

**ENGLISH LANGUAGE COMMUNICATION SKILLS
LABORATORY – BML 193**

**LAB MANUAL & OBSERVATION BOOK
BMLT 1ST YEAR**



THE NEOTIA UNIVERSITY
24 Parganas (South) West Bengal - 743 368

2020 - 2021

DEPARTMENT OF MEDICAL LABORATORY TECHNOLOGY

Evaluation Pattern

The English Language Communication Skills Laboratory can be broadly classified into two:

- i) Computer Assisted Language Lab
- ii) Interactive Communication Skills Lab

Internal Assessment: 50 Marks

- 1) Two Internals will be conducted for Lab assessment.
- 2) Students are advised to maintain a Record book to make a note of the activities done in the lab. 10 marks will be awarded for the same.
- 3) Attendance will be taken regularly for the lab sessions for which 10 marks will be awarded.
- 4) A written test for 20 marks will be conducted.
- 5) Students are evaluated for 10 marks for activity.
- 6) Total number of marks for Internal assessment is 50.

External Examination: 50 Marks

- 1) External assessment is based on a 3 hour examination process.

Evaluation Pattern

- Theory- 20 Marks
 - Activity- 10 Marks
 - Viva Voce- 20 Marks
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GENERAL INSTRUCTIONS

- 1) Students are instructed not to use pen drives during lab sessions.
 - 2) Headphones should not be used for any other purpose except for listening to the software.
 - 3) Students are required to be careful while handling and operating the computers.
 - 4) Students must bring their lab manuals to the lab without fail and get them signed by the faculty-in charge.
 - 5) Use of mobile phones during lab hours is strictly prohibited.
 - 6) Should Wear Formal Dress only.
 - 7) Should come to the lab in-time.
 - 8) It is mandatory to enter your name in log-in register.
 - 9) Should use the same system every time.
 - 10) Students are not allowed into the lab without ID Cards.
 - 11) All students should actively participate in the lab activities.
 - 12) Students are evaluated based on their active participation and proper behavior.
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EXERCISE - I

BML 193

ICE BREAKING ACTIVITY AND JAM SESSION

A. Objectives

- To give a quick start and initiation.
- To make students to start things on a pleasant note and think differently
- To create interest among the students about a topic by exploring thoughts and ideas
- To learn the use of body language and improve verbal message
- To gain experience in extemporaneous speaking or a prepared oral presentation
- To understand the use of articles and prepositions
- To gain knowledge of word formation through usage of suffix, prefix, synonyms and antonyms.

B. Content

Introduction: Ice Breakers are an effective way of starting an interaction session or team-building event. They can be interactive and fun sessions, which run prior to the main event or day's activity. The activities can form a number of varieties including problem solving, facilitation, communication, leadership, team building, sharing and trust and decision making.

Ice breakers are particularly well suited for beginning a speech or starting a meeting. As the name implies, they -break the ice, help participants relax, and generally set the tone for the presentation. They help to relax participants, and that makes them more receptive to listening and contributing. An ice breaker can also serve to create a -team atmosphere and motivate participants to work with others in a cooperative manner.

Our Ice Breaker Activities are aimed at adding some energy and fun, allowing your team to think and look differently at how they can work together. Knowing when to insert an ice breaker requires sensitivity and creativity. This will provide a unique opportunity for your team to develop new skills that can be critical for success in the workplace.

In order to make ice breakers to be effective, it must employ

- Content, appropriate to the group,
- Appropriately timed,
- Should occur at the beginning, and then at appropriate times during the program.

Lucky Penny: Each person takes a penny or other coin out of his/her pocket and looks at the date. When it's his/her turn, s/he states the year that's on their coin and recalls something spectacular that happened that year.

Categories - Have members of the group arrange themselves into groups by their favorite dessert, sport, color, movie, car, etc. This is a good activity to get people up and moving and to find out common likes. You can shift from one category to another. -Now group by favorite vacation spot.

Stereotype Chat: Place a paper on each person's back with a characteristic on it (Valley Girl, Smart, Happy, Rich). Don't let them see what you are putting on them. Let the participants

wander around and talk to each other, treating each other as they might treat someone with that characteristic. Afterward have everyone guess what characteristic they had and tell how they felt (good way to start a discussion on stereotypes or a cultural program).

True or False: Participants say three things about themselves - two true and one false. Other participants guess what the lie is. The correct guesser goes next.

Know thyself: In this activity, the participants are asked to make a sincere attempt to symbolize themselves in the form of a pictograph. For example: a flower for sensitiveness and a stone for hardness.

JAM session

Introduction: Just a minute or JAM is an impromptu speech test conducted with the time limit of one minute. As a student and as a budding technocrat, you will be asked to speak on the spur of the moment to make a presentation. Right from a classroom situation where the instructor would like to know what we have understood, to viva voce in the practical examinations, where your external examiner tests your domain knowledge, many situations will demand you to make an impromptu speech.

While many of us do not like to speak before people, there are times when we are asked to get up and say a few words about someone or a topic when we have not planned on saying anything at all. We are more shocked than anyone else. Has this ever happened to you? If and when this does happen to you, be prepared to rise to the challenge.

The following two steps can be best used to master the art of giving an effective JAM session:

The first step is to go back to background knowledge and gather all the necessary ideas related to the topic given to you. Once you gather all the necessary ideas organize them in a sequential order either chronologically or thematically. Then express them with clarity and cohesiveness.

Three important rules to be followed in JAM are:

- ❑ No deviation
- ❑ No repetition
- ❑ No hesitation

For an effective JAM session...

1. Be ready to speak in any given situation
2. Utilize every opportunity as a suitable one to express yourself
3. Authorize your ideas and stick to the topic
4. Be creative and express new ideas
5. Follow sequential order
6. Be brief and to the point
7. Maintain good flow of sentences
8. Maintain good body language
9. Be cautious of time
10. Use positive and appropriate vocabulary.

Topics for Jam sessions

1. Corona Virus and it's effect in India
2. Effect of Lockdown on Indian Industry
3. Business ethics
4. Stitch in time saves nine
5. Money saved is money earned
6. Growing threat of global warming
7. Inflation
8. Depression among teenagers
9. Impact of FDI on India
10. Communication as a basic human need

Teacher may add other relevant topics as seen fit for the times:

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EXERCISE - 2

BML 193

GRAMMAR

❑ **Use of Articles:** Basically, an article is an adjective. Like adjectives, articles modify nouns. English has two articles:

1. Definite article
2. Indefinite article

„**The**“ is used to refer to specific or particular nouns; **a/an** is used to modify non-specific or non-particular nouns. We call **the** the *definite* article and **a/an** the *indefinite* articles.

the = definite article

a/an = indefinite article

For example, if I say, "Let's read **the** book," I mean a *specific* book. If I say, "Let's read **a** book," I mean *any* book rather than a specific book.

Here's another way to explain it: **The** is used to refer to a *specific* or *particular* member of a group. For example, "I just saw **the** most popular movie of the year." There are many movies, but only one particular movie is the most popular. Therefore, we use **the**.

A/an is used to refer to a *non-specific* or *non-particular* member of the group. For example, "I would like to go see **a** movie." Here, we're not talking about a *specific* movie. We're talking about *any* movie. There are many movies, and I want to see *any* movie. I don't have a specific one in mind.

Let's look at each kind of article a little more closely.

Indefinite Articles: 'a' and 'an': "A" and "an" indicate that the noun modified is indefinite, referring to *any* member of a group. For example:

- ❑ "My daughter really wants **a** dog for Christmas." This refers to *any* dog.
- ❑ "Somebody call **a** policeman!" This refers to *any* policeman. We don't need a specific policeman; we need any policeman who is available.
- ❑ "When I was at the zoo, I saw **an** elephant!" Here, we're talking about a single, non-specific thing, in this case an elephant.

Remember, using **a** or **an** depends on the sound that begins the next word. So,

- ❑ **a** + singular noun beginning with a consonant: **a** boy; **a** car; **a** bike; **a** zoo; **a** dog
- ❑ **an** + singular noun beginning with a vowel: **an** elephant; **an** egg; **an** apple; **an** idiot; **an** orphan
- ❑ **a** + singular noun beginning with a consonant sound: **a** user (sounds like 'yoo-zer,' i.e. begins with a consonant 'y' sound, so 'a' is used); **a** university; **a** unicycle
- ❑ **an** + nouns starting with silent "h": **an** hour
- ❑ **a** + nouns starting with a pronounced "h": **a** horse

In some cases where "h" is pronounced, such as "historical," you can use **an**. However, **a** is more commonly used and preferred.

Eg: A historical event is worth recording.

Remember that these rules also apply when you use acronyms: Introductory Composition at Purdue (ICaP) handles first-year writing at the University. Therefore, an ICaP memo generally discusses issues concerning English 106 instructors.

Another case where this rule applies is when acronyms start with consonant letters but have vowel sounds:

An MSDS (material safety data sheet) was used to record the data. An SPCC plan (Spill Prevention Control and Countermeasures plan) will help us prepare for the worst.

If the noun is modified by an adjective, the choice between **a** and **an** depends on the initial sound of the adjective that immediately follows the article:

- ❑ **a** broken egg
- ❑ **an** unusual problem
- ❑ **a** European country (sounds like 'yer-o-pi-an,' i.e. begins with consonant 'y' sound)

Remember, too, that in English, the indefinite articles are used to indicate membership in a group:

- ❑ I am **a** teacher. (I am a member of a large group known as teachers.)
- ❑ Brian is **an** Irishman. (Brian is a member of the people known as Irish.)
- ❑ Seiko is **a** practicing Buddhist. (Seiko is a member of the group of people known as Buddhists.)

Definite Article: "The": The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of a group. For example:

"**The** dog that bit me ran away." Here, we're talking about a *specific* dog, the dog that bit me. "I was happy to see **the** policeman who saved my cat!" Here, we're talking about a *particular* policeman. Even if we don't know the policeman's name, it's still a particular policeman because it is the one who saved the cat.

"I saw **the** elephant at the zoo." Here, we're talking about a *specific* noun. Probably there is only one elephant at the zoo.

Countable and Uncountable Nouns: **The** can be used with non-count nouns, or the article can be omitted entirely.

- ❑ "I love to sail over **the** water" (some specific body of water) or "I love to sail over water" (any water).
- ❑ "He spilled **the** milk all over the floor" (some specific milk, perhaps the milk you bought earlier that day) or "He spilled milk all over the floor" (any milk).

"A/an" can be used only with count nouns.

- ❑ "I need **a** bottle of water."
- ❑ "I need **a** new glass of milk."

Most of the time, you can't say, "She wants a water," unless you're implying, say, a bottle of water.

Geographical use of the: There are some specific rules for using "**the**" with geographical nouns.

Do not use **the** before

- ❑ Names of most countries/territories: *Italy, Mexico, Bolivia*; however, *the Netherlands, the Dominican Republic, the Philippines, the United States*
- ❑ Names of cities, towns, or states: *Seoul, Manitoba, Miami*
- ❑ Names of streets: *Washington Blvd., Main St.*
- ❑ names of lakes and bays: *Lake Titicaca, Lake Erie* except with a group of lakes like *the Great Lakes*
- ❑ Names of mountains: *Mount Everest, Mount Fuji* except with ranges of mountains like ***the Andes*** or ***the Rockies*** or unusual names like ***the Matterhorn***
- ❑ Names of continents (Asia, Europe)
- ❑ Names of islands (Easter Island, Maui, Key West) except with island chains like ***the Aleutians, the Hebrides, or the Canary Islands***

Do use **the** before

- ❑ Names of rivers, oceans and seas: ***the Nile, the Pacific***
- ❑ Points on the globe: ***the Equator, the North Pole***
- ❑ Geographical areas: ***the Middle East, the West***
- ❑ Deserts, forests, gulfs, and peninsulas: ***the Sahara, the Persian Gulf, the Black Forest, the Iberian Peninsula***

Omission of Articles: Some common types of nouns that don't take an article are,

- ❑ Names of languages and nationalities: *Chinese, English, Spanish, Russian* (unless you are referring to the population of the nation: "**The** Spanish are known for their warm hospitality.")
- ❑ Names of sports: *volleyball, hockey, baseball*
- ❑ Names of academic subjects: *mathematics, biology, history, computer science*

Prepositions: Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Even advanced learners of English find prepositions difficult, as a 1:1 translation is usually not possible. One preposition in your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary reading a lot in English (literature) and learning useful phrases off by heart (study tips).

The following table contains rules for some of the most frequently used prepositions in English:

Prepositions – Time

Preposition	Usage	Example
on	days of the week	on Monday
in	months / seasons time of day, year after a certain period of time (<i>when?</i>)	in August / in winter in the morning in 2006 in an hour
at	for <i>night</i> for <i>weekend</i> a certain point of time (<i>when?</i>)	at night at the weekend at half past nine
since	from a certain point of time (past till now)	since 1980
for	over a certain period of time (past till now)	for 2 years
ago	a certain time in the past	2 years ago
before	earlier than a certain point of time	before 2004
to	telling the time	ten to six (5:50)
past	telling the time	ten past six (6:10)
to / till / until	marking the beginning and end of a period of time	from Monday to/till Friday
till / until	in the sense of <i>how long something is going to last</i>	He is on holiday until Friday.
by	in the sense of <i>at the latest</i> up to a certain time	I will be back by 6 o'clock. By 11 o'clock, I had read five pages.

Prepositions – Place (Position and Direction)

Preposition	Usage	Example
in	room, building, street, town, country book, paper etc. car, taxi picture, world	in the kitchen, in London in the book in the car, in a taxi in the picture, in the world
at	meaning <i>next to, by an object</i> for <i>table</i> for events place where you are to do something typical (watch a film, study, work)	at the door, at the station at the table at a concert, at the party at the cinema, at school, at work
on	attached for a place with a river being on a surface	the picture on the wall London lies on the Thames. on the table

Preposition	Usage	Example
	for a certain side (left, right) for a floor in a house for public transport for <i>television, radio</i>	on the left on the first floor on the bus, on a plane on TV, on the radio
by, next to, beside	left or right of somebody or something	Jane is standing by / next to / beside the car.
under	on the ground, lower than (or covered by) something else	the bag is under the table
below	lower than something else but above ground	the fish are below the surface
over	covered by something else meaning <i>more than</i> getting to the other side (also <i>across</i>) overcoming an obstacle	put a jacket over your shirt over 16 years of age walk over the bridge climb over the wall
above	higher than something else, but not directly over it	a path above the lake
across	getting to the other side (also <i>over</i>) getting to the other side	walk across the bridge swim across the lake
through	something with limits on top, bottom and the sides	drive through the tunnel
to	movement to person or building movement to a place or country for <i>bed</i>	go to the cinema go to London / Ireland go to bed
into	enter a room / a building	go into the kitchen / the house
towards	movement in the direction of something (but not directly to it)	go 5 steps towards the house
onto	movement to the top of something	jump onto the table
from	in the sense of <i>where from</i>	a flower from the garden

Other important Prepositions

Preposition	Usage	Example
from	who gave it	a present from Jane
of	who/what does it belong to what does it show	a page of the book the picture of a palace
by	who made it	a book by Mark Twain
on	walking or riding on horseback entering a public transport	on foot, on horseback get on the

	vehicle	bus
in	entering a car / Taxi	get in the car
off	leaving a public transport vehicle	get off the train

Preposition	Usage	Example
out of	leaving a car / Taxi	get out of the taxi
by	rise or fall of something travelling (other than walking or horse riding)	prices have risen by 10 percent by car, by bus
at	for age	she learned Russian at 45
about	for topics, meaning <i>what about</i>	we were talking about you

Subject-verb Concord: Agreement of the subject with verb is called concord. The subject of a sentence is a noun, pronoun, group of nouns or a group of words acting as a noun. It may be a singular or plural. If the subject is a pronoun, it may be first, second or third person.

The verb in a sentence must always agree with the subject in number and person. If the subject is singular, the verb must be singular. If it is plural, the verb must be plural. In case of a pronoun, being the subject, the verb must be in the same person as the pronoun.

Examples:

- She **has** three daughters
Here, she being singular and third person, **has** could agree with **she**.
- They **are** collecting donations for the poor.
Here, **they** being plural and third person, **are** agrees with subject **they**.

Rules for subject-verb concord

1. As a rule in the case of personal pronouns the third person singular, **he/she/it** takes singular verbs in all the tenses.
2. **They** which is the third person plural takes, a plural verb in all the tenses.
3. The second person **You** takes a plural verb in all the tenses, even when it is singular.
4. The first person plural **We** takes a plural verb in all the tenses.
5. The first person singular **I** takes a singular verb with **am, am going, was** but takes a plural verb when saying **I go** or **I have gone**.
6. Where the sentence begins with **There**, the verb must agree with the real subject that follows it.
Ex: *There **are** three girls in the car.*
*There **is** lots sugar in the tin.*
7. Nouns denoting food, clothing, furniture and stationary are singular and hence take a singular verb.
Ex: ***Is** stationery available here?*
***Has** the food come?*
8. Whenever we say, „a pair of.....‘ we give it a singular verb.
Ex: *A pair of scissors is necessary for craft work.*

9. When used for quantity *“a lot of....”*, *“plenty of...”* take a singular verb. When used for number, both these take a plural verb.
Ex: *NEWS is always in the singular.*
10. If there are two subjects in a sentence the verb will be plural.Ex: *Anitha and Rekha are going to the cinema.*
11. But if the two subjects are generally bracketed as one, the verb will be single.Ex: *Bread and jam “makes” a tasty snack.*
12. If the subject and the verb are separated by a group of words, the verb must agree with the subject.
Ex: *The girl, with several books in her hand, „is“ my daughter.*
13. When the name of a country, a book or a film is denoted in a plural noun it still takes a singular verb.
Ex: *The United States is a powerful country.*
14. People and Cattle are always in the plural.
Ex: *People are getting tired of empty promises.*
15. When a plural number is used for weight, distance and amounts of money as a single figure or quantity takes a singular verb.
Ex: *Two thousand rupees is a large amount.*

Prefixes & Suffixes

Prefixes: Prefixes are added to the beginning of a word to make a new word, ex- mistake. Some common prefixes are 'mis', 'dis', 're', 'for', 'anti', 'ante', 'sub', 'un' and 'in'. New words are made by placing a prefix in front of a word. It is helpful to know the meanings of prefixes. Prefix, **“re”** means **again**, therefore **reappear** means to appear **again**.

Common prefix meanings

pre - before

mis - bad(ly)

sub - under

inter -

between semi

- half

The following prefixes of 'im', 'ir', 'il', 'in' and 'un' can be added to the beginning of words to make them into a negative.

Examples

im + possible = impossible

ir + responsible = irresponsible

il + legal = illegal

in + active = inactive

un + happy = unhappy

Suffixes: Letters added to the end of a main word are called suffixes. Common suffixes are: 'ed', 'ful', 'ly', 'ing', 'able', 'ance', 'ence', 'ness'.

Example

harm + less = harmless

When 'full' is added to a word you drop the final 'l'. If you add 'ly' to any word ending with 'ful' you keep the existing 'l'.

Example

hand + full = handful

rest + full = restful

restful + ly = restfully

PREFIX	MEANING	EXAMPLES
de-	from, down, away reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

SUFFIX	MEANING	EXAMPLES
-able	able to, having the quality of	comfortable, portable
-al	relating to	annual, comical
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	eerily, happily, lazily
-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adjective	clearly, hourly
-ness	denoting a state or condition	kindness, wilderness
-y	full of, denoting a condition, or a diminutive	glory, messy, victory,

SYNONYMS & ANTONYMS

Synonym= Similar meaning for the word. Antonym= Opposite word

According to language expert W.B. Elley, "A rich vocabulary is a valuable asset and an important attribute of success in any walk of life." In other words, your vocabulary plays a large role in determining whether you will succeed in life or not. So it is crucial to begin building your vocabulary as early as possible, to ensure that you reach your full potential in your career, relationships and life in general.

Word	synonym	Word	Antonym
Abandon	Leave, forsake	Accept	Reject
Forbid	Prohibit, disallow	Acquit	Charge
Crazy	Insane, mad	Scanty	Profuse
Assist	Help, support	Feeble	Strong
Ignorant	Unaware, childish	Brutal	Humane
Opulent	Rich, wealthy	Flexible	Rigid
Illegal	Unlawful, Illicit	Absurd	Sensible
Generous	Liberal, kind	Skilful	Inexpert
Endorse	Approve, back	Annihilate	Restore
Flimsy	Trivial, ordinary	Pacify	Provoke
Candid	Frank, straightforward	Cheerful	Sluggish
Immature	Improper, unfit	Establish	Demolish
Laudable	Commendable	Cautious	Impulsive
Majestic	Dignified, imposing	Endanger	Defend
Devoid	Vacant, empty	Backward	Forward
Hamper	Block, disturb	Ability	Inability
Commence	Start, begin	Abridge	Enlarge
Jovial	Merry, hearty	Competent	Incompetent
Innate	Inherent, inborn	Abundance	Shortage
Infer	Conclude, deduce	Organize	disorganize

Exercises

Fill in the blanks with correct article forms given below.

1. _____ Swedish is a difficult language to learn.
 - A
 - An
 - The
 - No article
2. _____ general's army attacked the city at night.
 - The
 - A
 - An
 - No article
3. I have _____ idea! Let's go bowling.
 - No article
 - An
 - A
 - The
4. My parents gave me _____ basketball on my birthday.
 - No article
 - A
 - The
 - An
5. _____ dictionary is on the table.
 - A
 - The
 - An
 - No article

Fill in the blanks with correct prepositions.

1. Mr. Martin is responsible _____ recruitment
2. You have to pay _____ the tickets the day you order them.
3. The car crashed _____ a fence _____ the other side of the road.
4. Look _____ the woman _____ the picture. Who is she?
5. The cow is tied _____ a hook _____ the tree.

Write prefix and suffixes for the following words.

1. Establish
2. Organize
3. Comfort
4. Grace
5. Develop

Write synonyms and antonyms to the following words.

1. Follow
2. Discipline
3. Gentle
4. Dispute
5. Scarcity

Choose the correct verb form which fits in the sentence.

- a) Some members of the teachers' union (want, wants) to go on strike.
- b) In the background (was, were) a big yellow sun.
- c) Jane's raincoat, with all the rips and tears, (provide, provides) little protection.
- d) There (is, are) a lot of trees on our block.
- e) Where (is, are) my keys?
- f) One of the books (has, have) been missing.
- g) None of my friends (was, were) there.

Fill in the blanks with the right options given below.

- a. Justin was _____ for the big exam when he discovered it had been cancelled.
A) All ready B) Already
- b. Did you drive _____ the cemetery on your way home?
A) Passed B) Past
- c. The contestant said she wished for world _____.
Peace B) Piece
- d. If the _____ is nice, we'll go to the park.
Weather B) Whether

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EXERCISE 3

BML 193

VOCABULARY

A. Objectives

- To make students to identify the syllable division in a word
- To enable students to understand the weak forms and strong forms and their use in connected speech
- To learn the grammatical usage of tenses in vocabulary and make students to identify the correct pronunciation of words
- To make students identify the consonant clusters in given words

B. Content

Introduction: This chapter introduces you to syllable pattern and stress pattern in English. English is a stress-timed language. To understand the stress pattern of this language, you need to understand the concept of syllables.

A syllable is a group of one or more sounds with the **vowel** sound as its essential part. Words are made up of syllables where each word can have any number of syllables. For example, the word 'new' has one syllable whereas the word 'new book' has two syllables. To tell you the secret, the number of vowels in a word determines the number of syllables it has.

We have monosyllabic words where there is only one syllable, disyllabic words where there are two syllables each, tri-syllabic words where there are three syllables each, and also words of more than three syllables each.

Words according to their syllable division:

S.No.	Monosyllabic words	Disyllabic words	Tri-syllabic words	Tetra-syllabic words
1	two	pre.sent	re.la.tive	es.ta.blish.ment
2	plan	per.mit	wan.ted.ly	lon.gi.tu.di.nal
3	set	an.swer	im.pre.sion	ma.chi.ne.ry
4	next	eng.lish	sub.sec.tion	a.me.ri.ca
5	end	to.day	pa.ssen.ger	re.mar.ka.ble
6	sing	con.vent	re.se.lect	a.vai.la.ble
7	run	per.fect	pho.to.graph	pho.to.gra.phy
8	text	mon.soon	ob.jec.tion	e.lec.tri.ci.ty
9	back	win.dow	re.co.llect	im.med.iate.ly
10	bird	com.bine	wed.nes.day	con.ver.sa.tion

The past-tense marker: Past tense (Time marker) helps us to understand when things have happened. Here are some examples of tense/time markers we use with the past tense:

Days of the week + **on**

Ex: I bought a new mobile **on** Monday.

Times of day, days, weeks, months, seasons and years + **last**

Ex: My friend Sunil got married **last** year.

Other time markers we use with past events:

Yesterday

Ex: I went for shopping **yesterday**.

Today

Ex: I got up early today.

This morning:

Ex: The celebrity arrived from Delhi **this morning**.

This afternoon:

Ex: I fell asleep on my desk **this afternoon**.

At the weekend:

Ex: I went to a party at the weekend.

Ago:

Ex: A meeting was held two months ago on bifurcation of AP state.

Words that suggest the use of a specific verbal tense

Then:

Ex: Sam Pitroda was appointed as the Chief Technical Advisor by the **then** Prime Minister of India, Mr. Rajiv Gandhi.

When:

Ex: There was a time **when** Hyderabad was totally free of traffic jams.

Once:

Ex: We conducted sports events only **once** during the last year.

In:

Ex: Our College was established **in** the year 2005.

I was post graduated **in** 2009 from the Osmania University.

At:

Ex: Students were asked to assemble **at** the seminar hall **at** 12 o'clock.

Plural marker: When one thing is spoken about the noun used is singular. When more than one thing is being spoken about the noun used is plural. You are aware that, to change a singular noun into plural you must add –s or –es as a suffix to the noun. However, there are many exceptions to this rule. Let us study them in detail.

We add the plural suffix –s to most of the words.

Singulars

Apple ('æpl)

Book

Chair

Picture

Page

Key

Computer

Plurals

apples ('æplz)

books

chairs

pictures

pages

keys

computers

After sounds **s** /s/, **z** /z/, **sh** /ʃ/, **ch** /tʃ/ and **j** /dʒ/, we add the plural suffix **-es**

/ɪz/ Box (/bɒks/)

boxes (/bɒks -ɪz/)

Kiss

kisses (-ɪz)

Wish

wishes (-ɪz)

Watch

watches (-ɪz)

Buzz

buzzes (-ɪz)

Garage

garages (-ɪz)

Judge

judges (-ɪz)

We add the plural suffix **-es** to most words that end in **o**.

Tomato (tə'mɑ:təʊ)

Tomatoes (tə'mɑ:təʊz)

Echo ('ekəʊ)

Echoes ('ekəʊz)

Embargo (im'bɑ:gəʊ)

Embargoes (im'bɑ:gəʊz)

Hero ('hiərəʊ)

Heroes ('hiərəʊz)

Optional

Buffalo ('bʌfələʊ)

Buffalos/buffaloes ('bʌfələʊz)

Cargo ('kɑ:gəʊ)

Cargos/cargoes ('kɑ:gəʊz)

Zero ('ziərəʊ)

Zeros/zeroes ('ziərəʊz)

Mosquito (mə'ski:təʊ)

Mosquitos/es (mə'ski:təʊz)

We add the plural suffix **-s** to words of foreign origin (latin, greek,

etc.)Piano (pi'ænəʊ)

Pianos (pi'ænəʊz)

Portfolio (pɔ:t'fəʊliəʊ)

Portfolios (pɔ:t'fəʊliəʊz)

Radio ('reidiəʊ)

Radio ('reidiəʊz)

Ghetto ('getəʊ)

Ghetto ('getəʊz)

Memo ('meməʊ)

Memo ('meməʊz)

Video ('vidiəʊ)

Video ('vidiəʊz)

When a word ends in **Y** and there is a consonant before **Y**, we change the **Y** to **i** and add **-es**.Baby ('beibi)

Babies ('beibiz)

Fry (fraɪ)

Fries (fraɪz)

Supply (sə'plai)

Supplies (sə'plaɪz)

Exceptions

Employ (im'plɔɪ)

Employs (im'plɔɪz)

Destroy (di'strɔɪ)

Destroys (di'strɔɪz)

Monkey ('mʌŋki)

Monkeys ('mʌŋkɪz)

Tray (treɪ)

Trays (treɪz)

When a word ends in **-F** or **-fe**, we change the **F** to **v** and add **-es**.Leaf (li:f)

Leaves (li:vz)

Half (hɑ:f)

Halves (hɑ:vz/ hævz)

Life (laɪf)

Lives (laɪvz)

Knife (naɪf)

Knives (naɪvz)

Shelf (ʃelf)

Shelves (ʃelvz)

Exceptions

Cliff (klɪf)

Cliffs (klɪfs)

Roof (ru:f)

Roofs (ru:fs)

Belief (bi'li:f)

Beliefs (bi'li:fs)

Chief (tʃi:f)

Chiefs (tʃi:fs)

Nouns ending in **-ful** take only an **-s** to form

plurals.Spoonful

Spoonfuls

Glassful	Glassfuls
Plateful	Platefuls
Armful	Armfuls

Numerals and abbreviations take **-s** after them to form plurals. It happened in 1980s.
The local MPs are very helpful.

Certain words change their vowels when turned into plural.

Foot	Feet
Tooth	Teeth
Man	Men

Nouns ending in **-is** in the singular change to **-es** in the plural.

Basis	Bases
Synopsis	Synopses
Analysis	Analyses
Diagnosis	Diagnoses
Thesis	Theses

Nouns ending in **-us** drop it and add **-i**.

Stimulus	Stimuli
Alumnus	Alumni
Syllabus	Syllabi

Weak forms and strong forms

Introduction: This brings us to another important feature of English rhythm, i.e., the use of weak forms. As we have already said, **content** or **lexical** words tend to be stressed and **structural** or **functional** words are generally not stressed in connected speech. It is these structural or functional words which have a **strong form** and a **weak form**. When these words are not stressed the weak form is used. For example, the word **and** is pronounced /ænd/ in isolation, but in connected speech it is reduced to /ənd/, /ən/ or /ə/. People often say **butter and jam** and **bread and butter** as

/ˈbʌtər ən ˈdʒæm/
/ˈbred n ˈbʌtə/

and not with the strong form /ænd/. The use of weak forms is an essential part of English speech and you must learn to use the weak forms of structural words if you want to acquire the rhythm of English speech.

The following is a list of some structural words which have weak forms in connected speech:

Articles	Strong form	Weak form	Examples
a	/eɪ/	/ə/	/ə ɪ/ (a girl)
an	/æn/	/ən/	/ ɛpəl/ (an apple)
the	/ði:/	/ ði/ before a vowel / ðə/ before a Consonant	ðɪ ɔrɪndʒ / (the orange) / pen/ (the pen)

Auxiliary verbs (no weak form in the final position)

am	/æm/	/əm/	/aɪm kʌmɪŋ/ (I'm coming)
are	/ɑː/	/ə/	/wɪə kʌmɪŋ/ (We're coming)
can	/kæn/	/kən/	/kən aɪ ɡəʊ/ (Can I go?)
does	/dʌz/	/dəz/	/wɒt dɜːz ɪː wɒnt/ (What does he want?)
had	/həd/	/həd/	/wɪd fɪnɪʃt/ (We'd finished)
has	/hæz/	/həz/	/hæz ɪː ɡɒn/ (Has he gone?)
have	/hæv/	/həv/, /əv/, /v/	/hæv ðeɪ ɡɒn/ (Have they gone?)
is	/ɪz/	/z/, /s/	/aɪv fɪnɪʃt/ (I've finished)
shall	/ʃæl/	/ʃəl/, /ʃl/	/ɪːz kʌmɪŋ/ (She's coming)
was	/wɒz/	/wəz/	/ɪts reɪnɪŋ/ (It's raining)
were	/wɜː/	/wə/	/wɒt ʃəl aɪ duː/ (What shall I do?)
will	/wɪl/	/l/	/əɪ wɒz rɪdɪŋ/ (I was reading)
would	/wʊd/	/əd/, /d/	/wə ju rɪdɪŋ/ (Were you reading?)
must	/mʌst/	/mʌst/	/ðeɪ wə pleɪɪŋ/ (They were playing)
		/mʌs/	/aɪ ɡəʊ/ (I'll go)
			/ɪːd bi ðeə/ (I'd be there)
			/wəz ɪː ɡəʊ naʊ/ (I must go now)
Conjunctions			
and	/ænd/	/ənd/, /ən/	/fɑːðə ənd mʌðə/ (Father and mother)
as	/əz/	/əz/	/trʌɪ əz hɑːd əz ju kən/ (Try as hard as you can)
than	/ðən/	/ðən/	/betə ðən ju/ (Better than you)

	æz	əz	traɪ əz ha:d əz ju: kæn
	ðæn	ðæn	beta ðæn ju:
that	/ðæt /	/ðæt /	ðɪ sed ðæt aɪ wəz bɪzi / (I said that I was busy)
but	/bʌt /	/bət /	bət aɪm bɪzi / (But I'm busy)

Prepositions

at	/æt /	/ət /	/ʌk ət ðəm / (Look at them)
for	/fɔ:/	/fə /	ðɪs ɪz fə ju: / (This is for you)
from	/frɒm /	/frəm /	ðɪ kʌm frəm deli / (I come from Delhi)
of	/ɒv /	/əv /	ə kʌp əv ti: / (A cup of tea)
to	/tu: /	/tu / (Before a vowel)	gɪv ɪt tu: ˈɔ:θə / (Give it to author)
		/tə / (Before a consonant)	gɪv ɪt tə mi: / (give it to me)

Pronouns

You	/ju:/	/ju/, /jə/	ˈwaɪ dəʊnt ju kʌm / (Why don't you come?)
me	/mi:/	/mi/	gɪv mi ə bʊk / (Give me a book)
he	/hi:/	/hi /, /ɪ /, /ɪ /	hɪz nɒt weɪ / (He's not well)
she	/ʃi:/	/ʃi /	/ ʃɪ kʌmɪŋ / (When is she coming?)
him	/hɪm /	/ɪm /	/ ɛt ɪm du: ɪt (Let him do it)

her	/hɜ:/	/hə/, /ɜ:/, ə /	/pɛt ə du: ɪt / (Let her do it)
them	/ðem/	/ðəm/, /ðm/, /əm/, m /	μ:sk ðəm tə ɹi:v / (Ask them to leave)

Consonant cluster: A consonant cluster (sometimes known as a consonant blend) is a group of consonants that appear together in a word without any vowels between them. When reading clusters, each letter within the cluster is pronounced individually.

In English consonants are found to be clustered in word initial, medial and word final positions. The consonant clusters/ sequence belonging to a single syllable are known as intrasyllabic clusters whereas the consonant clusters belonging to two different syllables in a single word are known as inter-syllabic clusters. Thus, in linguistics, a consonant cluster also known as consonant blend is a group of consonants which have no intervening vowels in between them. The maximum possibility of consonant cluster is three consonants in the beginning and four in final position.

Some examples

Tray – /tr/ are clustered in word initially in a single syllable. Thus it is intra syllabic cluster.
Doctor- /kt/ are clustered word medially in two different syllable. Thus it is a inter syllabic cluster

Apt- /pt/ are clustered word finally but in a single syllable.

Word Initial Clusters

If consonants are sequenced word initially, the cluster is known as word initial cluster.

a) **CC** cluster: It also has two subtypes. They are:

- One of /p, t, k, b, d, g, m, n, l, α, f, v, h, / + one of /l, r, w, j/ as for example: play, prey, cry, dry, view, etc.
- /s/ + one of /p, t, k, f, m, n, l, w, j/. As for example, speak, sky, stick, snail, swim, skim, Shrine, snakes, sticks, sphere, stair, skeet, slope, snow, etc.

b) **CCC** Cluster: In the word initial position three consonants occur together. The structure of this cluster is the following:

/s/ + one of /p, t, k/ + one of /l, r, w, j/ as for example,

Splash, Spring, Strong, Stupid, Screen, Square, Spurious, Screw, Skewer,

Word Final Clusters

The sequence of consonants in the final position of a word is called word final position consonant cluster. The following types of word final consonant clusters can be found:

- **CC** Cluster: As for example, Slept, taps, caps, depth, jobs, robbed, books, looks, bags, watched, draft, craft, graphs, etc.
- **CCC** cluster: As for example, Pushed, gasp, ask, test, rest, camp, ramp, warmth, terms, rent, dent, bench, pens, gulp, bulb, film, gold, sold, told, solve, etc.
- **CCCC** Cluster: As for example, Milked, tempt, arranged, whilst, jumps, months,

- d) acts, amongst, texts, sixths, prompts, etc.

Word Medial Clusters

The cluster of consonants in the middle position of the word is called word middle consonant cluster. There are two types of word medial consonant clusters. They are:

a) **Intra-syllabic consonant cluster:** The sequence of consonants in the word medial position which belong to the same syllable is called intra-syllabic cluster. As for example, camping, reply, windy, extra, etc.

b) **Inter-syllabic cluster:** If the consonant belonging to different syllables occurs together, the cluster formed is called inter-syllabic cluster. As for example,

movement

/vm/,

description

/skr/import

/mp/

blackboard /kb/

extra /kstr/

Some more examples of consonant clusters

- a) Nasal + stop – camp, bend, stamp, etc.
- b) Nasal + fricative – length, warmth, terms, kings, etc.
- c) Stop + stop – packed, begged, kept, tract, etc.
- d) Stop + nasal – written, bitten, certain, etc.
- e) Stop + lateral – middle, cattle, bottle, huddle, etc.
- f) Nasal + affricate – change, bench, lunch, etc.
- g) Fricative + stop – best, test, ask, draft, etc.
- h) Lateral + fricative – health, wealth, solve, etc.

Vowel Sequences: Like consonant clusters, if two or more vowels occurring next to each other in a single syllable with no intervening consonant, then it is called a vowel sequence. So the combination of more than one vowel forms a vowel sequence. Sometimes, two pure vowels are grouped together but sometimes a diphthong is sequenced with another pure vowel. It should be noted that like pure vowel, a diphthong is also monosyllabic. Let's see some examples:

Vowel+sequence

sawing, being, doing, react, bluish, beyond

Diphthong+ Sequences

/ai/ + /ə/

Buyer, flyer, quite, iron, hire, tyre

/au/ + /ə/

Bower, coward, flower, tower, ours, vowel

/ei/ + /ə/

Player, betrayal, grayer

/əu/ + /ə/

Grower, follower, thrower

/oi/+ə/

Employer, royal

Other Sequences across the words: In connected speech or across words, many other vowel sequences can be found as,

I am /ai+ei/

Go out /əu+ au/

My own /ai+əu/

Gray

eyed /ei+ai/

Many such possibilities are found in connected speech.

Exercise

Identify the number of syllables in the following words and mark the accent.

1) English, 2) Examination, 3) Engineering, 4) Future, 5) Computer 6) Laboratory

Underline the tense markers in the following sentences.

1. When did you meet your wife?
2. My grandfather had lived in a small village in Italy when he was a child
3. The bank robber took the gun, threw it in the bushes and drove away
4. I ate the cake yesterday

Write the plural forms for the following words.

1) Pencil, 2) Entry, 3) Half, 4) Marriage, 4) Stimulus, 5) Buffalo

Identify the weak forms in the following sentences and give their strong forms also.

1. Give it to me!
2. They were there in the corner, didn't you see them?
3. They can walk to school tomorrow, they're old enough.
4. They have been playing for two hours.
5. Amithab Bachan

Identify the number of consonant clusters in the following words and write them the space provided below.

1) Technique, 2) Cluster, 3) Instruct, 4) Scoundrel, 5) Squirrel

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EXERCISE 4

BML 193

READING COMPREHENSION

Reading is a complex process which deals with recognizing the letter, comprehending and evaluating it. A good reader is one who follows the sub skills of reading and comprehends the passage appropriately. Thus the term comprehension in its extension come from the root word in Latin 'COM' (completely) 'PREHENDERE' (Hold, grasp). The chief purpose of comprehension is therefore to get a complete understanding of what is read, so as to get the message what the writer wishes to convey. The ability in comprehension may be tested in different formats. A passage followed by questions on comprehension and a passage followed by objective type of questions are present in the common format.

TYPES OF READING SKILLS: There are four types of Reading as follows:

1. **Skimming:** The purpose of skimming is to get main idea or general idea of material by following the methodology of sweeping the eyes across the line and picking up key words. Thus generally in this type, the speed of reading goes from 500 – 800 wpm (word per minute). Example when we skim the books in library when they are relevant to our required topic.
2. **Scanning:** It is meant to locate specific answers or information as quick as possible by glancing at information on the page as a whole. Thus the speed of reading in scanning includes 1000+ wpm. Example: dictionary.
3. **Intensive Reading:** It is to learn, understand and retain information by slow, serious reading especially. The speed of reading here is 150 – 300 wpm. Example when we read the whole text book for exams.
4. **Extensive Reading:** This is reading for the purpose of joy and pleasure following free style of reading. It includes 200 – 250 wpm like in reading of novels.

TECHNIQUES OF COMPREHENSION

Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some ideas or techniques for effective comprehension:

- *Widen your basics:* Widen your basics by reading newspapers, magazines and books. Become interested in world events
- *Learn the structures:* good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a structure for adding details. Look for central point, phrases in paragraphs that change the topic.
- *Recognize the reasoning type:* Recognize whether the author is using cause and effect reasoning, hypothesis, model building, induction or deduction, systems of thinking.
- *Expect and Guess:* really clever student will try to expect the author and guess the future ideas and questions. If your expectations and guesses are right, this increases your understanding. If you are wrong, you make adjustments quicker.

- *Method of organizations:* See whether the material is organized, chronologically, serially, logically, functionally, spatially, hierarchically.
- *Cultivate interest:* Go through sample comprehension passages, ask questions, and discuss ideas with friends and classmates. The more you cultivate interest, the greater your comprehension.
- *Observe for supporting ideas:* While practicing study pictures, graphs and headlines. Read the first and last paragraph in a passage, or the first sentence in each section.
- *Underline, summarize and review:* Just reading a passage once is not enough. To develop a deeper understanding, you have to underline, summarize and review important ideas.
- *Build vocabulary:* for many, this is a lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket dictionary and use it to look up new words. Or you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and suffixes.
- *Vocalize words:* Yes although it is faster to form words in your mind rather than on your lips or throat, Eye motion is important. Frequent backtracking slows you down considerably.

EXERCISE:

Read the article about the performance of new product and choose the correct answer:

The PG Plunger Tea Concept

Unilever pulled the plug on its PG Plunger loose tea concept on March 2004 after sales failed to reach the company's expectations. The product had been a bold move by the food giant to inject some life into the flagging hot drinks market, which the previous year had seen sales in top supermarkets drop by 1.3 % to dip below the \$ 1 billion mark. However, despite receiving praise from buyers, the concept, which urged consumers to use cafeteria-style plungers (a kind of coffee pot) for brewing tea, failed to capture the imagination of consumers. A \$ 1.5 million first year support programme and introductory packs on containing a cafetiere also failed to stir much interest.

The decision to ditch the PG Plunger concept hit Unilever hard. The group was desperate to find a way to keep ahead to its rivals in hot drinks. Despite its continued success in March 2004, with its brand PG tips tea bags as the nation's

second favourite hot drink behind Nescafe original, the brand's sales had suffered at 7.6 % drop in supermarkets previous year, failing to less than \$ 90 million.

'A spokesperson for unilever said: 'From its launch in February 2003 until March 2004, the PG Plunger format unfortunately did not reach expected sales and so it was no longer viable to continue production on the same basis'. However he added that since March 2004, the Plunger concept had continued to have a presence in ' Food service' outlets – that is outlets other than shops and supermarkets, such as hotel, pubs and leisure centers – and that retailers could expect ' continued innovation' from the PG brand.

Joise Wright, a retailing expert from leading supermarket chain, somerfield, said that one of Unilever's biggest mistake was to assume that consumers would be happy to use coffee-making equipment to tea. She explained: 'Unilever should be praised for trying to breathe life into the loose tea market, which does have a rather old-fashioned image, and they had a good concept. But the unforeseeable problem was that consumers could not or would not use their cafeteria for making both tea and coffee because of the taste clash'.

- 1) The PG plunger loose tea concept was launched in order to []
 - a) Meet targets set by group owner, Unilever.
 - b) Increase sales across the PG owner to \$ 1 billion.
 - c) Stimulate the declining market sector which included tea.
- 2) According to the first paragraph, how did consumers respond to the product? []
 - a) Those who bought the product gave positive feedback.
 - b) Many bought the pack with a free gift but then lost interest.
 - c) They thought the cafeteria lacked originality.

3) What were the PG Tips tea bag brand's standing in the market in March 2004?

[]

- a) It had lost its lead to competitors.
- b) It had kept its position behind one rival.
- c) It had struggled to stay at the top.

4) What happened to the PG Plunger format after March 2004?

[]

- a) It was replaced in the brand range with other innovations.
- b) It was re-launched with some other alteration.
- c) It was targeted at other stockists.

5) What is Joise Wright's opinion of the PG Plunger concept?

[]

- a) Unilever should have researched consumer reactions more carefully.
- b) Unilever deserves credit for their attempt to innovate.
- c) Unilever had a good idea which could have been marketed better.

6) What is the main topic of this text?

[]

- a) The difficulties of expanding an established brand.
 - b) The way different companies respond to declining sales.
 - c) The failure of the product to change people's habits.
-

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EXERCISE 5

BML 193

WRITING SKILLS

What are writing skills?

Have you ever wondered how chefs get to know about cooking? They may have learned some cooking from their parents or by watching TV or reading recipe books. Also, they have to practice a lot in their kitchens. They gradually develop this skill of cooking. Similarly, in the art of writing, there are some skills too. We use these skills to make our write-ups interesting and organized. In this section, we will learn some of the writing skills.

Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand for employers in any industry. Well-written documents, emails and posts can persuade customers to purchase a product or convince investors to partner with a company.

Technical knowledge about writing conventions, style guides and formatting for different situations are also an important part of writing skills. Knowing what situations call for different styles of writing and being able to set an appropriate tone over text are both important writing skills that any person can use at work.

Why are writing skills important?

Writing skills are important because they allow people to get a point across without being physically present. Many employers get their first impression of future employees through the writing skills they display in their resume, cover letter and email communications.

Writing skills influence the quality of your work and how others perceive your professionalism, which can have a direct effect on your ability to get an interview and excel at work. Writing skills are transferrable, so developing a strong understanding of writing processes allows you to maintain clear communication and accurate documentation in any workplace.

Developing Writing Skills

It is easy for one to think or generate some ideas or opinions. Now, the main task is the presentation of those ideas and thoughts in an organized and logical way. Also, the main task for a writer is to make a reader indulge in his or her writings. Below are some of the writing skills which you can use to improve your writing:

- Learn to write good sentences
- Try to add more flavours to your writing such as use engaging words instead of bland phrases
- Make your writing more conversational. For instance, add some questions to it. Let the readers feel that they are in some situation
- Use the paragraph style of writing because writing whole content in a paragraph bores the reader

- The transition or the shift from one paragraph to another or from one line to another must be a smooth ride. So that a connection is made in between the lines
 - Learn the use of voices or speech for effective writing
 - Use proper punctuations, correct spellings and develop fine vocabulary
 - Avoid slang, jargon, fancy words, and abbreviations
 - Practice daily and try to improve yourself by reading others' writing and try to find out the missing charisma in yours'
 - Apply a structured process – plan, draft, edit, and format
 - Find out the audience for the article and, try to engage the audience by using simple, clear, empathy words
 - Never lose the essence of your assertion
 - Try to get familiar with the relevant software and platforms
- Importance of Writing Skills**
- Writing is a medium of communication, and writing skills help a person to express ideas, opinions, and thoughts in an easy and clear way.
 - It is used for any type of communication. Such as personal and official communication
 - It helps to develop and compose any type of writing contents
 - Also, it helps in bringing clarity and creativity in our writing

Steps for Writing

By just using fine vocabulary and developing writing skills, one cannot make a content presentable. Therefore, there are some rules and formats for writing contents. There are some steps for writing which we need to follow to improve your writing.



Choose a Topic

The very first step of writing content is to choose and decide a topic on which we want to write. Now, the topic can be anything from a burning issue to a sensitive point or any official matter. So, we need to have a clear understanding of the topic which we want to write.

Research and Collection of Information

After knowing the topic, the next step is to research as much as possible and collect relatable information. Collect and note all the random thoughts, ideas, information related to it. Most importantly, research the concerning audience and try to find what they want. Identify the main theme of the content.

Organizing Content

The next step after noting down the information is to organize them in a proper sequence. Creating an outline of the write up helps in appropriately organizing the content. This is because, sometimes, when the article is long enough, outlines help to identify the order and help in breaking the paragraphs to get meaningful information.

Writing

This is the main task for a writer. Always use simple and direct language for your article. The choice of words, the division of the paragraphs, the use of headings or subtitles, facts, and figures create a huge impact on the reader's mind. Also, try to put the cause and effect, or comparison and contrast, or problem and solution style of writing.

Revising

Do not assume that the first write up is the final one, as you need to revise your content. Such as, adding or deleting, reorganizing your matter.

Editing and Proof Reading

Once you finish your writing, it is the time to do editing, formatting, and proof-reading. For instance, check for spelling, grammar, punctuation, voices, speech, and sentence formation, and other errors.

Also, check for commonly misused words like 'affect' and 'effect', 'your' and 'you're', 'it is' or 'it's', some plural or possessive words.

Publishing and Printing

It is the immediate step one needs to undertake once they're ready with the final draft of their writing. Once, the document is ready it is the time for printing or publishing or putting it on a website for readers.

Writing in the Workplace

Being able to write well is a skill which will get you a long way in the workplace, partly because it is fairly rare in many places.

One skill that many people lack, especially in management and other professional environments is the ability to write in plain English. That is avoiding unnecessary jargon, industry specific buzzwords and clichés and keeping sentences short and concise.

Taking the time to polish your writing skills is likely to pay off in the longer term, and learning how to write specific types of documents will also be useful. Like, being able to prepare a strong summary is a skill that is extremely useful for briefing senior managers.

How to Write a Report

Some academic assignments ask for a 'report', rather than an essay, and students are often confused about what that really means. Likewise, in business, confronted with a request for a 'report' to a senior manager, many people struggle to know what to write.

Confusion often arises about the writing style, what to include, the language to use, the length of the document and other factors.

What is a Report?

In academia there is some overlap between reports and essays, and the two words are sometimes used interchangeably, but reports are more likely to be needed for business, scientific and technical subjects, and in the workplace.

Whereas an essay presents arguments and reasoning, a report concentrates on facts. Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets out and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Requirements for the precise form and content of a report will vary between organisation and departments and in study between courses, from tutor to tutor, as well as between subjects, so it's worth finding out if there are any specific guidelines before you start.

Reports may contain some or all of the following elements:

- A description of a sequence of events or a situation;
- Some interpretation of the significance of these events or situation, whether solely your own analysis or informed by the views of others, always carefully referenced of course
- An evaluation of the facts or the results of your research;
- Discussion of the likely outcomes of future courses of action;
- Your recommendations as to a course of action; and
- Conclusions.

Not all of these elements will be essential in every report.

If you're writing a report in the workplace, check whether there are any standard guidelines or structure that you need to use.

For example, in the UK many government departments have outline structures for reports to ministers that must be followed exactly.

Sections and Numbering

A report is designed to lead people through the information in a structured way, but also to enable them to find the information that they want quickly and easily.

Reports usually, therefore, have numbered sections and subsections, and a clear and full contents page listing each heading. It follows that page numbering is important.

Modern word processors have features to add tables of contents (ToC) and page numbers as well as styled headings; you should take advantage of these as they update automatically as you edit your report, moving, adding or deleting sections.

Report Writing

Getting Started: prior preparation and planning

The structure of a report is very important to lead the reader through your thinking to a course of action and/or decision. It's worth taking a bit of time to plan it out beforehand.

Step 1: Know your brief

You will usually receive a clear brief for a report, including what you are studying and for whom the report should be prepared.

First of all, consider your brief very carefully and make sure that you are clear who the report is for (if you're a student then not just your tutor, but who it is supposed to be written for), and why you are writing it, as well as what you want the reader to do at the end of reading: make a decision or agree a recommendation, perhaps.

Step 2: Keep your brief in mind at all times

During your planning and writing, make sure that you keep your brief in mind: who are you writing for, and why are you writing?

All your thinking needs to be focused on that, which may require you to be ruthless in your reading and thinking. Anything irrelevant should be discarded.

As you read and research, try to organise your work into sections by theme, a bit like writing a Literature Review.

Make sure that you keep track of your references, especially for academic work. Although referencing is perhaps less important in the workplace, it's also important that you can substantiate any assertions that you make so it's helpful to keep track of your sources of information.

The Structure of a Report

Like the precise content, requirements for structure vary, so do check what's set out in any guidance.

However, as a rough guide, you should plan to include at the very least an executive summary, introduction, the main body of your report, and a section containing your conclusions and any recommendations.

Executive Summary

The executive summary or abstract, for a scientific report, is a brief summary of the contents. It's worth writing this last, when you know the key points to draw out. It should be no more than half a page to a page in length.

Remember the executive summary is designed to give busy 'executives' a quick summary of the contents of the report.

Introduction

The introduction sets out what you plan to say and provides a brief summary of the problem under discussion. It should also touch briefly on your conclusions.

Report Main Body

The main body of the report should be carefully structured in a way that leads the reader through the issue.

You should split it into sections using numbered sub-headings relating to themes or areas for consideration. For each theme, you should aim to set out clearly and concisely the main issue under discussion and any areas of difficulty or disagreement. It may also include experimental results. All the information that you present should be related back to the brief and the precise subject under discussion.

Conclusions and Recommendations

The conclusion sets out what inferences you draw from the information, including any experimental results. It may include recommendations, or these may be included in a separate section.

Recommendations suggest how you think the situation could be improved, and should be specific, achievable and measurable. If your recommendations have financial implications, you should set these out clearly, with estimated costs if possible.

A Word on Writing Style

When writing a report, your aim should be to be absolutely clear. Above all, it should be easy to read and understand, even to someone with little knowledge of the subject area.

You should therefore aim for crisp, precise text, using plain English, and shorter words rather than longer, with short sentences.

You should also avoid jargon. If you have to use specialist language, you should explain each word as you use it. If you find that you've had to explain more than about five words, you're probably using too much jargon, and need to replace some of it with simpler words.

Consider your audience. If the report is designed to be written for a particular person, check whether you should be writing it to 'you' or perhaps in the third person to a job role: 'The Chief Executive may like to consider...', or 'The minister is recommended to agree...', for example.

A Final Warning

As with any academic assignment or formal piece of writing, your work will benefit from being read over again and edited ruthlessly for sense and style.

Pay particular attention to whether all the information that you have included is relevant. Also remember to check tenses, which person you have written in, grammar and spelling. It's also worth one last check against any requirements on structure.

For an academic assignment, make sure that you have referenced fully and correctly. As always, check that you have not inadvertently or deliberately plagiarised or copied anything without acknowledging it.

Planning an Essay

Developing the skill of essay writing takes practice, time and patience, your essay writing skills will improve and develop the more you write.

With the help of your course tutor (teacher or lecturer) and peers (other students) and from constructive feedback from the marker of your work, writing an essay will become easier as you progress through your studies and your confidence increases.

Writing an essay helps you to consider the issues raised in your course and to relate them to your own experience, way of thinking, and also any wider additional reading and research you may have undertaken in order to tackle the essay topic.

Writing an essay (or other assignment) is an important part of the learning process. In the writing of an assignment, learning occurs as you think through and interpret the points raised (together with those of other writers on the subject).

Presenting your experience and showing understanding within your assignment will, from the marker's point of view, demonstrate your knowledge of the subject area.

The Purpose of an Essay

The original meaning of an essay is '*an attempt*', or a try, at something. It is therefore appropriate to consider writing an essay as a learning exercise.

Essays, and other academic writing, focus the mind and encourage you to come to conclusions about what you are studying.

Writing is often the best possible way to assimilate and organise information. Writing helps to highlight any areas that you have not fully understood and enables you to make further clarifications. It develops your powers of criticism, analysis and expression, and gives you a chance to try out your and other writers' ideas on the subject.

The feedback you receive from the marker of your essay should help to advance your study skills, writing, research and critical thinking skills.

What is the Marker looking For?

As an essay - in the context of this page - is an assessed piece of work, it can be very useful to consider what the person who will be assessing the work, the marker, will be looking for.

Although different types of essays in different subject areas may vary considerably in their style and content there are some key concepts that will help you understand what is required of you and your essay.

When marking an assignment, a marker will look for some of the following elements, which will demonstrate you are able to:

- Find relevant information and use the knowledge to focus on the essay question or subject.
- Structure knowledge and information logically, clearly and concisely.
- Read purposefully and critically.
- Analyse processes and problems.
- Be persuasive and argue a case.
- Find links and combine information from a number of different sources.

Planning Your Essay

Planning is the process of sorting out what you want to include in your essay.

A well-planned and organised essay indicates that you have your ideas in order; it makes points clearly and logically. In this way, a well-planned and structured essay enables the reader, or marker, to follow the points being made easily.

Essay assignments are usually formulated in one of the following ways:

- As a question
- A statement is given and you are asked to comment on it
- An invitation to 'outline', 'discuss' or 'critically assess' a particular argument or point of view

Remember *always* write your essay based on the question that is *set* and *not* on another aspect of the subject. Although this may sound obvious, many students do not fully answer the essay question and include irrelevant information. The primary aim of an academic essay is to answer the task set, in some detail.

To help you do this, you might find the following list of stages helpful.

Producing an Essay Plan

The essay plan below contains ten steps.

It is often useful to complete the first six steps soon after receiving your essay question. That way information will be fresh and you are more likely to be thinking about your essay plan as you do other things.

1. *Study the essay question intently.*
2. *Write the essay question out in full.*
3. *Spend some time, at least half an hour, brainstorming the subject area.*
4. *Write down your thoughts on the question subject, its scope and various aspects.*
5. *List words or phrases that you think need to be included.*
6. *Note the main points you should include to answer the question.*

If, at this point, you feel unsure of what to include, talk to your tutor or a peer to clarify that you are on the right track.

Once you have finished the first six steps and you feel sure you know how to proceed, continue to expand on your initial thoughts and build a more in-depth essay outline.

7. *Skim through any course material or lecture handouts and start to build up a more detailed outline. Scan through your own lecture notes, and if anything strikes you as relevant to the assignment task, write where to find it on your detailed outline*
8. *Write down where you will find the necessary information on each of the points in your detailed outline (lecture notes, course handouts etc.). Indicate on the outline where you feel that some further research is necessary.*
9. *Note down sources of further information, books, journals, webpages and media sources as appropriate.*
 - Be careful not to allow your outline to become too complicated; stick to main points and keep it relevant to the question.
 - If you have been given a reading list or a core text book then check the relevant sections of that.
 - See our page: **Sources of Information** for more ideas of where you can find relevant information for your essay.
10. *Once your plan is complete, stop and think about the proportions – how many words in total you need to write and how many words to allocate to each section of your essay.*
 - Academic essays usually have a word limit and writing within the word limit is an important consideration. Many institutions will penalise students for not writing the correct amount of words – for example, the essay question may call for a 2,000 word essay, there may be a 10% grace, so anything between 1,800 and 2,200 is acceptable.
 - Think about the main elements that need to be covered in the essay. Make sure you allocate the greatest number of words to the 'main body of the essay' and not to a subsidiary point.
 - Decide how much space you can devote to each section of your outline. For example, a third of a page for the introduction, half a page for point 1 which has two sub-points, one and a half pages for point 2 which has five sub-points etc. Although you will not follow such a space scheme rigidly, it does enable you to keep things under control and to know how much detail to put in, keeping the balance of the essay as you originally planned.

Of course, you will make minor adjustments to your essay plan as you actually write. However, do not make major adjustments unless you are absolutely certain about the alternative and how it fits into your original scheme.

Having a strong essay plan makes the actual task of writing an essay much more efficient.

Structuring Your Essay

An essay should be written in a flowing manner with each sentence following on logically from the previous one and with appropriate signposts to guide the reader.

An essay usually takes the following structured format:

- The introduction
- The main body: a development of the issues
- A conclusion
- A list of references of the sources of information you have used

The Introduction

The function of the introduction is simply to introduce the subject, to explain how you understand the question, and describe briefly how you intend to deal with it.

You could begin by defining essential terms, providing a brief historical or personal context if appropriate, and/or by explaining why you think the subject is significant or interesting.

Keep the introduction short, preferably to one or two paragraphs and keep it, succinct, to the point.

Some students find it best to write a provisional introduction, when starting to write an essay, and then to rewrite this when they have finished the first draft of their essay. To write a provisional introduction, ask yourself what the reader needs to know in order to follow your subsequent discussion.

Other students write the introduction after they have written the main body of the essay – do whatever feels right for you and the piece of work you are writing.

The Main Body: A Development of the Issues

Essays are generally a blend of researched evidence (e.g. from additional reading) and comment.

Some students' essays amount to catalogues of factual material or summaries of other people's thoughts, attitudes, philosophies or viewpoints.

At the opposite extreme, other students express only personal opinions with little or no researched evidence or examples taken from other writers to support their views. What is needed is a balance.

The balance between other researchers' and writers' analysis of the subject and your own comment will vary with the subject and the nature of the question. Generally, it is important to back up the points you wish to make from your experience with the findings of other published researchers and writers.

You will have likely been given a reading list or some core text books to read. Use these as your research base but try to expand on what is said and read around the subject as fully as you can. Always keep a note of your sources as you go along.

You will be encouraged and expected to cite other authors or to quote or paraphrase from books that you have read. The most important requirement is that the material you cite or use should illustrate, or provide evidence of, the point you are making. How much evidence you use depends on the type of essay you are writing.

If you want a weight of evidence on some factual point, bring in two or three examples but no more.

Quotations should not be used as a substitute for your own words. A quote should always have an explanation in your own words to show its significance to your argument.

When you are citing another author's text you should always indicate exactly where the evidence comes from with a reference, i.e. give the author's name, date of publication and the page number in your work. A full reference should also be provided in the reference list at the end.

A Conclusion

At the end of an essay you should include a short conclusion, the purpose of which is to sum up or draw a conclusion from your argument or comparison of viewpoints.

In other words, indicate what has been learned or accomplished. The conclusion is also a good place to mention questions that are left open or further issues which you recognise, but which do not come within the scope of your essay.

Neither the conclusion, nor the introduction, should totally summarise your whole argument: if you try this, you are in danger of writing another assignment that simply repeats the whole case over again.

References

You must include a reference list or bibliography at the end of your work.

One common downfall is to not reference adequately and be accused of plagiarism. If you have directly quoted any other author's text you should always indicate exactly where the evidence comes from in a reference. If you have read other documents in order to contrast your argument then these should also be referenced.

Signposting or Guiding your Reader

When writing an essay it is good practice to consider your reader.

To guide the reader through your work you will need to inform them where you are starting from (in the introduction), where you are going (as the essay progresses), and where you have been (in the conclusion).

It is helpful to keep the reader informed as to the development of the argument. You can do this by using simple statements or questions that serve to introduce, summarise or link the different aspects of your subject.

Here are a few examples:

- There are two reasons for this: first,... second,...
- Moreover, it should not be forgotten that...
- With regard to the question of...
- Another important factor to be considered is...
- How can these facts be interpreted? The first point...
- There are several views on this question. The first is...
- Finally, it is important to consider...

Constructing Paragraphs

One important way of guiding the reader through your essay is by using paragraphs.

Paragraphs show when you have come to the end of one main point and the beginning of the next. A paragraph is a group of sentences related to aspects of the same point. Within each individual paragraph an idea is introduced and developed through the subsequent sentences within that paragraph.

You should construct your essay as a sequence of distinct points set out in a rational order.

Each sentence and paragraph should follow logically from the one before and it is important that you do not force your reader to make the connections. Always make these connections clear signposting where the argument or discussion is going next.

Although the points you are making may seem obvious to you, can they be more clearly and simply stated?

It is also worth bearing in mind that the marker of your work may have a lot of other, similar pieces of work to mark and assess. Try to make yours easy to read and follow – make it stand out, for the right reasons!

Essay Style

There are two general misconceptions about essay style:

- One is that a good essay should be written in a formal, impersonal way with a good scattering of long words and long, complicated sentences.
- The other misconception is to write as we talk. Such a style is fine for personal letters or notes, but not in an essay. You can be personal, but a certain degree of formality and objectivity is expected in an academic essay.

The important requirement of style is clarity and precision of expression.

Where appropriate use simple and logical language and write in full or complete sentences. You should avoid jargon, especially jargon that is not directly connected to your subject area. You can be personal by offering your own viewpoint on an issue, or by using that view to interpret other authors' work and conclusions.

Drafts and Rewriting

Most essays can be improved by a thorough edit.

You can cross out one word and substitute another, change the shape or emphasis of a sentence, remove inconsistencies of thought or terminology, remove repetitions and ensure there is adequate referencing.

In short, you are your first reader, edit and criticise your own work to make it better. Sometimes it is useful to read your essay out loud.

Another useful exercise is to ask someone else to read the essay through. A person proofreading the essay for the first time will have a different perspective from your own and will therefore be better placed to point out any incoherence, lack of structure, grammatical errors, etc.

Ideally find somebody to proofread who has a good grasp of spelling and grammar and at least a casual interest in your subject area.

One or two edits should be sufficient. It is best not to become involved in an unproductive multiplicity of drafts. The remedy is to analyse the question again and write another, simple, plan based on how to organise the material you are not happy with in the draft of your essay. Rewrite the essay according to that revised plan and resist the tendency to panic in the middle, tear it up and start all over again. It is important to get to the end and then revise again. Otherwise you will have a perfect opening couple of paragraphs and potentially the rest of the essay in disarray.

You will learn and improve much more through criticising and correcting your work than by simply starting again.

The Neotia University

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EXERCISE 6

BML 193

APPLICATION LETTER

Job application with Resume preparation

A job application is a letter to persuade the prospective employers to go through the attached resume and motivate them to contact the applicant for an interview. Through this letter the applicants promise to offer their best services to the employer. A job application should always have two essential parts.

- 1) Cover Letter and 2) Resume.

Each one of them plays a vital role in the job searching process.

1. Cover Letter:

A cover letter must,

- Gain attention of the employer about the qualifications. (introductory paragraph)
- Carry conviction with the help of the past performance and testimonials. (main body)
- Motivate the prospective employer to grant you an interview. (concluding paragraph)

In introductory paragraph, state why you are applying and how you came to know about the job opening and which job you are applying for. (Like: through advertisements, personal contacts, etc). Summarize your best credentials. Remember to stand out from the other applicants by avoiding the routine beginnings such as 'in response to your advertisement'. Try to appear to be innovative in your style of presentation.

In the main text, academic and professional skills are highlighted. Impress up on the employer how the institution or the company stands to benefit from the skills, rather than talking about how the job will make you happy. Give specific details of achievements like rewards, awards and prizes etc.

The purpose of the concluding paragraph is to request the prospective employer to give a chance for an interview. **Never demand it.** Try to sound natural and appreciative. Express your willingness politely to come and meet the concerned personnel at their office at their convenient time.

2. Resume:

Resume or Curriculum Vitae are part of the job application letter. They are technical as well as marketing documents which reflect our past and present performance to the prospective employer to assess the future potential of the applicant. **In fact, the prospective employer frames his impression from the resume.** The resume may not get a job directly but it can put the applicant on the short list of the candidates to be considered. So, if a resume effective, the doors of possible employment are opened.

How should a resume be?

A resume should reflect the professional image one want to create. It should be:

- Neat and error free without whitener or hand corrections.

- Legible and clear.
- Printed on good quality A4 size paper.

A resume should never exceed two pages in length. Employers are often unimpressed with lengthy resumes. A long resume may prompt early disqualification in the initial selection process only. While resumes can be organized in more than one way, they will almost contain the same basic information. Remember that the purpose of resumes is to get an interview call only.

Types of resumes: Basically, the resumes are three types.

1) Chronological, 2) Functional and 3) Hybrid (Combination of these two).

- 1) **Chronological Resume:** The chronological resume emphasizes on education and work experience, and is most effective when such experience clearly relates to the job sought by the applicant. Within the categories, 'education', 'work experience' and 'related experience' list entries in reverse order, beginning with the most recent experience. Under each position highlight the responsibilities, accomplishments by emphasizing how they would be beneficial to the employer. If you are a recent graduate, list your educational aspects first. The chronological approach is the most commonly preferred resume by most of the employers.
- 2) **Functional Resume:** The functional resume emphasizes on individual fields of competence and skills hence used by applicants who are just entering the job market or who have a little continuous career related experience. In a nutshell, it demonstrates the applicants' ability to handle the position they are applying for.
- 3) **Hybrid (Combination) Resume:** This includes the best features of the chronological and functional resumes. However, this type is not popular or not commonly used as it tends to be very lengthy and turns out to be repetitious in nature.

Whatever format is chosen, a good resume must possess the following basic qualities.

- They should focus on the employers' needs.
- They should be concise and honest.

Guidelines for preparing an effective Resume:

1. Be clear with the job description of the post you are applying for.
2. Format and style must be computer friendly.
3. Use simple, lucid and clear language.
4. Avoid punctuation as much as possible.
5. Avoid spelling and grammar mistakes.
6. Use action verbs.
7. Use a standard font style and size.
8. Avoid vertical and horizontal lines and boxes.
9. Use white space to demarcate various headings.
10. Left align the entire document, avoid columns and use at least one inch margin on all the sides.

SAMPLE RESUME:

Justin Kelly

456, X Street, Y Avenue, San

Jose, CA-95110 (123) 456-7890

justin@email.com

Objective : To give my software career a solid start by joining eminent and highly professional software company and contribute to the success of the company by outstanding performances and thereby advancing my career

Summary of Qualifications:

- Exceptionally brilliant and superb academic records
- Profound knowledge about software development environments and Substantial talent in achieving critical solutions
- In-depth knowledge of fundamental development languages such as C, C++, JAVA and uncommon talent of writing highly efficient programs
- A high tendency and capability to suit to the high paced and largely pressurizing work environment at a software development organization
- Through knowledge of traditional as well as modern operating systems and great hand at their troubleshooting
- Exposure to the hardware components of different makes of computer systems and ability to handle simple hardware problems
- Great fluency in spoken and written English, with working knowledge of French and Spanish

Academic education:

- Graduated in Software Engineering from University of San Jose, San Jose, CA (2006)

Academic projects:

- "3rd normal form". This was my last year engineering academic project. Through this project, I succeeded in achieving database normalization up to third normal form using normal development languages (C, C++, etc.)

Extra Curricular:

- Completed training courses in Oracle-9i, DBA track and cleared the respective online certification exams
- Completed a special training course in Performance tuning-Oracle9i database, at an Oracle training partner institute
- Undergone a 6 month special training of French and Spanish at Alex Language Institute, San Jose, CA

Interests and Hobbies:

- Traveling

- Watching Baseball and Soccer
- Reading Personal

Details:

- Date of Birth: XX / XX / 1988
- Marital status: Single
- Expected employment status: Full time
- Ready to Relocate: Y / N
- References:

Will be available on request

Date:

(JUSTIN KELLY)

A sample Covering Letter for a software engineer job

The General Manger HRD
Wipro Ltd.
Hi-tech city
Hyderabad-
21.

Sir,

Sub: Application for the position of Software engineer.

This is under reference to your recruitment notification in the ‘Times of India’, dated 14 August, 2013. I am an M.Tech graduate from JNTU Hyderabad with an aggregate percentage of 96. I wish to build up my carrier as a software engineer in a reputed and well established organization. I am here with forwarding my resume for the kind perusal.

With the knowledge and experience I have gained through my academics and project works, I am quite confident of reaching the expectations of my superiors and the objectives of the organization at large. I have a flair for updating my knowledge related to the area of my work and also improve my soft skills.

I look forward for a favourable response from your end in the near

future. Thanking you.

Yours faithfully

XXX

Date:

The following tabulation will give you precise comparison different types of resumes. Use it to decide which is best for you.

	Chronological Resume	Functional Resume	Combination Resume
Overview	Lists your work history in reverse order, starting with your current or most recent job and working backwards.	Focuses on skills and strengths important to employers. Omits specific dates, names, and places. De-emphasizes a spotty work history.	Blends the flexibility and strength of the other two types of resumes.
Advantage	Easy to write. Emphasizes steady employment record. Employers like to see job titles, level of responsibility, and dates of your work history.	De-emphasizes a spotty work history. Allows you to highlight specific strengths and transferable skills that might not be obvious when outlined in purely chronological order.	Shows off a strong employment record with upward mobility. Show how the skills you have used in the past apply to the job you are seeking. Emphasizes transferable skills.
Disadvantage	Calls attention to employment gaps. Skills can be difficult to spot unless they are listed in the most recent job.	No detailed work history. Content may appear to lack depth. Disliked by many employers. It makes them think you may be trying to hide your age, employment gaps, lack of relevant experience, lack of career progression, or underemployment.	Work history is often on the second page, and employer may not read that far.
Best used	To emphasize past career growth and development in the same career. Or when the name of a former employer may be significant to prospective employer.	To emphasize transferable skills you have used in volunteer work, paid work, or coursework. Use this or a combination resume if you are a new graduate, have limited work experience, are changing careers or doing freelance work, or you do not want to call attention to your age.	To show off your skills developed throughout your work history instead of the specific positions you have held. Use when you are making a career change and names of former employers may not be obvious to prospective employer.

Don't use if	There are gaps in your work history, when calling attention to your age could be a problem, you have changed jobs often, or you are entering the job market for first time or after a long absence.	You want to emphasize growth or development or if your duties and responsibilities in recent jobs were limited.	Your experience is limited, or there are wide gaps in your work history.
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Resume: The purpose of Resume is to get an interview call. It should present a biographical sketch, which is objective oriented, easily accessible and detailed.

1. Appearance and Elements: A Resume should be perfect; there should not be any grammatical or spelling mistakes. It should reflect the professional image you want to create. It should be neat and error free with no white out or hand corrections. It should be legible avoid crowding. It should be printed on good quality paper of A4 size. It should be reproduced clearly on a high quality printer. Resume should never exceed two pages in length. Lengthy resumes are unimpressive and hard to read

2. Personal Information

- a. Who you are?
- b. Where you can be reached?
- c. Name
Home Address
Phone
Number E-mail
ID

This information enables the employer to reach you easily. Note: Keep your job search away from your current employment.

3. Career/ Professional Objectives

It is optional if you decide to state your objective make it effective and specific.

4. Educational/Academic Background: Employers are usually interested in learning about your academic training, degrees earned, major and minor fields of study, courses done, practical experience gained. Begin with most recent education and work backward. Mention your grade point average if impressive. Note any honors earned. List the awards achieved for any accomplishments.

5. Work experience/ Professional Skills

- What kind of work you have performed?
- List your jobs in chronological order i.e. last job first
- Include any part time/ summer internships/ projects done, even if unrelated to your career objectives.

- Your ability to get and hold a job is very important.
- Name and location of the organization where you have worked/ Job title/designation/ duration of your work/ brief summary of your work.
- No need to use complete sentences. Phrases will do
- Use concrete language. Include Technical terminology to describe the work you perform.

6. Activities and Achievements/ Special interests and aptitudes: These abilities make you a more valuable employee.

- Community Service
- Voluntary activities
- Languages known
- Special equipment you can operate
- Relevant hobbies

Group your activities such as College activities, community or social services, seminars and workshops.

Nature of awards

- Activity for which you received the award- Date, Month and year.
- Authority from whom you have received.

Memberships- if any,

References- —Available on request

- Choose the best reference
- Choose high status people only
- Do get permission before hand from the people you list as references

A sample Resume

Name:

Address for communication:

Contact no:

Email:

Objective

To get into an exemplary organization, where I can prove my mettle towards accomplishing the organizational goals and objectives, by rendering my skills and talent in the process, learning from my experience in the organization.

Work Experience: (in reverse chronological order)

Educational Qualifications: [Academics (in reverse chronological order)]

Projects under taken:

Technical skills:

Key Strengths:

Personal Profile:

Name:

Father's name:

Gender:

Date of birth:

Nationality/religion:

Marital status:

Languages known:

Extra Curricular Activities:

Other Accomplishments:

Thank you.

Declaration:

I do hereby affirm that all the information in this document is accurate and true to the best of my knowledge.

(Name and signature of the Applicant)

Date:

Place:

Exercises

1. Prepare a resume of your own along with a covering letter addressing to TCS Ltd. Hitech City, Madapur, Hyderabad for an appropriate position.

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Activity sheet

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EXERCISE 7

BML 193

PRESENTATION SKILLS

In business or in a student's career making presentations will be a part of the career all throughout. Therefore, attention must be paid towards honing the skills of effective presentation skills. Some of these presentations are made in formal situations and few in informal situations and most of the times these presentations are impromptu, meaning, a manager might ask an employee to discuss a technical topic at a staff meeting, so the speaker begins speaking without preparation or planning.

Presentations are of 3 kinds

1. Impromptu: are those where the time given for preparation is minimal
2. Extempore: are the ones where the time given for preparation is adequate. After adequate preparation, you can outline the speech and prepare lecture notes and presentation aids, practice the presentation and then deliver the presentation with ease
3. Seminar: are those where sufficient time is given to write a research article that can be read out to the audience using suitable presentation aids.

FEW SELF HELP TIPS

1. Research your topic
2. Analyze your audience
3. Outline your message
4. Use a multimedia approach
5. Rehearse the speech out aloud
6. Arrive early
7. Start with an introduction
8. Use note cards or your visual aids
9. Don't let questions digress from your main topic
10. End with a summary of your main points

Presentations can be oral in the form of JAMs or Oral presentations or Seminars.

JAM

Just a Minute or JAM is impromptu speech given in the time limit of one minute. In this fast developing global technology there is need for quick analysis and resourceful decision making. There is no extensive preparation and one has to speak innovatively at the spur of the moment.

ORAL PRESENTATIONS

Oral presentation is a formal address by a person to a group of people with or without using visual aids and other tools like slide show, video or audio clip and power point presentations.

Oral presentation serves various purposes for students and others. Considering students, effective presentation skill can improve his or her chances of landing in a good career. It has become an important medium to gauge the strength of a candidate with regard to aspects like language competency, arrangement of ideas and persuasive skills. It is therefore advisable to improve oral presentation skill in a proper manner.

A. Content

Introduction (Information Transfer): Graphics that can be included to put information or data in continues writing. They facilitate in showing comparisons and trends over a period of time. Diagrams show the development of something through different stages of progress. And finally the students learn the pictorial representation of various steps involved in solving a problem.

TOOLS

Tables: A simple form of graphic representation is a table, in which data are arranged in horizontal rows and vertical columns that carry labels to identify what they represent.

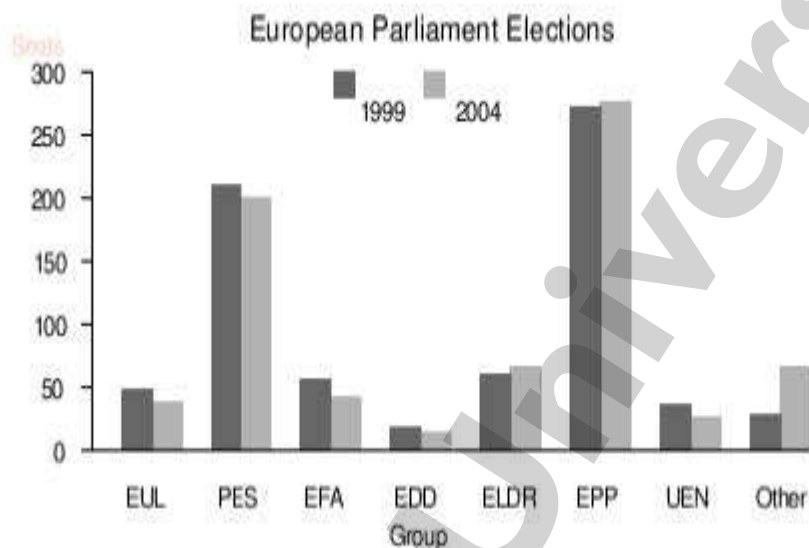
Uses of a table: A **table** is both a mode of visual communication and also a means of arranging data. The use of tables is pervasive throughout all communication, research and data analysis. Tables appear in print media, handwritten notes, computer software, architectural ornamentation, traffic signs and many other places. A table consists of an ordered arrangement of **rows** and **columns**.

One such example is as follows. The table below contains information about the production of essential supplies in from 1993 to 1998.

Production in India	1993-94	1994-95	1995-96	1996-97	1997-98
Rice	57.06	48.98	59.01	60.8	62.22
Wheat	35.76	32.21	50.89	75.43	80.79
Sugarcane	25.11	24.10	28.08	29.31	30.08
Tea	15.88	20.11	25.77	30.80	48.92
Coffee	12.00	10.86	18.25	23.62	40.77

Bar charts

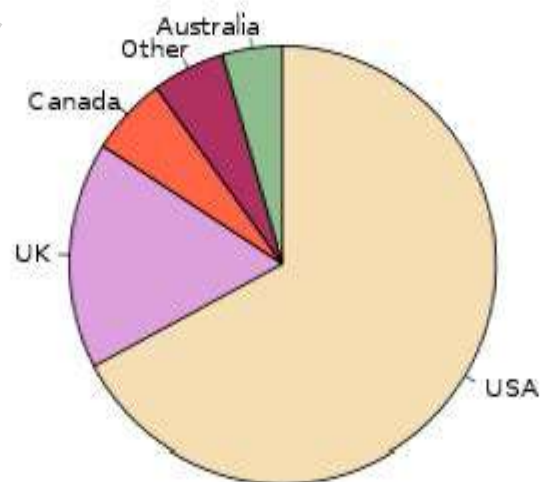
A bar chart or bar graph is a chart with rectangular bars with lengths proportional to the values that they represent. The bars can also be plotted horizontally. It is very useful if you are trying to record certain information whether it is continuous or not continuous data.



The above bar-chart lists the number of seats allocated to each party group in European elections in 1999 and 2004.

Pie-chart

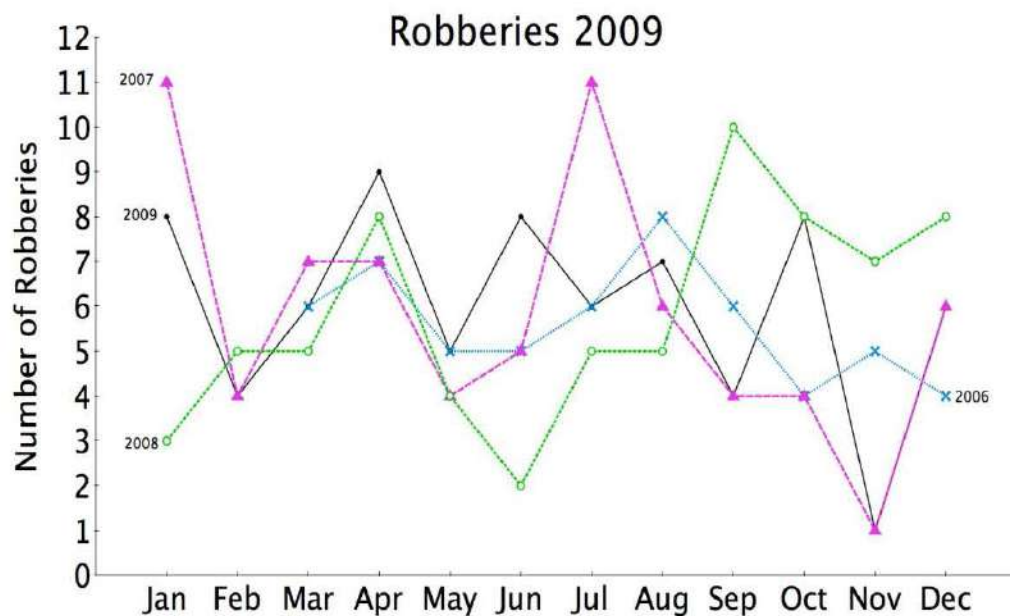
A pie chart (or a circle graph) is a circular chart divided into sectors, illustrating proportion. In a pie chart, the arc length of each sector (and consequently its central angle and area), is proportional to the quantity it represents. Together, the sectors create a full disk. It is named for its resemblance to a pie which has been sliced.



Pie chart of populations of English native speakers

Line graphs

A line graph is a picture designed to express words. This is especially true when two or more sets of numbers are related in some way and how they vary in relation to one another.



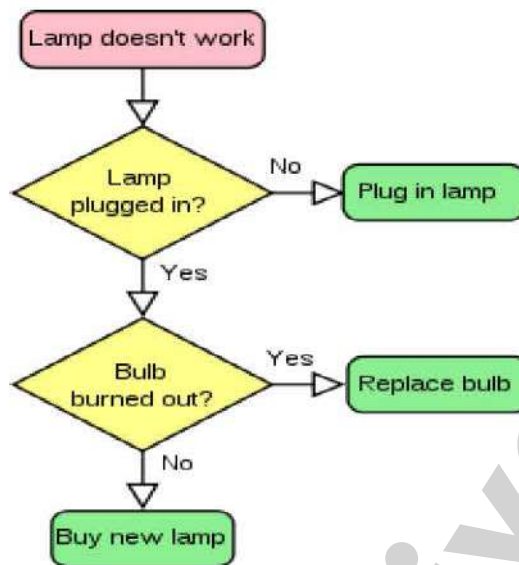
This graph shows the robberies took place in the year 2009 in Hyderabad.

Flow chart

A flowchart is a common type of diagram that represents an algorithm or process, showing the steps as boxes of various kinds, and their order by connecting these with arrows. This diagrammatic representation can give a step-by-step solution to a given problem. Data is represented in these boxes, and arrows connecting them represent flow / direction of flow of data. Flowcharts are used in analyzing, designing, documenting or managing a process or program in various fields.

Uses of flow charts

Flowcharts are helpful in understanding a complicated process. This is especially true if you have to make decisions and do different steps depending on those decisions. By looking at a flowchart you can visually follow different paths through the chart. For each step on a flowchart you can ask yourself "Is this step necessary? Can it be improved?"



A simple flowchart representing a process for dealing with a non-functioning lamp

Maps and plans

A map is a visual representation of an area—a symbolic depiction highlighting relationships between elements of that space such as objects, regions, and themes. They show outlines and boundaries, names or codes of areas within them and feature such as roads, coastlines, rivers, buildings and rooms.

The map below represents the roadways and the other map represents the distance between cities.



Pictogram

A pictogram or a pictograph is an ideogram that conveys its meaning through its pictorial *resemblance* to a physical object. They strive to communicate as clearly as possible by removing details and focusing on the simplicity of the likeness between a physical object and how they are most easily recognized.

This makes pictograms incredibly *potent* at delivering clear messages as long as the receiver understands the simplified representation. Pictograms form part of our daily lives through their use in medication, transport, computers, etc. They support interactive non-verbal communication.



Oral Presentation

Content

Introduction: Presentation is the process of presenting the content of a topic to an audience. When the presentation is made by oral means it can be termed as an oral presentation. The purpose of using the oral presentation technique is to eliminate, or reduce, the need for written material, where information can be conveyed in a more meaningful and efficient way through verbal means. In today's competitive world, oral presentations help in sharing your knowledge and views with others and also to bring something important to others notice.

There are two main types of oral presentations. They are,

- Extempore (pronounced ex-tem-pore)
- Prepared oral presentation

Impromptu or Extemporaneous Speaking

While many of us do not like to speak before people, there are times when we are asked to get up and say a few words about someone or a topic when we have not planned on saying anything at all. We are more shocked than anyone else. Has this ever happened to you? If and when this does happen to you, be prepared to rise to the challenge.

Tips for an Effective Presentation:

- **Decide quickly on what your message would be:** Keep in mind the fact that you have not been asked to give a speech but to make some impromptu remarks. Hopefully they have asked you early enough so you can at least jot down a few notes before you speak. If not, pick ONE message or comment and focus on that one main idea. Many times, other ideas may come to you after you start speaking. If this happens, go with the flow and trust your instincts.
- **Do not try and memorize what you want to say:** Trying to memorize will only make you more nervous and you will find yourself thinking more about the words and not about the message.
- **Start off strong and with confidence:** If you at least plan your opening statement, this will get you started on the right foot. After all, just like with any formal speech, getting started is

the most difficult part. Plan what your first sentence will be. You may even write this opening line down on your note card and glance at it one more time just before you begin speaking. If you know you have three points or ideas to say, just start off simple by saying, -I would just like to talk about 3 points . The first point is The second point isand so on. Decide on your transitions from one point to the other - After you have decided on your opening remark or line, come up with a simple transition statement that takes you to your main point. If you have more than one point to make, you can use a natural transition such as,
-My second point is... or my next point is... etc. Just list on your note card or napkin, if you have to, the main points or ideas. Do not write out the exact words, but just the points you want to mention.

- **Maintain eye contact with the audience:** This is easier to do if you do not write down all kinds of stuff to read out. Look at your next idea or thought and maintain eye contact with your audience and speak from your heart. Focus on communicating **to** your audience and not speaking to the crowd.

- **Occasionally throw in an off-the-cuff remark:** If you want your style to be flexible and seem impromptu, trust your instinct and add a few words which just pop into your head. Keep it conversational and think of the audience as a group of friends.

- **Finally, have a good conclusion:** Gracefully just state... -And the last point I would like to make is.... . Once you have made your last point, you can then turn back to the person who asked you to speak in the first place.

With a little practice, this process will feel more natural to you. Anticipating that you may be asked to say a few words should force you to at least think about what you might say if you are asked. Then if you are asked, you are better prepared because you have already anticipated being asked.

Prepared Oral Presentation

In a prepared oral presentation, you know the topic which you are going to present, you can prepare your presentation before hand as you would know already about your audience. This presentation usually spans 10-30 minutes (though the duration of presentation entirely depends on the purpose of the presentation), followed by discussion, clarification and questions

Barriers for Effective presentation: Some of the barriers to effective presentation are,

- A. Fear:** When a person stands before a huge gathering of people, who are eager to listen to him, it is obvious that he becomes nervous. This nervousness plays a positive role as long as it makes the speaker more attentive, but once it takes a toll over him, it spoils the entire presentation.

- B. Lack of preparation:** It is always advisable that the speaker plans everything in advance. It includes preparation related to the topic, keeping a small paper handy and jotting down ideas is better than relying on one's memory. Preparation also includes preparing oneself for unpredictable problems with the sound system, visual clips, slides & projector. If the speaker fails to prepare for this, his presentation might be a failure, due to power cut or some technical problems. Lack of preparation would make the

presentation less impressive.

- C. Unable to control one's ideas:** Some speakers beat around the bush and never come to the main idea. They give elaborate examples, explain for a long time. They get stuck up with a trivial point/thing. Some speakers fail to present their ideas in a sequence. Deviation from the main topic plays a negative role in the outcome of a speech.

How to make a good presentation?

In order to make a successful presentation, you should keep in mind the following aspects:

1. Conquering stage fear: To conquer stage fright, know the facts about it.

- Some amount of stage fright is helpful.
- Many professional speakers never completely lost all their stage fright.
- One of the main reasons for stage fright is that one is not accustomed to speaking in public.
- Some symptoms like, mental blocks, trembling arms, excessive sweating, lack of fluency are usual among beginners.
- To gain confidence, watch successful presentations of other speakers.
- Thorough preparation would help you conquer stage fright.
- Simple warm up exercise, rotating your arms and moving your facial muscles would help you speak with natural ease.
- Including carbohydrates in the meal which you take before the presentation and taking banana or chocolates would help you.
- Before beginning your presentation, take three deep breaths of air.
- Encouraging oneself by statements such as, -I can make a successful presentation and -I am confident of myself will help.

2. The audience: The most important thing for a presentation is your audience. Consider their age group and find out whether they all are from the same group or with varied backgrounds...

Always know the needs of your audience before planning for anything.

Ask yourself, how your presentation will help them and what you want them to know by the end of your presentation.

3. Content of your presentation: Your content should not be too difficult for the audience to understand. If the content is too long, it should be shortened according to the time allotted. Some examples and instructions should be present to support your argument and make the audience understand better. While preparing the content, remember to highlight the key points which will support your argument.

4. Structure of your presentation: Generally, a presentation starts with an introduction, followed by the body of the speech and ends with a conclusion. In the introduction, you -tell them what you are going to tell them .

In the body, you -tell them . In the conclusion, you -tell them what you told them . You may use some anecdotes or questions to raise interest among your audience. Then state the goal of your presentation and tell them briefly the main issues you will discuss in your presentation.

The introduction should end with a reiteration of your main point. The body should

develop each point previewed in the introduction. You may present your ideas in a chronological sequence, or a simple topical sequence. You should announce each point as you come to it, so that your audience knows when you have completed one point and begun another.

The conclusion of the presentation should help the audience understand the significance of your talk and remember the main points. It should not be too long and should leave the audience with a positive feeling about you and your ideas.

The Delivery: Some of the main areas you should concentrate are:-

Quality of your voice: Voice quality involves your attention to volume, speed, fluency, clarity of your voice and your pronunciation. Adjust your tone volume to the size of the room. Use a microphone or collar mike if necessary. Make sure that the people at the back can hear you. Speak at a rate that your audience can understand. Never make a hasty presentation, just because you have too much material to present in less time. Time your presentation. Use pauses to allow the audience digest an important point. Make sure that you are pronouncing difficult words correctly.

Rapport with your audience: Look into the eyes of your audience while presenting. In between have a glance at all of them. Avoid looking at any one too long. Do not ever try to address the ceiling or the walls of the room. If you do not make a sincere eye contact with your audience, they may think you are not confident about what you are presenting.

Questions in between will make the audience listen actively. One of the secrets to make a good presentation is to involve the audience.

Pay attention to your body language: Your body language should not send negative signals to your audience. Be confident and make sure your confidence is expressed in your smile and movements. Stand straight and do not be stagnant at one place. Keep moving around, (not excessively). Avoid unnecessary movement of hands. Always dress in formals.

Use visual aids effectively: Visual aids play a vital role in presentations. Human beings are capable of remembering something they visualized, better than something they heard. The quality and number of visual aids should enhance, not distract the audience from your message. Always remember the value of pictures, graphs, symbols and objectives.

While preparing the transparencies, for your OHP, use a plain font of substantial size (18 point or more). If you use colours, do not use more than three colours. Ask yourself whether the audience can quickly & easily grasp what they see or will they spend time reading and not listening?

Make sure you know how to operate the equipment. Practice it ahead of time. Have backup cords, bulbs, adapters etc. prepare for the worst (all gadgets depend upon electricity and failure of power supply should not fail your presentation).

Make sure you know the lighting requirements for your equipment, where the switches are and what settings are needed.

Some don'ts while using visual aids:

1. Avoid using a diagram prepared for a technical report in your presentation. It will be too detailed and difficult to read.
2. Slides and OHPs should contain the minimum information necessary. To do otherwise risks making the slide illegible or divert your audience's attention so that they spend time reading the slide rather than listening to you. One of the clever things to do is to write down the salient points which you want the audience to know and remember, so that you need not repeatedly say them.
3. Avoid pointing at the transparency with a pen during the presentation – it is messy and the audience will be fascinated by your shaking hand.
4. Do not block your audience's vision.

Prepared oral presentations are always advantageous and can be presented successfully if you take enough care. On the other hand, extempore presentation is something which you will have to make without any prior preparation or practice. The problem many people face with this kind of presentation is nervousness. A successful extempore oral presentation can be made only if one is confident of one self. Try to gather your thoughts as quickly as possible. Arrange them in an order quickly and start speaking.

You will probably have a number of opportunities to make oral presentations at your college. These can take place in informal situations and sometimes they may be assessed. You will start with short, informal presentations and gradually build up. Look at each presentation positively as an opportunity to enhance your technique and confidence.

As the saying goes, -Practice makes a man perfect. You will find that you will develop a great deal with practice. You will benefit a lot later by presenting now, as presentation skills are becoming an essential part of work-life.

Public Speaking

A. Objectives

- To develop confidence among students to speak in public
- To learn the use of body language and improve verbal message
- To gain experience in extemporaneous speaking or a prepared oral presentation
- To learn the use of body language and improve verbal message
- To enable students to know the effectiveness of direct speech and voice patterns
- To enhance students' language skills by using idioms and phrases
- To make them understand the errors and how to overcome the same in connected speech

B. Content

Introduction: Extempore is a stage performance which is carried out without preparation of any kind. This term is mostly used while referring to speech and poetry discussions. The other commonly used names for extempore speeches are impromptu speaking, improvised speaking and extemporaneous speaking.

Speaking without any preparation of any kind in front of a huge audience can give creeps to

anyone. There are many times when we are expected to speak out of our knowledge and without prior preparations. Here are some tips to help you given an extempore speech without any hurdles.

1. **Focus on one point:** Talking in general is an easy task, but becomes tough when you have to talk about a particular topic. Any topic on which you need to talk about would have certain main areas. Understand that you will not be able to cover all the points in a speech, therefore concentrate on a single point and take it forward.
2. **Limit your speech to your knowledge:** Many people tend to talk a little more without having any prior information. Talking for the sake of talking does not yield any results. It is always important that you talk as far as you know correctly about the topic and nothing more.
3. **Do not memorize:** Memorizing information only leads to it being stiff and less conversational. Memorizing will also result you in forgetting a point and getting stuck in a particular place, which can be avoided by impromptu speaking.
4. **Focus on opening and closing statements:** The opening and closing statements decide on how the audience welcome your speech. Making an impact which can keep them glued to your speech with your opening statement and remembering your speech by the closing statement is important.

Impromptu speech is better developed by constant practice. Confidence is the key to help you develop this method of communication to a large audience.

Extempore / Group Discussion is one of the processes in shortlisting the candidates in the B-schools.

Topics for practice JAM session / Oral Presentation / Public Speaking

- * Before criticizing anyone, put yourself into their shoes
- * Population explosion
- * Flyovers
- * Indian tourism
- * Tough conditions don't last, tough men do
- * Is it possible to implement 'one child' policy?
- * Foreign channels are a threat to our culture
- * Kashmir issue – can it be solved
- * Privatization of universities
- * Advantages of vegetarianism
- * What are the winning ways of success
- * Mobile tech: boon or bane
- * Positive attitude
- * Does fashion influence Indian culture?
- * Pride & prejudice spoil relationship
- * China, the next world power
- * IT jobs on the rise
- * Parents are demanding on their children
- * Globalization
- * Should India pursue dialogue with Pakistan?
- * Real learning takes place through experience
- * Android.
- * Digital jewelry
- * Stress in Engineering life
- * Mummification
- * Punishment to support social ethics

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EXERCISE 8

BML 193

ROLE PLAY

A. Objectives

- To make student familiar with the different roles he/she plays in day-to-day life
- To develop confidence among students to speak in public
- To develop the communication skills in formal and informal situations
- To make students to identify the wrongly spelt words and to learn correct spelling and usage
- To develop inter and intra personal communication skills of students
- To enable the students to make telephone conversations effectively

B. Content

Introduction: To learn a language we have various methods and approaches. The teacher implements learner-centric methods for better learning. –Learning by practice is mostly preferred in the process of effective learning. A student learns through self-experiences when the teacher provides an opportunity to learn by getting their mistakes corrected in a given environment. Role play is one such method that creates a platform to improve the students' speaking skills, non-verbal communication and contextual usage of language and makes them understand how to face real life situations.

What is a Role-play?

Role-play is an activity where one would be given a role to play. Role play is any speaking activity where you either put yourself into somebody else's shoes or you may stay in your own shoes but put yourself into an imaginary situation. In these speaking activities, the student can assume the role of any one such as managers, chef, officers etc. and experience the joy of learning by involving in the character chosen by him. While playing the role of someone else, the student reflects either himself or the character. By being involved in the character the student has to think in a broader way, correct his attitude and find facts and responsibilities that are required for an ideal personality.

Role-play allows a student to prepare thoroughly for real life situation and paves a way to think through the language at the initial stage. Later the student becomes confident in framing structures/sentences grammatically correct and tries to get into the role.

Students learn best if objectives are clearly told. Students develop and practice new language and behavioral skills by being involved in the roles given. They should be given freedom to choose their own partners who he/she would feel comfortable with and are essential for meaningful communication to take place. Students are asked to discuss on the topic and choose their roles to frame dialogues. Each pair will be given 15 min to act out the dialogue using expressions, gestures and posture. Students involve themselves in the roles and understand the process of real life communication. At the end of the activity a student would judge himself on the basis of teacher, peer group & through self evaluation.

Greetings

- Hi, how are you?
- Hello! What a surprise!
- Hello! It's nice meeting you again
- How are things with you?
- Wish I could have stayed longer, but I must run
- Good bye, see you again.

Enquiring/making request for help/seeking directions

- Excuse me, could you help me please?
- Is there a medical store close by?
- Could I ask a favour of you?
- I'm sorry to trouble you, but I need your help
- Certainly, I shall be glad to help.
- Thanks a lot/you very much
- You're most welcome

Complaining

- I regret to bring to your notice that some of the items supplied by you are of poor quality.
- I'm sorry to say this, but you are playing a loud music.
- I have a complaint to make.
- My new washing machine is not working.
- I'd like to have the piece replaced.

Offering suggestions, to advise or to persuade

- Stop using polythene bags immediately.
- I suggest you repeat these expressions twice each.
- Let's repeat these expressions for practice.
- You should repeat these expressions in order to perfect them.
- Could I persuade to repeat the expressions as many times as possible?

Congratulate on an achievement, express sympathy and offer condolences

- Congratulations!
- You really deserve this honor.
- Well done! Keep it up!
- I'm sorry about what happened.
- I've no doubt that you will do much better next time.
- I just got the sad news.
- It's a great loss indeed.
- Remember that we are all with you.

Extend invitations and accept or decline them

Accepting

- There's some good news.
- I've completed my Ph.D.
- I'm hosting a party this weekend.
- I'll be happy if you can join me along with your family.
- Thank you for the invitation.
- We'll certainly make it.

Declining

- Thanks for your invitation.
- I'm sorry; I may not be able to honor your invitation.
- It's disappointing that you won't be joining us.
- We all miss you.

Make apologies and respond to apologies

- I must apologize for.....
- I'm terribly sorry about.....
- Please accept my sincere apologies.
- It's quite all right.
- No need to feel sorry about it. These things do happen.

Introduce yourself....

- Good morning/hello! /hi! my name is/ I'm
- I've just joined
- I'm from
- I work for
- I am the new

Introducing others...

- Good morning all. I would like to introduce.....
- Hello everybody, here is Mr. / Mrs
- It's my pleasure to introduce our today's guest.....
- I feel delighted to introduce Mr. / Mrs
- It's a great honor for me to introduce.....
- I'm happy to introduce my friend.....
- I'm proud of introduce my friend

Asking for people's opinions and giving opinions to others

- I'm convinced
- I think.... / I believe..... / I feel
- As far as I'm concerned.....
- What is your opinion about
- What are your views on/about
- Are you in favour of

DO"S

1. Understand and analyze the situation.
2. Identify your role and act accordingly.
3. Frame your sentences, questions and answers properly.
4. Be as natural as possible. Be yourself.
5. Check the posture and move a little.
6. Use your hands to express your point.
7. Maintain very good eye contact with the other person.
8. Make sure of shortened forms of words like _shan't', don't etc., which are vital forspoken form of language.
9. Understand the question before answering.
10. Check your voice modulation, stress, intonation and speed.

DON"TS

1. Be in a hurry to say something.
 2. Keep yourself detached from the given role.
 3. Speak unchecked.
 4. Put on an accent or look animated.
 5. Plant yourself to a particular point, bend or move excessively.
 6. Use your hands excessively.
 7. Avoid eye contact; roll your eyes/stare continuously.
 8. Read out the written form of communication.
 9. Answer in urgency.
 10. Be too fast/slow or shout unnecessarily.
-

ROLE PLAY-1.

A customer comes to a bank to apply for a bank loan and approaches the manager.
(Conversation between the Customer & the Manager)

Customer: Good Morning Sir.

Manager: A very good morning. Tell me how can I help you?

Customer: Sir, I would like to apply for a loan of 2 lakh Rupees.

Manager: Yeah sure, please fill this form. Do you have the required documents?

Customer: Yes, here they are. I brought all the documents you need.

Manager: We would verify these documents. If everything goes well, your loan will be sanctioned in a week's time.

Customer: Thank you Sir. Have a nice day!

Manager: A good day to you too!

Conclusion

Role-play improves speaking & listening skills. Students develop non-verbal communication techniques. They learn to use appropriate language in real life communication. By providing an opportunity for the students to create and participate in role-plays, the instructors can gain knowledge of each student while the students can benefit through increased interaction with the material and with each other. Role-play also motivates the quiet students to learn by themselves in a more forthright way. Students benefit from explicit feedback that focuses on the learning objectives that leads to learning experience.

Social and professional etiquette:

Social etiquette can be defined as the mannerisms and behavior to be observed in a society. There are certain common etiquettes to be observed on any occasion.

1. Dress appropriately according to the occasion/event.
2. Greet in a polite manner.
3. Speak in a clear and understandable manner.
4. Do not make loud noise through laughter or speech etc.
5. Involve yourself in a friendly discussion with the people around you.
6. Do not interrupt while others are speaking.
7. Observe the dining table etiquettes strictly.
8. Maintain appropriate body language.
9. Thank the person/institution for hosting the occasion or the event.
10. Thank the people for inviting/accepting the invitation.

Telephone etiquettes

- Do not let the telephone ring for the long time.
 - Understand that he might be not in a position to receive your call.
 - Before starting the conversation, greet the other person with an appropriate greeting.
 - Be polite while introducing yourself and while taking/giving information.
 - Do not use un-parliamentary or objectionable language.
 - Thank the caller while closing the conversation.
 - Even while rejecting any favour or help, be polite in your language.
 - Attend the call without long pauses.
 - Finish the call and take leave formally.
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Exercises

1. Prepare a role play between an education minister and a journalist about encouragement for technical education.
2. Write a telephone conversation between Class Teacher and a parent inquiring about performance of his daughter in B.Tech.

3. Topics for practice Role Play

- * There's A Fly In My Soup Role Play Topic: Ordering and eating food at a restaurant. ...
 - * Where To? Role Play Topic: Taking A Taxi And Giving Directions
 - * I Don't Think So! ...
 - * Teach Me! ...
 - * News Report
 - * Is there a doctor in the house
 - * Let's go Shopping
 - * Watch the weather
 - * Help someone with technical issues
 - * Some civil issues
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EXERCISE 9

BML 193

GROUP DISCUSSION

Group discussion is formed by combining two different words i.e. group and discussion. Here, group means a number of people or things that are put together considered as a unit whereas the word 'discuss' is derived from the Latin 'discutere', which means to shake or strike. Thus 'discussion' refers to examine the topic thoroughly to reach a conclusion. Collectively, it is called Group discussion which means the exchange of ideas by participated candidates on a specific subject or topic. The whole concept is to bring collectively a unit of people on a common platform to share their ideas.

What is a Group Discussion?

"Group" is a collection of individuals who have regular contact and frequent interaction and who work together to achieve a common set of goals. "Discussion" is the process whereby two or more people exchange information or ideas in a face-to-face situation to achieve a goal. The goal, or end product, maybe increased knowledge, agreement leading to action, disagreement leading to competition or resolution or perhaps only a clearing of the air or a continuation of the status-quo.

Generally, group discussion is a method used by the companies or organizations to check whether the candidates have certain personality or skills which are must for their members or employees. Nowadays, group discussions have become a main stage in the recruitment process. In this discussion, the group of applicants or candidates is given a topic or a scenario and few minutes are provided them to think about the same, and then asked to discuss the situation among them for a limited time. Organizations conduct group discussion after the written test so as to test the interactive skills of the candidates and how good they are at interacting with other people. Group discussion also tells about how candidates behave, participate and contribute in a group. Also, recruiters come to know about how much importance applicants give to the team objectives as well as their own, how well they listen to viewpoints of others and how open-minded are they in accepting the views contrary to their own. Group Discussion is conducted to evaluate your following skills:

- Confidence.
- Effective Communication.
- Quality of Language.
- Listening Skills.
- Assertive Attitude.
- Paraphrasing Skills.
- Leadership.

Types of Group Discussion

Generally, group discussion categorized into two categories i.e. Topic-based group discussion and Case-based group discussion as discussed below.

- **Topic-Based Group Discussion:** In this discussion, a topic is provided to the candidates about what they have to perform the discussion. This logic has been drawn from the actual work scenarios. In this discussion, the given topics are of three kinds i.e. Factual topics, Controversial topics and Abstract topics (related to intangible things).
- **Case-Based Group Discussion:** Instead of the topics, small cases are handover to the candidates which leads to the questions and they have to discuss those questions. This will help in finding out the problem-solving abilities of the candidates.

Who holds a Group Discussion?

"Group Discussion", popularly labeled as GD, is a popular methodology used by an many organizations (company, institute, business school, etc.) these days to gauge whether the candidate has certain personality traits such as interpersonal communication skills, confidence in public speaking, team spirit, leadership abilities, social behaviour and problem-solving skills. GDs form an important part of the short-listing process for recruitment or admission in a company or institution.

How is a GD Conducted?

In this methodology, there are usually 7-12 participants in a group. The the group of candidates is given a topic or a situation which could be either factual, abstract or case based, and typically given some time to think and make notes about the same. After this, the group of candidates is, and then asked to discuss it the topic among themselves for a specific duration ranging between 10-40 minutes (which may vary from one organization to another). While the group discusses the pertaining issue at hand, the Moderators/ Panelists silently observe each candidate on various pre-determined parameters. The Panelists assign scores to every candidate based on his/her individual performance as well as how he performed within the group.

As in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, GD is also based on teamwork, incorporating views of different team members to reach a common goal. So, a group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives.

Why is a "GD" conducted?

Over the recent years, Group Discussion became a popular method of assessing a candidate's soft skills. The contenders who are shortlisted on basis of written exams have qualified with their intelligence quotient, i.e., aptitude and knowledge. However, since the

significance of emotional quotient arose, new tools such as GD were devised to gauge candidates' social and interpersonal skills. Organizations conduct GDs to find out whether you possess the critical qualities/skills to contribute effectively to the goal accomplishment process.

There are several purposes for group discussions. Some of them are listed below:

- To reach a solution on an issue of concern.
- To generate new ideas for solving a problem.
- For choosing the applicants after the written test for a job or for admission to educational institutes.
- To train ourselves in various interpersonal skills.

Importance of Group Discussion in Education and Learning

Group discussion plays a vital role in a student's life. Group discussions in the classroom are not only beneficial for a student's social skills only but also enhance their educational development and learning too. Some of the benefits of GD in a student's life are discussed below.

- **Enhance Critical Thinking:** Group discussion is used in a classroom to improve learning, asking open-ended questions will encourage critical thinking and help students think for themselves
- **Help with Understanding:** Group discussion use to help students to understand a topic or concept deeply which will stay for a long time in their minds.
- **Improve Communication Skills:** It is also used to improve communication skills as it can encourage students to become more confident in speaking up and asking questions. This will help them improve their communication in the long run because it should make them more confident to ask if they're stuck and need help.
- **Improve Interest in Lessons:** It improves learning, as group discussion invites the students to be the speakers. This helps students as it can maintain their focus and concentration to hear another voice instead of listening to the same teacher, which holds their attention.
- **Provide the Feedback:** When learners discuss and explain the concepts to each other aloud in a group, it helps the teacher to hear if they have learnt a concept or not. This is a perfect feedback on teaching. It means that, if the teacher sees that they don't understand something clearly, they can help them by stepping in and adding some more context or information in their discussion.

Importance of Group Discussion in Business

Group discussion also has a significant role in the business. As group discussions are organized in the companies to talk over the new strategies about the growth of the business and to find out the valid solution to the problems related to the company's business. Some of the advantages of the GD are mentioned below in terms of the business.

- **Suggestions:** It is through group discussions that a meaningful and practically implementable solution can be reached. The Collaboration of these suggestions gives rise to a new one, creating a space for the best possible output.

- **Wide Approach:** Group discussion helps to provide a wide approach to any concern under consideration, as it includes employees from different sections of a particular business organization.
- **Decision Making:** Group discussion helps in evaluation of a problem and reaches to a suitable decision, based on suggestions presented by the members. It also makes it easier for the boss or chairperson to be able to take even the toughest of decision with an ease because by group discussion he/she can know that the decision to be taken will be supported by other members of the company also.
- **Exchange of Ideas:** With the help of group discussion the exchange of ideas is taken place. As every member participated in the discussion put his/her thoughts on the table and this makes the diversity in the ideas.
- **Productive Activity:** Group discussion is always supposed to be a productive way in terms of business concern. It is the proven method which always helps to procure the best possible decision for a concern.

Importance of Group Discussion in Selection Process

Nowadays group discussion is being used along with personal interviews and written exams for the final selection of applicants. It plays a key role in selecting the best among the best. It is one of the best tools to study the behavioural and attitudinal responses of the applicants or the candidates. With the help of group discussion, many things for a particular candidate can be assessed, such as his/her mental capacity to think, creative mind, analytical abilities, comprehending a subject and then speaking on it, awareness, attitude, and energy levels. Some of them are detailed below:

- **Assertiveness:** Confidence level of a candidate shows up in a group discussion. It is assessed that how confident candidates are, while putting up their opinion in front of others.
- **Team Work:** While working for a company, it is very important to work as a part of the team in an assigned project. This quality is really important and this will be evaluated through group discussion. You not only put your own points but also listen to others and then come to a concluding point.
- **Leadership Qualities:** Group discussion clearly indicates who amongst all the participants is taking the lead and who is a passive contestant. As a good leader gives the entire discussion a good direction and takes it forward whenever it is moving from the main topic. This quality is also evaluated through this process only.
- **Communication Skills:** As communication skills are must in every field of work. These are evaluated through a structured group discussion.

Do's of Group Discussion

There are several things about which you have to be careful while group discussion.

- Speak pleasantly and politely in the group.
- Respect and recognize the contribution of every member and represent it with a nod or a smile.
- Agree and acknowledge whatever you find interesting.
- Disagree politely because it is a discussion and not an argument.
- Do a mental revision of what you are going to say. Think of how you can best answer the question or contribute to the topic.

- Stick to the theme of discussion and not get engaged in other irrelevant discussions.
- Follow etiquettes while speaking.
- Be confident.

Don'ts of Group Discussion

Some of the don'ts are listed below about which you have to be careful while presenting yourself in front of others.

- Don't lose your temper. It is a group discussion, not an argument.
 - Don't speak loudly or aggressively. Always use a moderate tone and a medium pitch.
 - Don't do gestures like finger pointing and table thumping. This can appear aggressive, so limit your body gestures.
 - Don't dominate the discussion. As confident speakers should allow the quieter, a chance to speak up and contribute to the discussion.
 - Don't draw too much on personal experience.
 - Don't interrupt when someone else is speaking. Wait for a speaker to finish before you speak.
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Topics for practice GROUP Discussion

1. How to prevent COVID third wave in India?
2. Net Zero
3. The importance of netiquette in the digital age
4. Biomedical waste crisis
5. Central Bank Digital Currency (CBDC)
6. Post-Covid world
7. Impact of COVID-19 on Indian economy
8. India's COVID-19 vaccination program
9. The second wave of COVID-19
10. Social media influencers – Impact on youth
11. Development Finance Institution
12. How can we prevent the next pandemic?
13. Formal degrees are things of the past
14. Should junk food be banned?
15. Union Budget 2021-22
16. The Future of Artificial Intelligence
17. Impact of COVID-19 on the education sector
18. The Future of work
19. Quad
20. Blended learning – The new normal
21. Impact of reviews on consumer decisions
22. Carbon footprint
23. Budget 2021 – Impact on Banking sector
24. Good politics is bad economics
25. Is social media polarising society?
26. Fame is a double-edged sword
27. Money or Happiness – Can money make us happy?
28. The rise of the Gig economy
29. Censorship of OTT platforms – Right or Wrong?
30. Is the United Nations still relevant?

31. Should anonymity be allowed on the internet?
32. Farm Bills 2020 – Pros, Cons & Challenges
33. Green Jobs are essential for sustainable development
34. National Recruitment Agency – Pros & Challenges
35. National Education Policy 2020
36. Atmanirbhar Bharat Abhiyan
37. Open book exams – Pros, Cons & Challenges
38. National Health ID – Pros, Cons & Challenges
39. How to create more jobs in rural areas?
40. How to revive Indian economy?
41. The pen is mightier than the sword
42. E-learning – Pros & Challenges
43. Do deadlines destroy creativity?
44. Private trains in India – Benefits & Challenges
45. Work from home – Pros & Cons
46. How will 2020 shape 2021?
47. Ban on Chinese Apps in India
48. Lessons for the world from COVID-19 pandemic
49. Impact of Coronavirus/COVID-19 on Environment
50. How prepared is India to tackle the COVID-19 outbreak?
51. Impact of COVID-19 on Global economy
52. Union Budget – 2020-21
53. Print Media vs Digital Media
54. RBI's surplus transfer to the government
55. Fit India Movement
56. Can India become a \$5 trillion economy by 2024?
57. Controversy as a marketing strategy
58. Bifurcation of Jammu & Kashmir
59. Crisis in the Automobile Industry
60. Disaster Management in India
61. Is Technology making us less human?

62. UAPA (Amendment) Bill, 2019
63. Zero Budget Natural Farming
64. Union Budget – 2019-20
65. Doubling of Farmers' Income by 2022 – How can India achieve this?
66. Coastal security of India
67. How can India become a superpower?
68. Syrian crisis
69. CPEC
70. Data Localisation – Benefits & Challenges
71. Referendums strengthen democracy
72. Circular economy is the key to sustainable development
73. How can we utilize technology to tackle Financial crimes?
74. India – Russia relations
75. Can illiterates be given driving licenses?
76. Electric vehicles in India
77. Should Cricket be the National game of India?
78. Should political parties be brought under RTI Act?
79. Shanghai Cooperation Organisation
80. Changing relation between India and Bangladesh
81. Factors that contributed to the growth of MNCs
82. 'Neighbourhood First' policy
83. BIMSTEC
84. Does "NOTA" option in elections really make sense?
85. Major challenges for the Modi government 2.0
86. Are corporate jobs a new form of slavery?
87. Blood is thicker than water – Abstract GD topic
88. Mechanisms adopted to combat terrorism
89. India – Iran Relations
90. Should Andhra Pradesh be given Special Category Status?
91. Consumerism and Middle class
92. How can the standard of people below the poverty line be raised?

93. Facebook vs LinkedIn
94. Defence Budget 2019-20
95. 75% attendance is too much for engineering students
96. Should Bihar be given Special category status?
97. Is cricket an overrated sport in India?
98. Impact of Crony capitalism on India
99. Higher Education in India
100. Nationalism vs Regionalism

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EXERCISE 10

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INTERVIEW SKILLS

An interview is a powerful inter-personal communication between two individuals. It may also be defined as a direct interaction between the candidate (employee) and the employer with specific purpose and mutual benefits. In a face to face interview, the candidate is in 'view' before a panel of prominent persons and closely examined by them.

The interviewing process is a complex means of gathering relevant data about a candidate for a particular Job position, promotion or making a selection panel.

Job interviews are turning out to be more challenging these days for various reasons like:

- Limited vacancies for a large number of aspirants
- Growing competitions in the job markets
- Increasing focus on the candidate's personal and inter-personal skills.

Success in a job interview depends on knowledge, good speaking skills, through preparation and use of appropriate interview strategies.

PREPARING FOR AN INTERVIEW AND FACING IT EFFECTIVELY:

The following are the points to help the candidates to face interview effectively:

- **Personal Information:** Usually the candidate is asked to tell about himself/herself. By grabbing the opportunity, the candidates are required to tell their strong points, qualification, special interest, achievements etc.
- **Analyze your skills:** Every job has a set of functions and also requires certain skills to perform. Analyzing your skills relating to the position offered by the interviewer is necessitated during the interview.
- **Dress code:** One has to present himself/herself in a neat professional look by following neat and formal dress code; it instead gives the candidate a confidence too.
- **Develop the interview file:** You should develop the interview file that should have documents such as: Original certificates, interview letter, certificates of merit, Experience certificates, and copies of your resume.

Let us discuss some Do's and Don't's of a successful Interview:

Do's of interview skills:

- Be firm regarding your opinions
- Be confident, a pre-requisite to great achievements
- Be matured in answering and behave so.
- Be dressed clean and comfort and look pleasant.
- Answer to the question with good supportive points
- Be sure you read newspaper, thus aware of all around happenings
- Be sure you reach the venue before time.
- Wish the interviewers pleasantly after entering the room
- Be a good listener so that you can answer what is asked correctly and criptly.
- While asking, do keep the question brief
- Say good day while leaving the room
- Be polite and accurate to your answer
- Have a positive attitude.

Dont's on interview skills:

- Don't be guided by emotions and external impressions.
- Don't have nagging self doubts
- Don't be immature in answering and behavior
- Don't wear informal dress and look shabby
- Don't be tensed
- Don't enter into the interview room without asking permission of the interviewer
- Don't interrupt or answer in mid way
- Don't try to supply words or phrases to the interviewer.

FREQUENTLY ASKED INTERVIEW QUESTIONS:

1. Tell us something about yourself?
2. What are your career objectives? What type of position are you looking for?
3. Tell us something about your interests and activities?
4. Why should we hire you? What makes you fit for this position?
5. Why do you want to join our company?
6. Tell us something about your work experience?
7. Where do you see yourself in five years?
8. Are you a leader or follower?
9. How long do you want to stay with us?
10. When can you join us?

SAMPLE INTERVIEW BEFORE THE SELECTION COMMITTEE

Mr. Raj is neatly dressed with a nice tie and polished shoes. He looks fresh with clean face. He is tension free and enters the room saying "May I come in, Sir".

Mr. Raj sits at ease in the chair greeting them "Good Morning gentlemen and ladies"

BOARD MEMBER 1: May I know your name?

Candidate: I am Raj sir.

(The interviewer already knows the name through the resume but wants to confirm it.)

BOARD MEMBER 1: Will you tell us about your qualifications?

Candidate: I am an M.Tech from IIT (Madras) with Power systems as my specializations. I am one of the toppers. I did my B.Tech in K.P.R College, near Vijayawada. I did inter with good percentage in S.S.J College in Vijayawada. I maintained a good academic record.

BOARD MEMBER 2: Why do you want to switch over from teaching profession to Software?

Candidate: Sir, I believe Software profession is a challenging career. It helps me to explore my inherent skills. I have done considerable research too.

BOARD MEMBER 3: Are you confident that you can fare well here. You will have to work for longer hours?

Candidate: well sir, I am interested in finding out innovative methods. I used to wake up late nights during my M.tech course and even there in teaching profession, I used to spend most of my leisure time in the laboratory doing research work. I have the necessary physical stamina and mental ability.

BOARD MEMBER 4: Suppose you are put in the Research and Development wing, sometime you may have to go to America for training. Are you willing?

Candidate: By all means, Sir, Learning is a continuous process. I am sure the company and I will be benefited by the training. I do not hesitate to go there.

BOARD MEMBER 5: Are you familiar with any computer language courses?

Candidate: Yes, Sir. Though I studied Electrical and Electronics, I learnt some of the computer languages like C, C++, Visual and Basic and Oracle. I am at present familiarizing myself thoroughly with JAVA language.

BOARD MEMBER 4: Mr. Raj, How much salary are you expecting?

Candidate: The usual salary you offer for the person having these qualifications. I want to show my mettle in the job assigned to me. After assessing my competence and capability in my duties, you can increase my salary. Let me be given advance to serve your organization.

BOARD MEMBER 5: All right. You are welcome. Take the order from the Administrative Office and join within a week.

Candidate: Thank you very much, Sirs. I shall join as early as possible.

EXERCISE:

Write the dialogues of mock interview that you have done in the lab.

Activity sheet

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OVERALL TEACHER'S EVALUATION

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