization, its sales, etc or the feasibility of any new project to be undertaken by the organization. Survey/ Feasibility Reports are prepared to record the findings.

(iii) First Information Report: This is commonly known as FIR. Mostly we understand that FIRs are lodged in Police Station in case of any mishappening, theft or loss. FIR may also be prepared for record of an organization. This is prepared by the first witness to the event, to report to his Superiors.

(c) *Informational Report:* An informational report, as the name suggests, provides all details and facts pertaining to the topic selected for study. It may be a problem arising in an organization or any other subject of study as selected by the management. For instance, it could be a report that attempts to trace the growth of Company X in the automobile industry. In a report of this kind, the presentation of all details that led to the growth of Company X should be listed in a chronological order.

The sequential arrangement of issues or topics in an informational report could observe any one of the following ways of presentation. It could be by:

(i) Chronology: On the basis of time of happening of events

(ii) Importance: On the basis of Priority of the issues

(iii) Sequence/procedure: On the basis of sequence of events in a process

(iv) Category: Any basis of categorisation

(v) Alphabetization : On the basis of Alphabets (A to Z)

(vi) Familiarity: Arrangement from known to unknown issues.

In a report of this kind, the various sections are simple and self-explanatory .As the presentation of information is the basic purpose of the report, details are worked out in a systematic and coherent manner. The structural orientation in an informational report should be clearly evident to the reader and its significance also grasped.

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(d) *Analytical Report:* Analysis means study of a problem or event, right from its identification to discovery of its causes. It makes use of the facts and figures. The analytical report comprises stages in which there is a proper identification of the problem, analysis and subsequent interpretation. Recommendations or suggestions are then incorporated in the report, depending upon what is required by the report writer. Thus, in a problem solving method, the steps observed are as follows:

(i) Draft Problem Statement

(ii) Evolve criteria

(iii) Suggest alternatives and evaluation

(iv) Draw conclusion(s) and make recommendations

The structure of an analytical report could follow any of the two patterns – deductive or inductive:

An inductive ordering follows a simple, logical arrangement in which you proceed from the known to the unknown. There are two premises or syllogisms that conjoin to yield a final conclusion, e.g.

Syllogism	1	Ram is a man and he is mortal.
Syllogism	2	Shyam is a man and he is mortal.
Syllogism	3	----------
Syllogism	n	----------
Conclusion		Therefore, all men are mortal

One could formulate umpteen numbers of syllogisms to reach a final conclusion which is always based on the number of experiments conducted or factors observed.. Here the progression is always in the nature of working on the known elements to arrive at an unknown conclusion.

However, inductive patterning, while normally followed for organisation based studies and experiments, suffer from a major drawback. As it is not based on any universal truth, it holds valid only up to the point there is discovery of an issue that prove country to the findings in the report. It is by nature only relevant in the present and no universal claims to the same can be made.

On the other hand, a deductive ordering observes a reverse ordering where it proceeds from the unknown to the known. Universal truths are taken as the formulation point for the problem. The various alternatives are suggested, evaluated and conclusions drawn, keeping in mind the original problem stated. To take a look at the manner of approach in deductive methodology, let us take an example.

Conclusion		All men are mortal.
Syllogism	1	Ram is a man and he is mortal.
Syllogism	2	Shyam is a man and he is mortal.
Syllogism	3	----------
Syllogism	n	----------

4. ***Research or Academic Report:*** After having studied about Business Reports, we learn about research or academic report writing. The word "Academic" means "that which is related to studies or education", so Academic reports are those reports which are prepared

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by students in their course of study or attaining a degree. These reports are generally Research Reports, as they are prepared, keeping in view a research problem.

Academic Report differs from Business Reports in many ways. Academic Reports are prepared by students in the course of their study, in partial fulfillment of a degree/ diploma from a University or College.

The academic report should be a substantive contribution to knowledge through integration of the review of literature and methodology developed for the understanding and resolution of management problem, and the empirical work done therein. The topic for the Project should be manageable in size, scope, keeping in view the time and organizational resources required for preparing a report. The roles of the project guide include Supervising and guiding the student and providing periodic feedback based on his/her progress and giving written feedback on the draft of the report submitted by the student. The project proposal or synopsis should contain a brief background of the company, its business and environment, and then a survey of literature and context description of the subject. The final Project Report includes Acknowledgement, Certificate of Approval from the Institute and Guides, Introduction, Research Design, Questionnaire, Results, Conclusions, Recommendations, Appendices, Tables and References.

Business report writing need extensive research. The nature of research depends upon the problem and purpose of the report. The research has to be conducted for making a successful business report. Research can be exploratory or descriptive also it may be primary or secondary research. Primary research involves the collection of data that does not already exist. This can be through numerous forms, including questionnaires and telephone interviews amongst others.

(a) *Primary Research:* In primary research information comes directly from the source. It has to be compiled, analyzed and interpreted for getting the desired information. Basic data may be generated via surveys, focus groups and other methods. While conducting primary research, one can gather two basic types of information: exploratory or specific. Exploratory research is open-ended, and helps in defining a specific problem, and usually involves detailed, unstructured interviews in which lengthy answers are solicited from a small group of respondents. Specific research, on the other hand, is precise in scope and is used to solve a problem that exploratory research has identified. Interviews are structured and formal in approach. Of the two, specific research is the more expensive.

While conducting primary research the first step is formulating purpose and objectives then preparing questions for the interview and identification of the target group. After group is identified the next step is to decide upon the method or medium which may be direct mail, telephone, or personal interviews. If you have to use direct-mail questionnaire, the following guidelines will increase response rate:

(i) Questions that are short and to the point;

(ii) A questionnaire that is addressed to specific individuals and is of interest to the respondent;

(iii) A questionnaire of no more than two pages;

(iv) A professionally-prepared cover letter that adequately explains why you're doing this questionnaire;

(v) A postage-paid, self-addressed envelope to return the questionnaire in. Postage-paid envelopes are available from the post office;

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(vi) An incentive, such as "10 percent off your next purchase," to complete the questionnaire.

Even applying all the guidelines direct mail responses are very low. Phone surveys are generally the most cost-effective. Some telephone survey guidelines include:

(i) Have a script and memorize it-don't read it.

(ii) Confirm the name of the respondent at the beginning of the conversation.

(iii) Avoid pauses because a respondent's interest can quickly drop.

(iv) Ask if a follow-up call is possible in case you require additional information.

In addition to being cost-effective, telephone interviews are speedier. One of the most effective forms of marketing research is the personal interview. They can be either of these types:

(i) *A group survey.* Used mostly by big business, group interviews or focus groups are useful brainstorming tools for getting information on certain issues.

(ii) *The in-depth interview.* These one-on-one interviews are either focused or nondirective. Focused interviews are based on questions selected ahead of time, while nondirective interviews encourage respondents to address certain topics with minimal questioning.

(b) *Secondary Research:* Under secondary research, researcher gathers information from the secondary data. Secondary research is done on already published data. So, it is the cheapest form of research because the data already exists for the use. Secondary research occurs when a report requires a summary or collection of existing data. As opposed to data collected directly from respondents or "research subjects" for the express purposes of a report, (often called "empirical" or "primary research"), secondary sources already exist.

Secondary research can be split into internal and external research.

Internally an organisation has access to a wealth of information, which can be a useful tool for writing business report if it is related to the functioning of the business. Information available may assist the organisation in discovering the many truth for example, a sales report is likely to include, why sales are decreasing, why customers are not satisfied, customer usage rates and so on. Sources of internal research may include:

(i) National product sales.

(ii) Regional product sales.

(iii) Customer usage rates.

(iv) Guarantee cards.

(v) Customer comments or complaints.

(vi) Sales people, research and development staff.

(vii) Past research conducted.

Clearly as this information can be generated internally the only cost implication will be of staff time obtaining the data.

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Sources of external secondary data include:

(i) Periodicals.

(ii) Specialist reports.

(iii) Industry magazines.

(iv) Chamber of commerce.

(v) Government statistics.

(vi) Internet.

(vii) Professional bodies.

(viii) Trade associations.

It is easy to find and collect secondary data for the research purpose, however, one need to be aware of the limitations the data may have and the problems that could arise if these limitations are ignored.

(i) Secondary data can be general and vague and may not really help.

(ii) The information and data may not be accurate. The source of the data must always be checked.

(iii) The data maybe old and out of date.

(iv) The sample used to generate the secondary data maybe small.

(v) The company publishing the data may not be reputable.

15.4 Report Writing Process

Prior to commencing work on a report, a few queries should be raised by the report-writer and satisfactorily answered. This enables the writer to produce a highly focused report. The queries are central on the five W's and the one H. What is the problem? What is it that needs to be ascertained? Clarity along these lines helps in eliminating any redundancies that might crop up. Identification of the genesis of the problem helps in streamlining the approach.

The five W's and One H are:

Why, What, Who, When, Where and How.

Questions like the following pertaining to these W's and H are to be answered before writing the report:

1. Why is it important to study the problem?
2. Why (purpose) should the problem be analyzed?
3. What is its relevance and significance to the department in specific, and organisation in general?
4. What are the benefits that will be obtained as a result of this particular report – to the department, the organisation, and the self?
5. Who is involved in the situation? This could take into account both the reader(s) and the writer. In case there is a third party involved, it would also account for that.
6. Who is going to be the reader of this report? With a change in the reader, a change is visible in the manner of approach in the report.

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7. When did the trouble start? In case it is an analytical report, one would also need to address oneself to the source and time of the problem before reaching any conclusion.
8. When am I going to write the report? The time factor is very important.
9. Where would the reader be at the time when he receives the report? Would the reader read the report in a meeting or read it within the confines of his room? There would definitely be a difference in the manner of approach.
10. Finally, how would the report be written? What information is to be included and what is to be excluded/which graphs and chart would be used/avoided?

All these queries need to be satisfied before beginning a report. They give the report a certain direction and help the writer to concentrate on making the report acceptable to the audience for whom it is aimed.

There is no set outline that can be used in preparing reports. The most appropriate form and contents of a particular report should be determined by nature of the target audience. The following is the suggested broad outline of a report.

1. ***Preliminary pages***
   - (a) Title page is showing the heading.
   - (b) Contents along with unit headings and page numbers.
   - (c) Preface and acknowledgements
   - (d) Foreword
   - (e) List of tables
   - (f) List of graphs and diagrams
   - (g) Abbreviations
2. ***Main Text***
   - (a) Summary
     - (i) Introduction
     - (ii) Main findings
     - (iii) Conclusions and Recommendations
   - (b) Introduction
     - (i) Introducing the theme
     - (ii) Review of related literature
     - (iii) Methodology
   - (c) Results
     - (i) Statistical analysis
     - (ii) Testing of hypothesis
     - (iii) Conclusions
     - (iv) Recommendations
3. ***End Matter***
   - (a) Annexure
   - (b) Bibliography

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(c) Questionnaire

(d) Indexing

(e) Mathematical derivations

(f) Appendices

A few important aspects regarding the various parts of the reports are briefly narrated below:

1. ***Summary:*** It is useful to all those who have little time to read the whole text. Business executives mostly read summaries of reports. The report is organized on the assumption that everyone will not like to read all the matter presented in the report. Consequently, a report should unfold like a news paper article. In other words a summary of the most important information appears first and the detailed story is given later on. The report should begin with objectives, methodology, a brief summary of the findings of the study along with conclusions and recommendations, which the presenter has made. The remainder of the report should provide a detailed discussion of the analysis, interpretation and survey process. The analytical issues are outlined.

2. ***Introduction:*** The purpose of the introduction is to discuss the background of the project. This section introduces the problem at the macro and micro level. An explanation of the nature of the problem and its history in terms of existing literature related to the research problem. Firstly, it provides a total picture of the topic presented. This will also show how the present problem fits into that topic. Secondly, it tells the readers what research has been carried on the problem. Through that process, research gap may be identified. Obviously, the investigator must show that this particular investigation has not been done before. It should clearly indicate that work is not repeated.

3. ***Methodology:*** It broadly includes the objectives and significance of the study, description of methodology, formulation of hypothesis, testing and tools of analysis and the technical aspects and limitation of the study. It tells the reader what was done to solve the problem. The purpose of this information is two -fold. First, it aims at satisfying the criterion of reliability, in other words, it must provide the researchers requisite information to reproduce another piece of research. Second, it aims at enabling the reader to review the quality and worth of the study. For that, several questions can be raised. A few questions to be answered are as follows:

   (a) What are the objectives for the study?

   (b) What sample or samples are used?

   (c) What is the sample size?

   (d) How are the sample selected, and why were they so selected?

   (e) How was field data collected?

   (f) What were the techniques for analysis used?

   (g) How is the hypothesis formulated?

   (h) Whether pilot studies and pretesting are done to try out the techniques? If yes, what was their outcome?

   (i) What method is used for testing the hypothesis?

   (j) Whether the study is experimental or ex-post facto?

   (k) How is the collected data verified?

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4. ***Findings:*** This presents the inferences derived from statistical analysis. From the point of view of findings, reports may be either descriptive or explanatory. The finding is presented in simple language. The problem in writing a descriptive report is to communicate effectively in simple language. The audience is provided discrete facts abut the population studied. In a descriptive report, an author has to describe the details of the findings. The findings should be arranged in the way that makes it the easiest for the reader to understand them quickly. Like a guide, the author helps in pointing out important findings. Possible interpretations and applications are also suggested in the report. An explanatory report is different and his prepared according to any one of the three models, each stemming from a different set of framework, namely, hypothesis testing, focused argument and the structural mode:

   (a) *Hypothesis testing:* The report of such studies is compact and direct. It may begin by stating the hypothesis. It also shows how they are implied in the theory. It may then describe the methods used to present the data. Finally, it judges the validity of the hypothesis in the light of research results. The process of testing the hypothesis is seen carefully. Chi -square test, time & money test and z test may be used depending upon the requirement. The level of significance is also decided. A concluding section might offer some review and reassessment of both hypothesis and theory.

   (b) *Focussed argument:* Another model for an explanatory report is the legal brief. To the investigator, the data may all seem to contribute to a single conclusion, and to support a single central proposition. This will be the most precise presentation. The investigator may feel then that his task in his report is to win the assent of his readers to the general conclusion. Unnecessary elaborations distort the central idea. Focussed idea brings clarity and the audience can understand it in minimum possible time. A Focussed argument is like a legal brief. This will contain a central issue. Further, its examination of evidence in terms of its bearing on that issue also can be made. In this presentation, the line of argument is extremely important. Unnecessary details are to be avoided.

   (c) *Structural model:* Perhaps the most difficult conceptual frame work to manage for the presentation of quantitative data is the one that proposes a structural or system model. The model has empirical relevance. This is prepared more logically. It considers implementation aspects. A report of this sort might first concern itself with structural aspects such as the number of personnel at their positions, goals, environment etc. and then considers all other aspects of the system.

5. ***Presentation of Bibliography***

   (a) Avoid use of *et al.* in a bibliography unless list is very long (five or more authors). The author subsumed into *et al.* may be your advisor or the reviewer... Note punctuation of *et al.*

   (b) If writing about networks or multimedia, use the network bibliography.

   (c) Internet drafts must be marked "work in progress".

   (d) Book citations include publication years, but no ISBN number.

   (e) It is now acceptable to include URLs to material, but it is probably bad form to include a URL pointing to the author's web page for papers published in IEEE and ACM publications, given the copyright situation. Use it for software and other non-library material. Avoid long URLs; it may be sufficient to point to the general page and let the reader find the material. General URLs are also less likely to change.

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(f) Leave a space between first names and last name, i.e., "J. P. Doe", not "J.P.Doe".

(g) References such as **John Doe, "Some paper on something", technical report** – are useless. Cite the source, date and other identifying information.

(h) For conference papers, you MUST name the conference location, month and the full conference name, not just some abbreviation. Page numbers are nice, but optional. All this information is readily available via the IEEE or ACM digital libraries.

(i) Check if Internet drafts have been published as RFCs or if there's a newer version.

(j) Having a citation

Jane Doe, "Some random paper", to be published, 2003 is useless, as the paper has presumably been published by now.

15.5 Report Writing on any News

Sometimes, mangers have to write reports on an incident that happened inside/outside the premises of the organization but is of a lot of concern for the management/higher authorities. In such situations, the knowledge of news report writing comes handy.

The first thing to remember about writing a report on any news is that you are a manager and not a media reporter who is writing the report to make his magazine sell like hot cakes. So your report should be far from being propaganda.

As a writer, you will always have freedom of speech but this does not mean that you are free to write anything that you want about those who you are writing about. The readers of your report, whether higher authorities or colleagues or clients would be far too smart as well as busy to put up with preachy, badly written rhetoric. If your boss asks you to present a report about a verbal conflict/bout that took place between two valued employees of the company, remember you have got to be as analytical and neutral as possible. The people involved in the incident might be as important (may be even more) for the organization as you. You should take immense care of the fact that you have to present a report and not your viewpoint.

The only thing between you and the mainstream media reporter is that you are out to tell the truth, and they are mostly out to make money out of it. Don't waste that basic strength by muddying the waters with excessive comment.

This said and done, with any report though, a certain amount of bias is inevitable. And even after you might have written your report, be prepared enough to let the readers make their own conclusions.

With this in mind, here are some basic tips for reporting technique:

Questions

As already discussed earlier for other reports, there are six questions every journalist should ask about every news story.

Who, What, When, Where, Why and How.

The most important of these is why, but find out the other things first, as it is the basis for all further questions.

Think about the angle you want to come at it from.

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Example: 200 people are shouting against company policies and putting a gherao outside the head office.

Possible angles:

1. The city police/office authorities are putting off the elderly,
2. A tragic but unavoidable loss,
3. 200 vacancies may be freed up for young talent, etc.

Any of these can be made into report, but it is important to know where you are coming from when you make up your list of questions.

Motive is vitally important when talking about any misdeeds, and given the subject matter, your subject's motives will almost invariably be money and power.

Follow those and read other colleagues who have reported about it – there often are some – and it will give you an idea of what other questions to ask.

When given a task of writing the report, always get paper, wherever you go. It will be easy for you to jot down contact numbers, official documents, stuff lying on the table where it shouldn't be, all of it. The more facts you have that have been written down, the better able you will be to justify the report you've written.

Research

Above all, don't fall into the trap of finding an easy answer which fits into your world view and then writing it up as unassailable fact. Dig, dig and dig some more. You aren't writing this for an editor who keeps on forcing you day in and day out to get as many stories done as possible.

There is no excuse for laziness in your research (though equally, if you have a deadline for your career's sake stick to it, there's nothing worse for an authority than going through a report at the last moment before taking a decision).

Remember that in all cases, you have to avoid going with all guns blazing looking for a fight, people will always be more likely to talk to you if they think you're on their side.

Pictures

If you are reporting for a newspaper, it will be better if you take or find a picture of the event you are reporting on. Pictures sell papers, and not just that, they give readers a much clearer view of what you are talking about. Where you can, have a camera with you at all times, preferably digital (for easier storage, transfer and not insignificantly, so you don't have to get worrying photos developed). Try and get wide angle shots so the sub-editor has more to work with, and a high pixel resolution so it's big enough to look good on a page.

Court reporting

Do not report on active court proceedings unless you have taken an have learned the ropes thoroughly from someone extremely experienced (which is not very likely for a manager). It can end up putting you, the newspaper publishing you and their distributors into bankruptcy. You can even end up in jail if you don't know what you're doing.

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Writing with structure

Once you have all the relevant information, the structure of the story is very important. Most professionals have a mental checklist:

First paragraph: A very quick summation of the story, including the most interesting part of the story, the gimmick that makes it newsworthy.

Second paragraph: Explanation of basic facts.

Third paragraph: For preference, a quote from a source who is likely to know what they're talking about (this is to supplement the fact you are a report writer, not an expert in the issue you're reporting on).

Fourth paragraph: More information and introduction of the other side - there always is one.

Fifth paragraph: Quote from the other person.

Subsequent paragraphs can have more quotes or info depending on the story, but always order it in descending level of importance/interest. Intelligent readers scan from the bottom up, and read from the top down.

Depending on the importance of the news it will warrant more or less attention. Be concise. If a news item can be adequately explained in 50 words, then do so. A good exercise is looking at news articles in the papers and working out how you could sum them up in ten words.

Audience

Sad but true, most people rank their interest in the news as follows: 10,000 dead on another continent = 1,000 dead on the same continent = 100 dead in your country = 10 dead in your county = 1 celebrity eating grubs in a jungle. Remember whoever might have given you the task for writing the report (whether for himself or for others), the reader is least likely to have an interest pattern other than the above. We can probably disregard the last bit, as it's far better covered by the mainstream press but the rest is still, unfortunately, relevant. The more local and relevant it is, the more interested the readers will be.

People in general expect a certain style of writing.

This doesn't mean writing in stereotypes and clichés, it means not using long words when short ones will do. More specifically, your writing style and tone should be aimed squarely at the reader you are trying to grab the attention of.

While writing for a newspaper, take an idea of the audience you want to try for. Read the mainstream press. They've been refining their techniques, with a great deal of thought, money and effort, for overtly long years. The general media knows how to get a point across better than anyone else. You are up against a massively well-oiled media machine, which cannot be dismissed. They have all the funds, all the manpower, the backing of every major business and every governmental source. Don't, whatever you do, dismiss them as a load of crap.

Example: On Friday night, Mr. Anish Mistri, a supervisor at Hannef Fireballs Pvt Ltd. was killed by Raheem Usmani, a daily waged labourer in the company. Mr Mistri was doing a substitute duty for another employee who had not reported that night. The person to raise the alarm was Mr Zainal Abidin, who opened the cabin while he reported to the morning shift on Saturday. Abidin was shocked to see Mistri lying on the floor of the cabin. The head supervisor called the police who , by the help of other employees and circumstantial evidence, solved the case within 48 hours. The police took Raheem Usmani in remand till next Friday.

Notes

Write a report on the news. It is important to write in the style of a real newspaper article.

Solution: A supervisor named Anish Mistri was found dead in his cabin at Hannef Fireballs Pvt Ltd., early on Saturday morning.

Mistri, 42, was stabbed twice in the chest before dying in his cabin from which he used to supervise the night labourers at second floor of the organisation.

Anish Mistri, who was single, had been working for Hannef Fireballs for past four years. On the night of event, he was doing the duty as a substitute for a night supervisor absent on duty. The supervisor for the next duty, Zainal Abidin, raised the alarm when he found Anish lying on the floor of the cabin. The head supervisor called the police. Inspector YR Joseph, appealed to employees of the company for assistance: "We need witnesses. Please don't be afraid to come forward. You can help us find the murderer."

Anish Mistri was a popular employee of the organization. BY the support of some unnamed employees and the circumstantial evidence, the police was able to solve the case within 48 hours and nab the murderer Raheem Usmani. Usmani has been taken for remand till next Friday.

15.6 Structure of Technical Reports

Typical outline of a technical article is:

1. Abstract, typically not more than 100-150 words;
2. ***Introduction (brief!):*** introduce problem, outline solution; the statement of the problem should include a clear statement why the problem is important (or interesting).
3. ***Related Work (or before summary).*** Hint: In the case of a conference, make sure to cite the work of the PC co-chairs and as many other PC members as are remotely plausible, as well as from anything relevant from the previous two proceedings. In the case of a journal or magazine, cite anything relevant from last 2-3 years or so volumes.
4. ***Outline of the rest of the paper:*** "The remainder of the paper is organized as follows. In Section 2, we introduce ..Section 3 describes ... Finally, we describe future work in Section 5." [Note that Section is capitalized. Also, vary your expression between "section" being the subject of the sentence, as in "Section 2 discusses ..." and "In Section, we discuss ...".]
5. Body of report
   (a) problem
   (b) approach, architecture
   (c) results

The body should contain sufficient motivation, with at least one example scenario, preferably two, with illustrating figures, followed by a crisp generic problem statement model, i.e., functionality, particularly emphasizing "new" functionality. The paper may or may not include formalisms. General evaluations of your algorithm or architecture, e.g., material proving that the algorithm is O(log N), go here, not in the evaluation section.

Architecture of proposed system(s) to achieve this model should be more generic than your own peculiar implementation. Always include at least one figure.

Realization: contains actual implementation details when implementing architecture isn't totally straightforward. Mention briefly implementation language, platform, location, dependencies on other packages and minimum resource usage if pertinent.

Notes

Evaluation: How does it really work in practice? Provide real or simulated performance metrics, end-user studies, mention external technology adopters, if any, etc.

1. Related work, if not done at the beginning
2. Summary and Future Work
   (a) often repeats the main result
3. Acknowledgements
4. Bibliography
5. Appendix (to be cut first if forced to):
   (a) detailed protocol descriptions
   (b) proofs with more than two lines
   (c) other low-level but important details

It is recommended that you write the approach and results sections first, which go together. Then problem section, if it is separate from the introduction. Then the conclusions, and then the introduction. Write the intro last since it glosses the conclusions in one of the last paragraphs. Finally, write the abstract. Last, give your report the title.

15.7 Summary

- A business report is an orderly, unbiased communication of factual information that serves some business purpose.
- Report writing makes the complex thing simple.
- Reports provide feedback to the manager on various aspects of organisation. The information is needed for reviewing and evaluating progress, planning for future course of action and taking decisions.
- Reports may be Business Reports or Academic Reports.
- Business report writing need extensive research.
- Business Reports may be: Routine Reports, Special Reports, Informational Reports or Analytical Reports.
- Clarity about why, what, who, when, where and how of the report help to draft an effective report.
- If the planning of a report is done in a detailed manner, there are very few chances of missing out errors at the final stage.
- Planning of a Report involves Defining the problem, outlining issues for investigation, preparing a work-plan, undertaking the research.
- Nature of Heading, Point Formulation, Numbering, etc are some of the technicalities to be handled with care in drafting a report.
- Tables, Flow charts, Organisation Charts, etc are the Visual Aids which can make the report more effective.
- It is important to assess the effectiveness of a report in terms of clarity, importance of problem, documentation, appropriateness of method, adequacy of sample, replicability, solution orientation, accuracy, bias, and usefulness to categorize them into three criteria such as (i) defective reports, (ii) standard reports and (iii) superior reports.

Notes

- The nature of research depends upon the problem and purpose of the report.
- The research has to be conducted for making a successful business report.
- Research can be exploratory or descriptive also it may be primary or secondary research.
- In primary research information comes directly from the source. It has to be compiled, analyzed and interpreted for getting the desired information.
- Under secondary research, researcher gathers information from the secondary data. Secondary research is done on already published data.

15.8 Keywords

Academic Report: Academic reports are the reports which are prepared by students in their course of study or obtaining a degree.

Business Report: A report is a presentation and summation of facts, figures and information either collected or derived. It is a logical and coherent structuring of information, ideas and concepts. A business report is an orderly, unbiased communication of factual information that serves some business purpose.

Five W's and One H of Report Writing: What, Why, Who, When, Where and How of the matter for which the Report has to be written. These elements help to write an effective report.

Flow Charts: Flow charts present a sequence of activities from start to finish. They are normally used when we wish to illustrate processes, procedures and relationships. The various elements in the chart can also be depicted either with figures or geometrical designs.

Primary Data: Generated from an original source

Primary research: Gathering information from original source for testing hypothesis or giving description

Project Proposal (Synopsis): A brief standardized framework of the project of study, which gives an idea about the format of study and its report

Research Design: The layout of a project, including definition of the problem under study, general methodology adopted for study, data source and data collection procedure

Respondent: A person with whom interview is conducted or a person who has been interviewed.

Secondary Research: Gathering information from already existing data for the purpose.

Visual Aids: Tables, Graphs, Charts, Figures and other tools, which make the report impressive and effective should be used. These are most useful in presenting the report.

15.9 Self Assessment

Fill in the blanks:

1. A report prepared at regular intervals is called .....
2. A report prepared about the growth of the organization is called .....
3. Reports not prepared on a routine basis are called .....

State whether the following statements are true or false:

4. Primary research uses already published data.
5. In-depth interview is one of the methods of primary research.

Notes

6. Primary research is relatively expensive.
7. For conducting primary research, planning is not necessary.
8. Secondary research is relatively expensive.
9. Secondary research may use internal or external data.
10. Published dates are always authentic and genuine.
11. Internet is one of the sources of internal data

15.10 Review Questions

1. How do you plan to write a business report?
2. What types of research may be needed in writing business reports?
3. While drafting a report, what technicalities should be kept in mind?
4. On what basis a Report is adjudged as Superior, Standard or Defective Report?
5. What is the utility of preparing rough drafts of reports?
6. How can a report be adjudged on the basis of being Solution Oriented?
7. Prepare the format of an Academic Project Report.

Answers: Self Assessment

1.	Periodical	2.	Progress
3.	Special	4.	False
5.	True	6.	True
7.	True	8.	False
9.	True	10.	False
11.	False		

15.11 Further Readings

Books

Bowman, Joel and Branchaw, *Business Communication: From Process to Product*, Dryden Press.

Courtland Bovee and John Thill, *Business Communication Today*, Random House, New York.

Murphy, Herta and Charles, *Effective Business Communication*, Tata McGraw Hill.

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Unit 16: Academic Report Writing

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Objectives

After studying this unit, you will be able to:

- Discuss difference between various types of reports
- Explain How to write Project proposals
- Discuss the norms for projects
- Describe the components and presentation of projects

Introduction

Reports may be Business Reports or Academic Reports. After having studied about Business Reports, we learn about academic report writing. The word "Academic" means "that which is related to studies or education", so Academic reports are those reports which are prepared by students in their course of study or attaining a degree.

Nearly all universities and management institutes, require their postgraduate management and engineering students to do an industry related project, usually during their summer term, as part of their curriculum. After completion of this research project, they are required to submit a report for the same. Institutes, of management technology generally provide manuals which give guide lines, procedures, and rules for the summer projects.

Though mostly students do a lot of hard work during the collection of data and other information related to their research topic, but due to lack of good written communication skills, the fail to present their work in the form of a proper Report for the research.

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16.1 Difference between Academic and Business Reports

How does a project report (academic report) differ from business reports? Following are some of the differences:

1. Business/technical report writing usually forms an important part of business in normal course, where as, an academic project report is an academic requirement. It is a compulsory requirement for the award of post graduate diploma/degree in management/engineering/ IT at nearly all post graduate institutes of management/engineering.
2. A Business Report is written on an issue/ project pertaining to the working of the organization, its sales, progress, etc. An Academic Report is written on a project completed in an industry/business company under the joint supervision of an industry expert and faculty of the concerned institute.
3. A Business Report is submitted to a Committee or to a Supervisor for evaluation or for further action. Academic Report is submitted for evaluation under the guidance of the project supervisor (from the industry) and the faculty (from the concerned institution).
4. A Business Report is written during the course of business, as and when the need arises for it. The Academic project report is written at the end of summer term during which a live project is done and successfully completed. But the report is preceded by a project proposal which is to be submitted by all students.
5. A Business Report may be informational in nature; not necessarily based on a live research. A summer project report records the findings and results of an actual project done within done with in a given time.
6. Business Reports are more practical in nature as they are utilized by the management for the progress of the organization or to study a prevailing problem in business. Academic reports are more compulsive in nature, as they need not necessarily be used for future reference or the suggestions given in them may not be considered with seriousness.
7. Not everyone in the organization may be asked to prepare a Business Report, but all the students in the course of study are required to prepare an Academic Report.
8. A good Business report earns good name for the report writers and its suggestions are considered by the management. A good academic or summer project report earns for the student credit in terms of "Grade" (Excellent) and also the possibility of placement in the same company/organisation or elsewhere.
9. Both summer project and business/technical reports have a standard format and structure that consists nearly of the same parts –Introduction, Discussion, and Conclusion. However, the summer project report/academic report, like a research dissertation carries a certificate of approval for its submission and evaluation.

16.2 Guidelines for Writing Summer Project Report

Objective

A summer project report /academic report enables students to organize and report the experience gained during the summer project. The report should be a substantive contribution to knowledge through integration of the review of literature and methodology developed for the understanding and resolution of management problem, and the empirical work done therein. The recommendations made in the summer project report should be in quantitative (costs and

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benefits) as well as qualitative terms, as far as possible. It is important to note that the summer project report/academic report represents a concrete output and would, therefore, it should have a demonstrable potential, enabling individuals to pursue further work on the problem.

Topic of the Summer/Academic Project Report

Usually, topics for the Academic reports of Summer project report may be signed to the students by the institutions, but at times, they may have a chance to select a topic of their own choice. Once a workable idea has been found for research, it should be subject to careful scrutiny, to determine whether it meets the following criteria:

1. It should be manageable in size, scope, keeping in view the time and organizational resources required for preparing a report.
2. It must have the potential to make a significant contribution to management theory and practice.
3. It must also be built on the foundation of a minimum working knowledge of the company /industry business proposition and practices.
4. It should allow scope for in –depth exploration of the topic.

Project Report Guides

For supervising and guiding the academic/summer project, students usually consult two guides – one from their faculty and the other from the sponsoring organisation. The students have to develop the project from the proposal stage onwards to the final report writing in regular consultation with the faculty. They should initially discuss the nature of the project, as far as possible, before leaving for placement/training.

Role of the Project Guides

The role of the project guide is as follows:

1. Developing and vetting the summer project report proposal with the student.
2. Attending the proposal presentation to be made by the student.
3. Supervising and guiding the student and providing periodic feedback based on his/her progress.
4. Giving written feedback on the draft of the report submitted by the student.
5. Before forwarding the report for final evaluation, project guides must ensure the quality of the report and compliance with the guidelines.

16.3 Project Proposal: Synopsis

The purpose of the project proposal is to allow the student to place the proposed study within a coherent, organized framework, which also standardized. The proposal should be based on the topic/scope of work assigned by the organization or institution. Project proposal will enhance the student's understanding, grasp and clarity of the subject matter, the context of the managerial problem and the research problem.

Notes

Guidelines

The proposal should contain a brief background of the company, its business and environment, and then a survey of literature and context description of the subject. It should clearly state the research objective(s), relate these to the subject and problems in this context, develop a model or state the hypothesis/hypotheses, provide clear definitions, describe, and justify the proposed research methodology and highlight the potential contribution of the proposed work to theory, practice and research in the relevant area of management. Summer project proposal should be prepared in the manner given below.

1. ***Cover page of summer project proposal:*** This contains the name of the proposed project, name of the student and his guides.
2. ***Table of Contents:*** This describes the page wise contents of the proposal. It is like the index.
3. ***Introduction:*** This should begin with a brief description of the company, its business and major environmental factors. This is necessary to record the business environment and functioning and to help the student integrate the learning over the past year, and apply it in the managerial context. Then, the managerial or sectoral problem and the background to the problem, its genesis, consequents, current practice, and so on should be described in detail. It should end by examining the literature and the conclusions drawn from a survey of literature, in a subsection titled "Literature Survey".
4. ***The Research Problem:*** This is a specific set of statements which describe the research problem, and go on to develop the hypotheses. They also describe the nature and area of possible outputs form the research if it is exploratory/qualitative in nature. This should refine the general problem statement above into a specific form, so that the problem statement may be tested, answered with a specific study. If possible, the operationalized hypotheses should also be defined at this stage itself, to have the advantage of panel inputs regarding the core of the study.
5. ***The Research Design:*** This will contain five subsections, namely,
   (a) The general methodology or procedure of study adopted –whether the case method or based on secondary or accounting/financial data, sales or production data, or survey –based, and so on
   (b) The sample and sampling frame or data source specifications and plan to acquire the data.
   (c) The data collection procedure
   (d) The data analysis, qualitative analysis techniques and the form of the outputs of analysis
   (e) How the expected output may then be arrived at by following this methodology
6. ***Time Frame:*** The time frame for the completion of the summer project, stagewise and event-wise, with details if possible, giving the expected day, and dates of completion of each stage.
7. ***Limitations:*** This describes the limitations in terms of time, physical movement, etc, which might influence the research project.
8. ***References:*** Names of books, magazines, etc referred to for the purpose of study.

Notes

Task Write a Synopsis for a Report on "Current Trends in the Automobile Industry".

16.3 Norms for the Summer Project

The primary purpose of the summer project report is to demonstrate the student's capability to make effective use of research methods appropriate to the problem and to develop and handle evidence satisfactorily. The summer project report should, therefore, contain a section on –

(a) the research procedure(s) employed,

(b) the extent, nature, reliability and suitability of evidence gathered and

(c) The conclusions drawn and the recommendations, to demonstrate skills in analysis and interpretation of research results.

Clarity, conciseness, and presentation are required. It is necessary to include sufficient evidence to support the reasoning and conclusions. It should clearly demonstrate the basis of the conclusions and recommendation, thereby exhibiting the analytical skill of the student, in this area. The length of the summer project will vary with the topic and evidence required.

Further the learning of the student regarding in-depth knowledge of the field should be brought out by the section on literature review and model or framework used for the summer project study.

16.4 Components of the Project Report

There can be necessary variations made in the project report format, according to the requirements laid down by the industry and institutions concerned. But the overall design, form, and style would remain unchanged.

Notes The summer project report should appear in the following order:

Page i	Cover
Page ii	Title page
Page iii	Certificate of approval
Page iv	Approval of organisational and faculty guides
Page v-vi	Abstract
Page vii	Acknowledgements
Page viii	Table of contents
Page ix	List of figures
Page x	List of tables
Page xi	List of appendices
Page xii	Abbreviations

Contd...

Notes

Page 1	Chapter 1 (Introduction)
Page	Research Design
Page	Results and Conclusions
Page	Recommendations and Suggestion
Page	Last Chapter
Page	Reference
Page	Appendices

Example: ***Cover and Title page:*** The cover and title page should conform to the following format:

Report

PROJECT TITLE

Submitted By

Name

In partial fulfillment of …….

Under the guidance of

Name of Guide	Name of Guide
Designation	Designation
Organisation	Organisation

NAME OF THE INSTITUTE

Example: ***Certificate of approval of organizational and faculty guides*** –These are the two statements authenticating the work done and are put right in the beginning of the report.

Certificate of Approval

The following Project Report titled "PQR….." is hereby approved as a certified study in management/….. carried out and presented in a manner satisfactory to warrant its acceptance as a prerequisite for the award of Masters in Business Administration/….for which it has been submitted. It is understood that by this approval the undersigned do not necessarily endorse or approve any statement made, opinion expressed or conclusion drawn therein but approve the Project Report only for the purpose it is submitted.

Name and Signature

Faculty Examiner …….

Project Coordinator……

Notes

Certificate from Project Guides

This is to certify that Mr/Ms ABC, a student of the Masters in Business Administration, has worked under our guidance and supervision. This Project Report has the requisite standard and to the best of our knowledge, not part of it has been reproduced from any other project, monograph or book.

Institute Faculty Guide	Organizational Guide
Designation	Designation
Name of Institute	Name of Organisation
Date	

Abstract: Each summer project report must include an abstract of a maximum of two pages in single space (about 800 -1000 words). It should state clearly and concisely the topic, scope, method, and conclusions. The emphasis should be on the conclusions and recommendations. The word limit should be strictly adhered to.

Acknowledgements: Students are advised to acknowledge help and support from faculty members, library, computer centre, outside experts, their sponsoring organisations, and so on.

Table of contents: Every summer project report must contain a table of contents which provides a view of the organisation of the report material.

List of figures, tables, appendices, and abbreviations: If the summer project report contains tables, figures and abbreviations used, they should be listed immediately following the table of contents on separate pages.

Chapter I: Introduction: As in the proposal, this should begin with a very brief summary of the company and its business, and then the complete details of the managerial problem and the background to the problem, its genesis, consequences of the problem on the business, and current practices. It should start from a broad overview and then move to the specific focus of the study. This should include the specific business or functional problem being faced by the organisation.

Next, it should describe the rationale for the study and the benefits of the project in terms of knowledge, skill, practices, and systems and how it will help the organisation. The next part is to delimit the scope of the project, and to specify the area of enquiry under the project.

It should continue with a subsection titled "Problem Formulation". This should describe the specific business problem faced and the related issues involved in greater detail than above.

It should then end by reviewing the literature in this regard and the conclusions drawn from a survey of literature, in a subsection titled "Literature Survey". Students should do a comprehensive library search on the project topic. This will help in knowing the work done in the past and also the current work/research in the particular area. This will help frame the problem, in terms, of variables under study and in focusing the research problem. Assumptions made in the study must be clearly justified and the grounds or evidence used for the development of the hypotheses, (i.e. the variable involved, their relationships, and so on), must be give in detail in this section.

Chapter II: Research Design: On the basis of the literature review and the discussions with the guides, the final research problem will be described here. It will build a set of constructive arguments for the research problem. It will further describe how the problem was operationalised for measurement and analysis and will and with a statement of the operationalised hypotheses.

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The expected results from such a research study should also be described in terms of the specific hypotheses developed. It must be explained how such results would be of use in the managerial context and the business.

The research design will contain five subsections, namely,

1. The general methodology adopted for study, whether case method, or based on secondary or accounting/financial data, or survey based, and the procedure followed in the study.
2. The sample or data source specifications and sampling frame or plan to acquire the data. Source of data must be mentioned at the appropriate places in the summer project. The detailed sampling plan and the procedure adopted for sampling should be described here.

   The data collection procedure. The summer project report must involve data collection in systematic manner. It should not be mere collection of opinions based on personal experience. The tool used for data collection, if any or the method adopted for the same should be described in detail in this section. This should also contain the procedure for administering the tool or conducting the interview, as the case maybe.
3. The data analysis carried out, the quantitative or qualitative analysis techniques and the form of the outputs of analysis, should all be described in detail here. The software or package used for computation should be mentioned.
4. How the expected output may then be arrived at by following this methodology. This section should describe in detail the way in which the results obtained may be interpreted and how this may help in the given context.

Chapter III: Results and Conclusions: This section includes all the tabulated and text descriptions of the results obtained in the study. It should be noted that all the tables and figures should be properly titled and numbered and listed in the table of contents.

Next, the conclusions and inferences that are drawn from the analysis of the results (in support of the hypotheses or in the case of exploratory research ,the variables identified and or involved), should be stated clearly and specifically. These, should bear on the hypotheses, and should be an answer to the research problem. Thus, conclusions should then be directly related to the various issues the problem under study.

Last Chapter: Recommendations: The summer project report should conclude with the recommendations developed from the analysis and findings of the study. This is critical section and should highlight your specific contributions keeping in view the purpose of the summer project. It should demonstrate learning and use of skill and knowledge in actual problem solving. The last part of this chapter will describe the limitations of the study and suggest directions for further study in this area.

References: References should be complete in all respect.

Cross Referencing- All references (books, journals, magazines, newspapers, reports, proceedings) listed in the project report should be cross referenced in the text at appropriate places for example.

"The needs and skills required to manage today's business in a global environment are far different than they were just a decade ago. Clearly, we need a new way of looking at manufacturing, for the way we have considered it in the past is no longer sufficient. With the rapid changes in IT and manufacturing technology, firms are, therefore, getting increasingly interested in managing the strategy-technology connection to develop new ways of achieving competitive advantage (Porter, 1985). Firms are attempting to link manufacturing strategy with business strategy; *(Skinner, 1985 Wheelright, 1981),* to examine the strategic impact of rapidly

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changing manufacturing and information technology (Jelinek *and Goldhar, 1983; Kantrow, 1980),* and to find new ways of viewing manufacturing as competitive weapon (Hayes *and Wheelright, 1984; Jelinek and Goldhar, 1984; Skinner, 1985).* Information Technology is the key ingredient in this emerging trend of getting competitive advantage through manufacturing.

Exhibit 16.1

Reference Style

Books

One Author

Chatterji, A (1995), Management Fundamentals, Ravi Book Agency, Baroda

Two Authors

Singh,M. and Pandya, J (1987) , Organisation and Management , Metropolitan Book Company, Delhi

Government Publication

Ministry of Law, Govt of India (1960), The Copyright Act, 1957, The Manager of Publications, Delhi

Journal Paper

Jain, SK (1999), Organisational Climate in Banks, Journal of Management, Vol. 6, No.12,pp 12-32

Article in a newspaper

Mishra, VK (2001), Are Banks becoming better? The Economic Times, May 12,pp 6-7

Conference Paper

Bhattacharya, S.K. (2001), Management Principles and their applicability to Banks, paper presented at Mumbai Management Association, Mumbai, Nov 21,pp 12-27

Appendices: Additional information like questionnaire, list of dealers, details of product portfolio, organisation chart, manufacturing prices and data sheets are put as appendices at the end of the report.

16.5 Project Presentation

Once the faculty and organizational guides approve the final draft of the project report, the student has to give a formal presentation on the specified date and time.

Ten copies of abstract must be kept ready and brought along at the time of the submission/ presentation for ready reference of the audience.

The student must follow the norms for presentation, by using some visual aids and utilizing presentation skills.

Task

What needs more importance: the preparation of the report or its presentation? Explain and Justify.

Notes

16.6 Summary

- Academic Report differs from Business Reports in many ways. Academic Reports are prepared by students in the course of their study, in partial fulfillment of a degree/ diploma from a University or College.
- The academic report should be a substantive contribution to knowledge through integration of the review of literature and methodology developed for the understanding and resolution of management problem, and the empirical work done therein.
- The topic for the Project should be manageable in size, scope, keeping in view the time and organizational resources required for preparing a report.
- The roles of the project guide include supervising and guiding the student and providing periodic feedback based on his/her progress and giving written feedback on the draft of the report submitted by the student
- The project proposal or synopsis should contain a brief background of the company, its business and environment, and then a survey of literature and context description of the subject.
- The final Project Report includes Acknowledgement, Certificate of Approval from the Institute and Guides, Introduction, Research Design, Questionnaire, Results, Conclusions, Recommendations, Appendices, Tables and References.

16.7 Keywords

Academic Report: Academic reports are those reports which are prepared by students in their course of study or attaining a degree.

Project Proposal (Synopsis): A brief standardized framework of the project of study, which gives an idea about the format of study and its report.

Research Design: The layout of a project, including definition of the problem under study, general methodology adopted for study, data source and data collection procedure.

16.8 Self Assessment

Fill in the blanks:

1. Reports may be Business Reports or .....
2. A ..... may be informational in nature; not necessarily based on a live research. A summer project report records the findings and results of an actual project done within done with in a given time.
3. The ..... of the project proposal is to allow the student to place the proposed study within a coherent, organized framework, which also standardized.
4. The primary purpose of the summer project report is to ..... the student's capability to make effective use of research methods appropriate to the problem and to develop and handle evidence satisfactorily.
5. The ..... report should conclude with the recommendations developed from the analysis and findings of the study.

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16.9 Review Questions

1. What are Academic Reports? How do they differ from Business Reports?
2. What is a Synopsis?
3. Give the format of an Academic Project Report.
4. What is the role of Project Guides?
5. What is Research Design?

Answers: Self Assessment

1. Academic Reports.
2. Business Report
3. purpose
4. demonstrate
5. summer project

16.10 Further Readings

Books

P.D. Chaturvedi, Mukesh Chaturvedi, *Business Communication – Concepts, Cases and Applications,* Pearson Education.

M.K. Sehgal, Vandana Khetarpal, *Business Communication,* Excel Books.