

BUSINESS ENGLISH / 21HSS01

UNIT I

COMMUNICATION AND BUSINESS ENGLISH

- ▶ Communication meaning – Objectives – Importance – Process of Communication – Barriers to communication – Effective Communication – Make up sentences– the text about business– Business Operations– conversation – giving sentences unity– arranging sentences for clarity– Accent on positive Language – Coherence– Transitional words

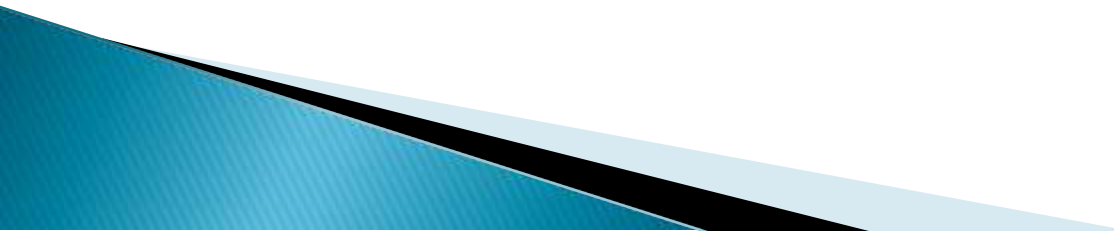
UNIT II

GRAMMAR & VOCABULARY

- ▶ Phrases & Clauses – Kinds of Sentences – Types of sentences and sentence patterns – GRE Vocabulary – Prefix & Suffix – Synonyms – Antonyms – Word Formation – Error Spotting – Sentence Correction – Word Analogy – Idioms and Phrases – Direct and Indirect Speech – ‘If’ Conditionals

UNIT III

WRITING CV AND LETTER OF APPLICATION

- ▶ Writing for communicative purposes [Letters – official and personal , Messages / Notices, Reports , Emails, Advertisements , Structure of the Sales Letter– Letter of Authorization– Letter of Recommendation.–Application for a job (covering letter and CV) – Creative Writing (Stories, Poems, Dialogues)
- 

UNIT IV

JOB INTERVIEWS AND RECRUITMENT

- ▶ Job Interviewing– appearance and body language
– Attending interviews –Public Speaking and Oral Reporting– Overcome Nervousness– Making Formal Speech–Use of Voice– Using Telephone – Use of Visual Aids– Interviewing People– Recruitment – Asking for Information– Asking for Action– Orders–Inquiries about people–claims – Refusing Request– Adjustment Refusals– Credit Refusal– Text Types – Academic Writing [Paragraphs , Essays]

UNIT V

PRESENTATION AND GRAMMAR USAGE

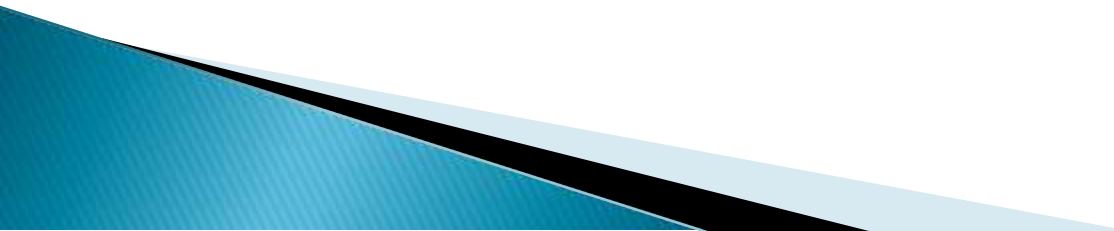
- ▶ Presentation – Types and Importance of Presentation – Standards of Punctuation – Apostrophe, Brackets, Colon, Comma etc...Standards for Grammar– Adjective– Adverb Confusion, Subject–Verb Agreement, Dangling Modifier, Parallelism.

THANK YOU



UNIT 1

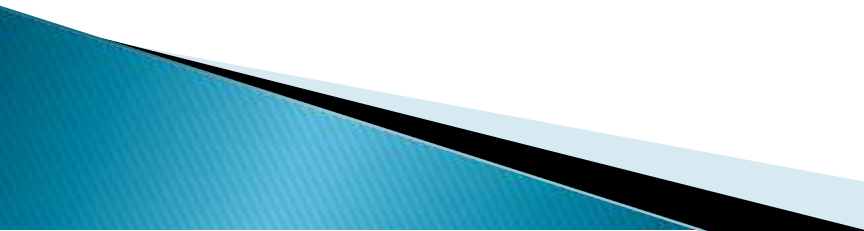
COMMUNICATION AND BUSINESS ENGLISH



CONTENTS


- Communication – Meaning
- Objectives
- Importance
- Process of Communication
- Barriers to Communication
- Effective Communication
- Make up sentences
- Business Operations
- Giving sentences unity
- Arranging sentences for clarity
- Accent on positive language
- Coherence
- Transitional Words

Communication– Meaning

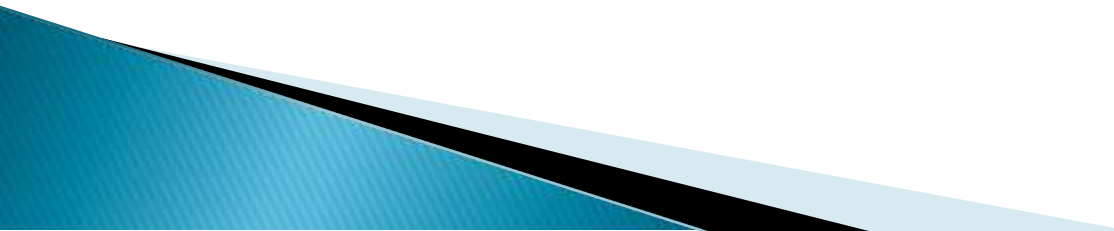
- Communication is an exchange of facts, ideas, opinions or emotions by two or more persons.
 - Communication is defined as “the process of passing information and understanding from one person to another, it is essentially a bridge of meaning between people. By using the bridge of meaning a person can safely cross the river of misunderstanding.”
- 

Objectives of Communication

The main objectives are:

- Conveying the right message: The main objective of communication is to convey the right message to the right person, i.e., to the person for whom it is meant.
 - Coordination of effort: It is an effective tool for coordinating the activities of different persons engaged in running a business.
- 

Objectives of Communication (Contd.)

- Good Industrial relations: Communication develops good industrial relations as it conveys the feelings, ideas, opinions and viewpoints of one party to the other party.
 - Development of managerial skills: Communication helps managers to understand human behavior at work.
- 

Objectives of Communication (Contd.)

- Effectiveness of policies: The organization formulates policies and programmes to guide the workforce.

Importance of Communication

In modern world the growth of tele-communication, information technology and the growing competition and complexity in production have increased importance of communication in organizations.



Importance of Communication (Contd.)

1. Base for Action:

- ▶ Communication acts as a base for any action.

2. Planning Becomes Easy:

- ▶ Communication facilitates planning. Planning is made easy by communication.

3. Means of Coordination:

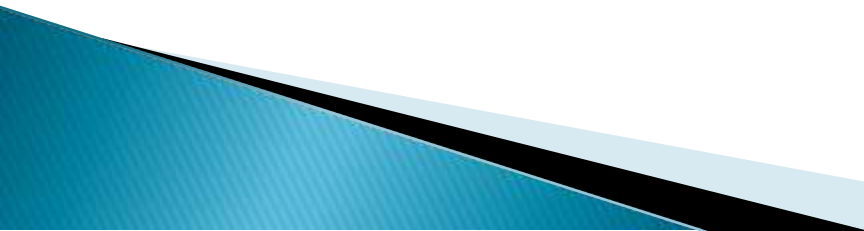
- ▶ Communication is an important tool for coordinating the efforts of various people at work in the organisation.
- 

Importance of Communication (Contd.)

4. Aids in Decision-Making:

- ▶ The information collected through communication aids in decision-making.

5. Provides Effective Leadership:

- ▶ A communication skill bring manager near to his subordinates and exchange ideas and submits appropriate proposals, knows their opinions, seeks advices and make decisions.
- 

Importance of Communication (Contd.)

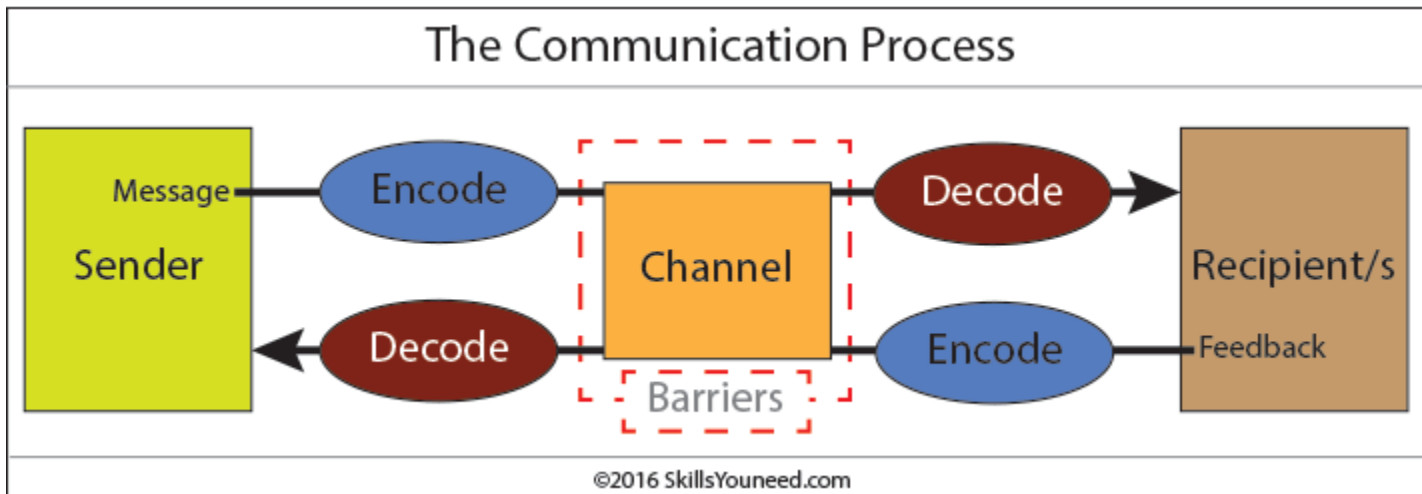
6. Boosts Morale and Motivation:

- An effective communication system instills confidence among subordinates and workers ensuring change in their attitude and behaviour.

THANK YOU



Process of Communication



Process of Communication (Contd.)

- Sender

Communication begins with a thought/idea that a sender has.

- Encoding

Refers to putting the thought/idea in a form, which can be understood by receiver.

- Channel to transmit the message:

- Channel

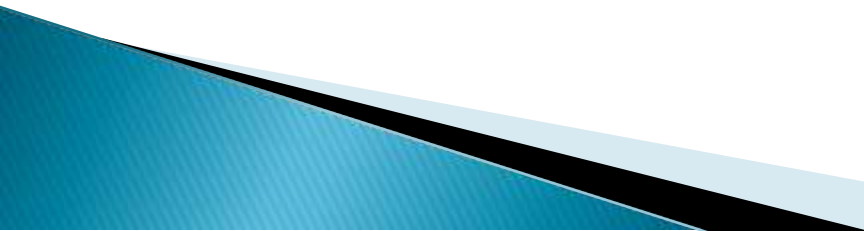
Links the sender and the receiver.

Forms may be oral, written, a letter, a computer, a telegram, a fax, Television or radio.

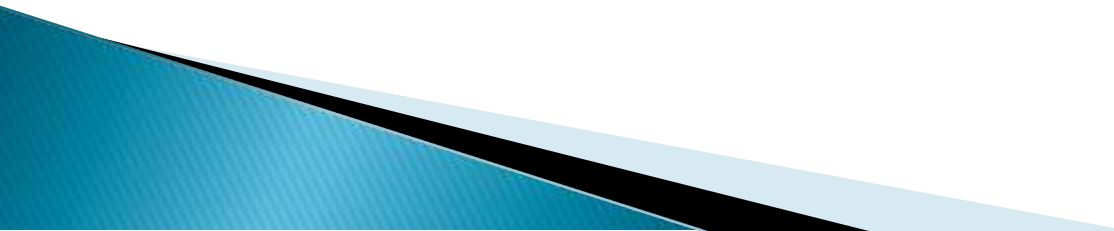
Two or more channels may be used at the same time.



Process of Communication (Contd.)

- Receiver of the message
Reception being ready for the message.
 - Decoding
Refers to conversion of the message into thoughts.
 - Understanding
Refers to interpreting the message i.e. attaching meaning.
Accurate communication can occur only when sender and receiver attach same or similar meaning to the message.
 - Noise
Is anything, which hinders communication. It may in the sender, the transmission or the receiver.
- 

Process of Communication (Contd.)

- Examples of noise:
Encoding
Faulty due to use of ambiguous symbols.
 - Transmission
Faulty telephone connection.
 - Reception
Inaccurate attention.
 - Decoding
Faulty due to wrong meaning attached.
 - Understanding
Can be obstructed by prejudices.
Gestures and posture.
- 

Process of Communication (Contd.)

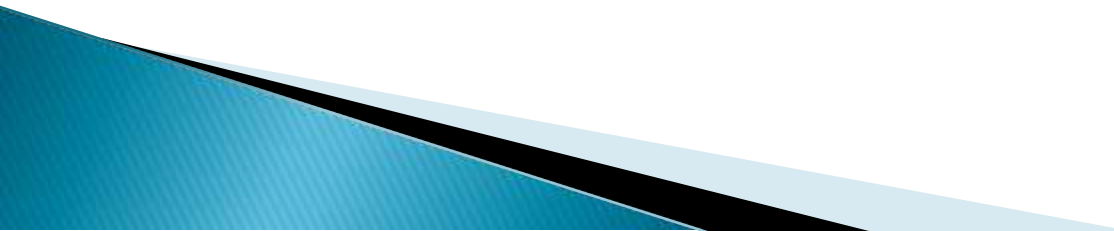
- Feedback
To check effectiveness of communication, a person must have feedback. One can never be sure that the message has been encoded, transmitted and decoded properly unless it is confirmed by feedback.
- Situational and Organizational Factors in Communication
Situational Factors
 - External Factors– educational, sociological, legal–political, economic. Geographical distance.
 - Organizational Factors
Organization structure, managerial and non–managerial processes and technology.

Barriers to Communication

There are many reasons why interpersonal communications may fail.

Language Barriers Clearly, language and linguistic ability may act as a barrier to communication.

Psychological Barriers The psychological state of the receiver will influence how the message is received.



Barriers to Communication (Contd.)

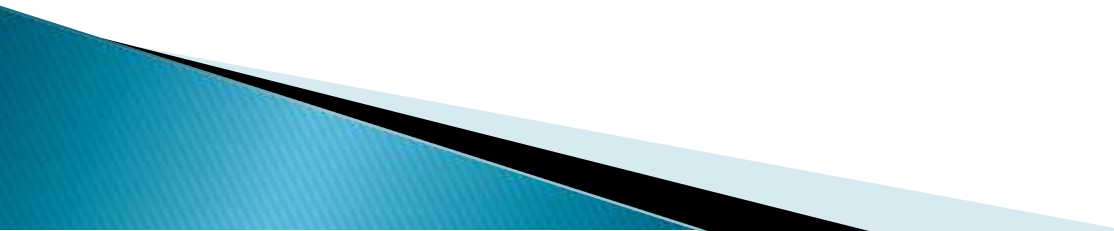
Physiological Barriers Physiological barriers may result from the receiver's physical state.

Physical Barriers An example of a physical barrier to communication is geographic distance between the sender and receiver(s).
Communication is generally easier over shorter distances

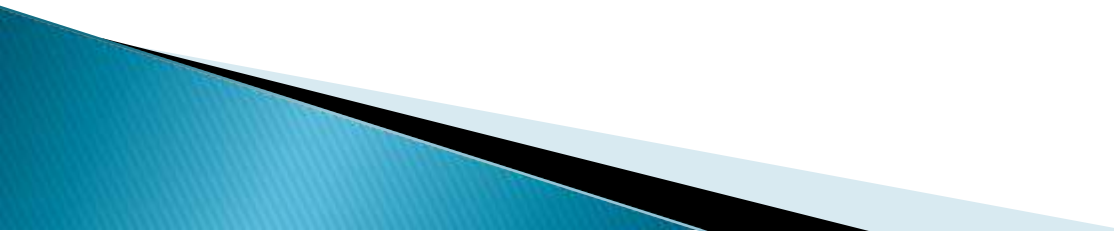
Attitudinal Barriers Attitudinal barriers are behaviors or perceptions that prevent people from communicating effectively.



Effective Communication

- ▶ An **Effective Communication** is a communication between two or more persons wherein the intended message is successfully delivered, received and understood.
 - ▶ In the business context, the communication is effective if the information shared among the company employees contributes towards the organization's commercial success.
- 

Effective Communication (Contd.)

- ▶ Effective communication in the organization enables the employees to deepen:
 - ▶ their connection with others
 - ▶ improve teamwork, decision-making,
 - ▶ and enhances problem-solving capacity.
- 

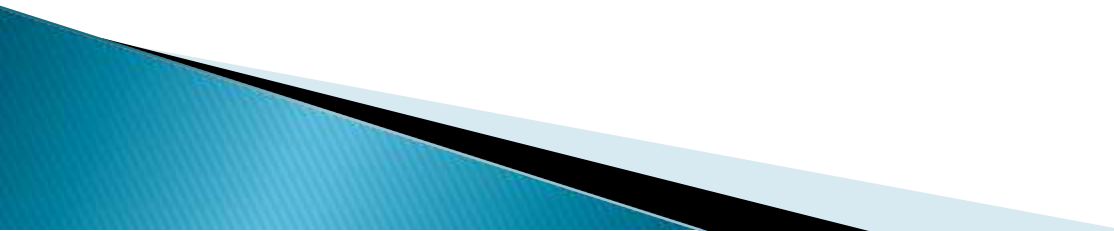
THANK YOU



MAKE UP SENTENCES

- ▶ What *is* a sentence?
- A **sentence** is a group of words with a subject and a verb that expresses a complete thought.
 - Ex. The big, black dog barked at the cat.
- There are specific elements make up complete sentences.

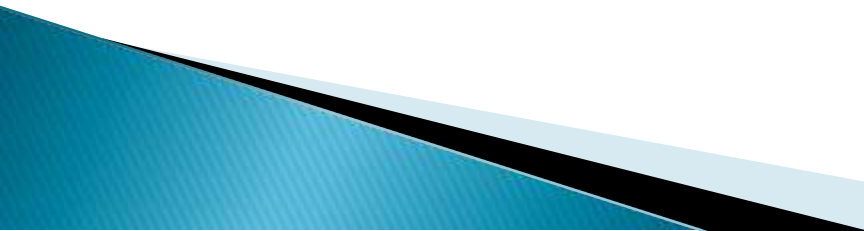
Types of Sentences

- Simple sentence
 - Compound sentence
 - Complex sentence
 - Compound-complex sentence
- 

Elements of a sentence

- Phrases
 - A group of two or more related words that is not a subject or verb
- Prepositions
 - A word or group of words that shows the relationship of a noun or pronoun to another word in the sentence
 - Common prepositions include: up, around, with, down, to behind, on, from and by
 - If you're wondering whether or not a word is a preposition, use the sample sentence "The squirrel ran _____ the tree," and fill in the blank with the word in question. Does the sentence make sense? It's probably a preposition! Try it for yourself...

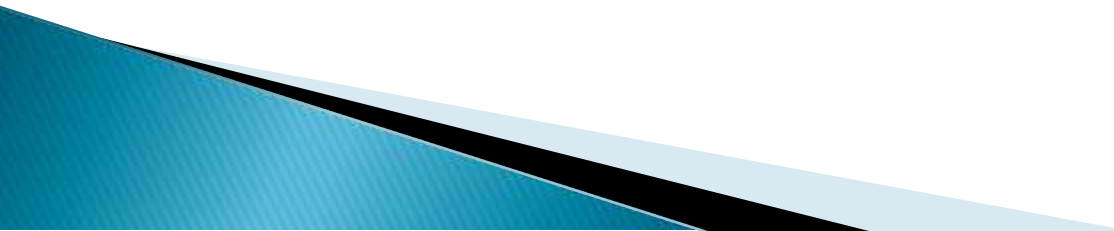
Sentence Fragment

- ▶ A sentence fragment is an incomplete sentence that is missing a noun (subject) or main verb (preposition).
 - ▶ Sometimes a fragment has been separated from the main clause and can be repaired simply by removing a period.
 - ▶ For example: There are many things I want for my birthday. Such as a game, a toy, and money.
 - ▶ Becomes: There are many things I want for my birthday, such as a game, a toy, and money.
- 

What is a simple sentence?

- ▶ A sentence that has one independent clause.

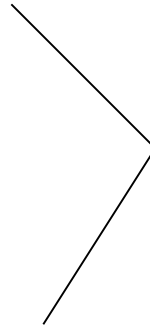
What is an independent clause?

- ▶ A group of words that:
 - (1) Makes a complete statement
 - (2) Has a subject and a verb
- 

The subject of a sentence

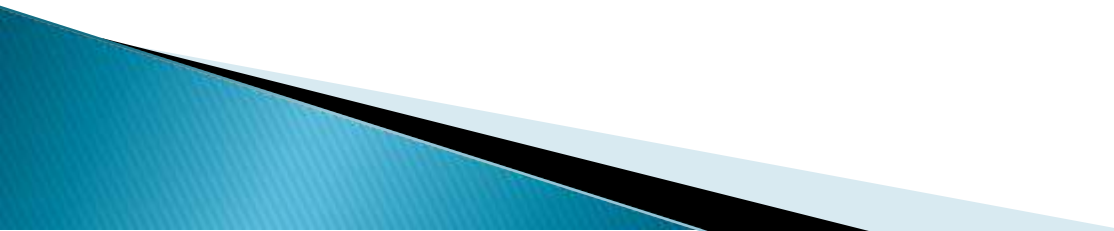
▶ The subject is the

- Person
- Place
- Thing
- Quality or ideas



Noun

Examples

- ▶ John went for a walk. (Person)
 - ▶ Towns are quiet after a snow fall. (Place)
 - ▶ Eggs roll on a counter. (Thing)
 - ▶ Silence is golden. (Quality)
 - ▶ Peace is at hand. (Idea)
- 

Verb

A verb is a word that shows the action or state-of-being of the subject of the sentence.

▶ Examples:

- Sally sneezed. (Physical action)
- John thinks. (Mental action)
- Jesse is my friend. (State of being)

Preposition

- ▶ A preposition is a part of speech that shows a relationship between two things.
 - Location (on, under, in)
 - Timing (before, after, during)
 - Direction (from, toward, to)

Preposition

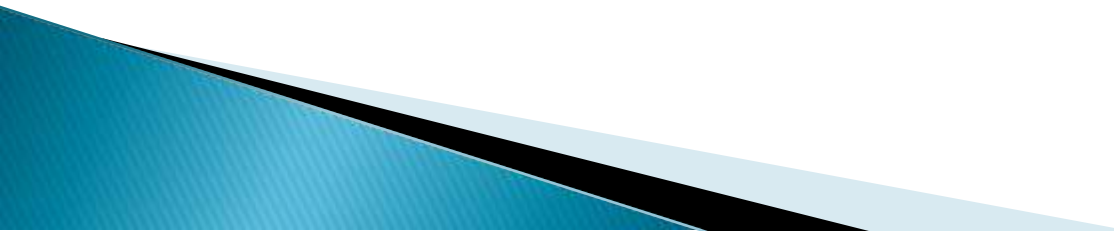
- ▶ *The rat is **on** the yoga mat.*
- ▶ Two things: rat + yoga mat
- ▶ Relationship: one is **on** the other
 - ▶ **On is a preposition!**

Preposition

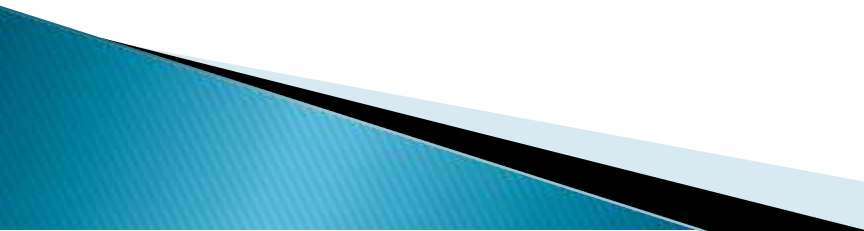
- ▶ Here is a list of most commonly used prepositions:

aboard	along	behind	but (except)	from	off	past	until
about	amid	below	by	in	on	since	up
above	among	beneath	down	inside	onto	through	upon
across	around	beside	during	into	out	to	with
after	at	between	except	near	outside	toward	within
against	before	beyond	for	of	over	under	without

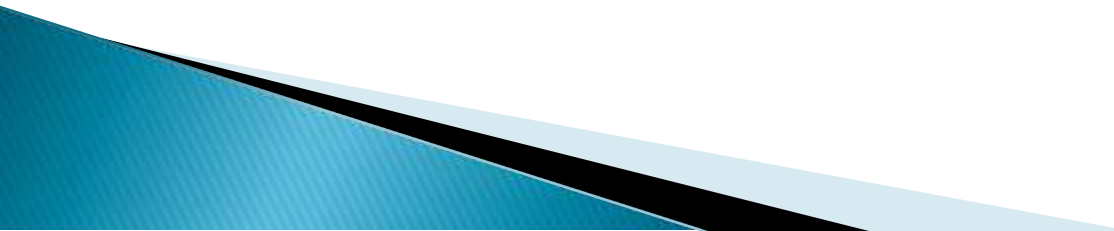
Text about business

- ▶ Business texting is all about providing valuable, targeted, meaningful information to your contacts.
 - ▶ Business texting today is unrecognizable from those spammy messages of a decade ago.
- 

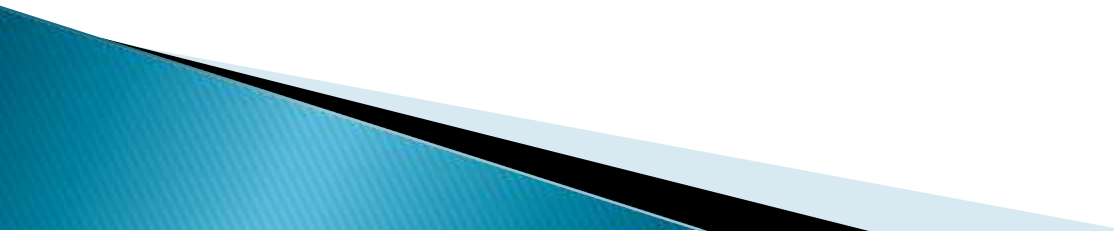
Text about business

- ▶ A decade ago when text messaging overtook phone calls, the majority of those messages being sent back and forth were between family and friends.
 - ▶ Business texting largely resembled mass text marketing — those robotic text messages from 5- or 6-digit numbers that offered you an unbelievable discount or once-in-a-lifetime trip or asked you to text in for info on a promo or contest.
- 


What is Business Operations?

- ▶ Everything that happens within a company to keep it running and earning money is referred to collectively as business operations.
 - ▶ Business operations vary according to business type, industry, size, and so on.
- 

Business Operations

- ▶ Business operations for most businesses, though, take into account the following elements:
 - ▶ Process
 - ▶ Staffing
 - ▶ Location
 - ▶ Equipment or technology
- 

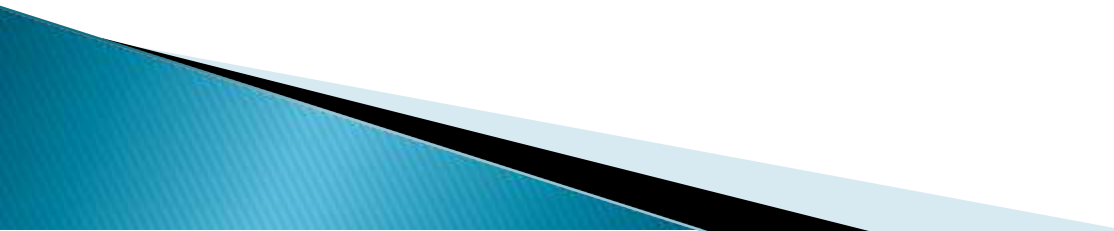
Business Operations

- ▶ Process is important because of its impact on productivity and efficiency.
 - ▶ Staffing is determined by the processes.
 - ▶ Location is more important to certain types of businesses than to others – and the reason for the location will vary.
 - ▶ The equipment or technology needed for optimum business operations will often have an impact on location.
- 

THANK YOU

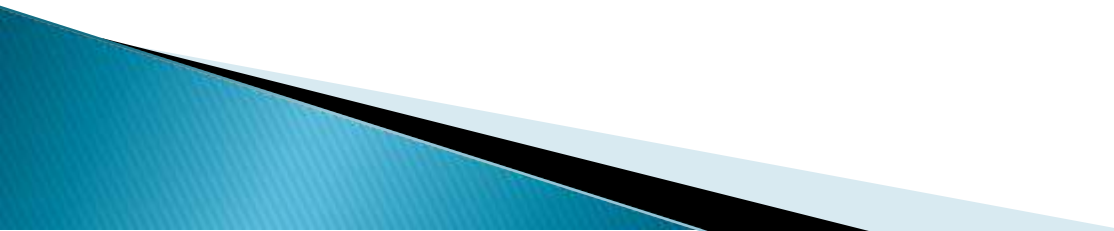


What is Conversation?

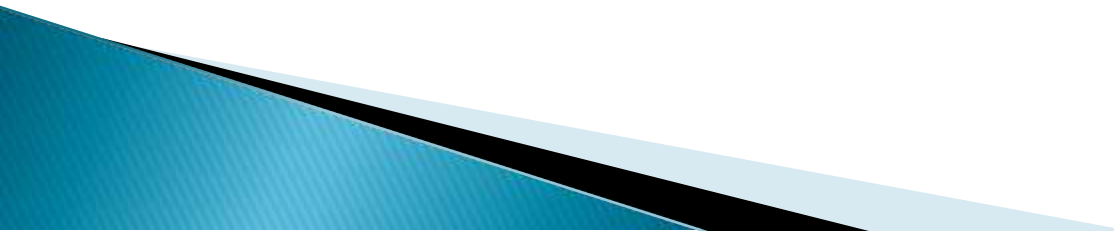
- ▶ Communication by two or more people, or sometimes with one's self, on a particular topic.
 - ▶ The pooling of information, the sharing of interests, the bringing together of ideas.
- 

Primary Management Tool

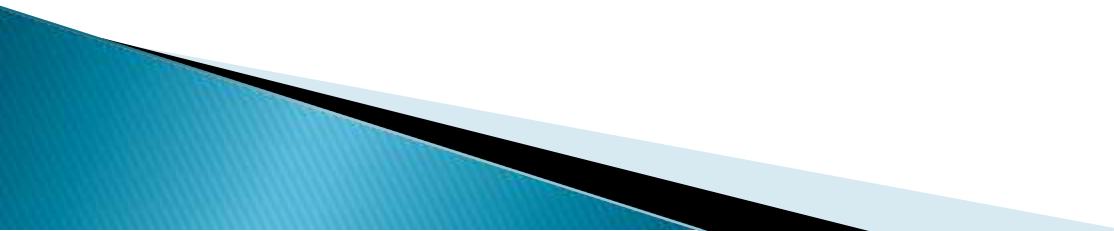
It is how we –

- **Plan** our Lives & Organize our Work
 - **Build** Relationships
 - **Create** Understanding
 - **Understand** Feelings and Actions
 - **Influence** others
 - **Are influenced** by others
 - **Solve** Problems & **Cooperate** with each other
- 

Conversation


- ▶ The ability to start and maintain a conversation with little effort is a key component to your personal and professional life
 - ▶ Good communication skills display an air of intelligence and self-confidence that is crucial to developing relationships
- 

Communications or Conversations?

- **Communication is telling...Conversations are sharing**
 - **Communications distribute information... conversations create understanding**
 - **Communication is often sterile... conversation is personal**
- 

Features of Conversation

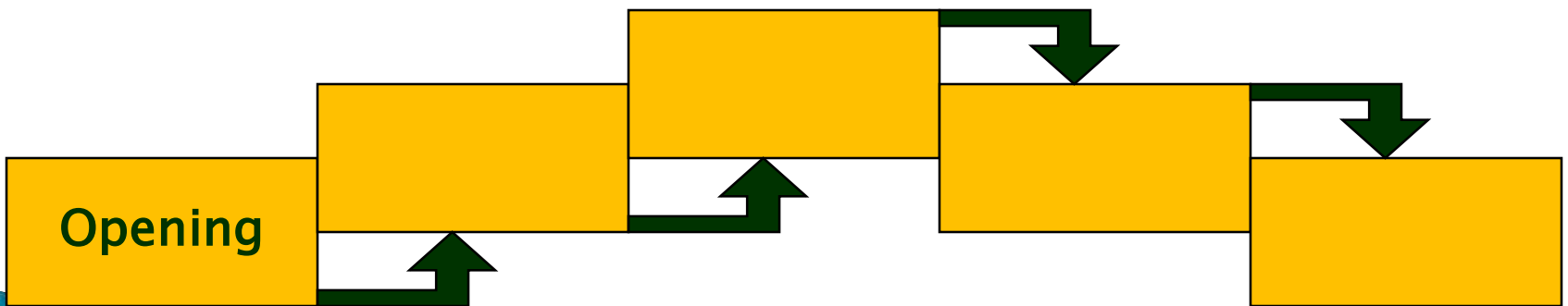
Conversation is based on the following features:–

- 1} An Idea: It is opinion or plan or thought which already exists in mind and needs to be expressed.
 - 2} Language / Words: The right choice of words that express the idea and make it appealing.
 - 3} Setting the right tone: Indicates the mood of the conversation and sets the right atmosphere.
- 

Five Stages of Conversation

First Stage– The Opening

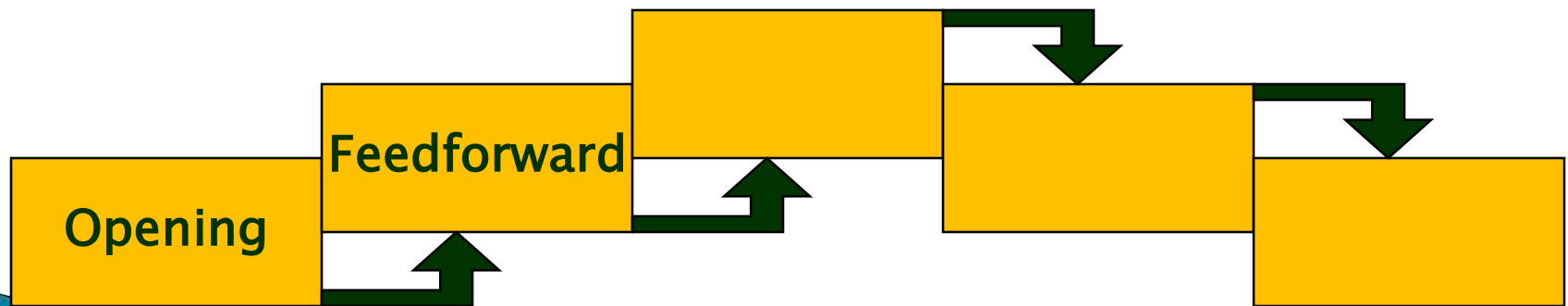
- ▶ Greeting
- ▶ Reciprocated



Five Stages of Conversation

Second Stage – Feedforward

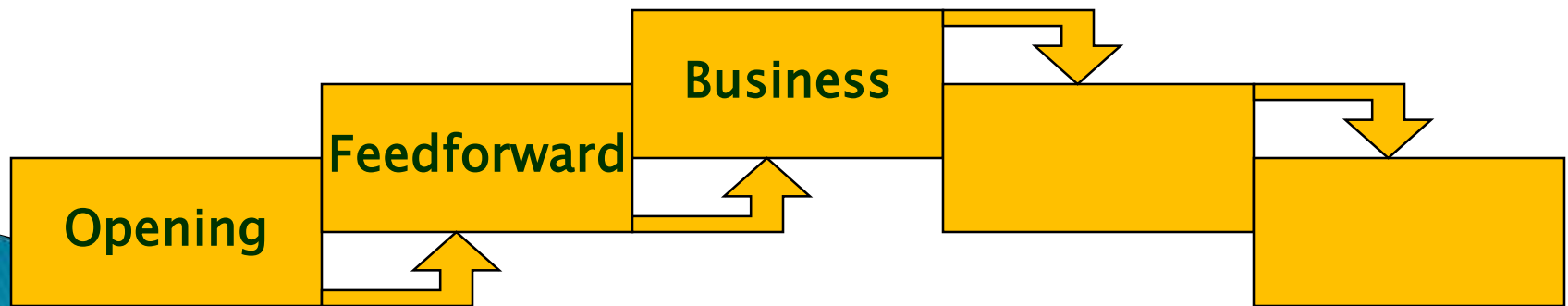
- ▶ Focus of Conversation
- ▶ Identify Tone



Five Stages of Conversation

Third Stage – Business

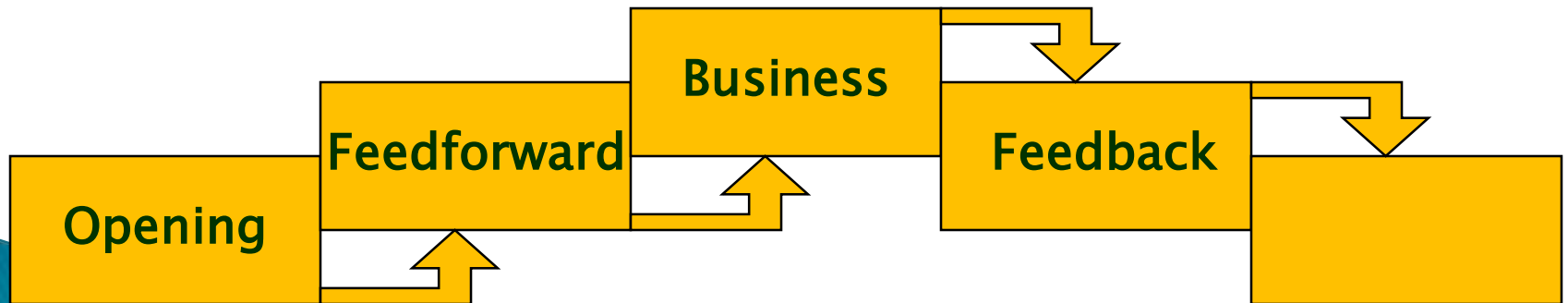
- ▶ Substance of Conversation
- ▶ Exchange of Roles
- ▶ No Permanent Record



Conversation

Fourth Stage – Feedback

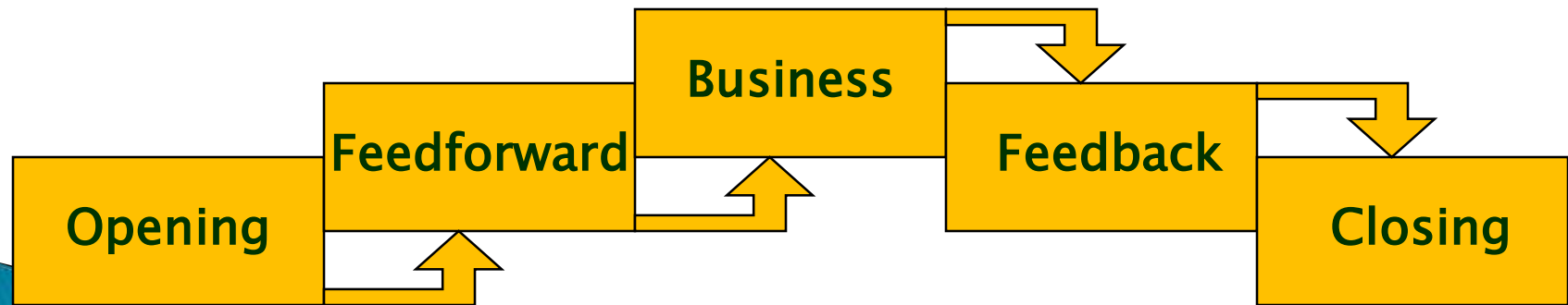
- ▶ Signal End of Business
- ▶ May Backup to Business if Other not finished



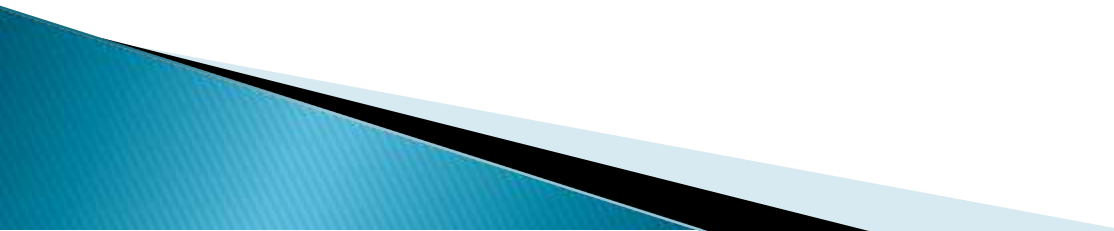
Conversation

Fifth Stage – Closing

- ▶ Signals End of Conversation
- ▶ Express Pleasure in Interaction
- ▶ Leave-Taking Cues



Common Conversational Problems

- ▶ Insensitive Openings
 - ▶ Omission of Necessary Feedforward
 - ▶ Introduction of Business before Greeting
 - ▶ Omission of Feedback
 - ▶ Omission of Appropriate Closing
- 

The 4 conversational Maxims

1. Maxim of Quality

- a. Do not say what you believe to be false.
- b. Do not say that for which you lack adequate evidence.

e.g.

If a friend asks, “....have you seen my dog?” an honest answer is expected.

The 4 conversational Maxims

2. Maxim of Quantity

- a. Make your contribution as informative as required.
- b. Do not make your contribution more informative than required.

If people don't say something then we assume that they don't know that information.

The 4 conversational Maxims

3. Maxim of relation

a. Be relevant

E.g.

“Isn’t Larry the biggest jerk you ever met?”

“Uh, it sure is nice for this time of year, eh?”

The 4 conversational Maxims

4. Maxim of manner

- a. Avoid obscurity of expression
- b. Avoid ambiguity
- c. Be brief
- d. Be orderly

e.g.

“Miss Singer produced a series of sounds corresponding closely to the score of The Star–Spangled Banner”

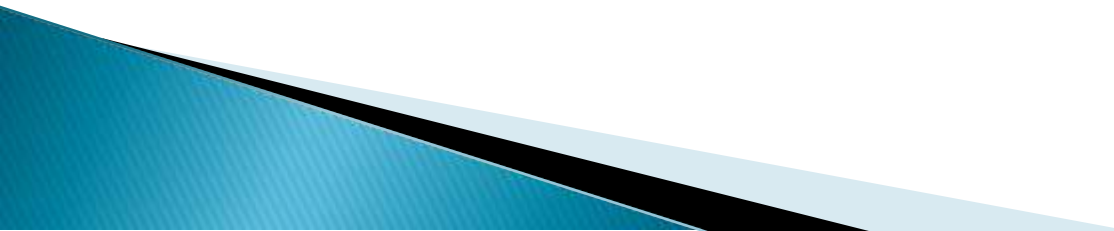
VS.

“Miss Singer sang The Star–Spangled Banner.”

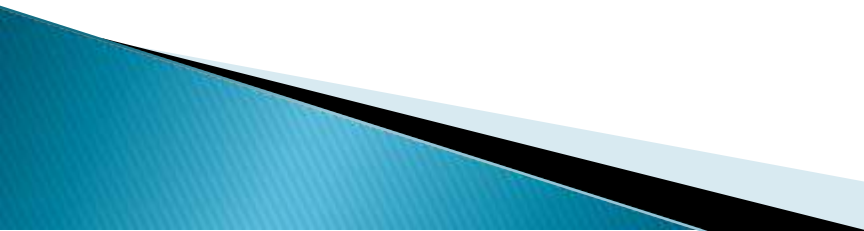
INITIATE CONVERSATION

- Ask Questions
- Make a statement followed by a question on:
the party, food, weather, current news,
books, movies, or pay a compliment

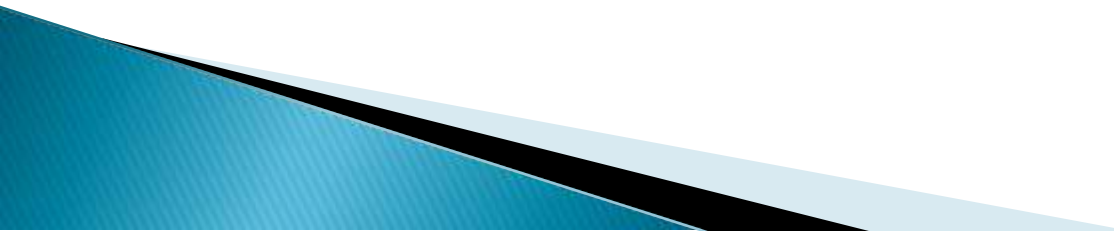
Ways to keep Conversation Going

1. Face your fears! Problems in speaking usually stem from fears
 2. Be comfortable with yourself.
 3. Find the humor in life.
 4. Disagree without being disagreeable
 5. Be sincere with your praise
 6. Take your cues from the other person
 7. Ask thoughtful questions
 8. Choose comfortable conversation topics
 9. Use conventional gap fillers or hesitation noises
 10. Use your body language
- 

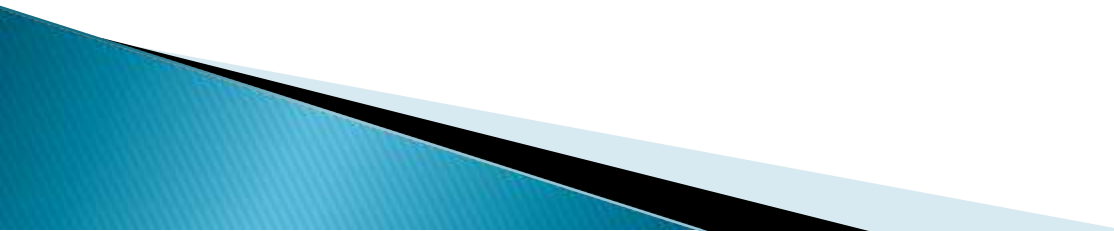
Giving Sentences Unity

- ▶ Usually when sentence unity turns up on the agenda at the workshops I teach, participants look at me blankly.
 - ▶ Who can blame them? The term, though a chapter heading in many grammar and writing texts, is vague at best. So I normally introduce the topic by explaining what sentence unity means.
 - ▶ Here are four possible explanations. Which one or ones are correctly worded?
- 

Giving Sentences Unity

- ▶ Sentence unity is where you make sure the subject and predicate of a sentence join logically.
 - ▶ Sentence unity is when the parts of a sentence come together grammatically and make sense.
 - ▶ The reason sentence unity is important is because without it, a sentence is incoherent.
- 

Giving Sentences Unity

- ▶ Sentence unity is taking care to keep sentence parts in line.
 - ▶ If you found fault with all of these sentences, congratulations.
 - ▶ Their content is fine, but all four are awkwardly constructed.
- 

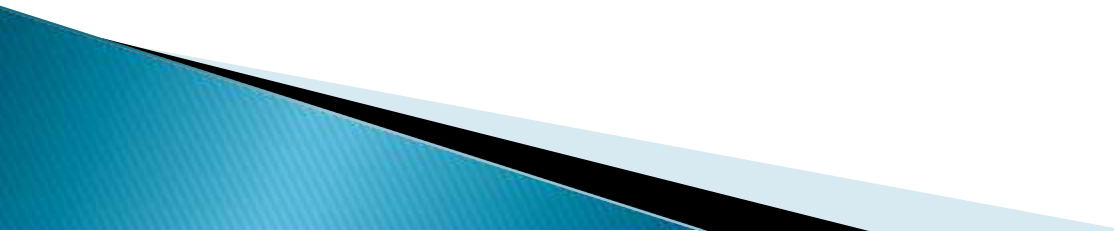
THANK YOU



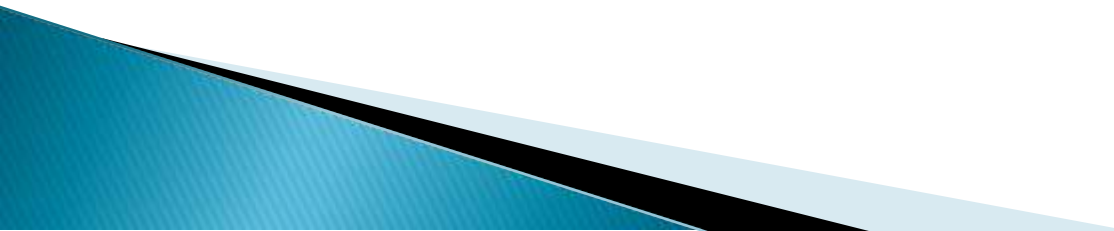
Arranging Sentences for clarity

- ▶ Arranging Sentences for Clarity Writing clear sentences also involves using the established rules for correctness—grammar and punctuation.
- ▶ These rules should not be viewed as arbitrary. They are based on custom and on logical relationships; they lead to clear communication.

Arranging Sentences for clarity

- ▶ “Believing that the price would drop, our purchasing agents were instructed not to buy.” (The sentence is correct only if the purchasing agents did the believing, which appears not to be the case.) Care in Paragraph Design Paragraphing is important to clear communication.
- 

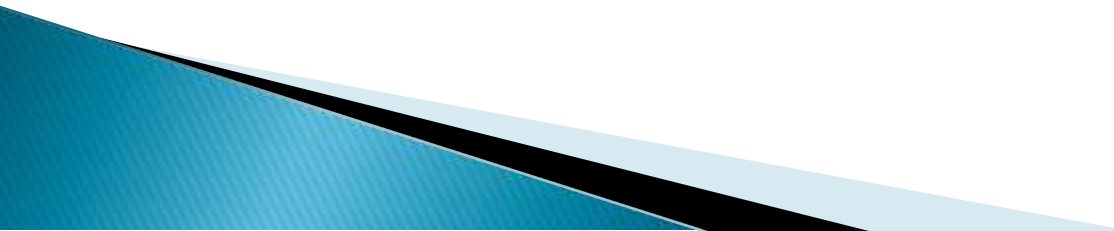
Arranging Sentences for clarity

- ▶ The paragraph should build around a single topic or idea.
 - ▶ The subject matter included should have a reason for being together—it should be related.
 - ▶ Keep the paragraphs short. Short paragraphs produce more appealing text.
 - ▶ They help the reader to see the organization of the material being presented.
- 

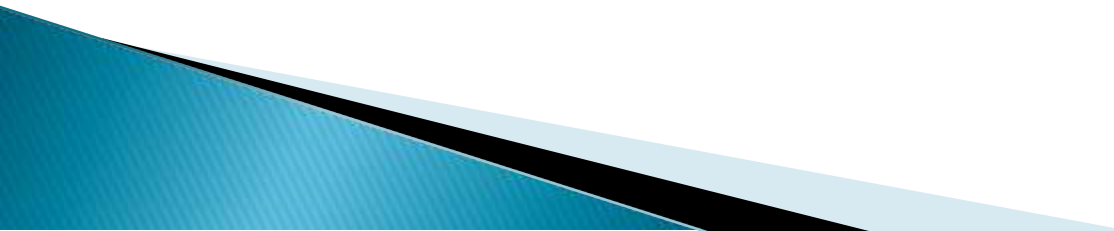
Arranging Sentences for clarity

- ▶ Topic sentences express the main idea of the paragraph. Some paragraphs do not have them—for example, introductory paragraphs, transitional paragraphs, and such. Topic sentences can be in three places:
 - ▶ 1.at the beginning,
 - ▶ 2.at the end, and
 - ▶ 3.within.

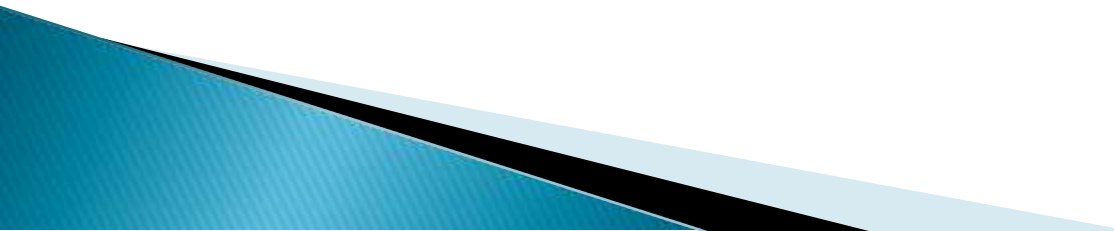
Accent on positive language

- ▶ Positive language is nothing but using positive words and positive attitude in a language.
 - ▶ Using positive language teaches how to alter the language so that it comes across as positive and constructive rather than abrasive and hostile.
- 

Positive tone in business language

- ▶ Managers and authority figures in particular should keep this in mind before addressing their teams.
 - ▶ Similarly, email marketing campaigns should use positive statements to increase the likelihood of a sale and reinforce the idea of strong brand quality.
- 

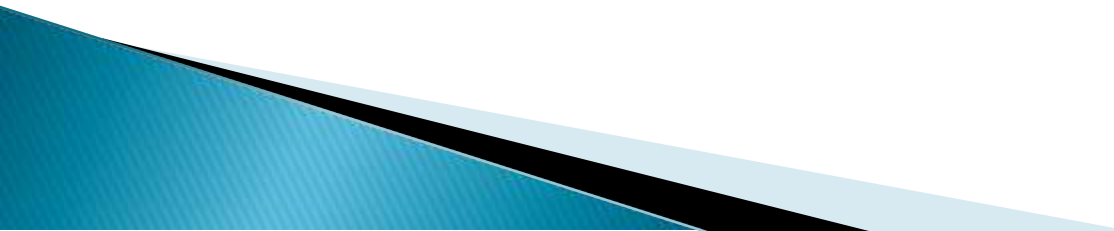
Positive tone in business language

- ▶ The fact that people respond better to positively slanted messages should also be considered if a company is looking to expand their marketing internationally.
 - ▶ Any translation would ideally be done in such a way as to speak in a more positive tone to the potential consumers in their native languages.
- 

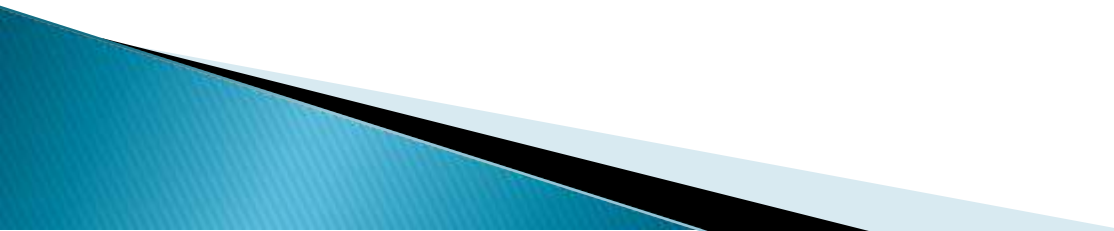
THANK YOU



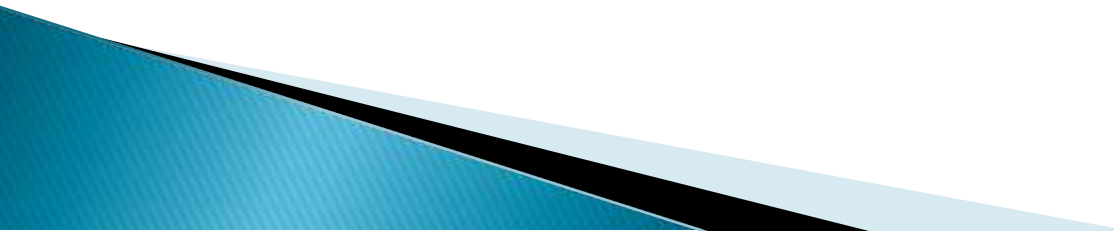
Coherence

- ▶ Coherence in writing is the logical bridge between words, sentences, and paragraphs.
 - ▶ Coherent writing uses devices to connect ideas within each sentence and paragraph.
 - ▶ Main ideas and meaning can be difficult for the reader to follow if the writing lacks coherence.
- 

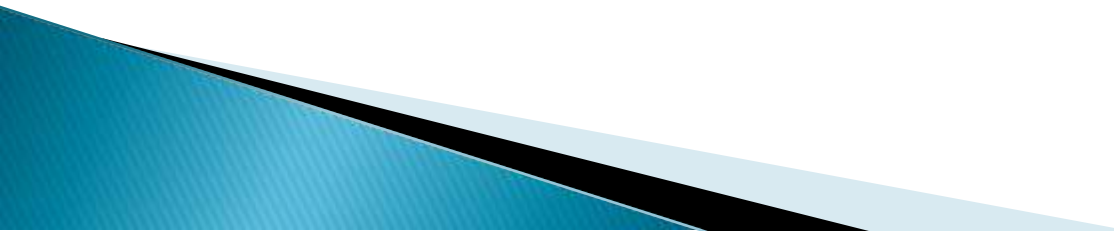
Some tips to make your writing coherent:

- ▶ Coherence Between Words
 - ▶ Coherence Between Sentences
 - ▶ Coherence Between Paragraphs
- 

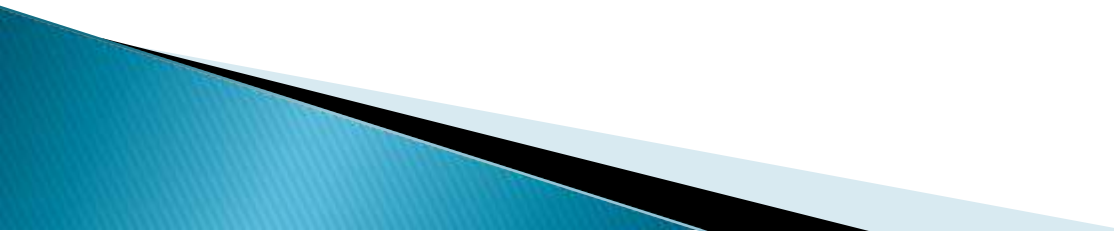
Coherence Between Words

- ▶ Between each word, coherence can be created by parallelism.
 - ▶ **Parallel structure** means using similar grammatical constructions between words in sentences.
 - ▶ Parallelism is particularly important for words in lists.
- 

Coherence Between Sentences

- ▶ Coherence can be created between sentences through repetition and transitional devices.
 - ▶ Repetition of words across sentences helps to reiterate the same ideas between sentences.
 - ▶ One way to use repetition to create coherence is to repeat the same word or phrase at the end of one sentence.
- 

Coherence Between Paragraphs

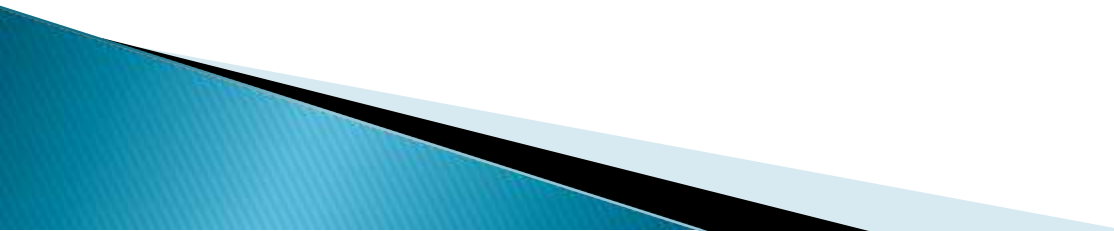
- ▶ Transitional words can also be used between paragraphs. Words such as:
 - ▶ Therefore
 - ▶ However
 - ▶ Yet
 - ▶ Thus
 - ▶ First
 - ▶ Later
 - ▶ Then
- 

Transitional Words

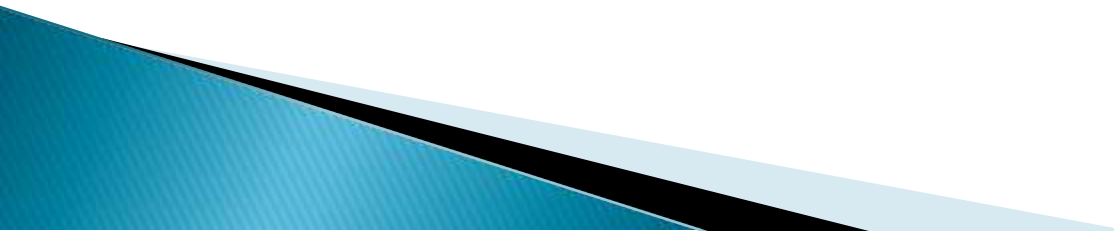
Q. What are transitional words and how they are used?

- Transition words and phrases help make clear connections between ideas and see that sentences and paragraphs flow together smoothly, making them easier to read.

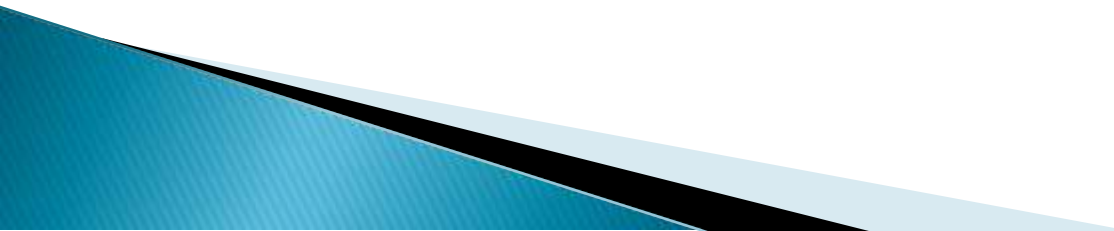
Transition Words:

- ▶ Provide more information
 - ▶ Provide an example
 - ▶ Provide a cause or reason
 - ▶ Provide a result or an effect
 - ▶ Provide a purpose or reason
 - ▶ Provide a comparison or contrast
 - ▶ Provide a sequence
 - ▶ Provide a summary
 - ▶ Provide a conclusion
- 

Transition words that provide more information:

- ▶ Besides
 - ▶ Furthermore
 - ▶ In addition
 - ▶ Indeed
 - ▶ In fact
 - ▶ Moreover
 - ▶ Second
 - ▶ Third
- 

Transition words that provide an example:

- ▶ For example
 - ▶ For instance
 - ▶ In particular
 - ▶ Particularly
 - ▶ Specifically
 - ▶ To demonstrate
 - ▶ To illustrate
- 

Transition words that provide a cause or reason:

As

Because

Because of

Due to

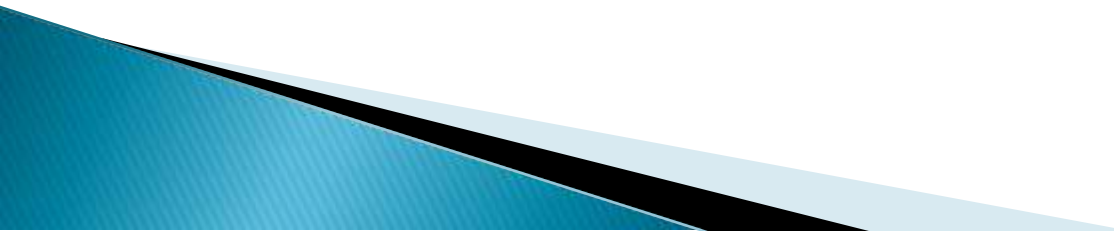
For

For the reason that

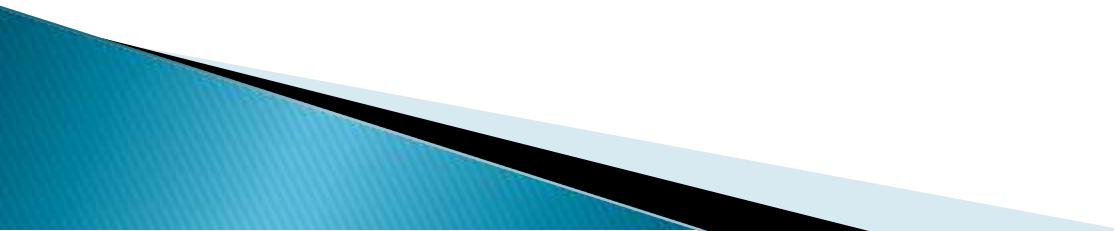
Since



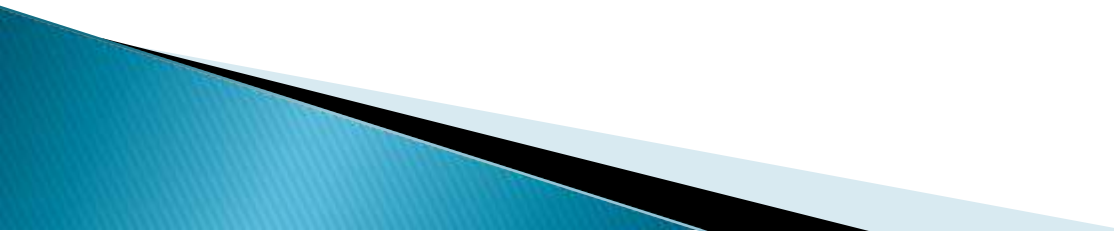
Transition words that provide a result or an effect:

- ▶ Accordingly
 - ▶ Finally
 - ▶ Consequently
 - ▶ Hence
 - ▶ So
 - ▶ Therefore
 - ▶ Thus
- 

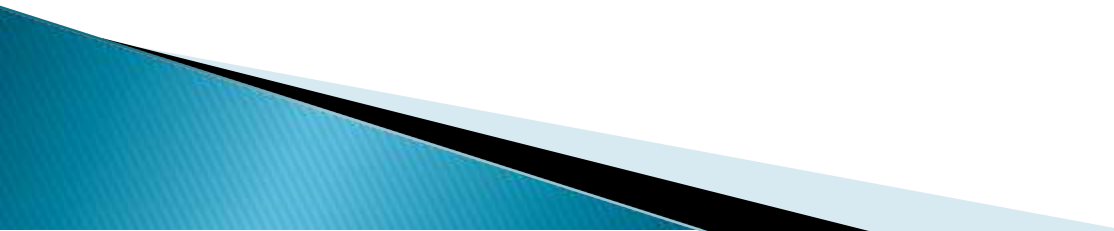
Transition words that provide a purpose or reason:

- ▶ For fear that
 - ▶ In the hope that
 - ▶ In order to
 - ▶ So
 - ▶ So that
 - ▶ With this in mind
- 

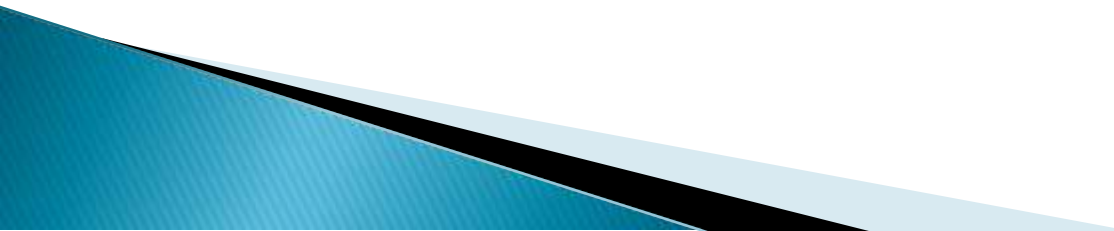
Transition words that provide a comparison or contrast:

- ▶ Although
 - ▶ However
 - ▶ In comparison
 - ▶ In contrast
 - ▶ Likewise
 - ▶ Nevertheless
 - ▶ On the other hand
 - ▶ Similarly
 - ▶ Whereas
 - ▶ Yet
- 

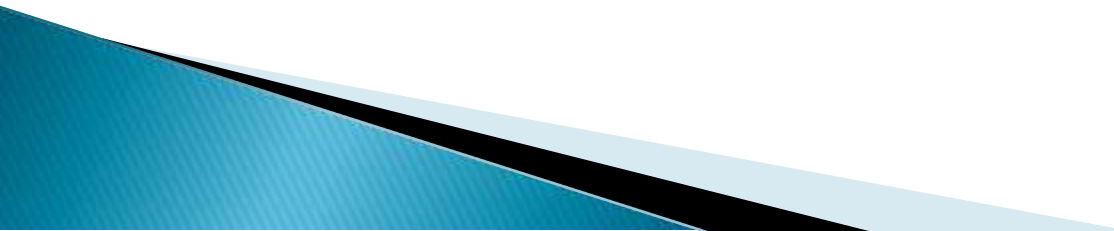
Transition words that provide a sequence:

- ▶ After
 - ▶ Before
 - ▶ Currently
 - ▶ During
 - ▶ Eventually
 - ▶ Finally
 - ▶ First,...Second,..., etc.
 - ▶ Formerly
 - ▶ Immediately
- 

Transition words that provide a summary:

- ▶ Briefly
 - ▶ In brief
 - ▶ Overall
 - ▶ Summing up
 - ▶ To put it briefly
 - ▶ To sum up
 - ▶ To summarize
- 

Transition words that provide a conclusion:

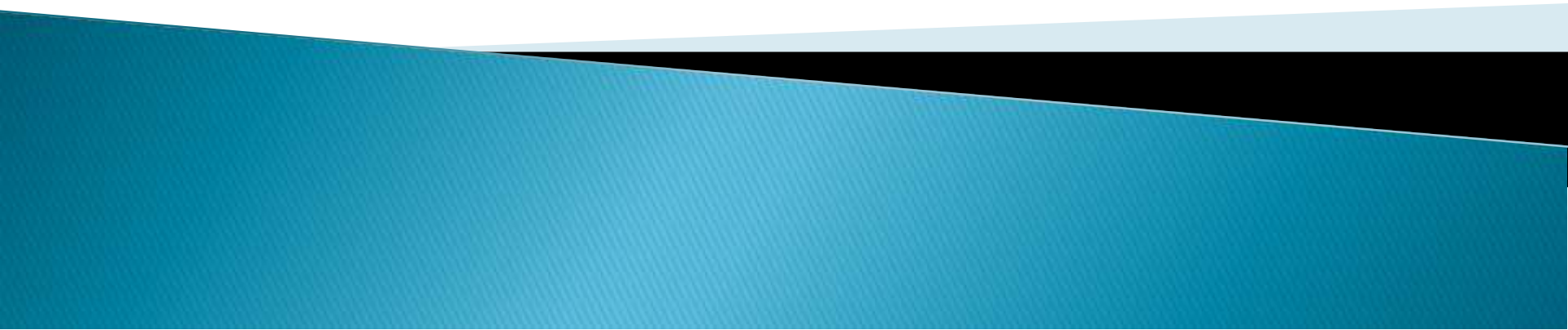
- ▶ Given these facts
 - ▶ Hence
 - ▶ In conclusion
 - ▶ So
 - ▶ Thus
 - ▶ To conclude
 - ▶ Therefore
- 

THANK YOU

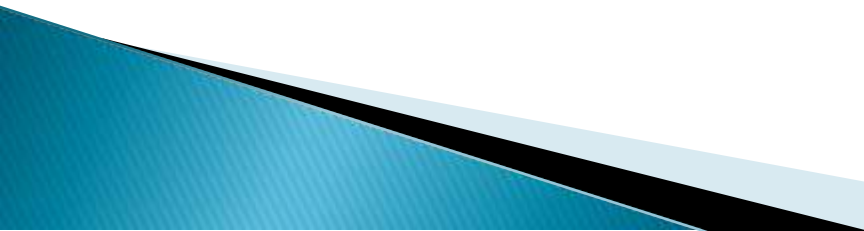


UNIT - II

GRAMMAR AND VOCABULARY



CONTENTS

- ▶ Phrases and Clauses
 - ▶ Kinds of Sentences
 - ▶ Types of Sentences
 - ▶ Sentence Patterns
 - ▶ GRE Vocabulary
 - ▶ Prefix and Suffix
 - ▶ Synonyms
 - ▶ Antonyms
 - ▶ Word Formation
 - ▶ Error Spotting
 - ▶ Sentence Correction
 - ▶ Word Analogy
 - ▶ Idioms and Phrases
 - ▶ Direct and Indirect Speech
 - ▶ If Conditionals
- 

Phrases and Clauses

- ▶ Phrase and clause are two important terms in English grammar.
- ▶ A phrase is a group of words that does not consist of a subject and a verb. Words can be grouped together, but without a subject or a verb.
- ▶ E.g. 1. “After dinner”
2. “Waiting for the rain to stop”.

Types of Phrases:

- ▶ Noun Phrase:

A noun phrase is usually assembled centering a single noun and works as a subject, an object or a complement in the sentence.

Example:

Reading novels is a good habit. (A subject)

- ▶ Adjective Phrase

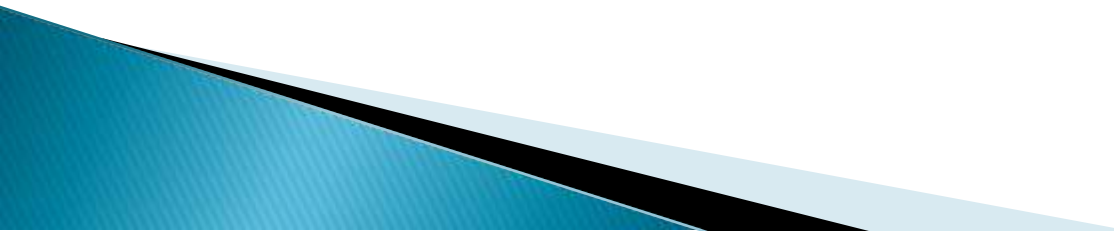
An adjective phrase is comprised of an adjective and works as a single adjective in the sentence.

Example:

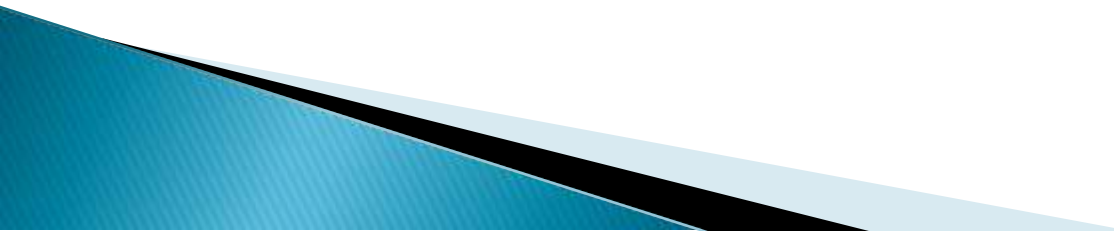
A lot of people do not sleep at night.



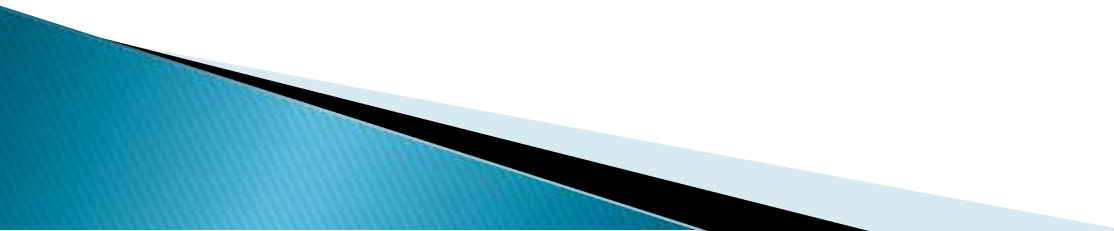
Types of Phrases:

- ▶ Adverbial Phrase
 - ▶ An adverbial phrase modifies the verb or the adjective and works as an adverb in the sentence.
 - ▶ Example:
 - ▶ He works very slowly.
 - ▶ Prepositional Phrase
 - ▶ A prepositional phrase always begins with a preposition and connects nouns.
 - ▶ Example:
 - ▶ By working aimlessly, you will not get success.
- 

Types of Phrases:

- ▶ Conjunctional Phrase
 - ▶ A conjunctional phrase works as a conjunction in the sentence.
 - ▶ Example:
 - ▶ As soon as you got in, he went out.
 - ▶ Interjectional Phrase
 - ▶ Interjections that have more than one words are called the interjectional phrases.
 - ▶ Example:
 - ▶ What a pleasure! I won the first prize.
- 

Clause

- ▶ A Clause is a group of words that consists of a subject and a verb. An independent clause is a simple.
 - ▶ Example:
 - ▶ I am feeling well today.
- 

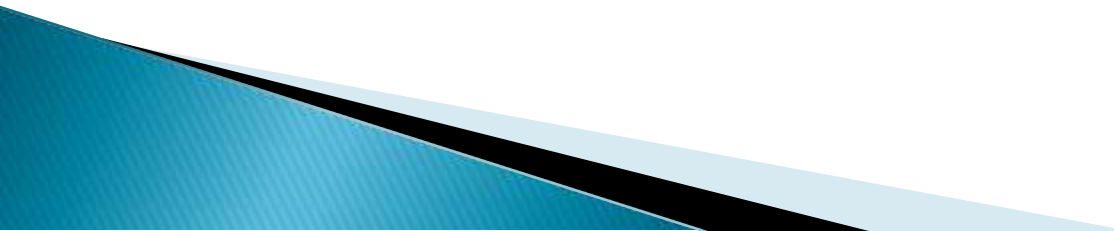
Types of Clause

- ▶ Independent Clause:
- ▶ An independent clause functions on its own to make a meaningful sentence and looks much like a regular sentence.
- ▶ Example:
- ▶ He is a wise man.

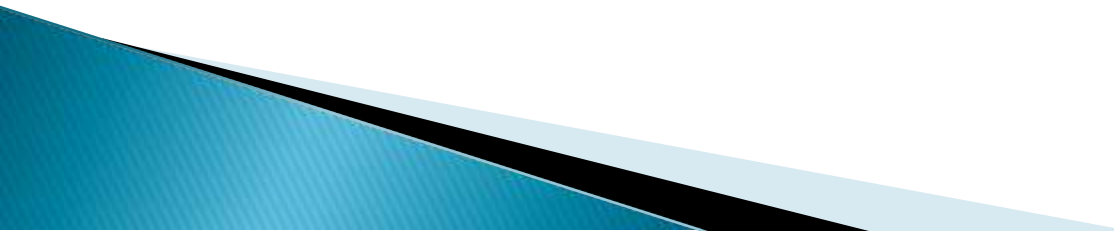
Dependent Clause

- ▶ A dependent clause cannot function on its own because it leaves an idea or thought unfinished.
- ▶ It is also called subordinate clause.
- ▶ Example:
- ▶ When I was dating Daina, I had an accident.

Kinds of sentences:

- ▶ Declarative Sentence
 - ▶ Imperative Sentence
 - ▶ Interrogative Sentence
 - ▶ Exclamatory Sentence
- 

Declarative Sentence

- ▶ A declarative sentence makes a statement.
 - ▶ It is punctuated by a period.
 - ▶ Example: The dog in the neighbor's yard is barking.
- 

Imperative Sentence

- ▶ An imperative sentence is a command or polite request.
- ▶ It ends in a period or exclamation mark.
- ▶ Examples:
 - Close the door. (command)
 - Please be quiet.
(polite request)

Exclamatory

- ▶ An exclamatory sentence expresses great emotion or excitement.
- ▶ It ends in an exclamation mark.
- ▶ Example:
The house is on fire!

Interrogative Sentence

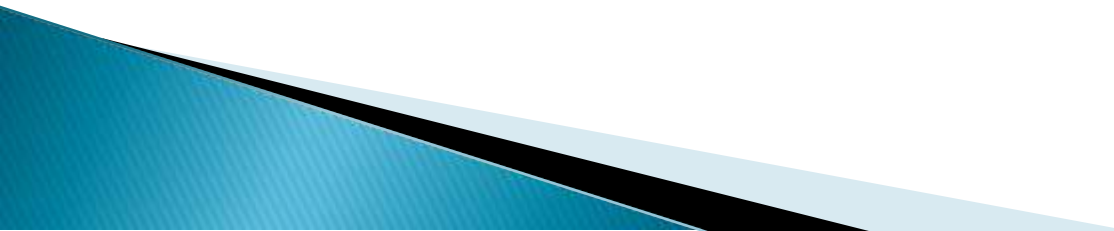
- ▶ An interrogative sentence asks a question.

- ▶ It ends in a **?** mark.

- ▶ Example:

- ▶ Is it raining?

Now let's take a pop quiz.

- ▶ You have an answer sheet on which to record your answers.
 - ▶ You may use these abbreviations: dec.(declarative), imp.(imperative), ex. (exclamatory), int. (interrogative).
1. Have you made a decision yet?
 2. The girl in the white jacket is lost.
 3. The Bulldogs won the game in the last three minutes!
 4. Give me a piece of pizza.
 5. I did not finish my homework.
 6. Where is my science book?
 7. Please come with me to the movies.
 8. I made a perfect score on this test!
 9. Why is John late for our date?
 10. Open your locker immediately.
- 

Check your answers...

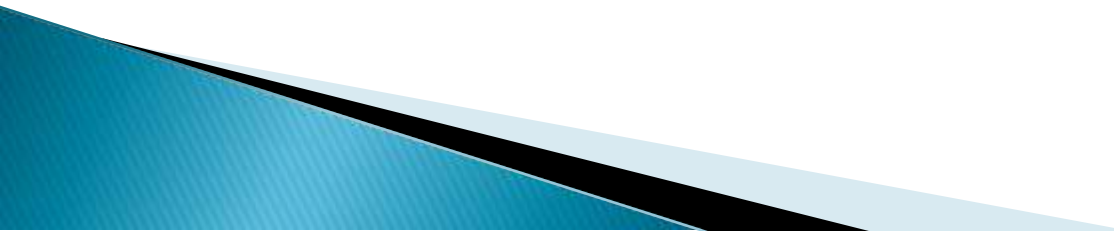
1. Int
2. Dec
3. Ex
4. Imp
5. Dec
6. Int
7. Imp
8. Ex
9. In
10. Imp

0–1 mistakes EXCELLENT
2–3 mistakes GOOD
4–5 mistakes FAIR
More than 5 mistakes...
view slide show again

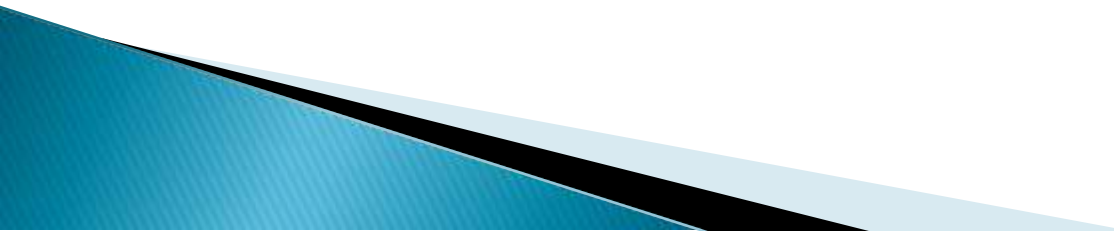
THANK YOU



Types of Sentences

- ▶ A sentence is a group of words that makes sense.
 - ▶ A sentence expresses a complete thought.
 - ▶ A sentence begins with a capital letter and ends with a symbol.
 - ▶ A sentence has at least one verb an action verb.
- 

Three Types of Sentences

- ▶ Simple sentence
 - ▶ Compound sentence
 - ▶ Complex sentence
- 

Simple sentence

- ▶ A simple sentence has only the most elemental building blocks of a sentence: a subject and a verb used in a complete thought, also called an independent clause.
- ▶ Here are some examples of simple sentences:
Kristina drank her morning coffee.
(**Kristina = subject, drank = verb**)

Compound Sentences

- ▶ Compound sentences marry two independent clauses together with a conjunction.

E.g:

Kristina drank her morning coffee, and then she showered and dressed.

Complex Sentences


- ▶ A complex sentence uses an independent clause combined with one or more dependent clauses.
- ▶ A dependent clause is similar to an independent clause, but it can't stand on its own as a complete sentence. Complex sentences use conjunctions to tie them together, too.

Eg:

- ▶ Because she woke up late when her alarm malfunctioned, Kristina missed her morning train.

Sentence Pattern

A sentence pattern is an arrangement of words. This arrangement needs to be in a grammatically correct structure. It means the placement of verbs and nouns should be correct to form a meaningful sentence.

- ▶ Subject (S)
 - ▶ Verb (V)
 - ▶ Object (O)
 - ▶ Complement (C)
 - ▶ Adverbial(A)
 - ▶ Direct Object (DO)
 - ▶ Indirect Object (IO)
- 

Sentence Pattern

SV	Subject + Verb
SVO	Subject + Verb + Object
SVIODO	Subject + Verb + Indirect Object + Direct Object
SVC	Subject + Verb + Complement
SVOC	Subject + Verb + Object + Complement

Sentence Pattern

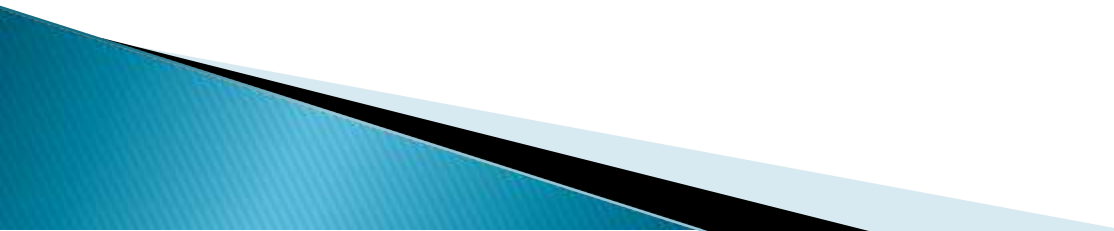
Subject Verb Object Examples – (SVO)

S+V+O

- ▶ I / finished / the work.
- ▶ I / like / puppies.

Subject Verb Adverbial Examples – (SVA)

S+V+A

- ▶ He / came / to the party.
 - ▶ They / came / suddenly.
- 

Sentence Pattern

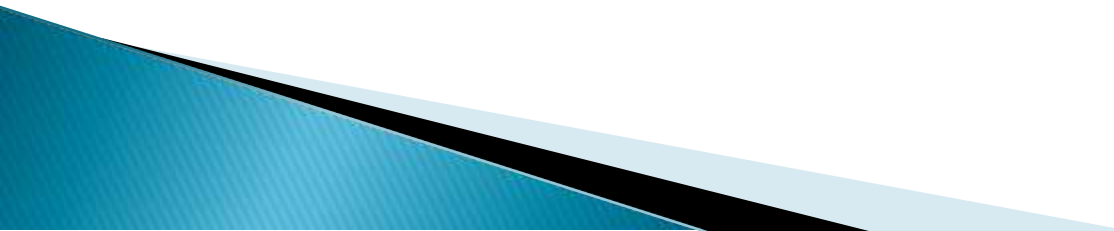
Subject Verb Complement Examples – (SVC)

S+V+C

- ▶ They / are / players.
- ▶ Her father / is / a doctor.

Adverbial Subject Verb Examples – (ASV)

A+S+V

- ▶ Soon / we / wake up.
 - ▶ Nicely / he / replied.
- 

Sentence Pattern

Subject Verb Object Complement Examples – (SVOC)

S+V+O+C

- ▶ They / made / him / captain.
- ▶ They / named / him / Robert.

Sentence Pattern

Subject Verb Indirect Object Direct Object Examples – (SVIODO)

S+V+IO+DO

- ▶ We / wish / you / Happy new year.
- ▶ The principal / gave / him / the medal.

Subject Verb Object Complement Adverbial Examples – (SVOCA)

S+V+O+C+A

- ▶ She / made / her views / clear / at the outset.
- ▶ The company / appointed / him / clerk / last week.

Sentence Pattern

Subject Verb Object Adverbial Examples – (SVOA)

S+V+O+A

- ▶ The boy / kicks / the ball / with force.
- ▶ She / made / a new dress / yesterday.

Sentence Pattern

Subject Verb Complement Adverbial Examples – (SVCA)

S+V+C+A

- ▶ The child / fell / asleep / soon.
- ▶ You / seem / tired / today.

Sentence Pattern

Subject

Predicate


1. **Subject** → **Verb (intransitive)**
The earth trembled.
2. **Subject** → **Verb (transitive)** → **Direct Object**
The earthquake destroyed the city.
3. **Subject** ↔ **Verb (linking)** ↔ **Subject complement: noun or adjective**
The result was chaos.
4. **Subject** → **Verb (transitive)** → **Indirect Object** → **Direct Object**
The government sent the city aid.
5. **Subject** → **Verb (transitive)** → **Direct Object** → **Object complement: noun or adjective**
The citizens considered the earthquake a disaster.

GRE Vocabulary

Memorizing vocabulary lists is not the best way to improve your vocabulary.

The best way is to read more and read more challenging material.

Doing so will prepare you for the wide range of reading comprehension topics you will get on the GRE, GMAT, MCAT, and LSAT, and improve your vocabulary as well.



GRE Vocabulary

- ▶ **anomaly** – *noun* – something that is unusual or unexpected
 - The student's poor performance on the latest test was an **anomaly** since she had previously earned excellent grades.
- ▶ **equivocal** – *adj.* – not easily understood or explained
 - Politicians have been known to provide **equivocal** answers to reporters' questions.
- ▶ **assuage** – *verb* – to make (an unpleasant feeling) less intense
 - A massage can **assuage** the soreness in your muscles.
- ▶ **erudite** – *adj.* – having or showing great knowledge
 - High school students often struggle with novels that are more **erudite** than they are entertaining.
- ▶ **opaque** – *adj.* – not able to be seen through; not easily understood
 - Medical jargon includes many **opaque** terms like macrosomic, which describes a newborn who weighs more than 4,000 grams.
- ▶ **prodigal** – *adj.* – wastefully extravagant
 - The **prodigal** prince bought lavish gifts and planned expensive events.

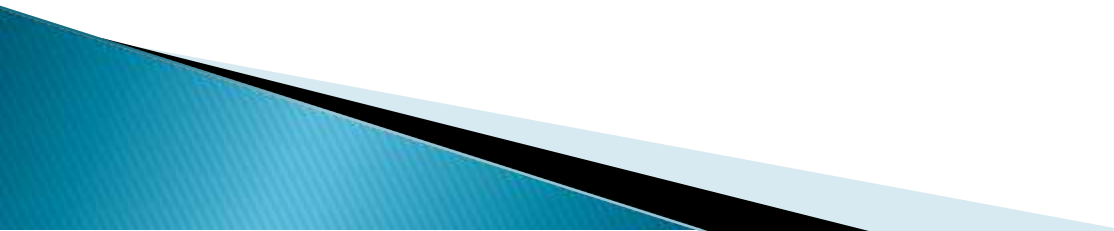
GRE Vocabulary

- ▶ **fervid** – *adj.* – intensely enthusiastic or passionate
 - The child showed a **fervid** fascination for superheroes, pouring over comic books for hours.
- ▶ **placate** – *verb* – to make (someone) less angry or hostile
 - A parent may decide to **placate** a baby with a pacifier.
- ▶ **zeal** – *noun* – a strong feel of interest and enthusiasm that makes someone very eager or determined to do something
 - The great emperor's crusading **zeal** led him to conquer many lands.
- ▶ **abstain** – *verb* – to restrain oneself for doing or enjoying something
 - Doctors encourage their patients to **abstain** from smoking cigarettes.
- ▶ **desiccate** – *verb* – remove the moisture from (something)
 - The heat and energy from the sun can **desiccate** even the most hearty plants.

THANK YOU



Prefix and Suffix

- Prefixes and suffixes of the words of English language are determined by the morphemes derived from the above languages.
 - Affixes are syllables or morphemes attached either at the initial position of a word or at the end of a word.
- 

Example 1:

- a + broad = abroad, a + fresh = afresh, ab + use = abuse, re + write = rewrite
- In the above example by just adding a letter a, ab, re, we changed the meaning of the word and coined a new word. Sometimes, we can even make opposite meaning by adding a prefix.

Example 2:

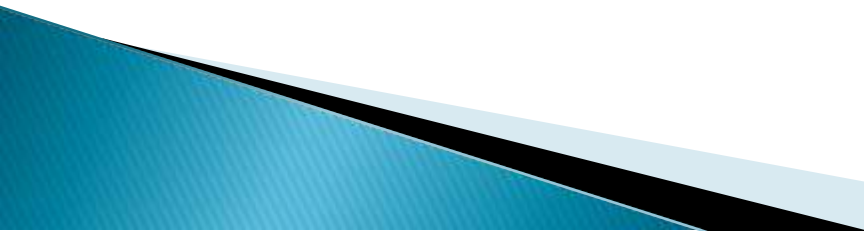
- In + appropriate = inappropriate, im + proper = improper, im + possible = impossible, un + employment = unemployment, dis + connect = disconnect

SUFFIX

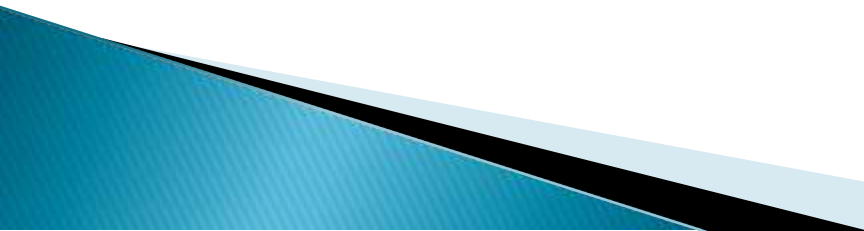
- A syllable or syllables added at the end of a word to make another word.

Examples

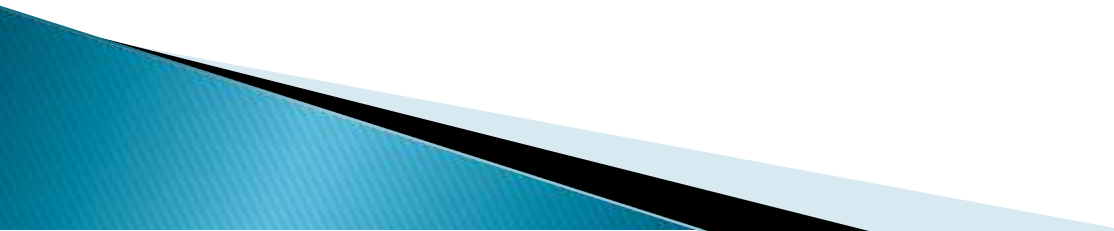
- Associate + tion = association, employ + ment = employment, swim + ing = swimming,

- Prefer + ence = preference, suck + tion = suction
 - We can even make opposite meaning even by adding a suffix.
 - Hope + less = hopeless, care + less = careless, worth + less = worthless,
 - reck = less = reckless, sugar + less = sugarless
 - While we add a suffix, sometimes we have to delete some letters and sometimes we have to add.
 - In some cases we have to do both delete and add.
- 

Prefixes which give the meaning of numbers:

1. mono = one. Monopoly, monoacting, monosyllable, monocot.
 2. di-, bi- = two. Bicycle, binoculars, bifurcation,
 3. binomial, bilingual, dioxide, dicot.
 4. tri = three. Triangle, tricycle, tridimensional.
- 

PREFIXES AND SUFFIXES

5. Quadra = four. Quadruped, quadrangle, quadrilingual.
 6. penta = five. Pentagon, pentaoxide, pentachord.
 7. hexa = six. Hexagon, hexagram, hexachord.
 8. semi = half. Semifinal, semicircle, semisphere.
 9. uni = same. Unilateral, unisex.
 10. multi = many. Multiracial, multilingual, multinational.
- 

PREFIXES AND SUFFIXES

2. Prefixes which give opposite meaning:

1. contro – controversy
2. Im - Impeccable
3. contra – contravene
4. Il – illegible
5. De – Decapitate, Decline, Dehydrate
6. Ir - irreparable
7. Dis – Discard, Disinterested
8. Mis – Mispronounce, mislead
9. In – Inefficient
10. Mis – misanthrope

3. Prefixes which give the meaning of position:

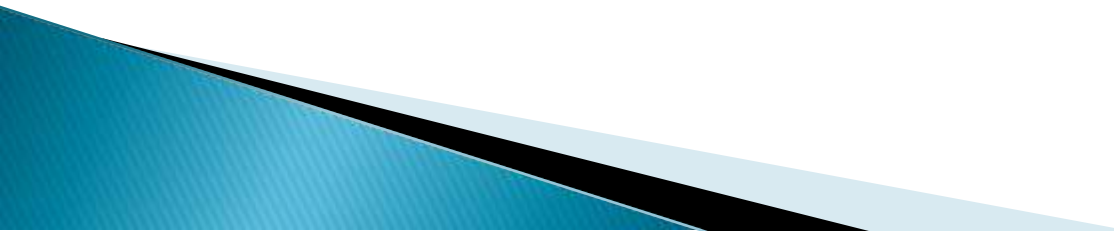
1. Super – Supersonic
2. Sub – Substructure
3. Infra – Infrastructure
4. Under – Undergraduate
5. Post – Postscript

4. Prefixes which gives the period of time (long distance):

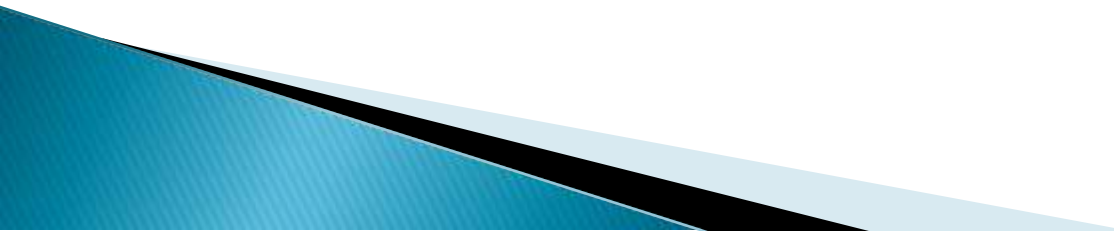
1. Tele – telecommunication
 2. Trans – Transcontinental
 3. Ante – Antedate
- 

PREFIXES AND SUFFIXES

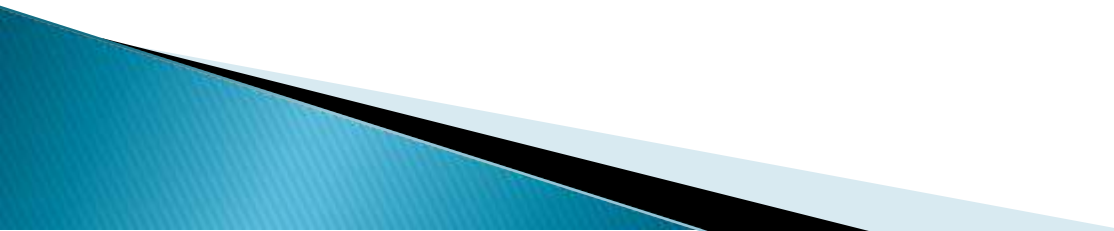
5. Prefixes which give degree of size:

1. Extra – Extraordinary
 2. Micro – Microprocessor
 3. Macro – Macrocosm
 4. Out – outnumber
 5. Over – overlarge
 6. Mini – miniature
 7. Omni – omnipotent
- 

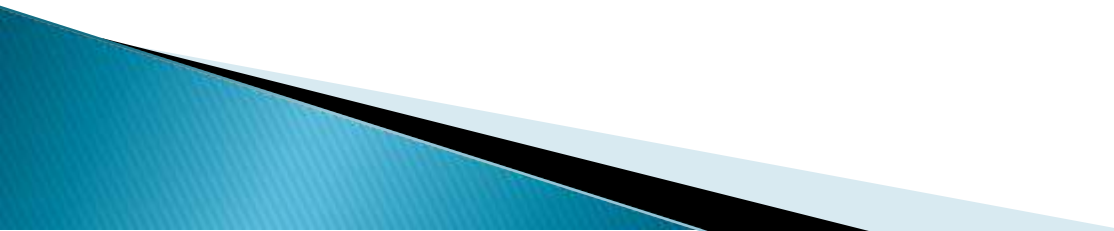
6. prefixes which express time or sequence:

1. Ex – ex-serviceman
 2. Fore – forecast
 3. Post – Post selection
 4. Pre – pre recorded
 5. Re – reinforced
- 

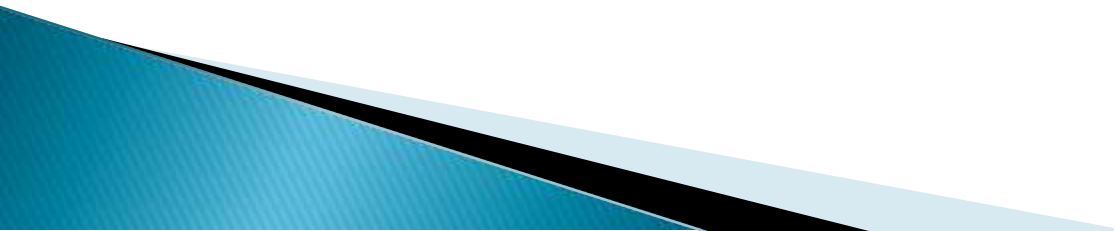
7. Prefixes which show attitudes:

1. Anti – antisocial
 2. Co – coordinate
 3. Counter – countersign
 4. Pro – proscientific
 5. Contra – contradict
- 

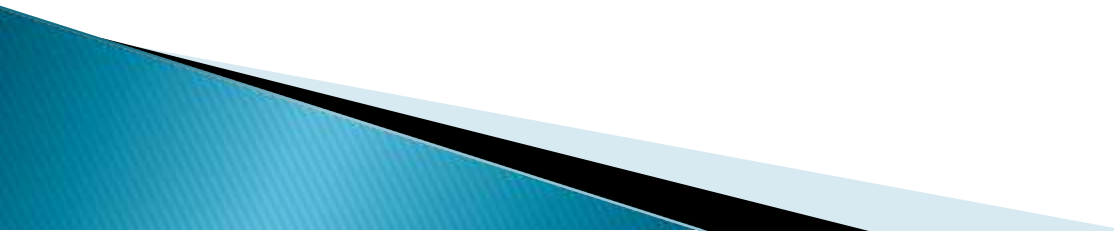
8. Suffixes such as–ance, ence, ment, tion form nouns from verbs:

1. Clearance
 2. Preference
 3. Allowance
 4. Competition
 5. Action
- 

9. Suffixes such as – able, less, ent, ar, ous, or, an, ve, ful form adjectives:

1. Reducible
 2. Obtainable
 3. Dutiful
 4. Fashionable
 5. Suburban
- 

PREFIXES AND SUFFIXES

- ▶ Note:-
 - ▶ 1. The words ending in – ble, less, ve, ous, ate, ish are Adjectives
 - ▶ 2. The words ending in - fy, ize are Verbs
 - ▶ 3. The word ending in – ness, cy, ment, ence, ance, tion are Nouns
 - ▶ 4. If a root verb ends in a constant Y then Y be changed to I before – ance.
- 

Examples: rely – reliance, ally – alliance, defy – defiance

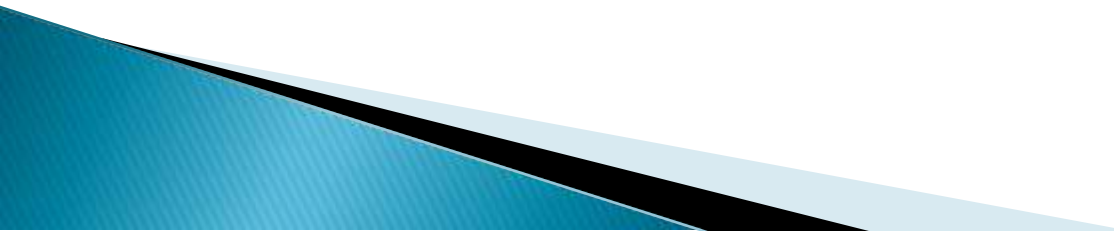
For practice

1. Use prefixes in, im, un, il, dis and frame negatives.

- | | | |
|--------------|---|--------------|
| 1. legal | - | illegal |
| 2. possible | - | impossible |
| 3. important | - | unimportant |
| 4. appointed | - | disappointed |

PREFIXES AND SUFFIXES

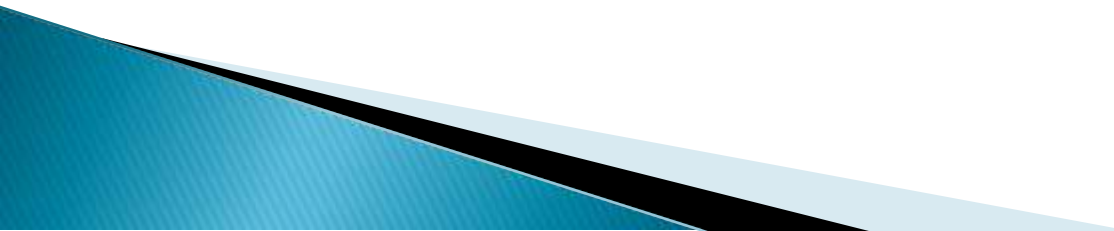
2. Add suffixes to the following the words.

- | | | |
|--------------|---|---------------|
| 1.Simple | - | simplicity |
| 2.Weight | - | weightless |
| 3.Micro | - | microscope |
| 4.Speed | - | speedometer |
| 5.Individual | - | individualize |
| 6.Sphere | - | spherical |
| 7.Haste | - | hasty |
- 

SYNONYMS

- ▶ Synonyms are words with the same or similar meaning.

E.g:

- ▶ **Baffle**: confuse, deceive
 - ▶ **Beautiful**: attractive, pretty, lovely, stunning
 - ▶ **Bossy**: controlling, tyrannical
 - ▶ **Fair**: just, objective, impartial, unbiased
 - ▶ **Funny**: humorous, comical, hilarious, hysterical
 - ▶ **Happy**: content, joyful, mirthful, upbeat
 - ▶ **Hardworking**: diligent, determined, industrious, enterprising
 - ▶ **Honest**: honorable, fair, sincere, trustworthy
 - ▶ **Hypocrisy**: duplicity, falseness
 - ▶ **Important**: required, vital, essential, primary, significant, critical
- 

ANTONYMS

- ▶ Antonyms are words with opposite meanings.

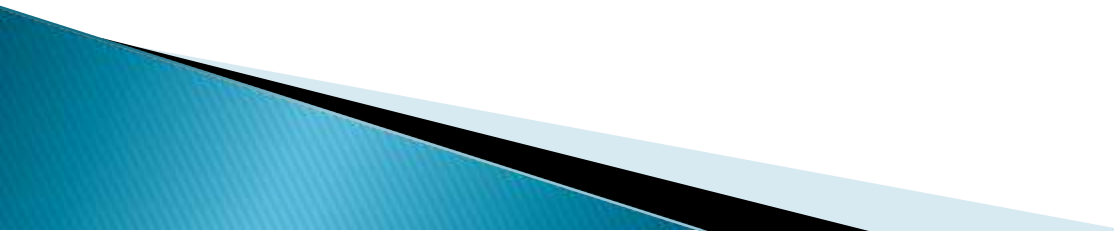
E.g:

- ▶ alive – dead
- ▶ all – none, nothing
- ▶ backward – forward
- ▶ clumsy – graceful
- ▶ cold – hot
- ▶ lenient – strict
- ▶ less – more
- ▶ voluntary – compulsory
- ▶ sober – drunk
- ▶ shrink – grow

THANK YOU



Word Formation

- ▶ It is the process of building new words by means of existing elements of language according to certain patterns and rules.
 - ▶ How new words are being formed in the language
 - ▶ The process consists of a combination of morphemes that are rule-governed (a new word is formed)
- 

PROCESSES WHERE NEW WORDS ARE FORMED

Major Word Formation Processes

(Processes that are formed frequently or commonly in the use of the English language)



AFFIXATION

- ▶ Process of forming words by adding affixes to morphemes
- ▶ English uses only prefixes and suffixes

Eg:

sing + er = singer

un + real = unreal



COMPOUNDING

- ▶ Process that forms new words from two or more independent words
- ▶ Examples of words formed by the compounding process:

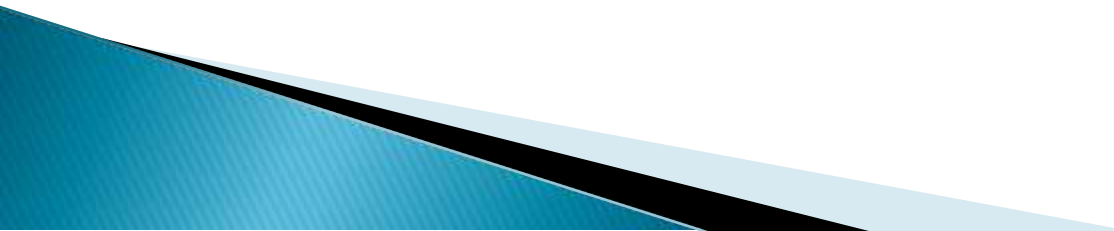
Eg:

girl + friend = girlfriend

text + book = textbook

MINOR WORD FORMATION PROCESSES

(Occur less frequently in the English language)



Acronym

- ▶ Words that are formed from the initials of several words.

RAM = Random Access Memory

CD = Compact Disk

BLENDING

- ▶ Process of creating a new word by combining the parts of two different words, usually the beginning of one word and the end of another.

Motor + hotel = motel

Camera + recorder = camcorder

CLIPPING

- ▶ Process of creating new words by shortening parts of a longer word.

Doct**or** → doc

dorm**itory** → dorm

Error Spotting

▶ The Purpose of Grammar:

- Clarity of meaning
- Readability
- Credibility

Let's eat grandma!



Let's eat, grandma!

Types of Errors

- Wrong-word errors
- Punctuation errors
- Usage errors

Types of Wrong-Word errors

- Spelling and Typographic Mistakes
 - Don't just rely on spell check!
- Wrong Meaning
 - Use a dictionary.
 - Be careful using the thesaurus.
 - Watch out for words with the wrong shade of meaning or the wrong meaning altogether.
- Commonly Confused Words
 - Spell check won't catch these!

Commonly confused words

- They're / Their / There
 - They're going to store together. (contraction of “they are”)
 - The managers are in their weekly meeting. (possessive)
 - Place the flowers there. (adv. – indicates location/direction)
- You're / Your
 - You're going to be a great writer! (contraction of “you are”)
 - Your hair looks nice today. (possessive)
- Who's / Whose
 - Who's on first base? (contraction of “who is”)
 - Whose watch is this? (possession)

Commonly confused words

- It's / Its / Its'
 - It's a beautiful day! (contraction of "it is")
 - Download the program, along with its readme file. (possessive)
 - Its' is not a word.
- Affect / Effect
 - The outage shouldn't affect anyone during work hours. (verb – to act on, influence)
 - The outage shouldn't have any effect on users. (noun – result)

Commonly confused words

- To / Too / Two
 - I am going to the store. (preposition)
 - She decided to go along too. (adv. – also)
 - My jacket is too small. (adv. – to an excessive amount)
 - I have two buttons missing. (number)
- A lot / Alot / Allot
 - The workers are worrying a lot about their jobs. (adv. – to a great degree/extent)
 - Alot is not a word.
 - We were each allotted twenty tickets. (verb – to assign/distribute)

Punctuation Errors

- **Commas**
- Use a comma and a coordinating conjunction (and, but, for, or, nor, so, yet) to join two independent clauses.
 - The game was over, but the crowd refused to leave.
 - Yesterday was her birthday, so they went out to dinner.
- Use commas after introductory clauses, phrases, or words that come before the main clause.
 - While I was eating, the cat scratched at the door.
 - To get a seat, you'd better come early.
 - Well, perhaps he meant no harm.

Commas

- Use commas to separate three or more words, phrases, or clauses written in a series.
 - The Constitution establishes the legislative, executive, and judicial branches of government.
- Use commas to set apart a parenthetical phrase in a sentence.
 - My friend Jessica, who lives in Connecticut, is a yoga teacher.

Semicolons

- Use a semicolon between two related independent clauses that are not joined by a conjunction.
 - The participants in the first study were paid; those in the second were unpaid.
- Use a semicolon to separate elements in a series that already contains commas.
 - The students in the class were from Lynchburg, Virginia; Washington, D.C.; and Raleigh, North Carolina.

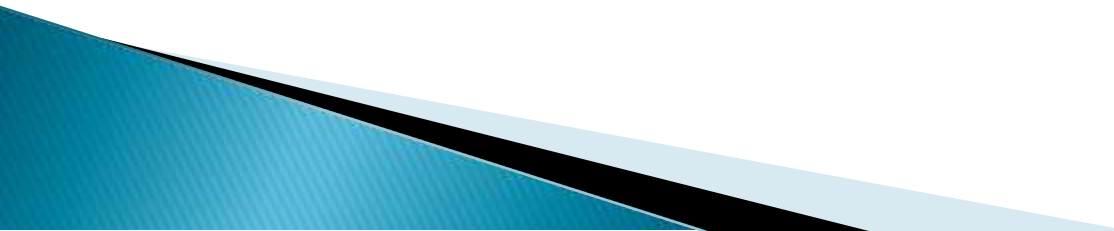
Semicolons

- Use a semicolon to join two independent clauses when the second clause begins with a conjunctive adverb (however, therefore, moreover, furthermore, thus, meanwhile, nonetheless, otherwise) or a transition (in fact, for example, that is, for instance, in addition, in other words, on the other hand).
 - I really have no interest in politics; however, I do like to stay informed by watching the debates.

Colons

- Use a colon to introduce a list preceded by an independent clause.
 - The application includes the following pieces: personal information, job history, and references.
- Use a colon to separate an independent clause and a final phrase or clause that illustrates, extends, or amplifies the preceding thought.
 - They have agreed on the outcome: informed participants perform better than do uninformed participants.
 - Road construction in Dallas has hindered travel around town: parts of Main, Fifth, and West Street are closed during the construction.

Apostrophes

- Use an apostrophe to create a contraction (but don't use contractions in your academic writing!).
 - I don't like him very much.
 - Use an apostrophe to form a possessive noun.
 - My mother's job is better than all my brothers' jobs put together.
 - Dickens's later works are much darker than his early novels.
 - Do NOT use an apostrophe to form a plural.
 - Remember that "it's" = "it is," but "its" is possessive.
- 

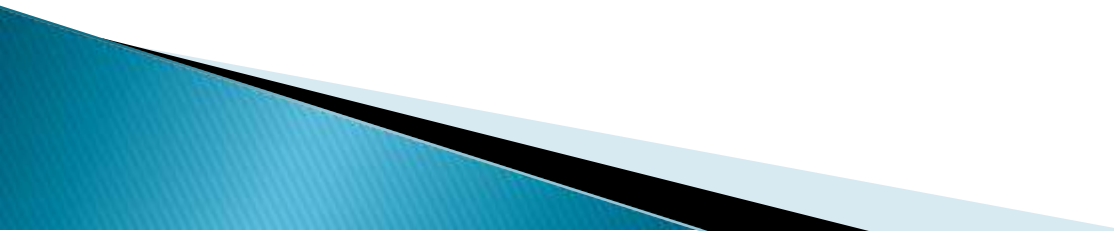
Quotation marks

- If the sentence ends with the quotation (and if there is no parenthetical citation), put your final mark of punctuation **INSIDE** the quotation marks:
 - “That dog is as big as a horse.”
- If the sentence continues after the quotation, you’ll usually need a comma **AFTER** your quotation but **BEFORE** your final quotation mark:
 - “I wish this workshop were over,” John said.
- If the quotation ends in an exclamation point or question mark, omit the comma:
 - “I hate going to the dentist!” John bellowed.

Quotation marks

- If your sentence ends with a footnote, put the superscript number **AFTER** your final mark of punctuation:
 - According to Car and Driver, the Denali is “among the most agile of full-sized sport utility vehicles.”¹⁵
- If the sentence ends with a parenthetical citation, omit the punctuation at the end of the quotation (unless it is a ? or a !):
 - According to Car and Driver, the Denali is “among the most agile of full-sized sport utility vehicles” (Csere 20).

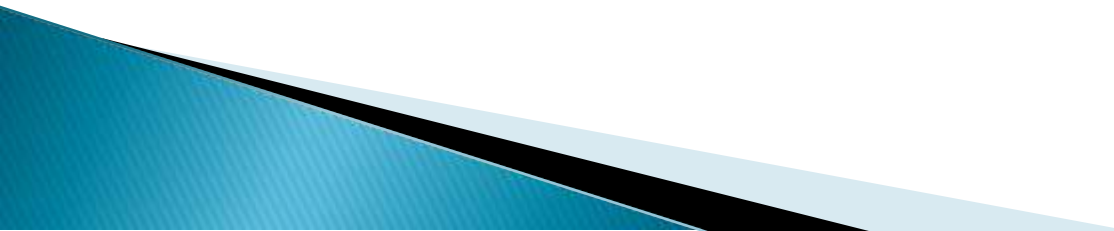
Fragments

- A complete sentence must have three components:
 1. A subject (the actor in the sentence)
 2. A predicate (the verb or action)
 3. A complete thought (it can stand alone and make sense).
 - A fragment is an incomplete sentence.
 - It cannot stand alone and does not express a complete thought.
 - Some fragments lack either a subject or verb or both.
 - Dependent clauses are also fragments if they stand alone.
- 

Fragment examples

- Went out of business after Starbucks Coffee opened.
- One of my friends who won a contest by playing a variety of instruments.
- Since I went fishing.

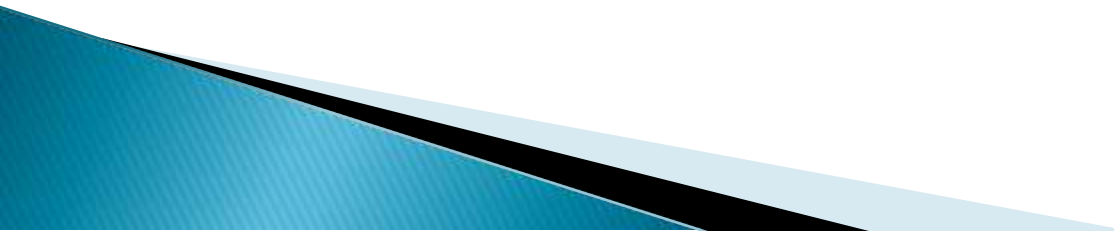
Subject/verb Agreement

- Singular subjects must have singular verbs.
 - Plural subjects must have plural verbs.
 - Rule of thumb:
 - Subjects ending in “s” are plural
 - Verbs ending in “s” are singular
 - Correcting agreement errors:
 - Become familiar with irregular verb forms.
 - Focus on the subject, not any additional modifiers.
- 

S/V Agreement error examples

- The box of ornaments belong in the attic.
- High levels of mercury occurs in some fish.
- What we need are more pots and pans.

Preventing Errors

- Editing yourself
 - Learn the rules.
 - Plan ahead—leave yourself enough time to edit.
 - Know your writing weaknesses.
 - Read aloud or in reverse.
 - Don't be afraid to delete!
- 

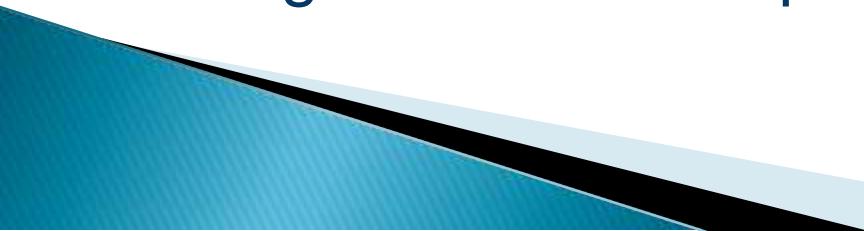
Sentence Correction

An important part of writing is being able to identify mistakes when making revisions.

Some mistakes are easy to spot in a sentence:

**The softball players is going out for
pizza after the game.**

Answer: *is* should be *are*. Singular subjects take singular verbs and plural subjects take plural verbs.



Sentence Correction

Other mistakes are more difficult to identify.

She didn't seem very effected by her poor grade.

Answer: *Effected* should be *affected*. Effect can be used as a verb meaning 'to cause' or a noun meaning 'a result'. Affect is a verb meaning 'to change' or 'to influence.'

Sentence Correction

Many standardized tests, including the SAT writing section, will ask you to **identify sentence errors.**

This means knowing:

- Proper grammar and usage
 - Word choice
 - Idioms
- 

Sentence Correction

Let's try some more:

I can't here what you are saying.

Answer: *Here* should be *hear*.

Manuel went to the store to return what he will buy.

Answer: The tenses here conflict. Manuel did something based on something that hasn't happened. Change *will buy* to *bought*.



Sentence Correction

When reading each sentence, keeping a few things in mind will help you select the correct answer.

Tip #1

Read the **entire** sentence **carefully**. Some answers are obvious, others are not. Tip #2 If possible, **read the sentence aloud** to yourself to help you identify the error.

Sentence Correction

Tip #3

Some sentences may not have an error. If you can't find a mistake, this might be why.

Tip #4

There will be no sentences with more than one error.

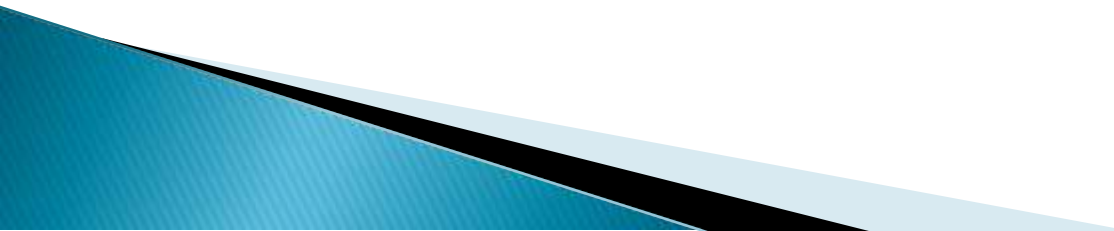
Good luck!



Exercises

- ▶ Correct the following sentences. Write the answer down.
- 1. There are a lot of works to be done.
- 2. Don't let him to play. Let him to do the work.
- 3. Otherwise he will think life is much more easier than what it actually is.
- 4. Actually, did he tells you that he had failed in the exam?
- 5. The fact of the matter is, he has failed in the exam last week.
- 6. He was angry with his own inadequacy at that time.
- 7. He is walking around looking despondent since then.
- 8. However, did he do anything to improve his grades since then?
- 9. No. Perhaps, he will do a much more better work from now on.
- 10. Let us to hope so.

Answers:

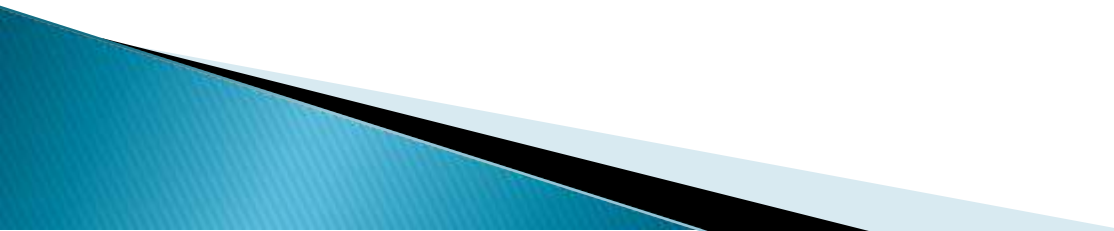
1. There is a lot of work to be done.
 2. Don't let him play. Let him do the work.
 3. Otherwise he will think life is much easier than what it actually is.
 4. Actually, did he tell you that he had failed in the exam?
 5. The fact of the matter is, he failed in the exam last week.
 6. He was angry at his own inadequacy at that time.
 7. He has been walking around looking despondent since then.
 8. However, has he done anything to improve his grades since then?
 9. No.Perhaps, he will do much better work from now on.
 10. Let us hope so.
- 

THANK YOU



Word Analogy

Analogies test your ability to:

- Recognize the relationship between the words in a word pair
 - Recognize when two word pairs display equal relationships
- 

To complete an analogy you must be able to:

- Select the answer containing words related to one another in most nearly the same way



Analogies look like this:

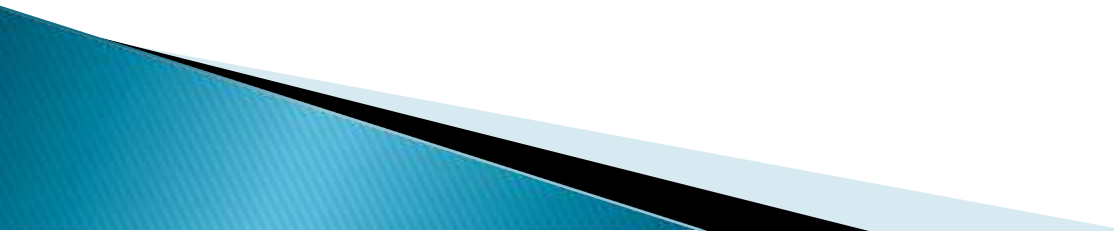
Up: Down :: Over: Under

Analogies sound like this:


**Up is to Down as Over is to
Under**



Analogy types:

- Synonyms/antonyms
 - Part to Whole or Whole to Part
 - Function/Use, Worker/Tool, Doer/Action
 - Category/Type
- 

Analogy types:

- Degree (size or intensity)
 - Grammatical Relationship or Spelling
 - Cause to effect (or effect to cause)
 - Object to function
- 

Synonyms:

Infant: Baby::Grown-Up: _____?

Infant: Baby::Grown-Up: Adult

Antonyms:

Big: Small::Full:_____?

Big: Small::Full: Empty

Part to Whole:

Wheel: Car::Branch:_____?

Wheel: Car::Branch: Tree

Function/Use
(Object/ Function):

Truck: Transport::Oven:_____?

Truck: Transport::Oven: bake

Category/Type:

Apple: Fruit::Carrot:_____?

Apple: Fruit::Carrot: *Vegetable*

Degree (size/intensity):

Warm: Hot::Cool:_____?

Warm: Hot::Cool: *Frigid*

Cause–Effect:

Sliver: Pain::Heat:_____

Sliver: Pain::Heat: *Boil*

Sequence:

- ▶ Early: late :: dawn : _____
- ▶ Early : late :: dawn : *twilight*

Helpful Hints:

1. Determine relationship between the words in the given pair

antonyms?

synonyms?

sequence?

degree?

cause-effect?

function?

category?

Helpful Hints:

2. Choose the answer that has a similar relationship and can be expressed in a similar manner

Example

PEN : WRITE ::

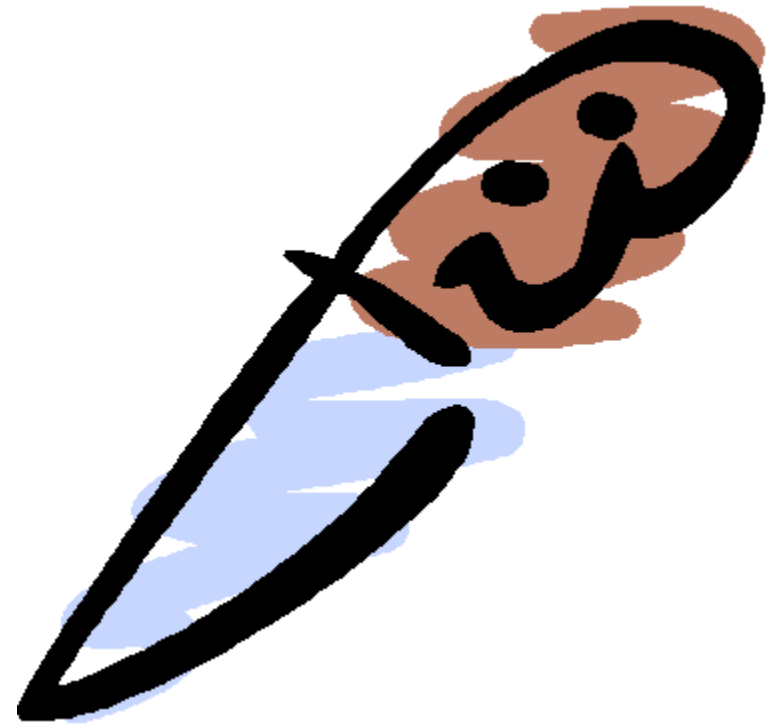
- A. Pencil : Sharpen
- B. Ink : Blue
- C. Letter : Compose
- D. Knife : Cut
- E. Mistake : Erase



Example

PEN : WRITE ::

- A. Pencil : Sharpen
- B. Ink : Blue
- C. Letter : Compose
- D. **Knife : Cut**
- E. Mistake : Erase



Idioms & Phrases



What are idioms?



- ▶ Idioms are expressions which have a meaning that is not obvious from the individual words.
- ▶ The best way to understand an idiom is to see it in context.
- ▶ Most idioms are fixed in their form and cannot be changed or varied.
- ▶ As it can be difficult to work out what an idiom means, you will often need to look them up in a dictionary.

Why do we learn idioms?



- To improve our level of English
- To understand native speakers



Types of idioms:



- 1) Some idioms are imaginative expressions such as proverbs and sayings e.g.: Too many cooks spoil the broth.
- 2) Other idioms are short expressions that are used for a particular purpose: Get lost!
- 3) Some are considered as idioms because their form is fixed: for certain
- 4) Similes: white like a chalk
- 5) Bionimals: safe and sound (trionimals)
- 6) From grammatical point of view we distinguish: verb+object/complement, prepositional phrase, compound or whole clauses or sentences, e.g. to cut a short story long

He spilled the beans



He told the
secret



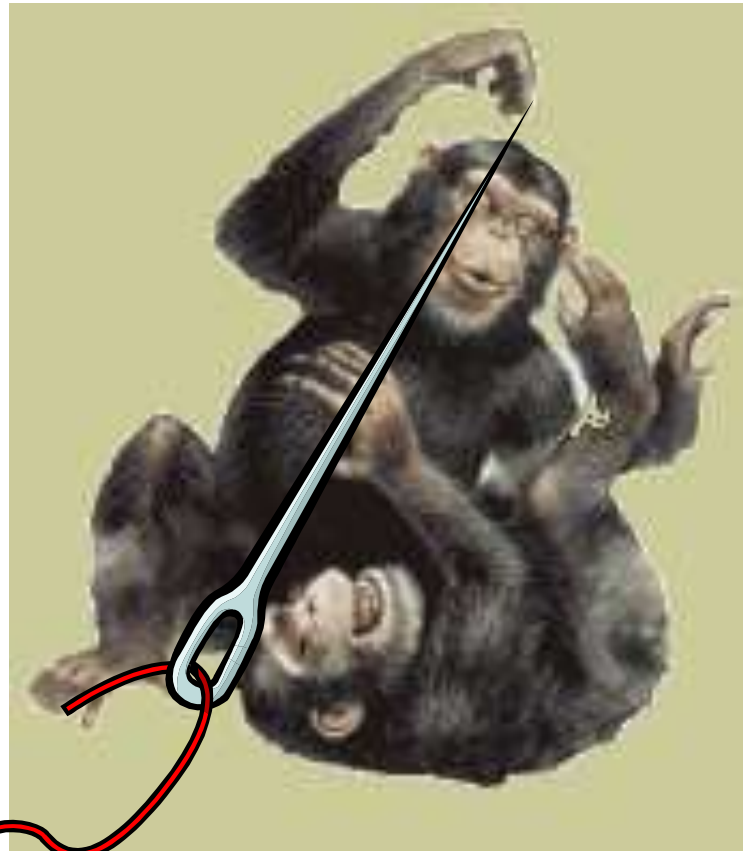
Get off my back!

Leave me alone!



We were in stitches!

We were laughing very hard!



He kicked the bucket!



Go fly a kite!



Go away!



She was dressed to kill



She was dressed in her finest
clothing 💡

I'm at the end of my rope!



I am so-o-o frustrated!

You have to bite the bullet

You need to put up with this
difficult situation



Teachers always stick to their guns



Teachers never change their
opinions



Money talks

Money influences a lot of people.

Have you heard about that new TV?



Common Idiomatic Phrases & Expressions

Idiom

1. A penny for your thoughts
2. Add insult to injury
3. Once in a blue moon
4. See eye to eye
5. Hear it on the grapevine
6. Miss the boat

Meaning

1. This idiom is used as a way of asking someone what they are thinking about.
2. To make a bad situation even worse.
3. When something happens very rarely.
4. idiom is used to say that two (or more people) agree on something.
5. This means 'to hear a rumor' about something or someone.
6. This idiom is used to say that someone missed his or her chance at something.

Common Idiomatic Phrases & Expressions

Idiom

1. Kill two birds with one stone
2. On the ball
3. Cut corners
4. To hear something straight from the horse's mouth
5. Costs an arm and a leg
6. The last straw

Meaning

1. This means 'to do two things at the same time'.
2. When someone understands the situation well.
3. When something is done badly to save money.
4. To hear something from the authoritative source.
5. When something is very expensive.
6. The final problem in a series of problems

Common Idiomatic Phrases & Expressions

Idiom

- ▶ Take what someone says with a grain of salt
- ▶ Sit on the fence
- ▶ The best of both worlds
- ▶ Put wool over other people's eyes

Meaning

- ▶ This means not to take what someone says too seriously. There is a big possibility that what he/she says is only partly true.
- ▶ This is used when someone does not want to choose or make a decision.
- ▶ All the advantages.
- ▶ This means to deceive someone into thinking well of them.

Common Idiomatic Phrases & Expressions

Idiom

1. Speak of the devil!
2. Feeling a bit under the weather








Meaning

1. This expression is used when the person you have just been talking about arrives.
2. Feeling ill.

We can divide idioms into different categories:



e.g.

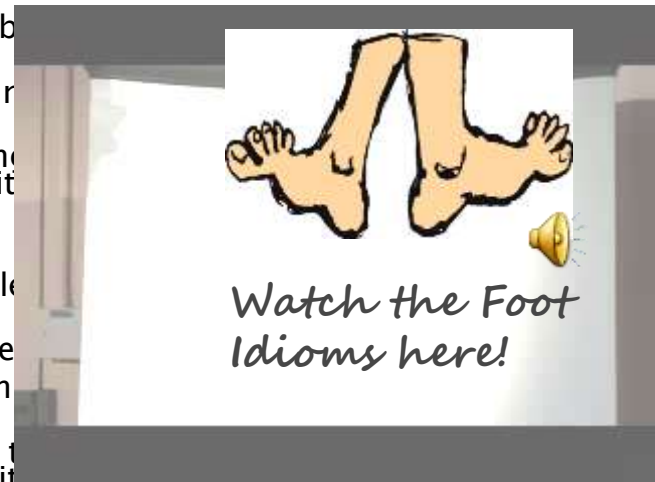
- ▶ *Body parts* 
- ▶ *Animals* 
- ▶ *Nature* 
- ▶ *Food* 
- ▶ *Money* 
- ▶ *Sport* 
- ▶ *Colours* 

etc.



Body parts

- ▶ **two-faced** = someone deceitful or insincere
- ▶ take the words out of somebody's **mouth** = to say exactly what someone else was going to say
- ▶ catch somebody's **eye** = someone you find attractive
- ▶ all **ears** = you are listening very attentively
- ▶ turn up one's **nose** at something = st you reject b you think it is not good enough for you
- ▶ a pain in the **neck** = a person who is very irritating annoying
- ▶ to get cold **feet** = to begin to hesitate about doing (you are no longer sure whether you want to do it or not)
- ▶ **foot** the bill = pay for st
- ▶ keep someone on their **toes** = make them stay alert ready for action at any time
- ▶ give sb the cold **shoulder** = to deliberately ignore sb
- ▶ pull sb's **leg** = teasing sb by telling them something that is not true
- ▶ on the tip of your **tongue** = a word or an answer that you're sure you know but have difficulty finding it
- ▶ have your **hands** full = you are very busy or you have a lot to do
- ▶ keep your **fingers** crossed = hope that something will be successful



Animals

- ▶ like a **bat** out of hell = something that moves very quickly
- ▶ kill two **birds** with one stone = to succeed in doing two things at the same time
- ▶ as the **crow** flies = This expression refers to distance measured in a straight line
- ▶ let the **cat** out of the bag = reveal a secret, often not intentionally
- ▶ raining **cats** and **dogs** = it's raining very heavily
- ▶ work like a **dog** = very hard
- ▶ have **kittens** = a dramatic way of expressing worry, anxiety or fear
- ▶ sounds or smells **fishy** = you are suspicious about it
- ▶ **guinea pig** = people on whom new methods, treatment or ideas are tested
- ▶ **mouse** potato = This term refers to a person who spends a lot of time in front of the computer
- ▶ **pigs** might fly = expresses disbelief, or the idea that miracles might happen but are extremely unlikely
- ▶ a **snake** in the grass = refers to someone who pretends to be your friend while actually betraying you



Watch the Dog
Idioms here!



Nature

- ▶ in the **dark** = someone who is kept or left in the dark about something, is not informed about it
- ▶ save (something) for a **rainy day** = to keep an amount of money for a time in the future when it might be needed
- ▶ Once in a blue **moon** = something that occurs very rarely
- ▶ chasing **rainbows** = Someone trying to get something they will never obtain
- ▶ **storm** in a teacup = refers to something you think people are making a lot of unnecessary fuss or excitement about and is unimportant
- ▶ face like **thunder** = someone who looks very angry
- ▶ under the **weather** = not feeling very well



Food

- ▶ cool as a **cucumber** = a person who is not anxious, but relaxed and non-emotional
- ▶ spill the **beans** = reveal a secret or talk about something private
- ▶ The best thing since sliced bread
- ▶ the icing on the **cake** = an extra benefit that makes a good situation even better
- ▶ **food** for thought = something that makes you think very hard about something
- ▶ hot **potato** = a very sensitive and controversial matter which is difficult to deal with
- ▶ easy as **pie** = something that it is very easy to do
- ▶ The proof of the **pudding** is in the eating = means that something new can only be judged after it has been tested.



Money

- ▶ **burn your fingers** = suffer financially as a result of foolish behaviour
- ▶ **cost an arm and a leg** = something that is very expensive
- ▶ **go Dutch** with sb = to share the cost of something, such as a meal or a concert
- ▶ **feel the pinch** = begin to suffer from a lack of money
- ▶ **golden handshake** = generous sum of money given to a person when they leave a company or retire
- ▶ **money to burn** = People who have so much money that they can spend it on anything they want
- ▶ **money talks** = means that people with a lot of money have power and influence
- ▶ **nest egg** = a reserve of money which you put aside for future needs
- ▶ be paid **peanuts** = have a very low salary
- ▶ **splash out** on something = spend a lot of money on it



Sport

- ▶ have a **ball** = to have a good time or enjoy yourself
- ▶ the **ball** is in your court = it is your turn to speak or act next
- ▶ play the **game** = to accept to do things according to the rules laid down by others
- ▶ give the **game** away = to reveal a secret or a plan, often unintentionally
- ▶ **paddle** one's own canoe = to do what you want to do without help or interference from anyone
- ▶ **sail** through something = (e.g. a test or an exam) to succeed in doing it without difficulty
- ▶ **skating** on thin ice = doing or saying something that could cause disagreement or trouble
- ▶ take someone for a **ride** = to deceive or cheat someone



Colours

- ▶ **black mood** = to be irritable, angry or even depressed
- ▶ **blue chip company** = refers to a company with a solid reputation for the quality of its products and the stability of its growth and earnings
- ▶ **blue-eyed boy** = somebody's favourite
- ▶ **golden opportunity** = a favourable time or excellent occasion which should not be missed
- ▶ **silver spoon** = to be born with a silver spoon in your mouth means that your family is very rich and privileged
- ▶ to have **green fingers** = to be good at gardening
- ▶ **green with envy** = a person who is very envious
- ▶ to have a **grey existence** = to lead a dull, monotonous life
- ▶ in the **pink** of health = to be in excellent physical condition or extremely healthy
- ▶ to be in the **red** = to owe money or have a negative account
- ▶ see **red** = become very angry or annoyed about st



Others

- ▶ burn the **candle** at both ends = exhaust yourself by doing too much, especially going to bed late and getting up early
- ▶ dig one's own **grave** = a person who does something which causes their own downfall
- ▶ hard as **nails** = a person who is unsentimental and shows no sympathy
- ▶ speak off the **cuff** = say st spontaneously, without previous thought or preparation
- ▶ tell a white lie = to say something which is not true in order to protect someone or to avoid hurting their feelings
- ▶ turn over a new **leaf** = to decide to change your behaviour and lead a better life
- ▶ in someone's **shoes** = to imagine how you would react if you were in a similar situation as that person



TEST 1



Fill in the gaps.

- 1) I won the lottery today!– Really? No, I was pulling your
- 2) By studying on the train on the way home every week–end, Claire kills two with one stone.
- 3) We'll have to cancel the picnic I'm afraid. It's raining
- 4) It's two miles from here to the station as, but of course it's much further by road.
- 5) Do you believe what she said? Her story sounds to me.
- 6) My grandmother buying a computer? ... Yeah, and might fly!
- 7) My son and his friends are all mouse – constantly glued to the computer!
- 8) His mother nearly had when Alex announced that he wanted to be a trapeze artist.
- 9) Come on! Spill the! What did he say?
- 10) The documentary on poverty in the world really gave me for thought.

/See the results in KEY/

TEST 2



Correct the mistakes.

- 1) Of course I'm not going to buy a sports car. I was just pulling your arm!
- 2) After giving my opinion, he gave me the hot shoulder.
- 3) Of course I want to know – I'm one ear!
- 4) How did the English test go? – No problem – it was easy as cake!
- 5) Bill has very little contact with his brother. They see each other once in a full moon.
- 6) She's trying to get into Harvard but I think she's chasing cats.
- 7) When Charlie left prison, he was determined to turn over a new page.
- 8) The house cost us an arm and a hand, but we have no regrets.
- 9) Anne has a very interesting job but she's paid grains. Her salary is very low.
- 10) Our parents consider the money from the sale of their house as a bed egg for their old age.
- 11) If you drop out of college now, with such high unemployment, you'll be digging your own tomb!

/See the results in KEY/

KEY 1



Fill in the gaps:

- 1) leg
- 2) birds
- 3) cats and dogs
- 4) the crow flies
- 5) fishy
- 6) pigs
- 7) potatoes
- 8) kittens
- 9) beans
- 10) food



KEY 2



Correct the mistakes:

- 1) pulling your leg
- 2) cold shoulder
- 3) all ears
- 4) easy as pie
- 5) blue moon
- 6) chasing rainbows
- 7) new leaf
- 8) an arm and a leg
- 9) peanuts
- 10) nest egg
- 11) grave



THANK YOU



Direct and Indirect Speech



Content

- I. Introduction
- II. Conversion
- III. Reported statements
- "Say", "Tell"
- IV. Reported questions
- Beginning with question words
- Not beginning with question words
- V. Reported commands, requests etc.
- VI. Exclamation and yes/no
- VII. Mixed Type

Introduction

- Direct speech is the actual speech quoted from the speaker

I am Raju.



Introduction

- Indirect speech is the speaker's speech reported by the third person

He said he is raju.



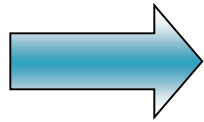
Mechanism of Converting Direct Speech into Indirect Speech (Rules)



Direct Speech to Indirect Speech

- A) Put THAT before the Indirect Statement
e.g. He said, "The game is exciting."
He said that the game was exciting.

B) SAID TO



TOLD



Direct Speech to Indirect Speech

C) Pronouns

Direct Speech	Reported Speech	Direct Speech	Reported Speech
I	He, she	Me	Him, her
We	They	Us	Them
You	He, she, they	You	Him, Her, them
My	His, her	Mine	His, hers
Our	Their	Ours	Theirs
Your	His, her, their	Yours	His, hers, theirs

Direct Speech to Indirect Speech

D) Verb Tense

Direct Speech	Reported Speech
Present Tense	Past Tense
Present Continuous Tense	Past Continuous Tense
Present Perfect Tense	Past Perfect Tense
Past	
“Shall” + verb	“Would” + verb
Past Continuous Tense	Past Perfect Continuous Tense

Direct Speech to Indirect Speech

E) verbs are not changed in the usual way:

1. universal truth
2. definite past time
3. For MUST,
 - i) Remain unchanged if used to denote an obligation
 - ii) Changed to WOULD HAVE TO if used to express a necessity in the future
4. HAVE HAD and HAD is changed to HAD HAD.

Direct Speech to Indirect Speech

5. For WOULD, SHOULD, OUGHT TO, HAD BETTER, MIGHT and USED TO, verb is not changed.
6. Infinitives
7. SHALL WILL → WOULD
unless SHALL is used to make a request for instructions (changed to SHOULD)

Direct Speech to Indirect Speech

F) Adverbs of time and place and some words

Direct Speech	Reported Speech	Direct Speech	Reported Speech
Here	There	The day before yesterday	Two days before
This	That	Three days ago	Three days before
These	Those	Last year	The year before
Now	Then	Tomorrow	The next day
Today	That day	The day after tomorrow	In two day's time
This week	That week	Come	Go
Yesterday	The day before	Bring	Take



Reported

After reporting verbs statements

E.g. I am happy.



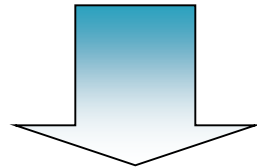
He says (that) he is happy.

He has said (that) he is happy.

He will say (that) he is happy.

Reported statements

E.g. The boy said, 'The earth goes round the sun.'



The boy said that the earth goes
round the
sun.



Reported statements

- ▶ Using relative pronoun 'that' but it can be omitted.

E.g. He said, 'I am tired.'

He said (that) he was tired.



Reported

~~statements~~ is usually
changed to TOLD in reported
speech.

E.g. He said to her, 'I am tired.'

He told her that he was tired.



Reported statements

Exercise .

“I shall be there in time,” said
Tom

Ans.

Tom said that he would be there
in time



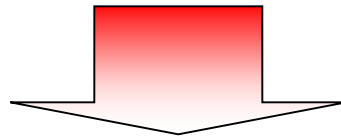
Reported Questions

- Introduced with verbs :
asked, inquired, wondered, wanted to know,
tried to find out, etc
- NEVER introduced with "said"
- Relative pronoun "that" is NEVER used
- "?" is replaced by "." at the end
- There are two types:
 - Beginning with question words
 - Not beginning with question words

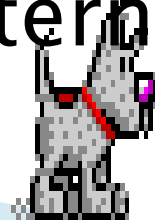
Beginning with question words

E.g.1.

“Where have you been this afternoon?” the mother asked her son.

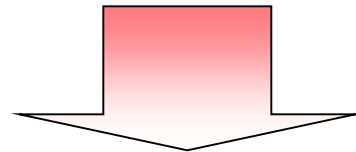


The mother asked her son where he had been that afternoon.



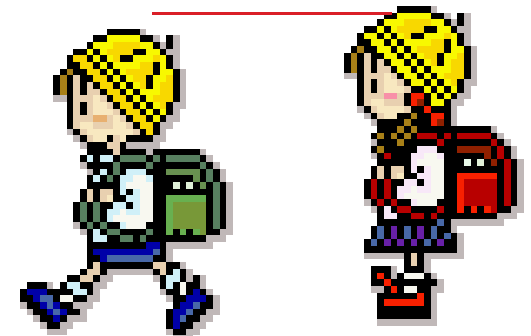
E.g.2.

“Which subject you like most?” the teacher asked the students.



The teacher asked the students which subject they liked most.

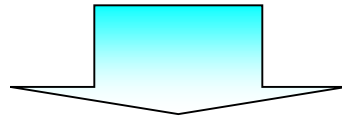
* Note: Subject comes before the verb.



Not beginning with question words

E.g.1.

“Did you watch TV last night?” Tom asked me.

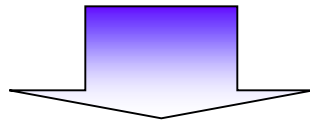


Tom asked me whether I had watched TV the night before.



E.g.2.

“Can you answer this question?” the teacher asked John.



The teacher asked John if he could answer that question.

Reported Questions

Exercise :

“What are you studying?” he asked her.

Ans.

He asked her what she was studying.

“Do you like the apple?” the farmer asked Bill.

Ans.

The farmer asked Bill if/whether he liked the apple.



Report commands

- ▶ Verb giving a order becomes an infinitive
- ▶ Verb 'said' becomes
'told, ordered, asked, commanded,
requested, begged, etc.'
- ▶ Add the person to whom the order was
given
 - negative commands are changed in the
same way with 'not'

Report commands

E.g. 1: “Touch your toes, “he said to us.

He told us to touch our toes.

E.g. 2: “Don’t lie down!” he said to me.

He ordered me not to lie down.



Report commands

Exercise :

“Fire!” the lieutenant said.

Ans.

The lieutenant commanded his soldiers to fire.

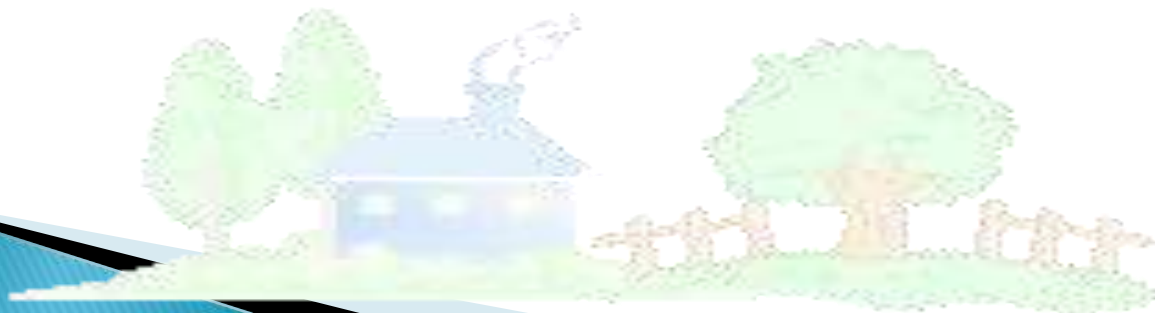


Exclamation and

yes/no

No definite rules for changing into indirect speech

- ▶ Often use '*say, remark, exclaim, greet, shout, give exclamation of surprise ,etc.*'



Exclamation and yes/no

E.g.1

“What a big house!” he said.

He said/exclaimed that it was a big house

E.g.2.

“Hi, John,” Tom said. “Lovely day, isn’t it!”

Tom greeted John and remarked that it was a lovely day.

Exclamation and yes/no

- ▶ Yes/no are reported by subject + auxiliary verb (do, does, did, etc)

E.g.1.

“Have you had your lunch?” Sam asked. “Yes,” Paul replied.

Sam asked Paul if he had had his lunch and Paul replied that he had

Exclamation and

yes/no

.g.2.
“Did you watch the TV programme last night?”
Mary asked Sue. “No,” Sue replied.

Mary asked Sue if she had watched the TV programme the night before and Sue replied that she had not

Exclamation and

Exercise:
yes/no

“How poor the report is!” the manager said.

Ans.

The manager remarked that the report was poor.



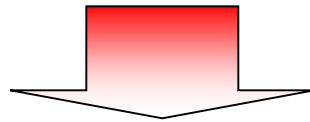
Mixed Type

- ▶ Suitable introductory verb.



E.g.1

“Don’t play with that knife, Sally,” Mrs. Chan said. “You’ll hurt yourself.”

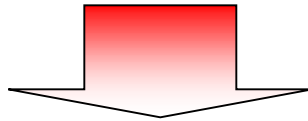


Mrs. Chan **told** Sally not to play with the knife and **added** that she would hurt herself.

Mixed Type

E.g.2

“You look beautiful in that dress, Jane,”
Paul said. “How much did it cost you.”



Paul told Jane that she looked
beautiful in the dress and asked her
how much it had cost her.



Mixed Type

- ▶ Use either **as/because/since** or a **participle**

E.g.1

“Where did you buy that dress, Sue? I’d like to get one for my sister,” James said.

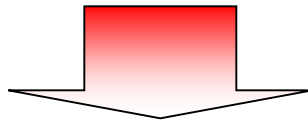


James wanted to know where Sue had bought the dress, as he wanted to get one for his sister.

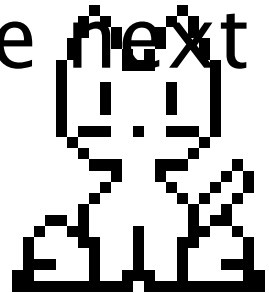
Mixed Type

E.g.2

“Don’t go to bed late. Remember you’ll have to get up early tomorrow,” Peggy’s mother said.



Peggy’s mother told her not to go to bed late, *reminding* her that she would have to get up early the next day.



Mixed Type

Exercise :

“Do you like to have a bowl of rice?” the chef said to John, “We don’t have any other food here.”

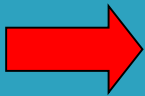
Ans.

The chef asked John if/whether he liked to have a bowl of rice and said that they don’t have any other food there.

IF CONDITIONALS

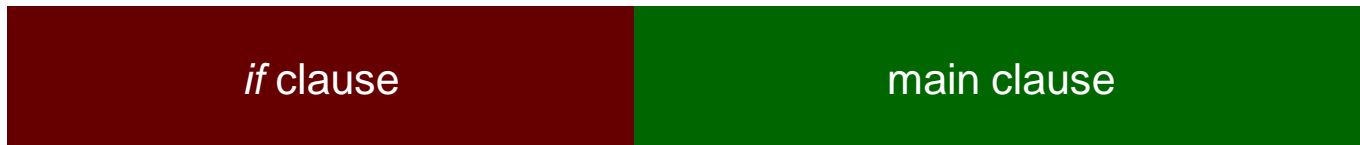
Conditional Sentences Type 0

- Used for scientific / general truth.
 - Form: **if** + **Simple Present**, + **Simple Present**
(**if** + **Past Simple**, + **Past Simple**)
 - Examples:
 - **If** you **heat** butter, it **melts**.
 - **If** I **have** time, I **study** English.
 - Years ago **if** people **travelled** a long distance, the journey **took** days.
- “**if**” may be replaced by “**when**”.



The structure of a first conditional sentence

A first conditional sentence consists of two clauses, an "if" clause and a main clause:



If you study hard,

you will pass the test.

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma:



You will pass the test

if you study hard.

The structure and use of a first conditional sentence

We use different verb forms in each part of a first conditional:

<i>if</i> clause	<i>if</i> + subject + simple present verb
main clause	subject + <i>will</i> + verb

The first conditional is used to talk about things which are possible in the present or the future -- things which *may happen*:

Example	Explanation
If it's sunny, we'll go to the park.	<i>Maybe it will be sunny -- that's possible.</i>
Paula will be sad if Juan leaves.	<i>Maybe Juan will leave -- that's possible.</i>
If you cook the supper, I'll wash the dishes.	<i>Maybe you will cook the supper -- that's possible.</i>

CONDITIONALS

Conditional Sentences Type 1

→ It is possible and also *very likely* that the condition will be fulfilled.

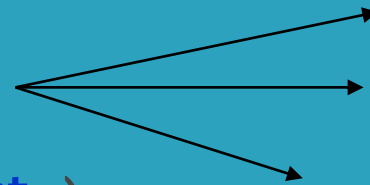
→ Form: **if** + Simple Present,
(*Future*)

will

can/must/may

(**if** + Present Perfect,)

imperatives



→ Examples:

- **if** I **find** her address, I'll **send** her an invitation.
- **if** you **have studied** for this exam, you **will pass** it.
- **if** it **is** hot today, we **may** go swimming.
- **if** you **see** her, **don't tell** her I was here.
- **if** you **go** to the supermarket, you **can** buy some bread

URL

CONDITIONALS

Conditional Sentences Type 2

→ There is an unreal possibility that the condition will happen.

→ Form: **if** + **Past Simple**,
(Conditional)

would

could/might

→ Examples:

- **if** you **did** your homework more often, your teacher **wouldn't get** angry with you.
- **if** they **left** early, they **might get** to the theatre on time.
- **if** I **were** you, I **wouldn't buy** that expensive coat.
- **if** I **went** to the supermarket I **could get** some bread.

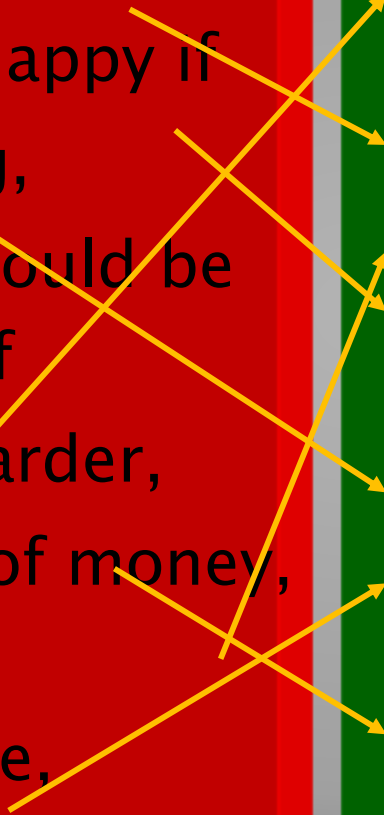
Second conditional: unreal situations

- ▶ Look at the following sentences. In the second sentence, what verb tense is used in each part?
- ▶ The mountain-biker says: *Be prepared for some hard work. **if** the training **was** easy, **it wouldn't make** you faster.*
- ▶ We use the second conditional when we think something is unreal or unlikely. Does he think the training will ever be easy?

Match the sentence halves.

- 1 If I did more sport,
- 2 I'd be really happy if
- 3 If I could sing,
- 4 My parents would be really angry if
- 5 If I studied harder,
- 6 If I had a lot of money,
- 7 If I could drive,

- A I had a party without telling them .
- B I'd get much fitter.
- C I'd go to South America.
- D my father bought me a motorbike.
- E I'd be in a band.
- F I'd go to the coast more often.
- G I'd speak better English.



CONDITIONALS

Conditional Sentences Type 3

- The important thing about the third conditional is that both the condition and result are impossible now.
- Form: **if** + **Past Perfect**,
P.P.
 - **would have** +
could/might/should + **have** + **P.P.**
- Examples:
 - We **would have come** yesterday **if** we **had known** about it.
 - If** I **had waited** longer last night, I **might have found out** about it.
 - **if** I **had gone** to the supermarket I **could have bought** some bread.

Other Conditionals

→ **unless** (if ... not), **in case**, **provided/providing** (that), **as/so long as**.

→ Examples:

- I´ll go swimming tomorrow **unless** it rains.
- You **can** play with your friends in your room **provided that** you **tidy up** afterwards.
- I´ll help you **as long as** you **come** with me to the cinema.
- I´ll take my umbrella with me **in case** it rains.

CONDITIONALS

Mixed Conditionals

→ If-clauses can be mixed provided that they make sense within a context.

→ Examples:

If they were studying all morning, they **will be** tired now.

(they were studying so they are tired now.)

If I were faster, I **would have won** the race.

(I'm not fast so I didn't win the race.)

If she had saved her money, she **would go** on holiday

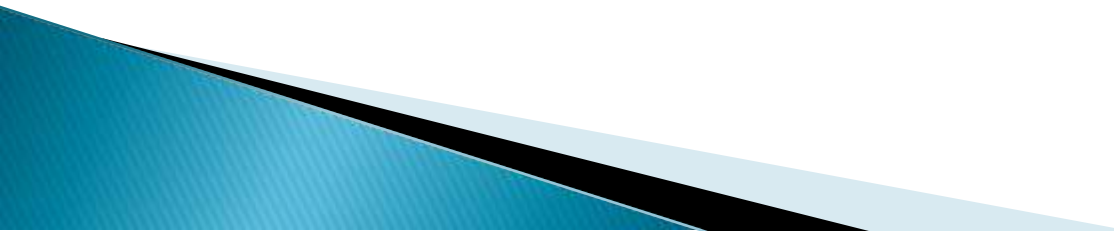
(she didn't save her money so she won't go on holiday.)

THANK YOU



UNIT-III

WRITING FOR COMMUNICATIVE PURPOSE



contents

Letter of official and personal.

Messages

Notices

Reports

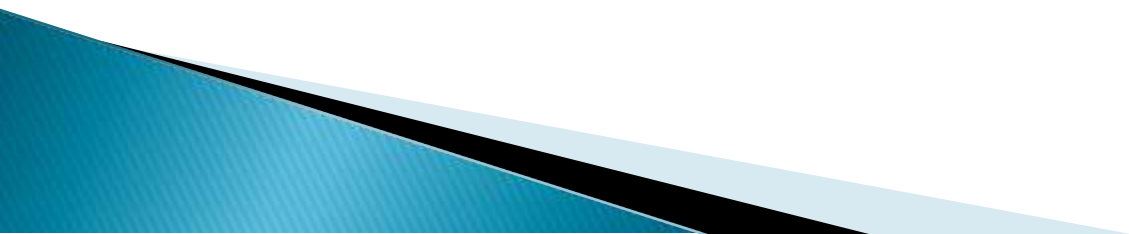
Email

Advertisement

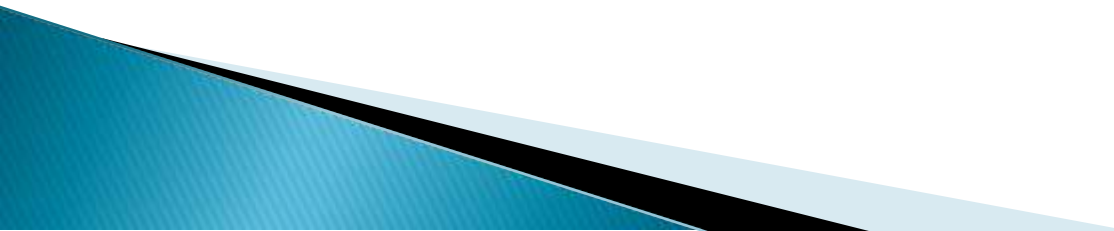
Job application letter

Creative writing

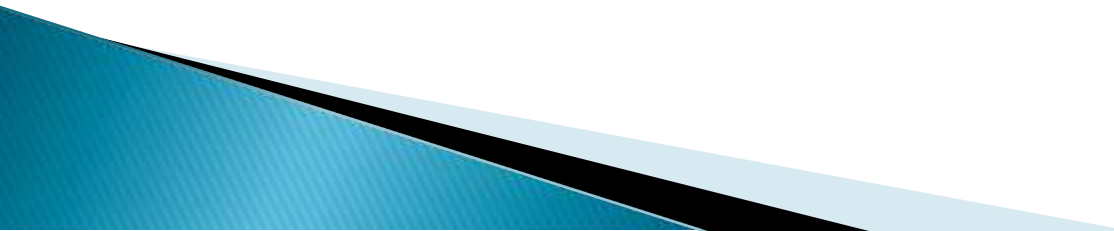
Academic writing



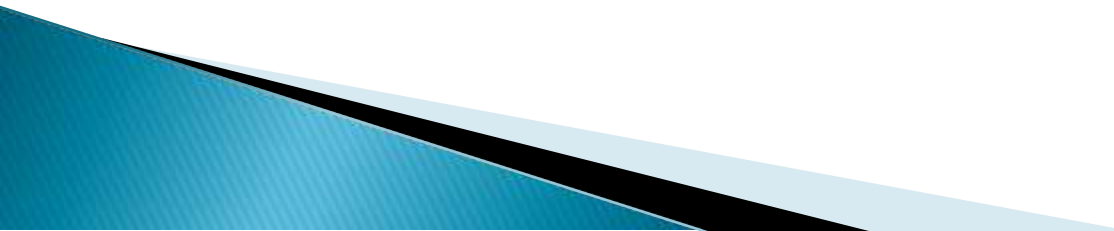
Letter

- ▶ A letter is a written message conveyed from one person (or group of people) to another through a medium.
 - ▶ It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such.
 - ▶ Any such message that is transferred via post is a letter, a written conversation between two parties.
- 

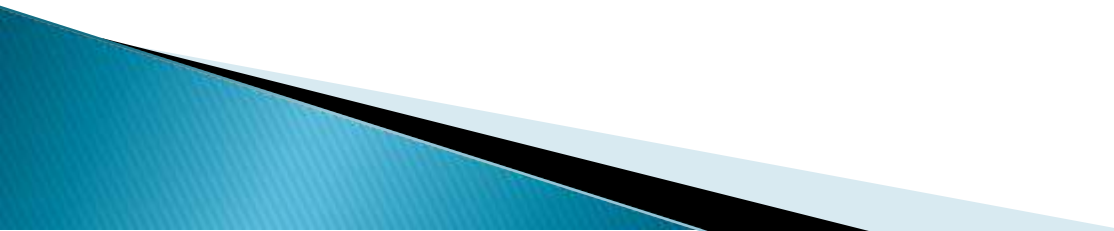
3 types of letter

- ▶ Formal Letters.
 - ▶ Informal Letters.
 - ▶ Semi-formal Letters.
- 

Formal letter

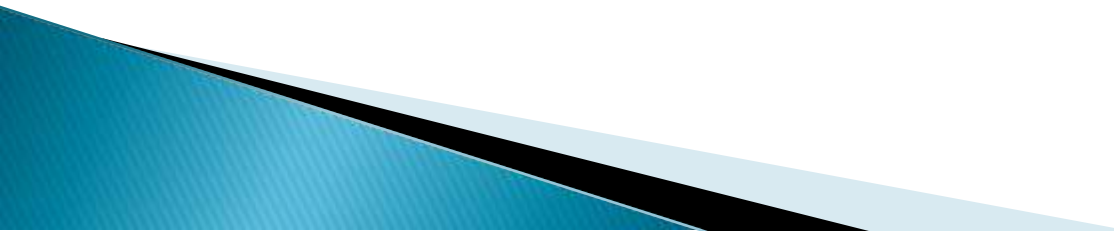
- ▶ A formal letter is one written in a formal and ceremonious language and follows a certain stipulated format. Such letters are written for official purposes to authorities, dignitaries, colleagues, seniors, etc and not to personal contacts, friends or family.
- 

Formal letter

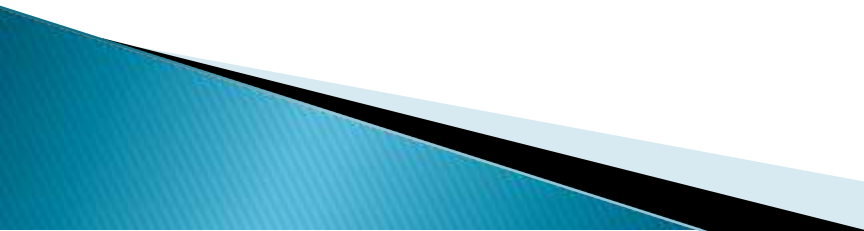
- ▶ Create your heading.
 - ▶ Write your salutation.
 - ▶ Use your body paragraphs to state your reasons for writing.
 - ▶ Add your closing body paragraph and signature.
 - ▶ Mention and add your enclosures.
 - ▶ Proofread and send your letter.
- 

Formal Letter

Sender's address

- Name / Designation of Addressee.
 - Address of the Addressee.
 - Salutation.
 - Subject.
 - Body – Introduction, Content, Conclusion.
 - Complimentary Close.
- 

Rules For Writing Formal Letters

- ▶ The Address of the sender (Yours address)
 - ▶ The Address of the recipient
 - ▶ Date
 - ▶ Salutations:
 - ▶ 1) Dear Sir or Madam,
 - ▶ 2) Dear Mr (Ms) [Last Name],
 - ▶ Formal letter ending:
 - ▶ 1) Yours faithfully
 - ▶ 2) Yours sincerely
- 

A Purpose for Each Paragraph

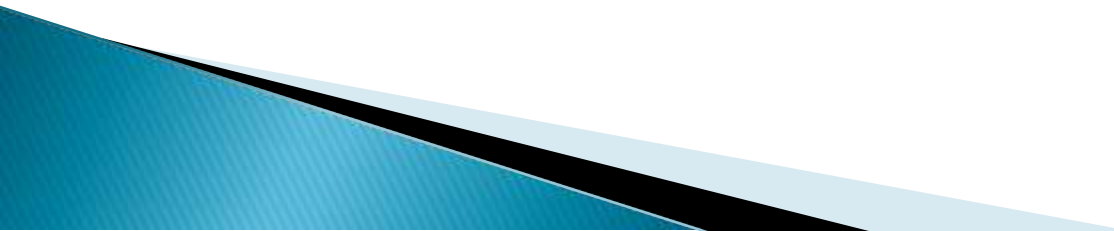
First Paragraph

- ▶ The first paragraph of formal letters should include an introduction to the purpose of the letter.
- ▶ It's common to first thank someone or to introduce yourself.
- ▶ *Dear Mr. Anders,*
- ▶ *Thank you for taking the time to meet with me last week. I'd like*
- ▶ *to follow up on our conversation and have a few questions for you.*

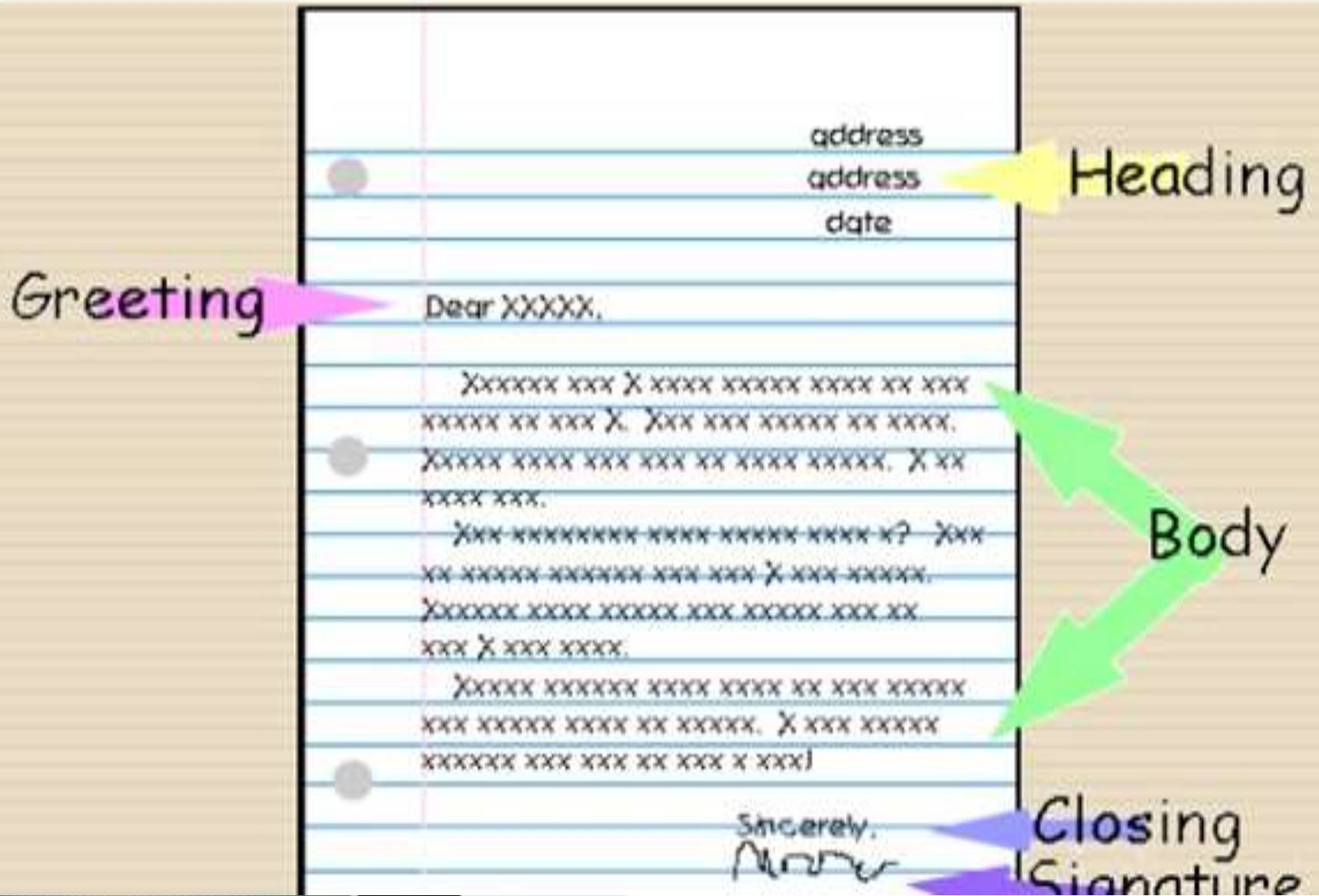
Body Paragraphs

- ▶ The second and following paragraphs should provide the main information of the letter,
- ▶ build on the main purpose in the introductory first paragraphs.
- ▶ *Our project is moving forward as scheduled.*
- ▶ *We'd like to develop a training program for staff at the new locations.*
- ▶ *To this end, we have decided to rent out space in the local business exhibition center.*

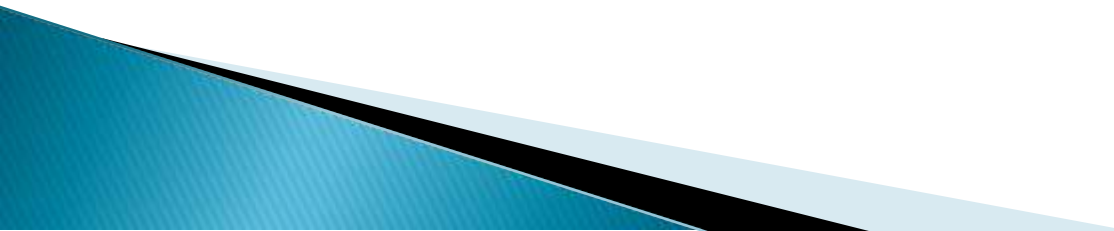
Final Paragraph

- ▶ The final paragraph should shortly summarize the intent of the formal letter and end with some call to action.
 - ▶ *Thank you for your consideration of my suggestions.*
 - ▶ *I look forward to an opportunity to discuss this matter further.*
- 

Sample Format:



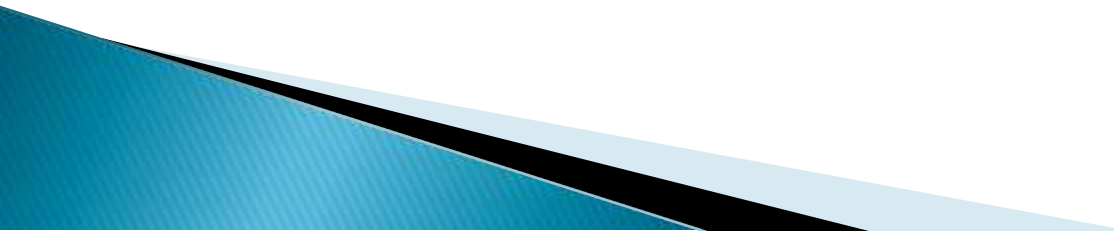
Personal letter

- ▶ Personal letters are used in certain contexts as a means of personal communication.
 - ▶ This may include, but is not limited to, letters of complaint and holiday letters.
 - ▶ Personal letters, when compared to emails, may give the reader a stronger feeling of personal connection with the author.
- 

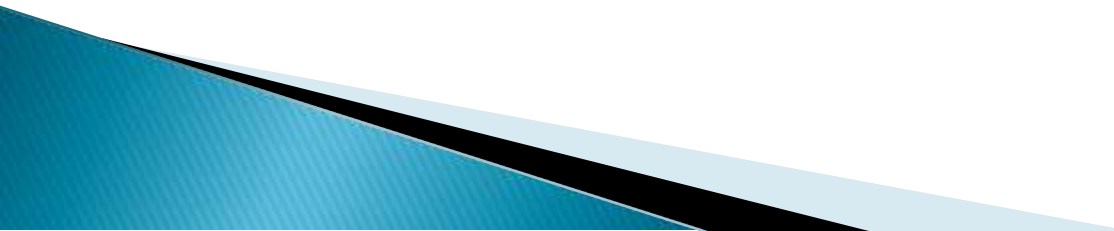
A good personal letter

- Personal letters include personal and interesting details, are either handwritten or typed, and use indented paragraphs.
- Typical components of a personal letter include a date, greeting, introduction, body, conclusion, closing nicety, and signature.

Format of personal letter

- ▶ Many personal letters have four basic parts,
 - ▶ The information contained in these parts varies greatly depending on context.
 - ▶ These parts can include the heading, the opening, the body, and the closing.
- 

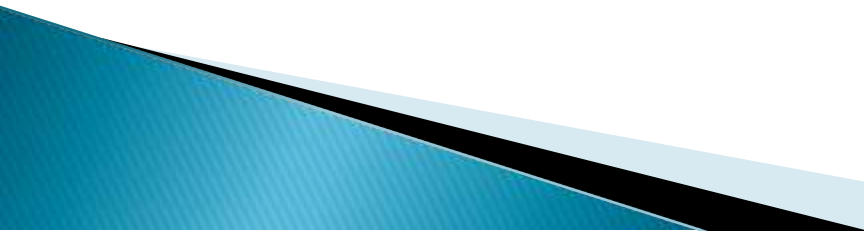
Structure of a personal letter

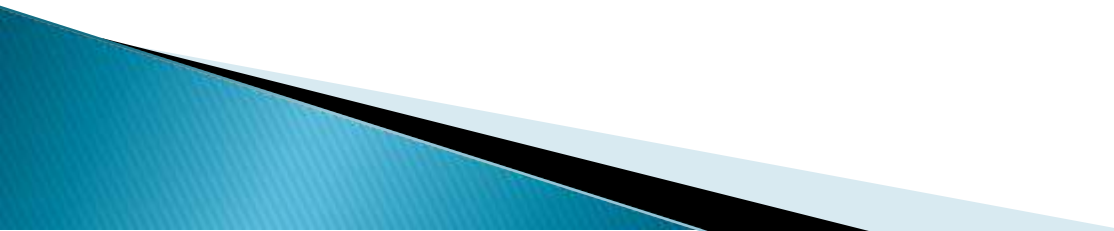
- ▶ Your full name and complete address
 - ▶ Your recipient's full name and complete address
 - ▶ Salutation
 - ▶ Introductory paragraph
 - ▶ Body paragraphs
 - ▶ concluding paragraph
 - ▶ Signing-off note
- 

THANK YOU



Message/ Notices

- ▶ A message is a discrete unit of communication intended by the source for consumption by some recipient or group of recipients.
 - ▶ A message may be delivered by various means, including courier, telegraphy, carrier pigeon and electronic bus.
 - ▶ A message can be the content of a broadcast.
 - ▶ An interactive exchange of messages forms a conversation.
- 

- ▶ A message is a short communication sent from one person to another or the central theme or idea of a communication.
 - ▶ It is a piece of information or a request that you send to someone or leave for them when you cannot speak to them directly.
- 

What is Notice ?

- **Definition of Notice:**
- Notice is written or statement that gives **information, instruction or warning** to people.

What are the functions of Notice ?

The functions of Notice:

- Prohibition notifies people not to do something.
- Caution or warning warns people to be careful in handling something.
- Guidance gives information to people to do something appropriately.
- The informational notice provides information that could be useful for people.

What are the Characteristics of Notice?

The Characteristic of Notice :

- Short text and easy to understand.
- Using capital front.
- Most of Notice using pictures.

What are the Points of Notice ?

- Content of notice.
 - Sign / picture

How to Understand the Meaning of Notice ?

- **There are two steps to understand the meaning of notice :**
 1. Focus and understand the sentence or sign on the notice
 2. Think about the implication of the notice.

Who is Target Notice ?



Pedestrian



Students



Visitors



Driver



People



Readers

Where Can We Found the Notice ?

We can found the notice in :

Usually notice is put in a place that's strategic, such as :

- On the street.
- Building / Bridge / Street under construction.
- In Public Places : park, terminal, bus station, airport, zoo, market, shop, mall, Supermarket, etc.
- In a certain buildings : school, hotel, office, etc.
- In a certain rooms : area a lobby of a hotel, a waiting room, a public toilet,
- classroom, library, laboratory, etc.

How to Make Notice?

- It must be understood
- Using simple words
- Using Capital front



- **Written**

- **KEEP SILENT! EXAM IN PROGRESS**
- **KEEP OFF THE REACH OF CHILDREN**
- **FORBIDDEN TO LEAVE SCHOOL DURING SCHOOL HOURS**
- **DON'T CROSS OUT THE WALL**
- **ONLY FOR PEDESTRIANS**

THANK YOU



E - MAIL

OBJECTIVES

- Email
- Advantages of E-mail
- Email Etiquette
- Email Security



ELECTRONIC MAIL (E-MAIL)

- Definition: E-mail is the technology of sending and receiving electronic messages over the internet.
- Email is the most widely used and popular form of communication over the internet



ADVANTAGES OF E-MAIL

- E-mail enables speedy communication .
- E-mail is reliable.
- E-mail is inexpensive
- E-mail can be automated to perform certain task automatically.
- E-mail messages are always easy to locate.
- It's easy to send your messages to more than one person.
- More delightful fast and rich media presentation for receiver



WHY IS EMAIL ETIQUETTE IMPORTANT?

- We all interact with the printed word as though it has a personality and that personality makes positive and negative impressions upon us.
- Without immediate feedback your document can easily be misinterpreted by your reader, so it is crucial that you follow the basic rules of etiquette to construct an appropriate tone.



SOME OF THE ETIQUETTE RULES

1. Be concise and to the point
2. Answer all questions, and pre-empt further questions
3. Use proper spelling, grammar & punctuation
4. Avoid discussing private concerns and issues
5. Do not attach unnecessary files
6. Use proper structure & layout
7. Do not write in CAPITALS
8. Do not overuse Reply to all
9. Read the email before you read
10. Do not forward chain letters.



ASPECTS OF DATA SECURITY

○ **Privacy**

- Keeping your information private

○ **Integrity**

- Knowing that the information has not been changed

○ **Authenticity**

- Knowing who sent the information



SECURITY

- **Email Encryption:**

Email encryption protects private, sensitive and valuable information communicated via email.

- **Secure Email Gateway:**

Secure email gateways protect your electronic boundary-both entering and leaving your organization.

- **Secure Web Mail:**

Secure web mail makes it possible to protect email going outside of your organization.

- **Content Filtering:**

It is the technique whereby content is blocked or allowed based on analysis of its content, rather than its source or other criteria.

- **Email Compliance:**

It can include corporate policy compliance to protect intellectual property, prevent harassment and vulgarity and protect the



From: Sender's email id

To: Recipient's email id

Cc: Other individuals receiving the same mail with visible ids

Bcc: Other individuals receiving the same mail with invisible ids

Subject: Title or the reason of writing mail

Salutation: Words like Dear, Respected, Hi etc.

Main body: the main content of the email

1. Introduction
2. Matter in detail
3. Conclusion

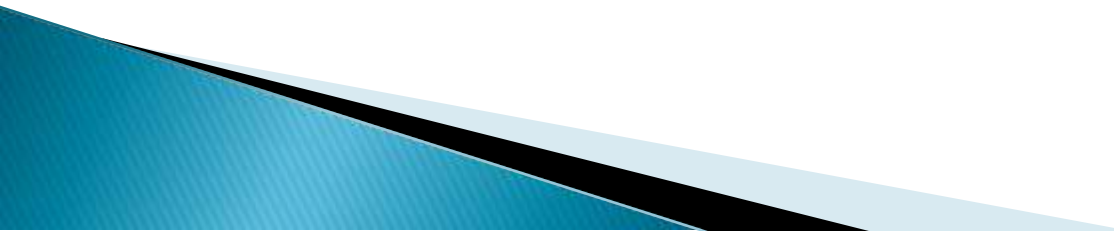
Closing: Ending Statement

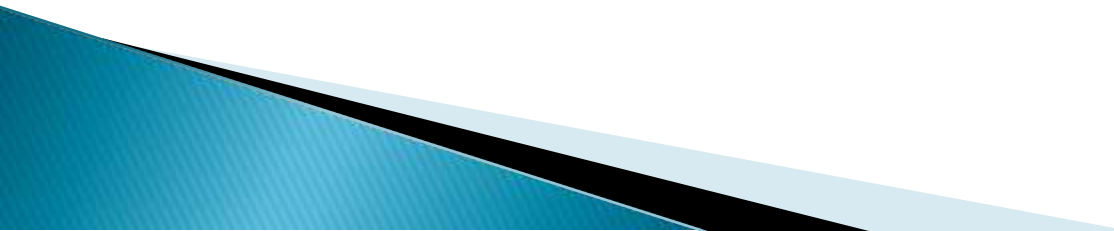
Attachments: Attached Files with emails

Signature Line: Sender's name, signature, and other details of contact

ADVERTISEMENT



- ▶ Advertising is a marketing tactic involving paying for space to promote a product, service, or cause.
 - ▶ The actual promotional messages are called advertisements, or ads for short.
 - ▶ The goal of advertising is to reach people most likely to be willing to pay for a company's products or services and entice them to buy.
- 

- ▶ Advertising is the action of calling public attention to an idea, good, or service through paid announcements by an identified sponsor.
 - ▶ A simpler (and modern) definition of advertising can be a paid communication message intended to inform people about something or to influence them to buy or try something
- 



Types of Advertising

1. Print Advertising
2. Outdoor Advertising
3. Broadcast advertising
4. Covert Advertising
5. Surrogate Advertising
6. Public Service Advertising
7. Celebrity Advertising

NOW YOU CAN HAVE
AN OLAY BODY

introducing olay body lotion

Olay brings you new Quench. A phenomenal body lotion that breaks the cycle of dry skin. Quenching to repair skin with an Olay amino-vitamin complex. At last, Olay gives your body some long overdue face time.

OLAY
love the skin you're in™

Print Advertising

If an advertisement is printed on paper, be it newspapers, magazines, brochures, fliers that would be considered a portable printed medium, then it comes under the banner of print advertising.

THE GREAT DAILY ADVERTISING SECTION



Classified

BY PHONE: 01 522 80444
BY FAX: 01 522 80491
BY MAIL: Classified@bradford-waite.co.uk

1 Homes <ul style="list-style-type: none">● Buy ● Rent ● Buy to Let● Property ● Land ● Auction● Finance ● Planning	2 Business <ul style="list-style-type: none">● Business ● Finance● Services ● Property	3 Jobs <ul style="list-style-type: none">● Full & Part Time● Vacancies	4 Notices <ul style="list-style-type: none">● Public ● General● Legal ● Financial● Local & Personal	5 Drive <ul style="list-style-type: none">● Cars ● Commercial● Motorcycles● Commercial Vehicles	6 Leisure <ul style="list-style-type: none">● Holidays ● Events● Nightlife ● Dining● Sports ● Entertainment	7 Loans <ul style="list-style-type: none">● Personal ● Business● Finance ● Property	8 Community <ul style="list-style-type: none">● Local ● National Coverage● Charity● Organisations ● Events	0 News <ul style="list-style-type: none">● Local ● National● International	1000s of Classified Ads <ul style="list-style-type: none">● Real Estate● Business● Jobs● Services● Finance● Leisure● Community	FREE PORTRAIT <ul style="list-style-type: none">● Professional● Affordable	CLASSIFIED <ul style="list-style-type: none">● Advertising● Services
-----------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

How to place your advertisement:
By telephone: 01 522 80444
By fax: 01 522 80491
By mail: Classified@bradford-waite.co.uk

Bradford White East Limited
1NS 7AT
By fax: 01 522 80491
By email: Classified@bradford-waite.co.uk

Outdoor Advertising

- Advertising on bill boards or signboards, outside of a building and often by the roadside.
- The billboard advertising is very popular however has to be really terse and catchy in order to grab the attention of the passers by.



Broadcast Advertising

- Broadcast advertising is a very popular advertising medium that constitutes of several branches like television, radio or the Internet
- The cost of television advertising often depends on the duration of the advertisement, the time of broadcast (prime time/peak time), and of course the popularity of the television channel on which the advertisement is going to be broadcasted.

Covert Advertising

- Covert advertising is a unique kind of advertising in which a product or a particular brand is incorporated in some entertainment and media channels like movies, television shows or even sports.

Public Service Advertising

- Public service advertising is a technique that makes use of advertising as an effective communication medium to convey socially relevant messages about important matters.
- Examples : AIDS, energy conservation, political integrity, deforestation, illiteracy, poverty and so on.

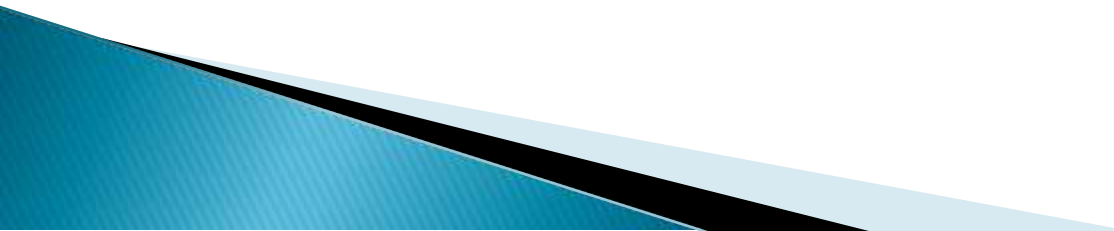
Celebrity Advertising

- Although the audience is getting smarter and smarter and the modern day consumer getting immune to the exaggerated claims made in a majority of advertisements, there exist a section of advertisers that still bank upon celebrities and their popularity for advertising their products.

Brand Advertising

- It is advertising with a strong emphasis on the company brand (logo and/or company name) also known as integrated marketing communications (IMC).

THANK YOU



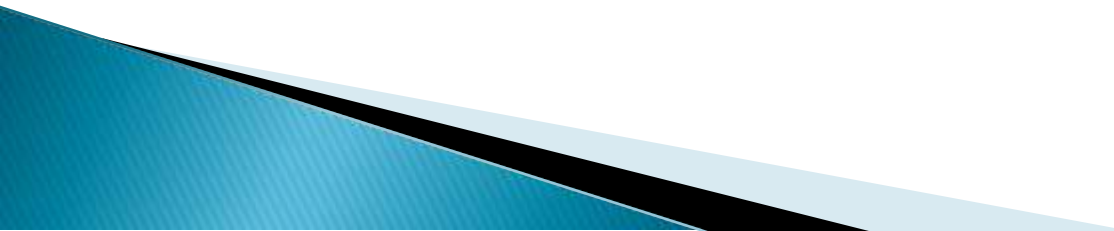
THANK YOU

A decorative graphic at the bottom of the slide consisting of a dark blue wavy shape on the left, a black horizontal bar in the middle, and a light blue wavy shape on the right.

Job Application and CV Writing



Job Application

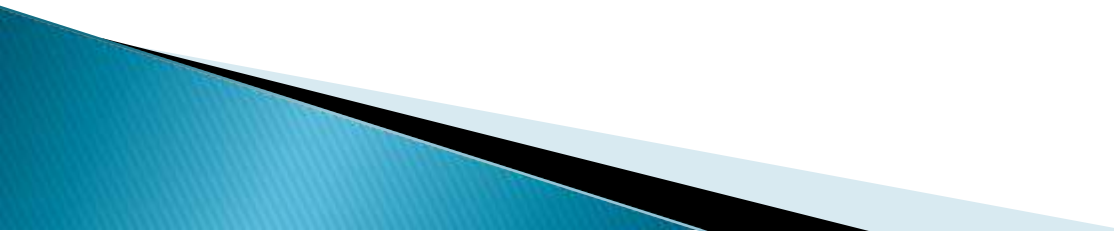
- ▶ Letter written for searching or seeking a job is called as job application letter.
 - ▶ Job application functions as a personal qualification for the job you are seeking.
 - ▶ An employer makes a decision on whom to call for the interview on the basis of the application letter.
- 

Types of Job Application

- ▶ Type 1: All the information regarding qualification, experience and personal details given in the letter.
- ▶ Type 2: Written in two parts,
 - ▶ a) Short covering letter – giving reference to the advertisement and your most significant qualification for the post.
 - ▶ b) Curriculum vitae – which gives details about you and your qualification.
- ▶

Curriculum vitae (Format)

1) Personal details

- Full name
 - Address
 - Telephone Number
 - Date of Birth
 - Place of Birth
 - Marital Status
- 

Curriculum vitae (Format)

2) Educational Qualification

- Education in chronological order – school, college, University.
- Qualifications obtained with Grades and Dates
- Any professional body that you belong to.

3) Work Experience

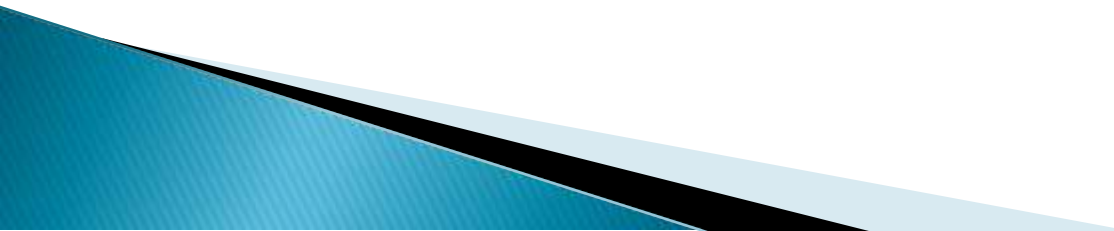
- Employment details like name of the company and the employer.

Curriculum vitae (Format)

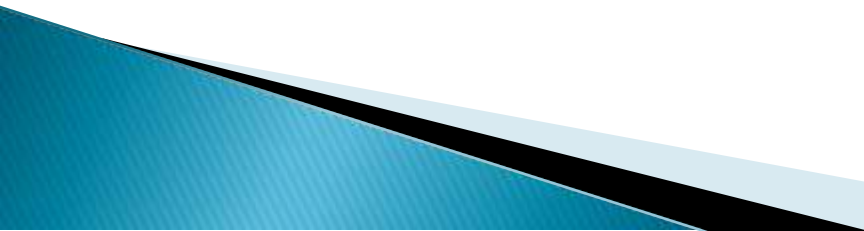
4) Any Other Information

- Language known
- Special interests/extra curricular activities
- Any special achievement

5) References

- Names of two/three references with address
 - Generally two references are given.
- 

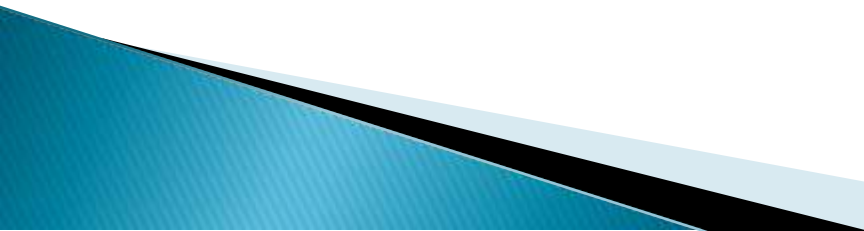
Writing Good CV (Guidelines)

- Understand yourself, your carrier, potentials and current employment market.
 - Find out what your employer is looking for and accordingly relate your skills and experiences.
 - Follow precision and brevity.
 - CCV should be written in only two pages.
 - Highlight your personal skills, attributes and accomplishments in extra curricular activities.
- 

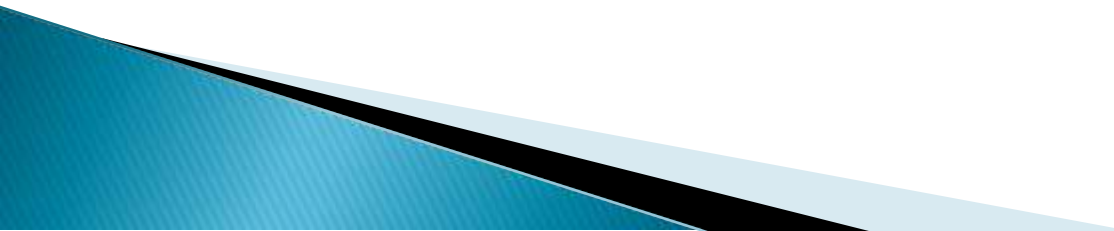
THANK YOU



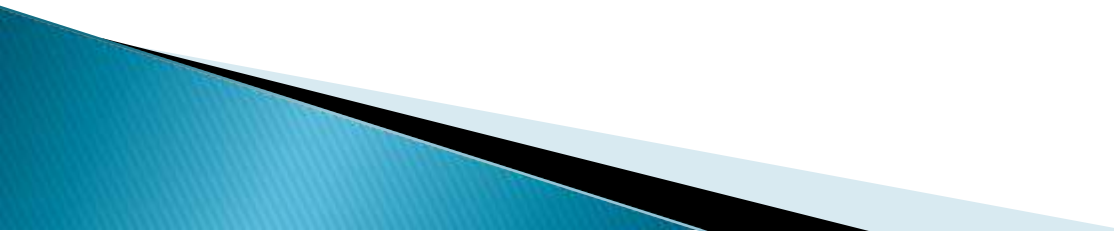
Creative writing

- ▶ Creative writing is any writing that goes outside the bounds of normal professional, journalistic, academic, or technical forms of literature.
 - ▶ Typically identified by an emphasis on narrative craft, character development, and the use of literary tropes or with various traditions of poetry and poetics.
- 

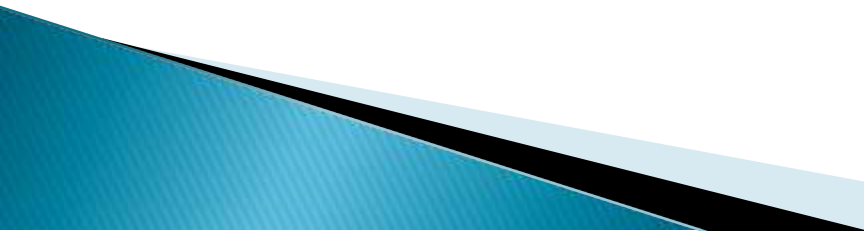
Forms Of Creative Writing

- ▶ Four main types of writing are,
 - Novels
 - Biographies
 - Short stories
 - Poems
- 

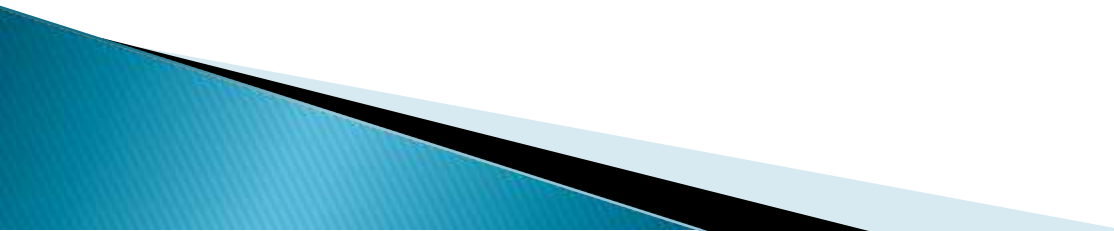
How to Write a Novel?

- ▶ Nail down the story idea.
 - ▶ Read books in your genre.
 - ▶ Choose your novel's point of view.
 - ▶ Establish the setting.
 - ▶ Develop your main characters.
 - ▶ Establish conflict and stakes.
 - ▶ Create an outline.
 - ▶ Choose your story structure.
- 

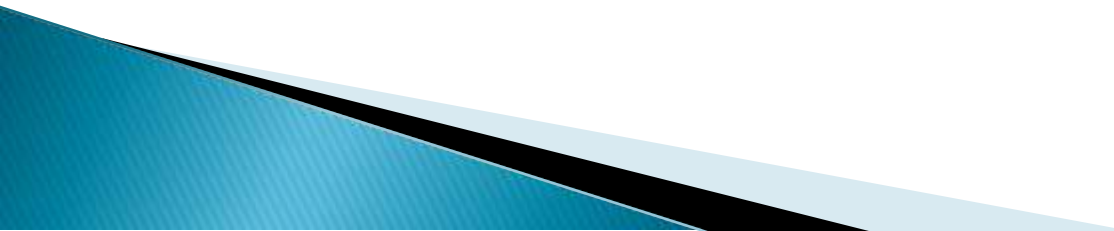
How to Write a Professional Biography?

- ▶ Your name.
 - ▶ Your current role or professional tagline.
 - ▶ Your company or personal brand.
 - ▶ Your goals and aspirations.
 - ▶ Your 2–3 most impressive and relevant achievements.
 - ▶ One quirky fact about you (if it's appropriate to the site)
 - ▶ What to Include in a Bio at Work.
- 

How to write a short story?

- ▶ Know your character.
 - ▶ Outline your short story.
 - ▶ Start with something out of the ordinary.
 - ▶ Get your draft done as soon as possible.
 - ▶ Edit your short story.
 - ▶ Title your short story.
 - ▶ Get feedback about it.
 - ▶ Practice often.
- 

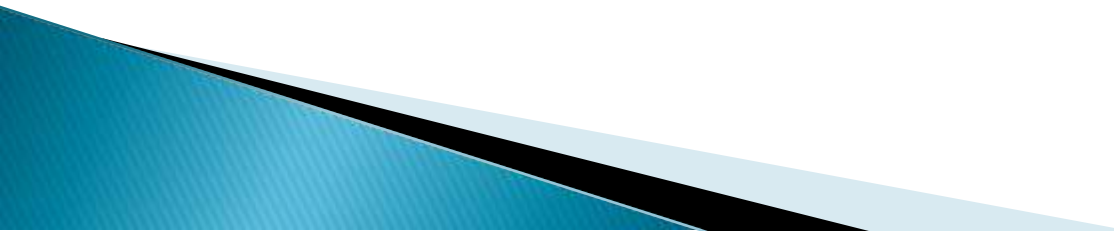
How to Write a Poem?

- ▶ Brainstorm your starting point. ...
 - ▶ Free-write in prose. ...
 - ▶ Choose your poem's form and style. ...
 - ▶ Read for inspiration. ...
 - ▶ Start writing for an audience of one — you. ...
 - ▶ Read your poem out loud. ...
 - ▶ Take a break to refresh your mind. ...
 - ▶ Revise your poem.
- 

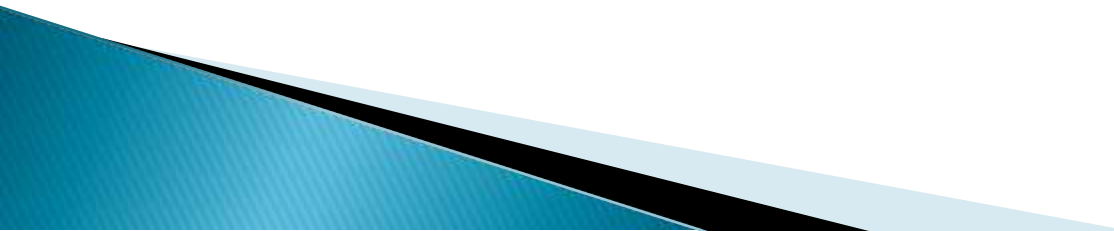
THANK YOU



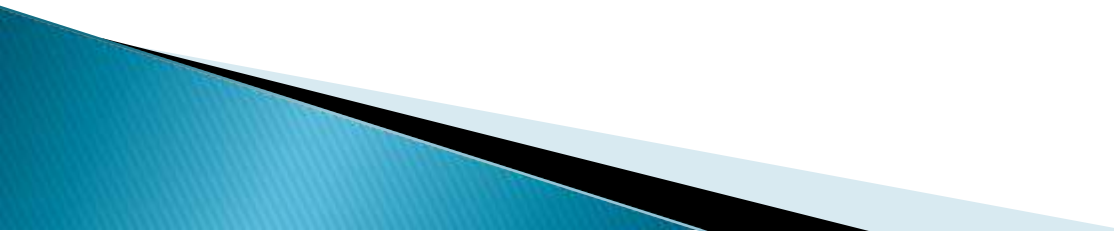
Academic writing

- ▶ **Academic writing is a formal style of writing used in universities and scholarly publications.** You'll encounter it in journal articles and books on academic topics, and you'll be expected to write your essays, research papers, and dissertation in academic style.
- 

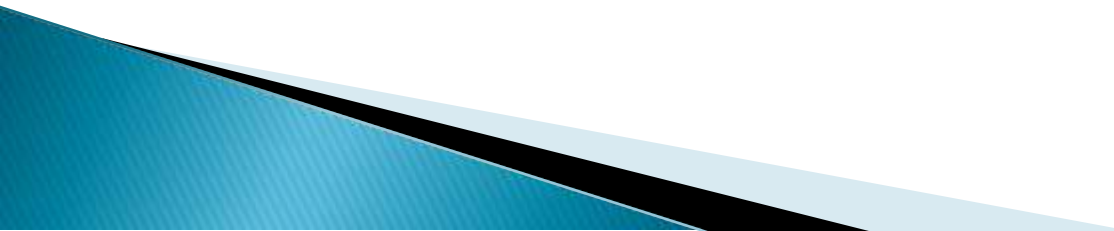
Types of Academic Writing

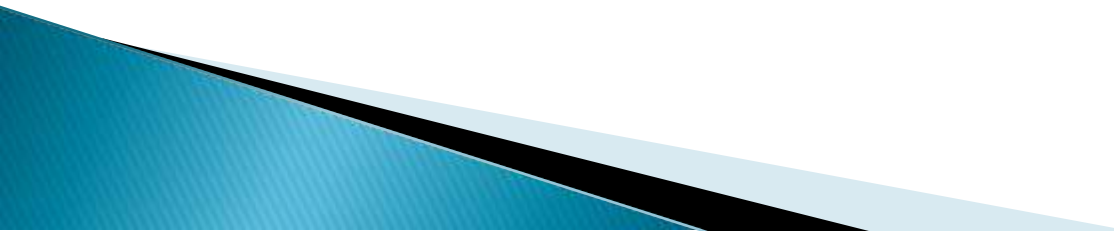
- ▶ Essay.
 - ▶ Research.
 - ▶ Summary -- Reaction Papers.
 - ▶ Journal.
 - ▶ Book Review.
 - ▶ Synthesis.
 - ▶ Review of the Literature.
- 

Importance of academic writing

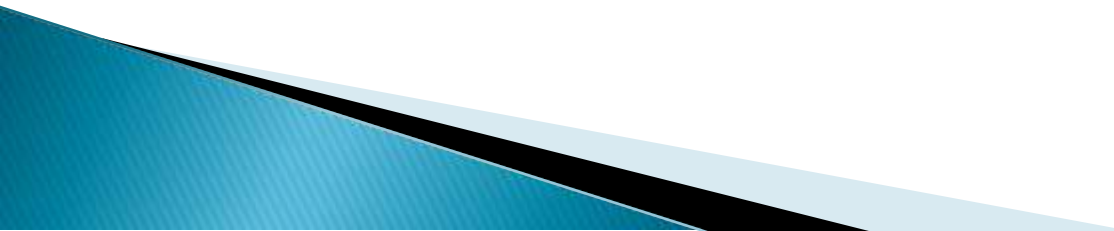
- ▶ academic writing is a means of **producing, codifying, transmitting, evaluating, renovating, teaching, and learning knowledge and ideology** in academic disciplines. Being able to write in an academic style is essential to disciplinary learning and critical for academic success.
- 

paragraph

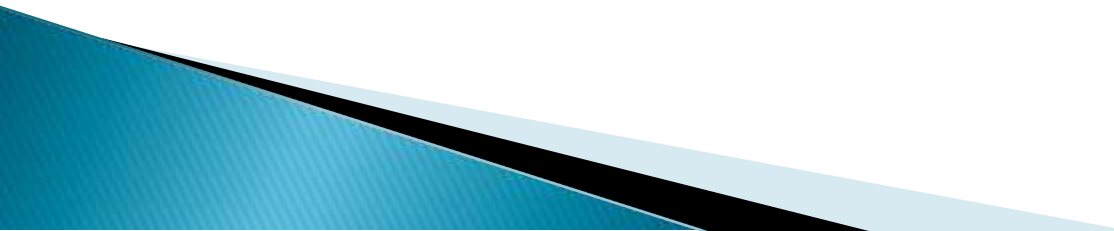
- ▶ State the purpose of the paragraph clearly in the topic sentence. Make sure every subsequent sentence refers back to or reinforces the topic sentence. Avoid short, clipped sentences; **use connecting words to build effective** links. Use topic sentences and concluding sentences to build effective links between paragraphs.
- 

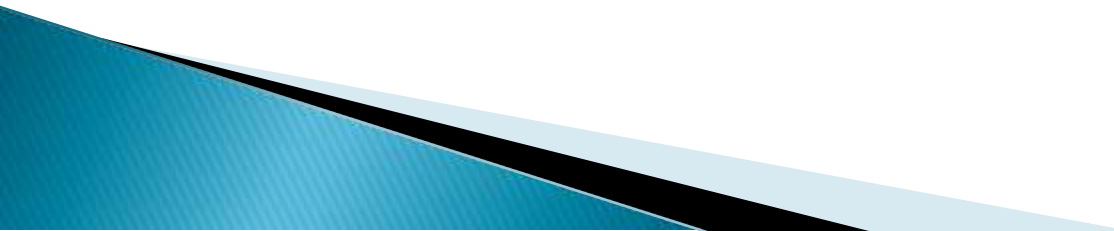
- ▶ Narrative paragraphs tell about a scene or event, descriptive paragraphs give vivid descriptions of one subject, **expository paragraphs** provide information, and persuasive paragraphs try to convince the reader.
- 

Types of Paragraph

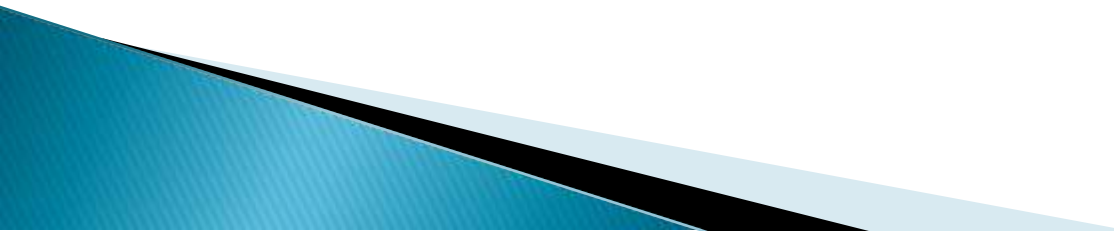
- ▶ Descriptive Paragraphs
 - ▶ Narrative Paragraphs
 - ▶ Persuasive Paragraphs
 - ▶ Explanatory Paragraphs
 - ▶ Illustration Paragraphs
- 

Essay writing


- ▶ **academic essay aims to persuade readers of an idea based on evidence.** An academic essay should answer a question or task. ... An academic essay should include relevant examples, supporting evidence and information from academic texts or credible sources.
- 

- ▶ A simple five-paragraph essay should begin with an introductory paragraph, include three paragraphs presenting information or arguments, and end with a concluding paragraph. If your essay is longer than five paragraphs, it should still begin with an introductory paragraph and end with a concluding paragraph.
- 

Types of essays

- ▶ **descriptive, analytical, persuasive and critical.** Each of these types of writing has specific language features and purposes. In many academic texts you will need to use more than one type.
- 

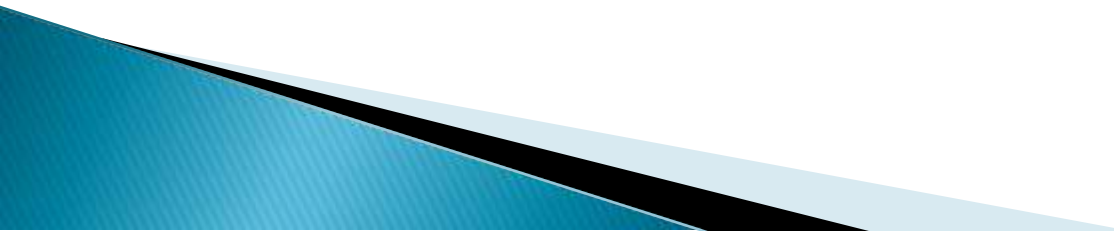
What does a good essay need?

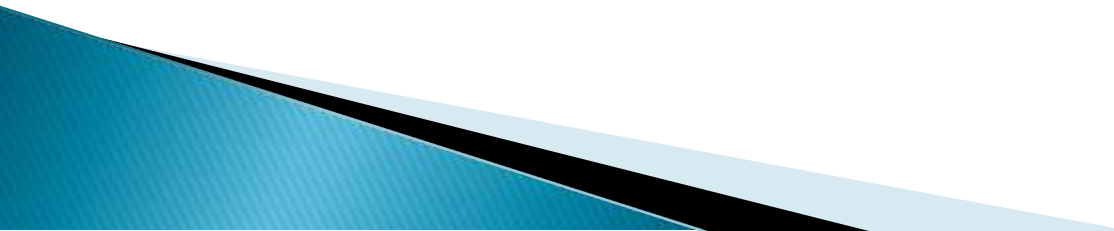
- ▶ An academic essay aims to **persuade** readers of an idea **based on evidence**.
 - ▶ An academic essay should **answer a question or task**.
 - ▶ It should try to **present or discuss** something: develop a **thesis** via a set of closely related points by reasoning and evidence.
 - ▶ An academic essay should include relevant **examples**, supporting **evidence** and **information** from academic texts or credible sources.
- 

THANK YOU

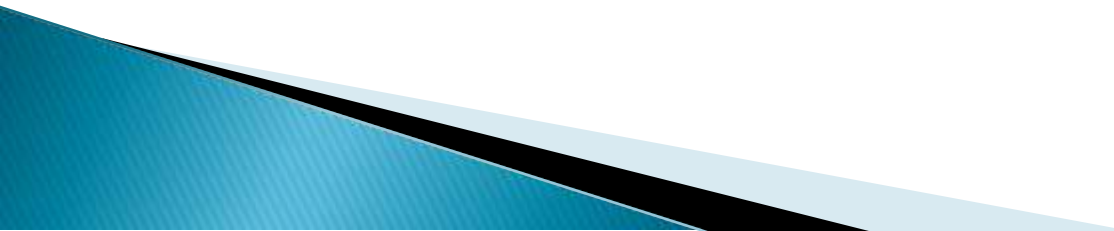


Report writing

- ▶ Report writing is an essential skill in many disciplines. Master it now at university and writing reports in the workplace will be easier.
 - ▶ A report aims to inform and sometimes to persuade.
 - ▶ They should be written as clearly and succinctly as possible, with evidence about a topic, problem or situation.
- 

- ▶ Report writing is a formal style of writing elaborately on a topic.
 - ▶ The tone of a report is always formal.
 - ▶ The audience it is meant for is always thought out section.
 - ▶ For example – report writing about a school event, report writing about a business case, etc.
- 

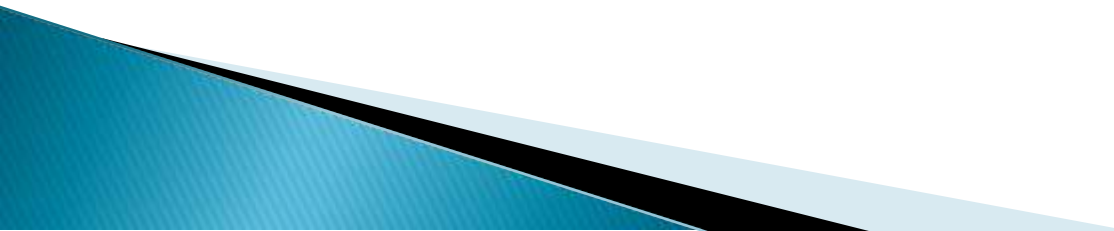
Purpose of Reports

- ▶ . Reports communicate information which has been compiled as a result of research and analysis of data and of issues.
 - ▶ Reports can cover a wide range of topics, but usually focus on transmitting information with a clear purpose, to a specific audience.
- 

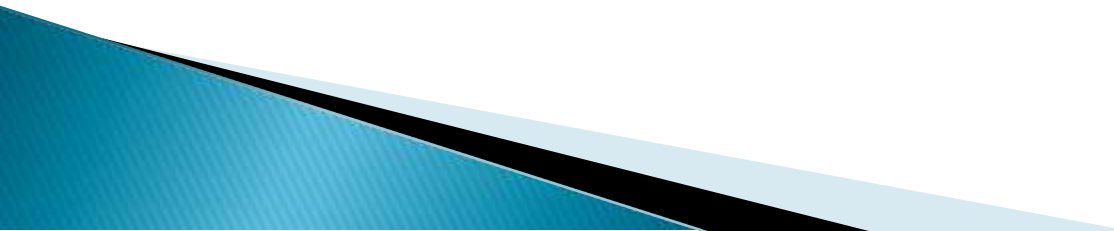
Good report

- ▶ understand the purpose of the report brief and adhere to its specifications
- ▶ gather, evaluate and analyse relevant information
- ▶ structure material in a logical and coherent order
- ▶ present your report in a consistent manner according to the instructions of the report brief
- ▶ make appropriate conclusions that are supported by the evidence and analysis of the report

Importance of report

- ▶ Decision Making Tool
 - ▶ Investigation
 - ▶ Evaluation
 - ▶ Quick Location
 - ▶ Development of skill
 - ▶ Neutral presentation of facts
 - ▶ Professional Advancement
 - ▶ Proper Control
 - ▶ A managerial Tool
 - ▶ Encountering Advance and Complex Situation
- 

Format of report

- ▶ Title Section
 - ▶ Summary
 - ▶ Introduction
 - ▶ Body
 - ▶ Conclusion
 - ▶ Recommendation
- 

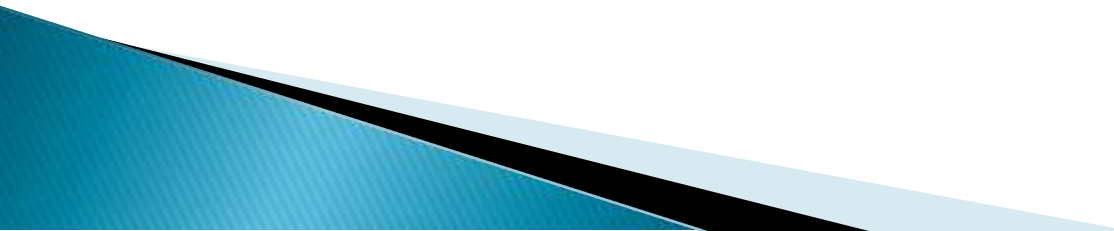
THANK YOU



Job Interviewing

Making the most of the interview

Overview

- ▶ Preparing for interviews
 - ▶ The interview experience
 - ▶ Questions to expect and to ask
 - ▶ Different types of interview
 - ▶ Assessment Centres
 - ▶ Psychometric Tests
 - ▶ Interview resources
- 

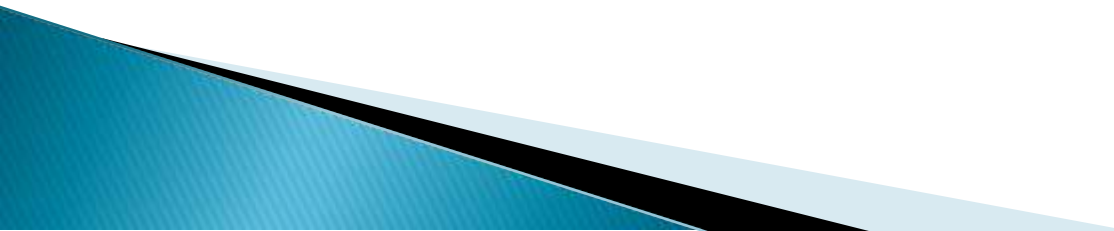
Interviews

- ▶ Interview = A meeting with an objective
- ▶ Employer's objective is to find the best person for the job
 - Employer: reviews candidate's experience and abilities
 - *Can you do the job? (skills, abilities, qualifications)*
 - *Will you do the job? (interest, attitude & motivation)*
 - *How will you fit into the organisation? (personality)*
- ▶ You: impress employer and assess position on offer
 - *What does this position offer me?*
 - *How does it fit with my career plans?*
- ▶ Congratulations – you have passed the first hurdle
- ▶ You must prove that you are the most suitable candidate for this position

Preparation is the key to success

- Review own skills, experiences and qualities
 - Check CV
 - Anticipate questions and identify relevant examples
 - Prepare key selling points
- Research organisation
 - Websites, reports, articles, company literature, etc
 - Contacts with knowledge of organisation or sector
 - Relevant articles in the press
 - Personal visit or telephone call
- Research job and occupational area
 - Job description – or similar
 - Current issues
- Prepare your questions

Watch the Body Language

- ▶ First impressions very powerful
 - *Halo effect or Devil effect*
 - ▶ Allow time to relax
 - ▶ Dress appropriately
 - ▶ Entrance, introductions & handshake
 - ▶ Smile and make eye contact
 - ▶ Be aware of own movements
 - ▶ Watch body language of interviewer
- 

Typical Questions

▶ About you

- *Tell me about yourself - Bring me up to date with your CV?*
- *Why did you choose that particular degree programme?*
- *What experience have you had that is relevant to this post?*
- *What would you consider your major achievements to date?*

▶ About the job

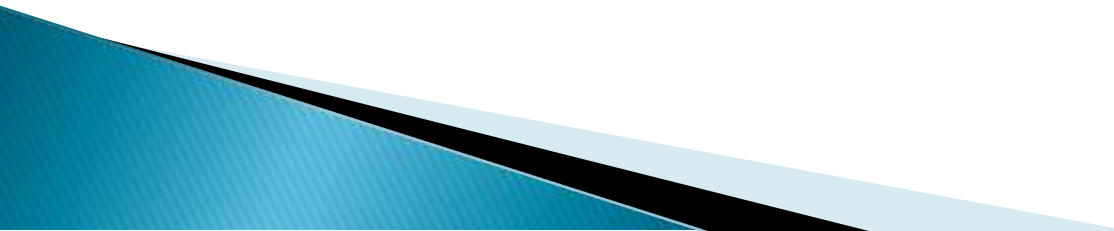
- *What interests you about this job?*
- *What do you know about this organisation?*
- *What other options are you considering?*
- *How do you see your career developing – 5 years?*
- *If you were Head of Department, what would be your priorities?*

▶ General knowledge

- *What do you think of the Government's policy on college fees?*

What's your opinion of the Ryanair bid for Aer Lingus?

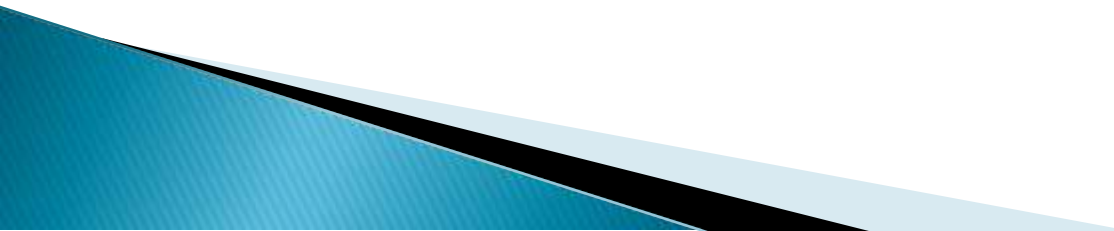
Other Type of Questions

- ▶ “What if” Questions
 - No experience – how are you likely to respond to a situation
 - ▶ Probing Questions
 - How exactly did you deal with the situation?
 - How did you know it worked?
 - How did you feel about the outcome?
 - Could you have handled it differently?
- 

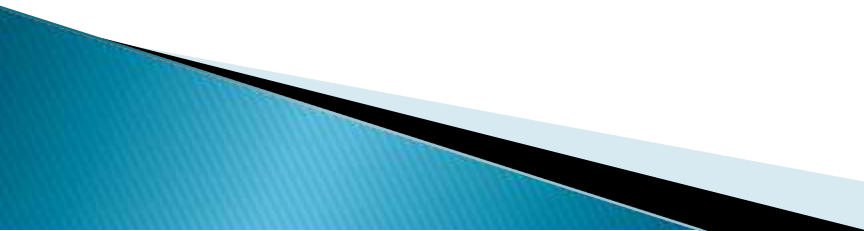
Competency-based Interviews

- ▶ Company identifies key skills required for job
- ▶ Designs questions to elicit evidence of skills
- ▶ Emphasis on past behaviour as predictor of success
- ▶ **Teamwork:** *Describe a team project you worked on. What problems arose? How did you deal with them?*
- ▶ **Communication Skills:** *Describe situation when you had to persuade others to support your view. Give an example of any reports you've written which illustrate your writing skills*
- ▶ **Interpersonal skills:** *What kinds of people do you find it difficult to work with? How do you handle those situations?*
- ▶ **Taking Responsibility:** *Describe a time when you took responsibility to achieve a challenging goal*
- ▶ **Problem-solving:** *Tell about a time when you had several tasks to manage at one time with conflicting deadlines.*

Preparing for Competency Interview

- ▶ Identify the competencies required for job
 - Review job description or ask for information
 - ▶ Define each competency in behavioural terms
 - ▶ Identify past experience to illustrate how you demonstrated that behaviour
 - ▶ Prepare examples for each competency
 - ▶ Practice talking about your experience
 - ▶ Try to give a complete answer – STAR
- 

Responding to Competency Q

- ▶ *Q Give me an example of a problem you encountered. How did you approach it. What was the outcome?*
 - ▶ STAR response
 - S: Describe the situation
 - T: Explain the task/problem that arose
 - A: What action did you take?
 - R: What was the result or outcome?
 - What did you learn from this experience?
- 

Matching Skills to Requirements

Employer needs

Communication

Team work

Leadership

Initiative

Customer Care

IT

Commercial
awareness

Your evidence

Presentation
to class

Example from
Coop

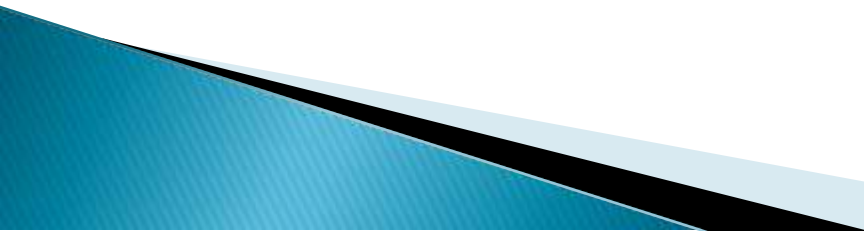
Class rep,
Committee

Fundraising
for charity

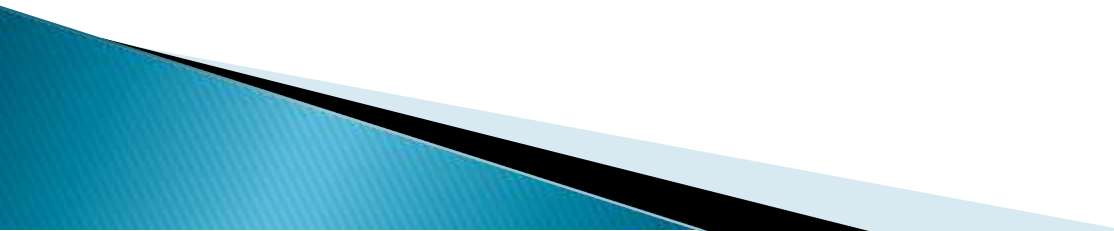
Working in
Superquinn

Designed

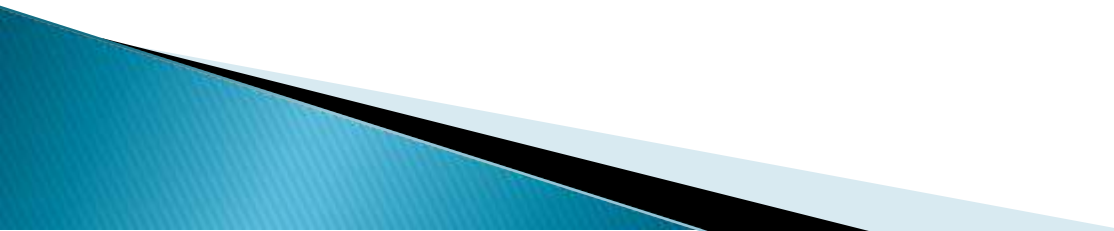
Your Answers

- ▶ Listen carefully, seek clarification
 - ▶ Illustrate answers with real examples and evidence
 - ▶ Be positive – constructive criticism
 - ▶ Keep answers specific and succinct
 - ▶ Take time to respond
 - ▶ Be alert to interviewer's body language
 - ▶ Speak clearly, smile and show enthusiasm
 - ▶ Know what you want to say, and find the opportunity
- 

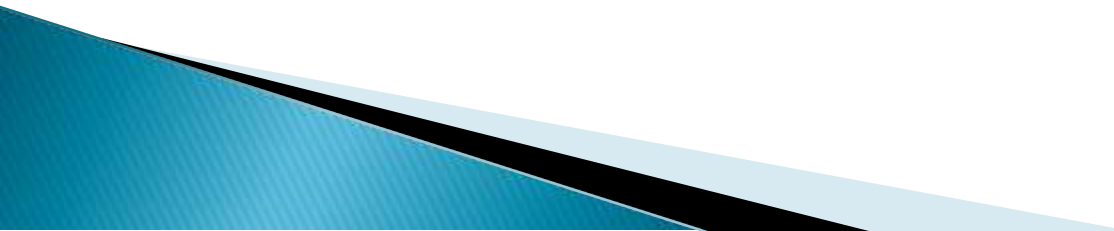
Qualities Employers Seek

- ▶ Good all-round intelligence
 - ▶ Enthusiasm, commitment and motivation
 - ▶ Good communication skills
 - ▶ Team work ability
 - ▶ Ability to solve problems
 - ▶ Capacity to work hard
 - ▶ Initiative and self-reliance
 - ▶ Balanced personality
- 

Copmpetencies required by X Company

- ▶ Adaptability
 - ▶ Integrity
 - ▶ Innovation
 - ▶ Teamwork
 - ▶ Initiative
 - ▶ Drive for Results
 - ▶ Know the Business
 - ▶ Open Exchange of Information
 - ▶ Makes Difficult Decisions
- 

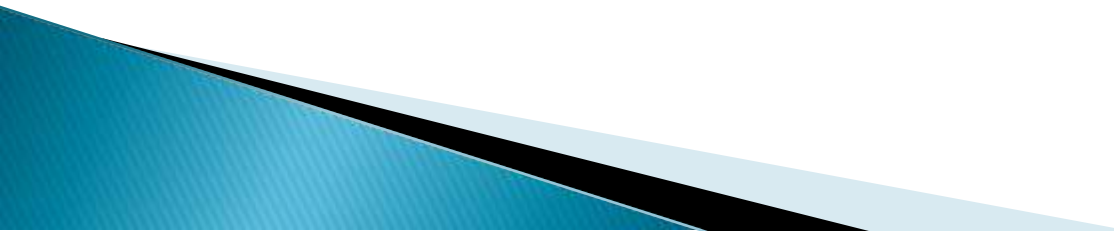
Your Questions

- ▶ Training programmes
 - ▶ Career development opportunities
 - ▶ Types of projects & responsibilities
 - ▶ Reporting structure
 - ▶ Performance appraisal
 - ▶ Profile of staff
 - ▶ Questions about topics raised in interview
 - ▶ What happens next?
- 

Interview Marking Sheet

Name	Mark-max 100
Communication Skills	Max 30
Problem Solving	Max 20
Team Fit	Max 20
Relevant Experience	Max 20
Project Management	Max 10
Total Marks	

What creates a bad impression

- ▶ Poor personal appearance
 - ▶ Negative attitude – evasive, using excuses
 - ▶ Lack of interest and enthusiasm
 - ▶ Lack of preparation
 - ▶ Poor knowledge of role
 - ▶ Failure to give concrete examples of skills
 - ▶ Over emphasis on money/rewards
 - ▶ Lack of career plan
- 

After the Interview

Review own performance

- what went well

- what went badly

- what you wished you had said

- prepare for next stage

Invitation to second / final round interviews

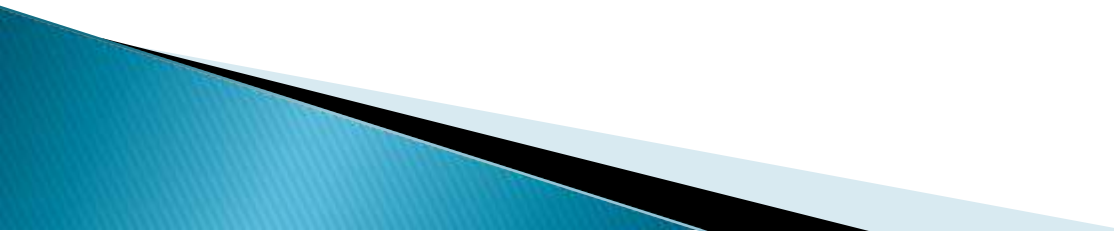
- assessment centre

- psychometric testing

- panel interview

Rejection letter / email


- if you can request feedback - use it



Telephone Interviews

- ▶ Prepare as thoroughly as for 'real' interview
- ▶ Select comfortable, private, quiet place
- ▶ Advise flatmates re answering phone
- ▶ Have copy of CV and company information
- ▶ Have pen and paper at hand
- ▶ Prepare for usual interview questions
- ▶ Practice on phone
 - *Record answers*
 - *Try standing*
 - *Smile and use gestures*
 - *Avoid monotones*
- ▶ Be yourself

Other Types Of Interviews

- ▶ Rotating
 - Like one-to-one with different interviewers
 - ▶ Group
 - 6-8 candidates
 - Group observed while discussing topic
 - Be aware of group interaction
 - ▶ Panel
 - 2-5 interviewers, or as many as 13!!
 - Try to identify different roles
 - Respond to interviewer, include others through eye contact
 - May involve presentation
- 

Assessment Centres

- ▶ Company premises or neutral venue
- ▶ Includes social or informal events
- ▶ Meeting with recent graduates or managers
- ▶ Activities include:
 - Group exercises
 - Practical tasks and exercises
 - Report writing
 - Oral Presentations
 - Psychometric assessments
 - Interviews
- ▶ Simulates real work environment

Psychometric Tests

- ▶ **Aptitude Tests** - measure skills relevant to position
 - Verbal comprehension - evaluate logic of text
 - Numerical reasoning - interpret statistical data
 - Diagrammatic reasoning - recognise patterns
 - Watch timing – complete as many as possible
- ▶ **Personality Questionnaires**
 - Look at personality style
 - No right or wrong answers
 - Be spontaneous, don't try to second-guess
 - Tests include built-in checks
 - Employers may be looking for different personality profiles
- ▶ Practice using online tests on www.ul.ie/careers

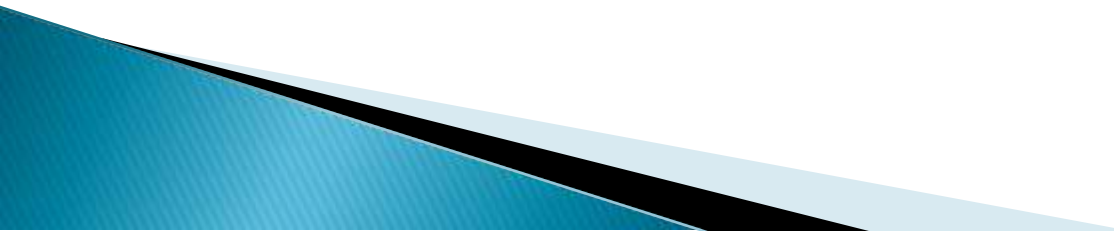
Web Resources for Interviews

- ▶ UL Careers website: www.ul.ie/careers
- ▶ Gradireland website: www.gradireland.com
- ▶ Careers4graduates: www.careers4graduates.org
- ▶ Doctor Job: www.doctorjob.com (Virtual Interview)
- ▶ Prospects: www.prospects.ac.uk
- ▶ Realworld: www.realworldmagazine.com
- ▶ Virtual Career Coach: www.windmillsprogramme.com
- ▶ BBC: www.bbc.co.uk/radio1/onelife/work

Appearance and Body Language

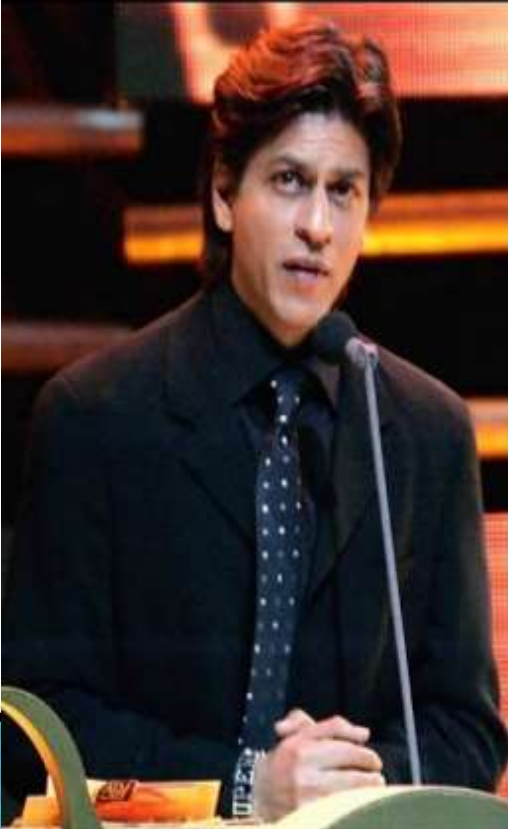


What's your Body telling you?

- ▶ **7% Verbal (Conveyed through words)**
 - ▶ **38% Vocal (intonation, pitch, pauses, etc...)**
 - ▶ **55% Non Verbal (Body Language)**
- 

Appearance

GROOMING & APPERANCE



- **Dressing** have an impact on Self, Colleague & Customers
- Your clothes convey the message that you are **Confident, Presentable, Ambitious & Sincere**

PERSONAL APPEARANCE

*It is the state, condition, manner, or style in which a person or object appears;
outward look or aspect*

OR

*The way you dress, fix your hair, tells a lot about yourself and the way you
want others to think about you.*

TRUST is Built on



FIRST IMPRESSIONS



Formal, Informal and Semi Formal Dresses of Men and Women



Formal Dresses of Men:

Haircut

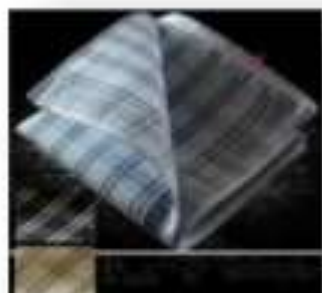


Shirts



Trousers:





Formal DRESSES For Women:





Do's for Men

- Always look professional
- Dress for the audience.
- Wear clothes that fit you
- Make sure your clothes are pressed
- Shirts with a simple collar and cuffs
- A formal but simple watch
- Keep your hair neat and trimmed
- Use Mild fragrances
- Ties should be conservative and reach the middle of your belt buckle
- Lace-up shoes (usually black) with a suit
- Hair, usually parted to one side, not reaching the top of your shirt collar

Don'ts for Men:

- Avoid multiple buttons on your shirt Don't use Clothing that no longer fits
- Avoid wrinkled clothing
- Avoid Hair that falls in your face or obscures your eyebrows
- Avoid Short-sleeved dress shirts
- Avoid Short socks
- Avoid Fragrance that smells from a distance
- Avoid Garish ties
- Avoid Shiny tie pins or clips or big belt buckles
- Don't use Open top shirt button with a tie
- Don't use Loafers with a suit

Do's for Women:

- Always look professional
- Dress for the audience
- Wear clothes that fit you
- Make sure your clothes are pressed nicely.
- Keep your hair neat and trimmed
- Wear heels (up to 1 1/2" to 2"), with a high vamp, with formal attire
- Conservative business make-up
- Focus on Lips & eyes
- Apply Lipstick properly.
- Simple manicure

Don'ts For Women

- Don't wear dark colored clothes.
- Don't Wear wrinkled clothing
- Don't wear transparent Fabrics
- Avoid Hair that falls in your face or obscures your eyebrows
- Avoid Earrings that are large & dangling
- Avoid Fragrance that smells from a distance
- Don't wear Anything too bright, tight, sheer or short
- Don't wear open toed shoes.
- Don't have too much makeup
- Don't wear big, shiny buckles or jewelry

Body Language

- ▶ **KINESICS** (a systematic study of the relationship between nonlinguistic body motions (such as Blushes, Shrugs, or Eye movement) and communication)
- ▶ **PROXEMICS** (the amount of space that people feel it necessary to set between themselves and others) (i.e. social and interpersonal situations)

Types of Body Language

- ▶ **Eye Contact**
 - ▶ **Facial Expression**
 - ▶ **Gestures**
 - ▶ **Posture and Stance**
 - ▶ **Space Relationship**
- 

1. Eyes

**“Eyes are so transparent
That through them
One sees the soul”**

**“Look a person in the
Eye when you
Talk to him”**

EYE CONTACT



GAZE BEHAVIOUR

- FORMAL GAZE



- INFORMAL GAZE



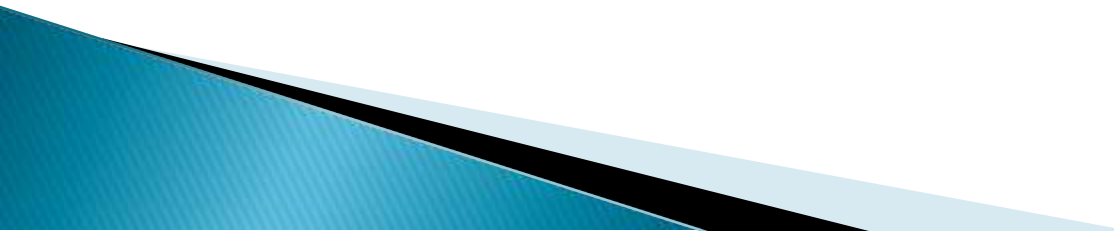
- PERSONAL GAZE

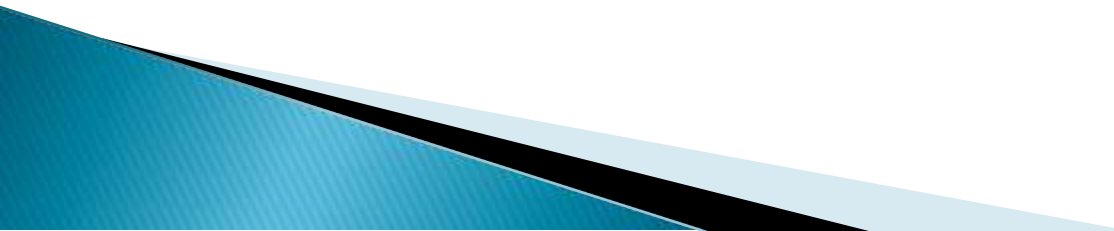


- LATERAL GAZE



Purpose for Eye Contact

- ▶ Speaking information
 - ▶ Showing attention and interaction
 - ▶ Inviting and Controlling interaction
 - ▶ Domineering, Threatening, Influencing others
 - ▶ Providing feedback during speech
 - ▶ Revealing attitudes
- 

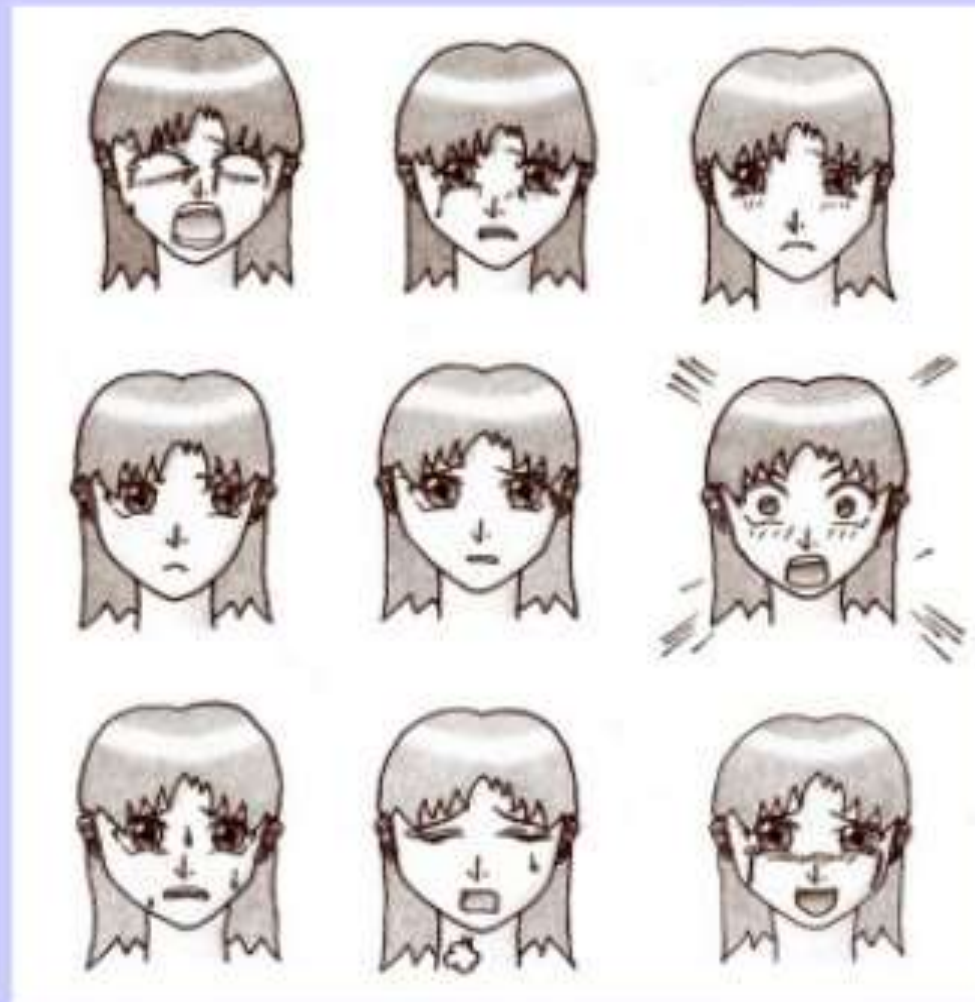
- ▶ **Too much Eye contact :**
Dominance, lack of respect,
threat, wish to insult
 - ▶ **Too little Eye contact :** not paying
attention, impolite, insincere, or
shy
- 

2. Facial Expression

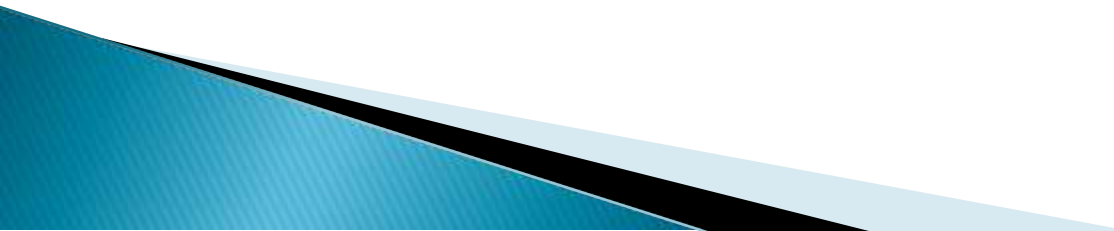
“Face is the index of mind”



FACIAL EXPRESSION



Can face speak?

- ▶ Happiness
 - ▶ Sadness
 - ▶ Displeasure
 - ▶ Anger
 - ▶ Fear
 - ▶ Interest
- 



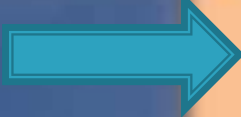
3. Gestures

**“Let your Body
Talk
On your Behalf”**

Some common Gestures

- ▶ **Shoulder Shrug** : I don't know
- ▶ **Puffed Chest** : Pride or Achievement
- ▶ **Sucked Stomach look** : I am not as fat as I
- ▶ **Eye Pulling** : Be alert
- ▶ **Nose Tapping** : Mind your own business
- ▶ **Thumb Upping** : Best luck, Victory
- ▶ **Rubbing palm together** : Positive expectation
- ▶ **Thumb and Finger rub** : Money expectancy
- ▶ **Hands Clenched together** : Confident
- ▶ **Steepling Hands** : Frustrated, Request

Submissive palm position



Dominant palm position



Aggressive palm position



Steepling hands



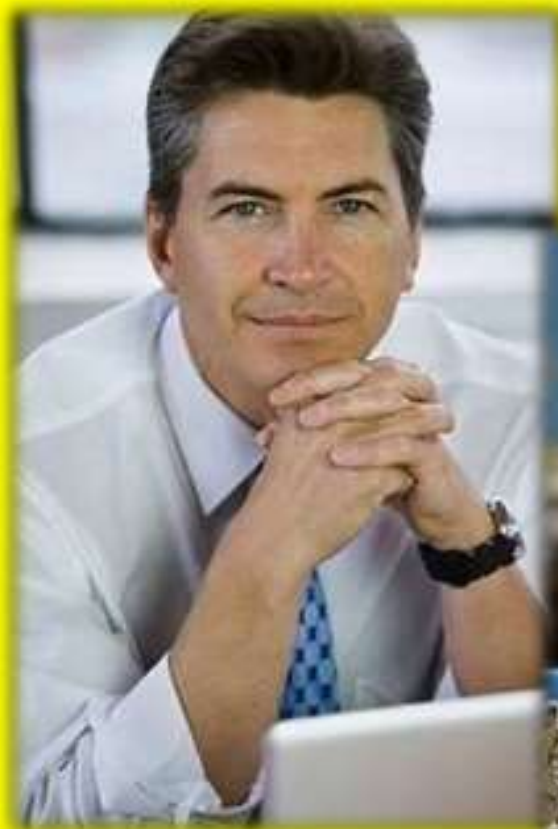
Lowered steeple



Raised steeple

Clenched hands

High clenched hands indicate people who are difficult to decipher



Confidence



Frustration



Gripping hands

- Hands in pocket : aggression



- Hands on hips : aggressive ,
achiever stance



Some more common gestures:

- clenched teeth : anger, lying



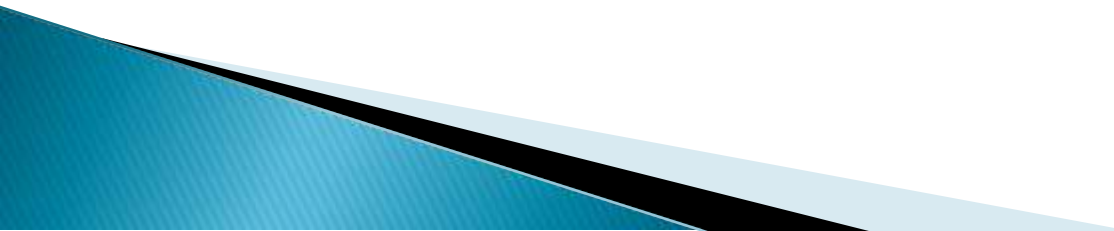
- boredom gestures:



- evaluating gestures :



4. Posture and Stance

- ▶ Standing
 - ▶ Sitting
 - ▶ Lying
 - ▶ Some common Postures;
 - ▶ Sagging : Depression
 - ▶ Forward Lean : Positive Attitude
 - ▶ Backward Lean : Negative Attitude
- 

Some common postures:

- arms folded across the chest : unsympathetic
- arms held loose : open positive attitude
- upright posture : high status , I am the boss
- bowing head : lower status
- sideways lean : relaxation, friendliness
- self wrapping : withdrawal, self protection
- slouching with forward lean : lowliness
- moderately upright : enthusiasm, friendliness



Closed attitude & Open attitude



5. Space Relationship

PROXEMICS

- Intimate Touching : 0-18"
- Personal : Close - 1½ to 2½ feet
Far - 2½ to 4 ½ feet
- Social : Close 4-7 feet
Far - 7-12 feet
- Public : Close - 12-25 feet
Far - 25 feet or greater

When you invade my

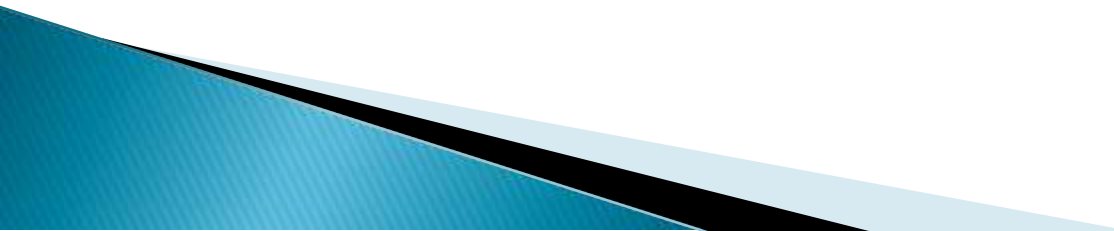
Reactions to an invasion of your

- ▶ Feel troubled
- ▶ Get defensive
- ▶ Become aggressive
- ▶ Retaliate (to do something bad to someone who

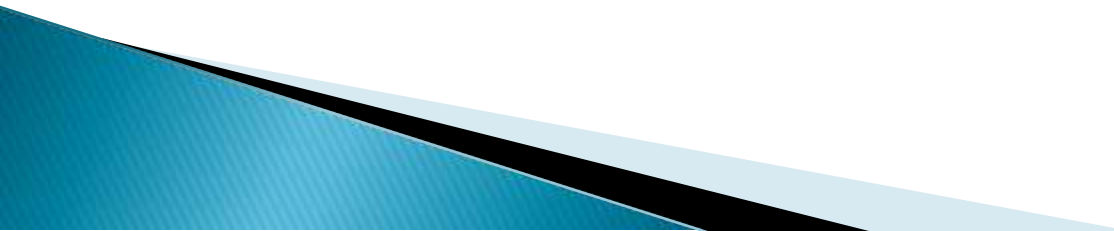


- ▶ Body Contact : Accidental
 - ▶ Touch : Deliberate

Types of Touch

- ▶ Functional
 - ▶ Social
 - ▶ Genial
 - ▶ Passionate
- 

Kinds of touch depends on various factors

- ▶ Which part of body is touched (voluntarily / Involuntarily)
 - ▶ How long touch lasted
 - ▶ Pressure used
 - ▶ Movement after contact
 - ▶ Mood while touching
 - ▶ Relation between the two persons
- 

Stiff arm hand shake : equality



Dead fish handshake: weak character



Aggressive Hand shake



Politician Hand shake



Palm down : Dominance



Palm up : Submission



Knuckle grinder : aggression



Finger tip grab : keep at considerable distance

Arm pulling : insecurity



Double handed handshake

- upper arm grip : transmits feelings



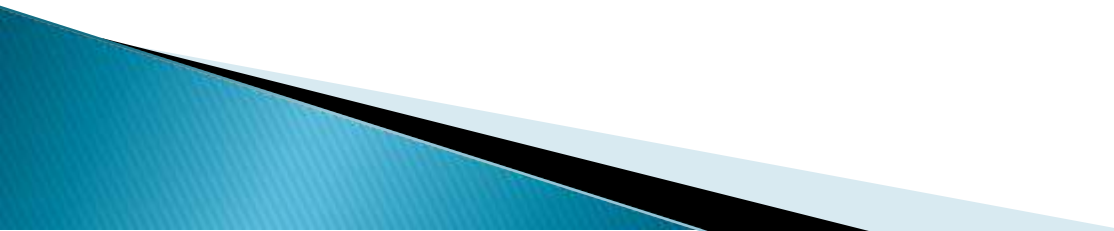
- shoulder hold : penetrates intimate zone

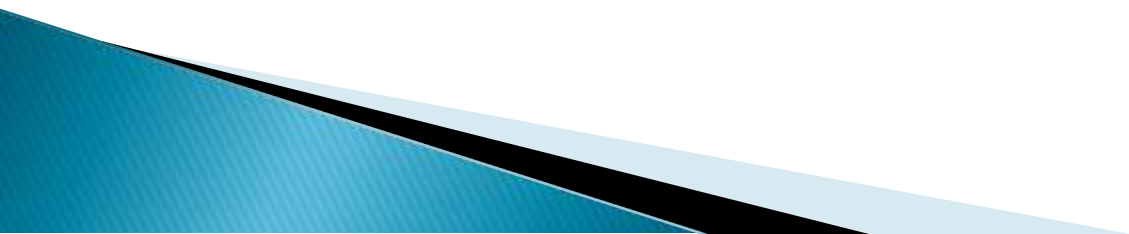


Appearance and Physique

**“The impression
people make on one
another is based
60% on their
appearance,
33% on the way in
which they speak
and**

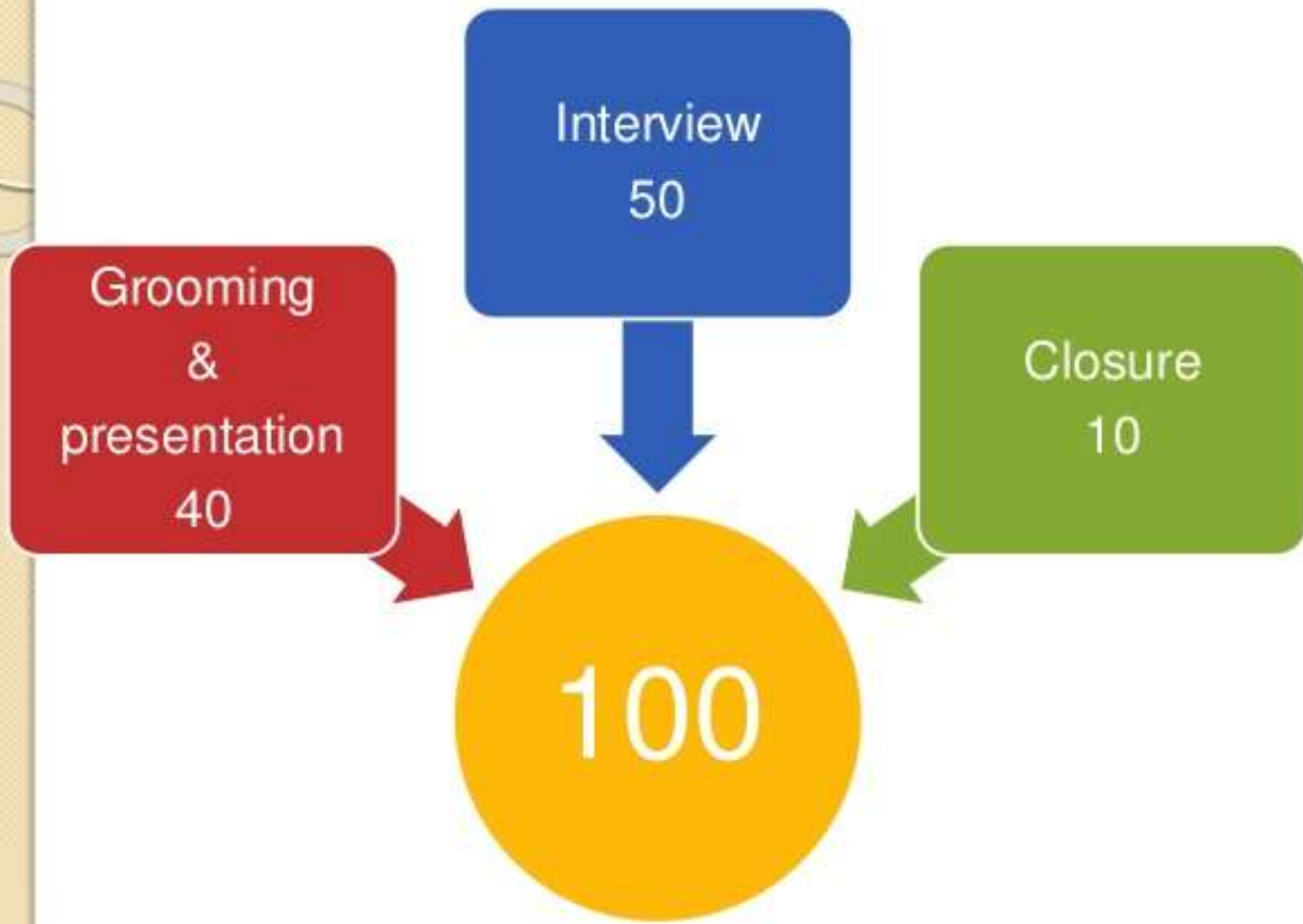
How to be attractive

- ▶ Eye contact
 - ▶ Facial expression
 - ▶ Head movements
 - ▶ Gestures
 - ▶ Postures
 - ▶ Proximity
 - ▶ Body contact
 - ▶ Appearance & Physique
 - ▶ Timing & Synchronization
- 





ATTENDING AN INTERVIEW



INTRODUCE YOURSELF

❖ **Name**

❖ **Place**

❖ **Qualification**

❖ **Family** (talk only about the members of the family. Occupation of the parents)

❖ **Hobby** (hobbies)

Why should I hire you?

How do you think you are eligible for this job?

How do you think you are suitable for this job?

- Sir/ma'am I have completed ____ I have undergone training at Unnati in the field of ____ more over I love this job. So I feel you should hire me.
- Sir/ma'am first of all I love this job. I have the required qualification, moreover I have undergone training in Unnati in the field of ____ .So I feel I am eligible for this job.
- So I feel I am suitable for this job.

Why do you want job only in my company?

Sir/ma'am Yours is a reputed company/ fast growing company/booming company etc if given a chance I can serve your company and I can also build my career in your firm.

Sir/ma'am I want to work in your company so that I can serve your company as well as I can also build my career.

I am impressed by the profile and growth of your company Here I have an opportunity to serve and be a part of a successful organization.

Why do you want job only in my company?

Sir/ma'am Yours is a reputed company/ fast growing company/booming company etc if given a chance I can serve your company and I can also build my career in your firm.

Sir/ma'am I want to work in your company so that I can serve your company as well as I can also build my career.


I am impressed by the profile and growth of your company Here I have an opportunity to serve and be a part of a successful organization.



WHAT ARE YOUR CAREER OBJECTIVES?

See your resume and try to understand
speak

what ever is there in the resume.

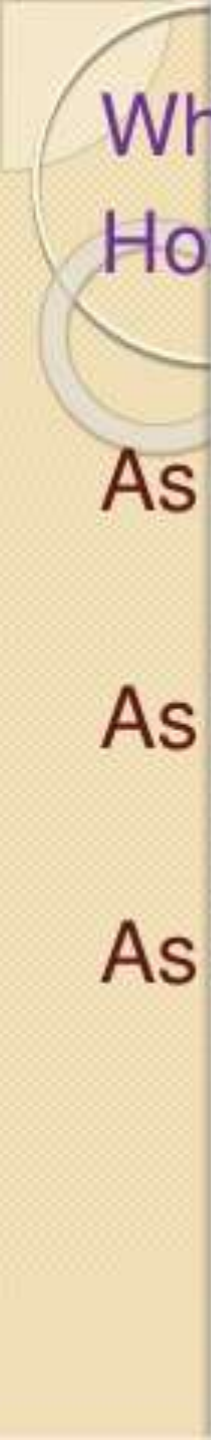


How long will you be with us?

How long will you work in this company?

Sir/Ma'am I will be with you as long as you wish.

Sir/Ma'am I will work in this company as long as you are satisfied with my work.



What is your salary expectation?
How much salary do you expect?

As per company rules

As per company norms

As per company standard.

What's your goal/ambition

- I want to become a senior official in your organization.
- My goal is to reach great heights.
- My ambition is to be the CEO of a company.

What is Unnati?


Unnati is an NGO which gives 50 days vocational training for the underprivileged.

Unnati has different vocations like AA, Rtl, Beau, & GC.

At Unnati we are trained in

- (a) *Spoken English*
- (b) *Life skills*
- (c) *Basic computer*
- (d) *Values*
- (e) *Tally (only for AA vocaion)*

After the training we are placed in jobs.



Where do you like to see yourself in another 2 years time/5 years time.

- I would like to see myself as a team leader in another 2 years
- I would like to see myself as a supervisor in another 3 years.
- I would like to see myself as a Manager in 5 years time.

Why People Are Not Hired

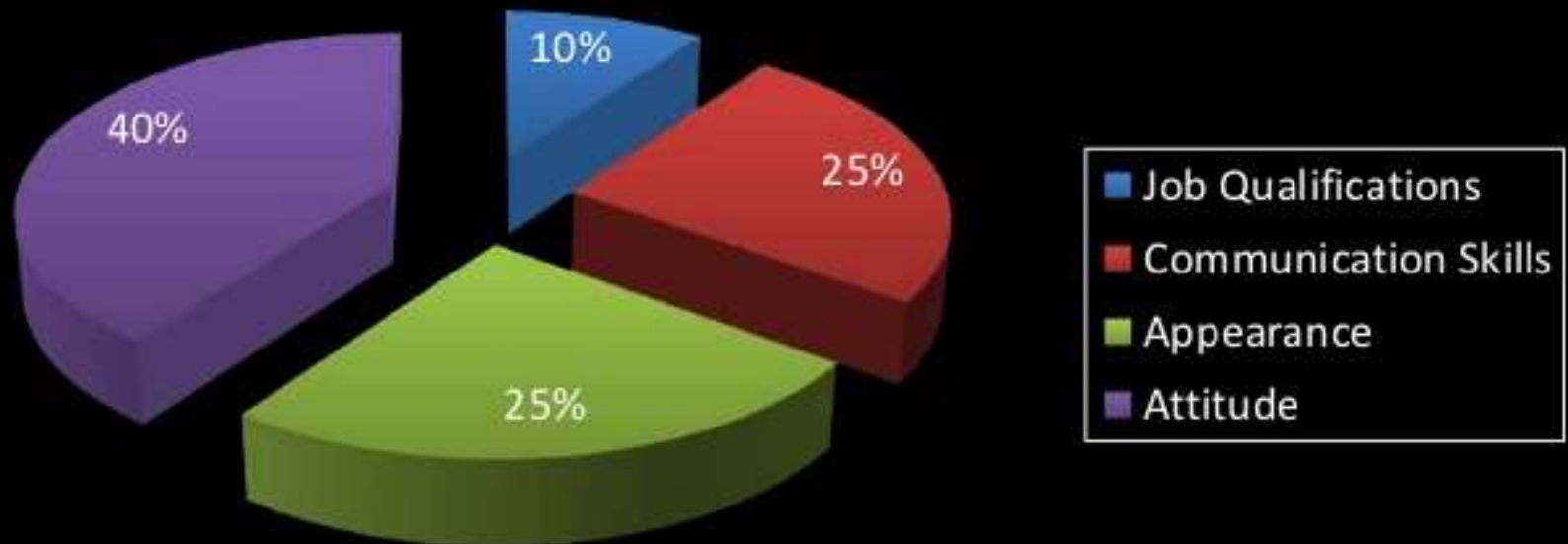
- Poor personal appearance
- Inability to communicate clearly, poor voice, and grammar
- Lack of planning for a career...no purpose or goals
- Lack of enthusiasm and confidence in the interview
- Condemning past employers
- Failure to look the interviewer in the eye

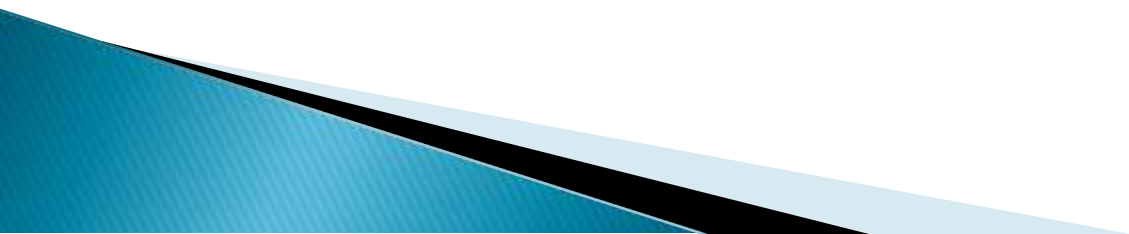
Why People Are Not Hired

- Limp handshake
- Late to the interview
- Does not thank the interviewer for his/her time
- Asks no questions
- Lack of knowledge about the business or the position

Average Interview Ratings

Interview Rating





A silver microphone with a mesh grille is positioned on the left side of the image. The background is a gradient of red and black. On the right side, the words "PUBLIC SPEAKING" are written in large, bold, white capital letters. The text is slightly tilted and appears to be on a white banner or surface that is part of the background design.

**PUBLIC
SPEAKING**

Introduction:

- Public speaking is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners.
- Public speaking have several components that embrace such things as motivational speaking, leadership/personal development, business, customer service, large group communication, and mass communication.

Speaking skills:

- Speaking is natural mode of expression.
- Language and manner of our speech change, with the change in our audience and speaking situation.
- The matter and the manner both change from one speech activity to another speech activity.
- Speaking is not all a verbal activity.

Essential of effective speaking:

- Understandable
- Clarity
- Pleasant voice
- Expression
- Preparation
- Taking main points to consideration

Speeches:

1. Informative

- This speech serves to provide interesting and useful information to your audience. Some examples of informative speeches:

2. Demonstrative Speeches

- This has many similarities with an informative speech. A demonstrative speech also teaches you something. The main difference lies in including a demonstration of how to do the thing you're teaching.

3. Persuasive

- A persuasive speech works to convince people to change in some way: they think, the way they do something, or to start doing something that they are not currently doing .

4. Entertaining

- The after-dinner speech is a typical example of an entertaining speech. The speaker provides pleasure and enjoyment that make the audience laugh or identify with anecdotal information.

Organizing a speech:

- Purpose of speech

To compose a good speech it is essential to know the purpose speech.

A speech usually has one of four basic purposes:

1. To inform
2. To persuade
3. To encourage
4. To entertain

Audience research:

- Every communication must be in form and style which suits the audience.
- To analyzing the audience, there are some important factor to be consider:
 1. Age factor
 2. Socio-culture
 3. Educational background
 4. Economic background
 5. Expectation of audience

Preparation of the text of the speech:

- In the preparation of the text for speech there are certain factors to be concerned like:
 1. Objective of the speech.
 2. Text should have specific objective.
 3. After preparing the text we should check whether it meets the objective or not.

Structuring the subject matter:

- A speech has three fundamental parts
 1. Introduction
 2. Main body
 3. Conclusion

In fact composition of main body determines the nature of introduction as well as the conclusion.

Language and style:

- The style of oral communication is different from the style of written communication, in any language .
- The following tips should be considered by the speaker :
 - i. Avoid difficult word which can create confusion
 - ii. Using of technical terms .
 - iii. Using of socially unpleasant words
 - iv. Repeating phrases like; you see, you know etc.

Environment:

Environment for speaking while making presentation

- For effective speaking the venue or the place of delivering the speech plays a very important role .
- The speaker should must be aware of the following factors:
 1. Room size where the speech has to deliver.
 2. Room should well ventilated.
 3. Determine of seating layout .

Timing for the speech:

- Time is also an important factor for making a speech effective.
- Speaker should have to set a time line for his speech.

Elements of Oral Presentation:

- Preparing notes for the speech or presentation.
- Beginning of the speech or presentation.
- End of the speech or presentation.
- Question-answer session.

The Home work:

Preparing notes

- Prepare keywords:
Reduce your main body to short notes and put them on cards.
- Keywords must be written in speakers own hand writing.
- Specify the time limits for each and every point. Write the timings on the cards also.
- Also write some messages on the cards regarding voice modulation or emphasis on a certain point of speech etc.

The First Knot with audience:

The Beginning of oral Presentation

- Different ways of introduction are-
 1. By relating an incident to grab attention.
 2. By making a statement to arouse the curiosity.
 3. By presenting facts to arrest thinking.
 4. By giving statistics to startle audience.
 5. By asking questions to make them start pondering over it.

-Cont.

6. By giving a friendly look to make them feel happy and energetic.
7. By making an intriguing or a surprising statement to frighten the audience.
8. By quoting an eminent person to generate interest of the audience in the subject matter.
9. By telling a story to motivate them to think its significance.
10. By paying a compliment to the audience to flatter them to listen to the speaker.

Impact of a good beginning:

- It grabs the attention of the audience.
- It establishes rapport with the audience.
- It earns the trust and belief of the audience in the speakers.
- It gives a preview of the main body.
- It generates a feel of significance of the speech to the audience.
- It creates the first impression of the speech.
- It effects a smooth transition of the audience towards main body

The final word:

Ending the oral presentation

- One can sum up the presentation-
 1. By giving verbal clues.
 2. By decreasing the pitch of the voice.
 3. By slowing down the pace of presentation.
 4. By making summary of the presentation.
 5. By quoting an eminent personality.

Feedback:

question-answer session

- The presentation must end up with a interactive question-answer session.
- The audience should be satisfied with the answers given to there respective questions.
- The answers must be in such a way that they can give a even better idea of the whole presentation.

Personality and Body language

- Effective use of body language-
 1. Stand with body weight equally balanced on both feet.
 2. Avoid too much walking around.
 3. Gestures and facial expression should always accompany speech.
 4. Physical appearance should be suitable for the occasion.
 5. Confidence is necessary for good personality.

Manner of speaking:

- Words
- Expression
- Pace of the voice
- Pitch of the voice
- Power of the voice
- Pausing
- Clarity in the articulation
- Speaking with the required loudness
- Hamming

The A-V effects

Efficient use of audio visual aids

- The visibility of the visual aids and audibility of the aural aids to the audience should be taken care of.
- If the audio visual require some explanation that should also be provided.
- A-V aids must fit in the presentation.
- A-V aids must be supplemented with the body language.
- Speaker must talk to the audience and not to the A-V aids.

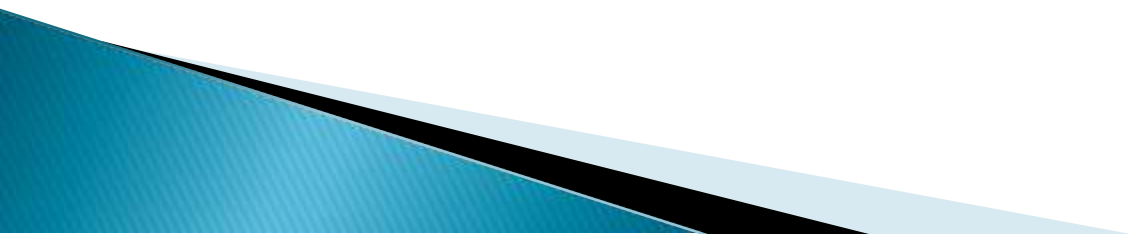
What to show and when

Suitability of different A-V aids:

- Posters
- A board
- A flip chart
- An over head projector
- VCD or TV
- Slide projector

**We heartily welcome
your views, Queries and
applause!!!**






Conquering Nervousness



Objectives

- ▶ To help youth identify what makes them scared of speaking in public.
 - ▶ To help youth learn to plan for and around stage nerves.
 - ▶ To help youth build their communications skills through simple speaking opportunities.
- 

Objective #1

To help youth
identify what makes
them scared of
speaking in public.

Group Activity

Does
speaking
in public
scare you?

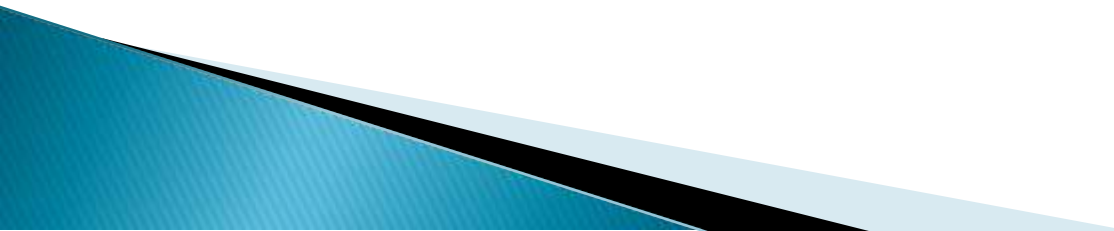


Common Public Speaking Fears

- ▶ Boring the audience to sleep
- ▶ Burping uncontrollably
- ▶ Teeth chattering
- ▶ People laughing at them

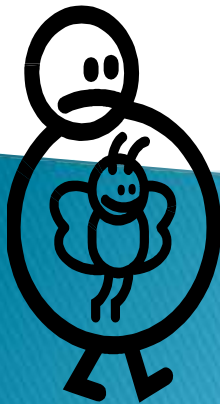
Tripping on the way

Discussion Questions

- ▶ What other fears can you think of?
 - ▶ Are you surprised at all the things people fear about public speaking?
 - ▶ What might you do to prevent some of these fears from coming true?
 - ▶ What is at least one solution or problem-solving technique for each fear we have listed?
 - ▶ What nervous symptoms have you had before or while speaking in public?
- 

Objective #2

To help kids
learn to plan
for and around
stage nerves.



Plan and Prepare

- ▶ Proper preparation and rehearsal can help to reduce fear by about 75%.
- ▶ Proper breathing techniques can further reduce this fear by 15%.
- ▶ Your mental state accounts for the remaining 10%.


10 Steps to Reduce Speaking Fears



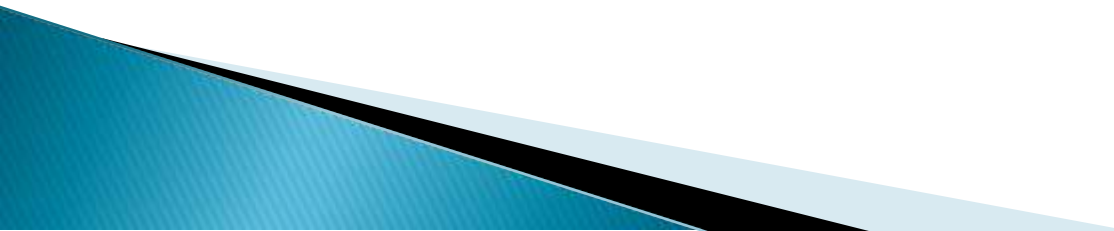
1. Know the Room

- ▶ Arrive early and walk around the room.
- ▶ Stand up front by lectern or podium.
- ▶ Test out the microphone if using one.
- ▶ Walk around where the audience will be seated.
- ▶ Walk from where you will be seated to the place where you will


2. Know the Audience

- ▶ Try to greet some of the audience and chat with them.
 - ▶ Friends are easier to talk to than a group of strangers.
- 

3. Know Your Material

- ▶ Speak about things you know or that interest you.
 - ▶ Study your material until you know it.
 - ▶ Practice your speech.
- 

4. Learn How to Relax

- ▶ Sit comfortably with your back straight.
 - ▶ Breathe in slowly, hold your breath for 4 to 5 seconds, and then slowly exhale.
 - ▶ To relax your facial muscles, open your mouth wide and eyes wide, and then close them tightly. Pause and open them again.
- 


5. Visualize Yourself Speaking

- ▶ Imagine yourself walking confidently to the lectern.
- ▶ Imagine yourself speaking, your voice loud, clear, and assured.
- ▶ When you visualize yourself as successful, you will be successful.

6. Realize People Want You to Succeed

- ▶ Audiences want speakers to be interesting, informative, and entertaining.
- ▶ They want you to succeed.


7. Don't Apologize for Being Nervous

- ▶ **Most nervousness does not show.**
 - ▶ **If you don't say anything, nobody may notice.**
- 


8. Concentrate on Your Message

- ▶ Your nervous feelings will ease as you focus your attention away from your fears.
- ▶ Concentrate on your message and your audience, not yourself.

9. Turn Nervousness into Positive Energy

- ▶ The same nervous energy that causes stage fright can be an asset to you.
 - ▶ Transform this energy into vitality and enthusiasm in delivering your speech.
- 

10. Gain Experience

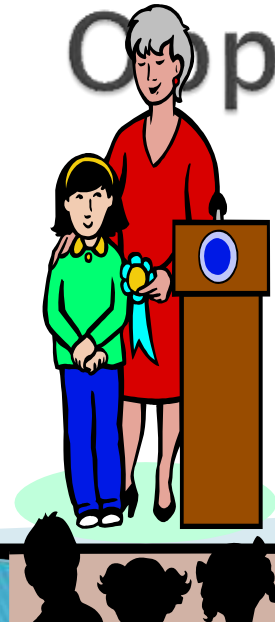
- ▶ Experience builds confidence and reduces anxieties.
 - ▶ Volunteer to speak when possible to build your confidence.
- 

Objective 3



To help youth build
their
communications
skills through simple
speaking
opportunities.

Methods for Providing Public Speaking Opportunities

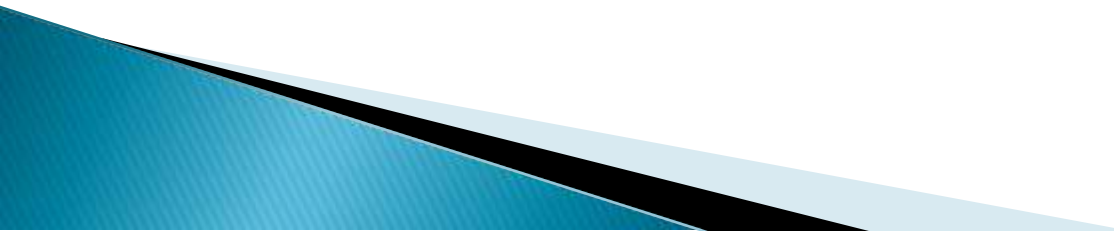


Officer & Member Reports

- ▶ Ask officers and members to stand when addressing the group.
- ▶ This accomplishes three things:
 - It gives the speaker presence to the group.
 - The club members or audience can hear and focus on the speaker.
 - It gives the speaker practice with standing up and facing the group in a non-threatening way.

Other Opportunities

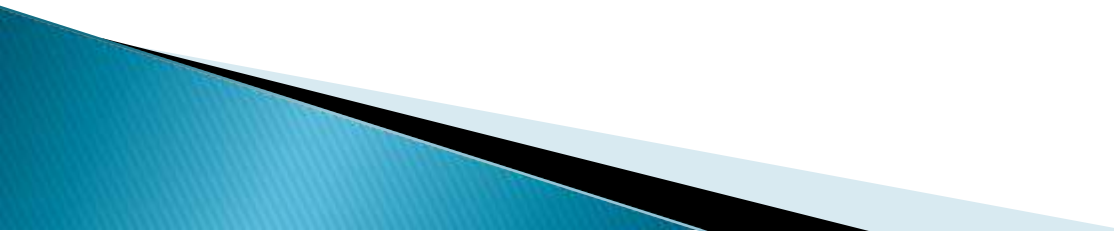
Arrange for youth to speak to the club or group. They might share a:

- One-minute demonstration or illustrated talk
 - Completed 4-H project from last year in a show-n-tell format
 - Full-blown demonstration
 - Short speech for contest
 - Skit or share-the-fun act or talent
- 


Demonstrations & Illustrated Talks



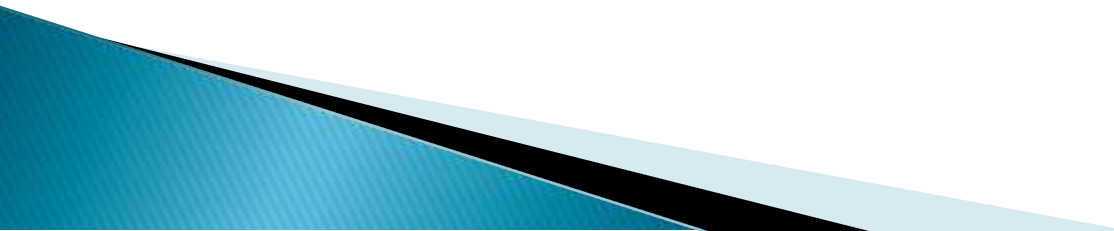
Demonstrations and illustrated talks can help members

- ▶ Gain self-confidence,
 - ▶ Learn to speak before a group,
 - ▶ Increase knowledge about a project,
 - ▶ Develop leadership skills,
 - ▶ Learn to organize materials in a logical sequence, and
 - ▶ Develop skill in putting words and actions together.
- 

“Fun Box” Demonstrations

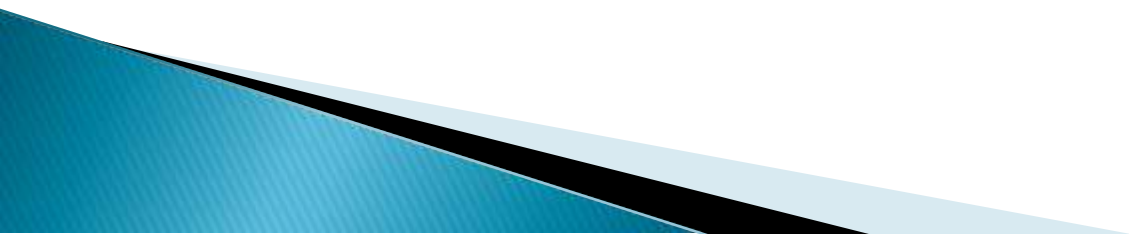
- ▶ Contain a variety of everyday items
 - Shoe and shoelace, band-aid and ointment, screwdriver and screw, etc.
 - ▶ Member is asked or volunteers to select an item
 - ▶ Member then talks about this item for 30 seconds to one minute
- 

“Grab Bag” Demonstrations

- ▶ Ask a member to select a bag that contains all items needed for a short demonstration.
 - ▶ The member prepares what to say about the items during the first part of the meeting.
 - ▶ Then the member talks about the items for 1–3 minutes.
 - ▶ An example “grab bag” demonstration would include all of the items needed to show how to properly measure sugar, flour, or baking soda.
- 

Demonstration Practice





Listening to Different Kinds of Interviews

Face-to-face interview

Radio Interview

TV Interview

DIFFERENT TYPES OF INTERVIEWS

CAREERCLIFF.COM

- Virtual Interview
- Telephone Interview
- Lunch/ Dinner Interview
- Informational Interview
- Screening Interview
- Individual/ Face to Face Interview
- Small Group or Committee Interview
- Second or On-site Interview
- Task Oriented or Teasing Interview
- Career Fair Interview
- Behavioral Interview
- Working Interview
- Traditional Interview
- Serial Interview
- Case Interview
- Stress Interview
- Group Interview
- Puzzle Interview
- Video Interview
- Panel Interview
- Assessment Interview
- Questionnaire Interview



OBJECTIVES OF INTERVIEW

CAREERCLIFF.COM

1. Create relation between interviewer and interviewee
2. Gain inner feelings of the respondent
3. Collect information about an existing social problem
4. Create a source of knowledge
5. Provide rich hypothesis
6. Observe the situation quickly
7. Collect additional information
8. Reduce the distance between human beings
9. Draw quantitative facts
10. Gain new knowledge about an area



Face-to-face interview



- ▶ **Face-to-face interview is a data collection method when the interviewer directly communicates with the respondent in accordance with the prepared questionnaire**

- ▶ The face-to-face interview, also called an in-person interview, is probably the most popular and oldest form of survey data collection.
- ▶ It has continued to be the best form of data collection when one wants

- ▶ A face-to-face interview is generally the final step in the interview

Some effective interviewing techniques include the following

- ▶ **Planning and preparation**

Before starting an interview, it's important for a manager to have read the applicant's resume, prepared questions, and know what he wants to learn during the interview.

It's also helpful to set a time limit for the interview.

▶ Understanding the job.

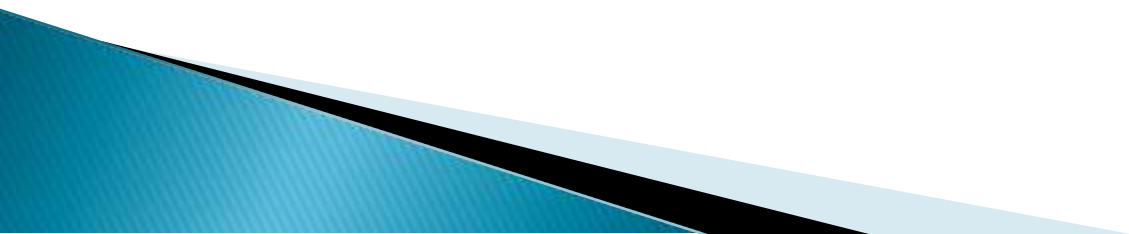
In some cases, managers don't have direct experience doing the job for which they're hiring. When that happens, it's important for the manager to talk with people who are doing the job now as well as direct supervisors and teammates. What are the most important qualities, skills, and qualifications required for the

▶ Connecting with the applicant.

Most people are nervous at job interviews, and it's important to set the applicant at ease so she can put her best foot forward. Instead of just saying "Don't be nervous," good managers

▶ Active listening.

Managers want to learn about the candidate, so active listening is very important. Managers need to show that they're interested by nodding, asking follow-up questions, smiling, or otherwise using body



Radio Interview



- ▶ Radio Interviews, sometimes known as a 'radio day' or 'ISDN link ups', essentially mean having a spokesperson linking up with BBC and Commercial radio stations from a central studio and therefore

▶ There are three types of interviews

1. Spot interviews,

2. Field

interviews, and

Check list for your Interview

Before the interview

- What do you want to know after the interview?
- How long should the interview be?

Prepare the interview

- Research the topic and possible interviewees.

Questions

- Clear and short questions
- Use the 5 W and 1 H.
- No yes/no questions
- No double barrelled questions.
- No either/or questions.
- No nonquestion questions

Equipment

- Check equipment before leaving.
- Bring headphone and microphone.
- Bring extra tape, extra batteries.
- Make a sound check in the location before starting the interview.
- Label your tape, MD or MP3 track.

Location

- Disturbing noises, other

Prepare the interviewee

- Clarify Name, organisation and position of interviewee.
- Agree on language of the interview.
- Explain length and context of the interview.
- Depending on the type of interview, discuss the

The interview proper

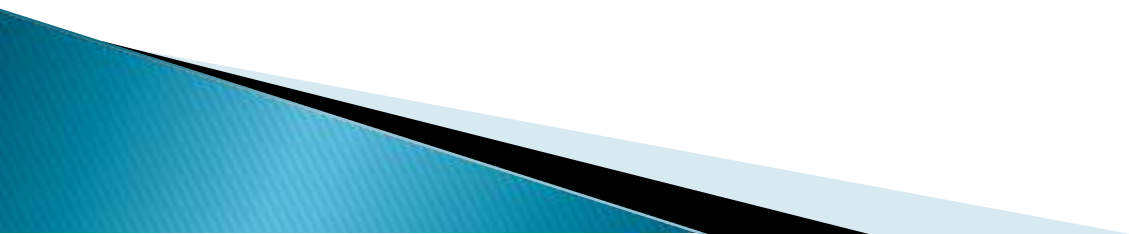
- Sound interested
- Don't make excuses for asking a question.
- Dare to interrupt but do it at the first and only attempt.
- Hold on to the microphone and the question paper.
- No yes, mmh or other affirmative sounds.
- Use non-verbal

Winding up the interview

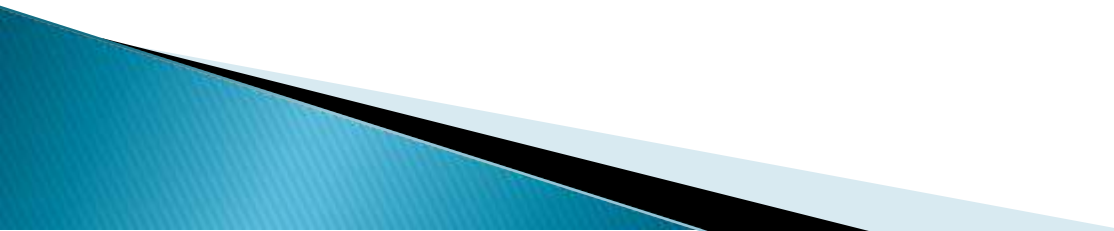
- Announce the end with a “last” question.
- Repeat the person's name position, organisation and the topic of the interview.

After the interview

- Check if the interview is



TV Interview



- ▶ Television interviews can have intense, emotion-packed moments.
- ▶ TV interviewers should be great listeners, ask good questions, digest and analyze the information they're

There are three types of TV interviews

- 1. Live Studio Interviews,**
- 2. Recorded Studio Interviews And**
- 3. Location interviews (usually at your place of work).**

TV interview tips

Know your subject

- ▶ Do your pre-interview homework before sitting down to ask someone questions.
- ▶ Know their credentials or their background, research their expertise and be

Prep your subject

- ▶ The interviewee should have the chance to prepare for the questions they'll be asked.
- ▶ While you don't usually need to provide a complete list of specific interview questions, give them a general idea or the key points of what they'll be asked and the topics that will be covered.

You must be clear about the

Start slow

- ▶ Have a goal in mind for the kind of information you want to glean from this interview, and slowly work your way towards it by asking simple questions.
- ▶ Interviews can be emotional, and hammering people with ‘gotcha-style’ questioning or asking the tough questions too soon can cause the interviewee to feel uncomfortable, especially if this is their first TV interview.

Use active listening

- ▶ Use your body language to indicate your attention and focus is on the person you're interviewing.
- ▶ Letting your interviewee talk and tell their story with only minimal guidance is the ideal way to conduct your interview.

You want your audience to

- ▶ Even after your subject has answered your question, maintain eye contact and leave a small pause.
- ▶ It's likely your interviewee has a few prepared answers, so give them a moment to try and fill the silence themselves.

What they offer may be more of value than

Ask open-ended questions

- ▶ Ask follow-up questions to gain more information from your subject, but rather than searching for ‘yes’ or ‘no’ answers, ask questions that will lead to a story, or an emotional share.
- ▶ For instance, “how did you feel when you sold an album for the first time?” Or, “when did you realize you wanted to be a doctor?”

Telephone Interview



- ▶ Telephone interviews can also be referred to as CATI interviews (**Computer Aided Telephone interviews**).
- ▶ During a telephone interview, the interviewer is guided by a market research questionnaire

to conducting telephone interviews over other research

Questions are properly understood

- ▶ The interviews are guided by an interviewer.
- ▶ This ensures that the questions are understood as intended.
- ▶ The interviewer can clarify any misunderstandings leading to

Large amounts of data from each individual

- ▶ Telephone interviews can last up to over an hour.
- ▶ This means that you can gather a lot of data from each respondent.

Provides the opportunity to dig deeper

- ▶ Telephone interviews provide the chance to dig deeper into any interesting points

Higher response rates

- ▶ Telephone interviews normally result in higher response rates as the interviewer can set up appointments with respondents and chase any warm leads.

Improved respondent screening

- ▶ Telephone interviews provide an effective way of screening respondents to ensure you are speaking to the most appropriate person before beginning the interview.
- ▶ The interviewer speaks to the respondent directly, so you know who you have spoken

Flexibility

- ▶ Different types of questions can be used in a telephone questionnaire.
- ▶ A discussion guide can be used to guide a conversation instead of a questionnaire being used as a script, allowing for more flexibility during the interview.

Often the only way to reach b2b audiences

- ▶ In b2b research, telephone interviews are often the best way to collect data from hard to reach respondents.
- ▶ Many roles and industries are poorly represented on

Phone Interview Questions



Tell me about yourself / Tell me about your background

Describe yourself

Why are you applying for this position?

Why do you want this job?

Tell me what you know about the role

Why do you want to work here?

Why are you looking for jobs?

What are you passionate about?

What are your salary expectations?

Are you interviewing with other companies?

Using Telephone

- ▶ **Telephone Communication** is the transmission of speech over a distance either by electric signals propagated along conductors or by radio signals; a type of telecommunication.
- ▶ Telephone communication permits conv

Introduction:- Telephone

The telephones people use came about from a device invented by *Alexander Graham Bell* in 1876 .Telephone is devices for communicating sound, especially speech.

Tele- means *long distances* and *-phono* means *sound, voice or speech*.

What is a Telephone Conversation?

It is the transmission of a message through phone.

- It can be *informal* - when you call to a friend or relative.
- It can be *formal* - When you call to an office, to your boss, etc.



Example of a formal phone conversation:

- Speaker 1: *Good morning. I'd like to talk to Mr. Dan Brown please.*
- Speaker 2: *Good morning. I'm sorry but Mr. Dan Brown is not here at the moment. Would you like to leave him a message?*
- Speaker 1: *Yes please. Tell him that Ms. Sumathi needs to contact him.*
- Speaker 2: *Sure, I'll tell him. Does he has your phone number?*
- Speaker 1: *Yes he has it. Thank you.*
- Speaker 2: *You're welcome. Something else?*
- Speaker 1: *No, that's all. Good bye*
- Speaker 2: *Good bye Ms. Sumathi.*



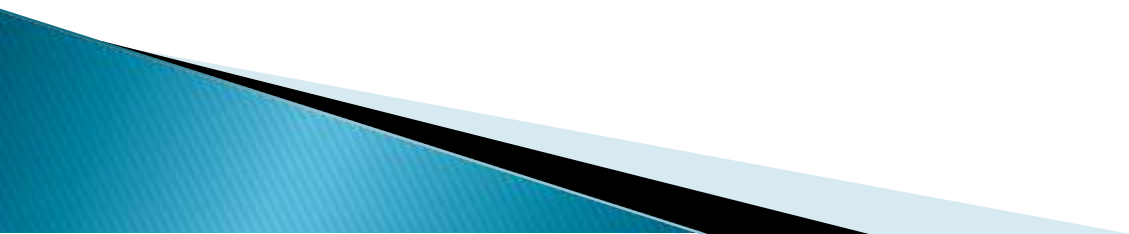
Example of an informal phone conversation:

- Speaker 1: Hi Rosi, how is going on?
- Speaker 2: Hey man! Cool. You?
- Speaker 1: Good!... What about your husband?
- Speaker 2: He's working now... something to tell'im?
- Speaker 1: Yep, if he can call me back please.
- Speaker 2: Sure!. I'll tell'im.
- Speaker 1: Thanxs Rosi. Take care!
- Speaker 2: No problem, you too!
- Speaker 1: Bye!
- Speaker 2: Bye!



The simplest communication process always involves 4 parts:

- A **sender** is the person who has information to convey to another person.
- The **message** is the information to be communicated.
- A **channel** is the means or medium of communication. The channel might be the telephone wires, a printed page of a letter or even data transmission over wires from computer to computer.
- A **receiver** is the person who takes in the information that is sent.



Recruitment

RECRUITMENT

DEFINITION

- Recruitment is the process of finding and attracting capable applicants for employment. The process begins when new recruits are sought and ends when their applications are submitted.

William B Werther & K. Devis

-
- Recruitment is the process of searching prospective employees and stimulating them to apply for the jobs in the organization.

Edwin B Flippo

- Recruitment has been defined as the process of seeking out and attracting individuals from the labour market who are capable and interested in filling the employment vacancies.

Taylor & Bergman

PURPOSE AND IMPORTANCE OF RECRUITMENT

- Attract and encourage candidate to apply for the post in the organization.
- Determine present and future requirements of the organization.
- Create a pool of candidate at the low cost.
- Begin identifying and preparing potential applicants who will be appropriate candidates.

FACTORS DETERMINING RECRUITMENT

- Size of the business.
- Employment conditions in the locality of recruitment.
- The past recruiting policy of the organization in retaining good workers.
- Working environment and compensation package that influence employees to continue or take exit from the organization.
- The rate of growth of the organization; future, cultural, legal and economic factors
- Cost of recruitment.

RECRUITMENT POLICY

• The policy provides a framework for recruitment and contains aspect such as

Organizational objectives

• Identification of recruitment needs

• Preferred sources of treatment{internal /external}

• Criterion of selection and preferences

• The cost of recruitment and financial implementation of the same

RECRUITMENT PROCESS

Recruitment process involves a systematic procedure from searching the candidates to arranging and conducting the interviews and requires many resources and time. It has following activities.

1. **Identify vacancies:** It begins with the human resource department receiving requisitions for recruitment from different departments in the organization. It includes posts to be filled, number of vacancies, duties to be performed and qualification with experience.

- **Preparing job and person specification:** Job specification is helpful to think of job under broad heading; main characteristics of the training, background of the job, main responsibilities and job boundaries, experience of job holder, resources and constraints affecting the job. It has to be decided what types of candidates are to be invited and what would be their characteristics.
- **Advertising vacancies:** This is the method by which the candidates will be located. It is either through internal sources or external sources and also decided the method of advertising for the post.

- **Managing response:** This step is to the way adopted to receive the applications and scrutinize each application as per the recruitment policy by the scrutiny committee.

- **Short listing and identifying the prospective candidates:** After the scrutiny the eligible candidates are shortlisted and a list is prepared.
- **Arranging the interview with the shortlisted employees:** Interview dates are finalized. Criteria for the merit list are prepared by the committee is formulated.
- **Conducting the interview and decision making:** Interview is conducted on the scheduled date by the selection committee. Then the candidates are selected.

SOURCES OF RECRUITMENT

- Sources of recruitment can be grouped into two categories: internal and external.

Recruitment from internal sources

- It is done within the organization. It includes the candidates who are already on pay rolls of the organization and also who were once on the pay roll and plan to return or whom organization would like to retire. These include:
 - **TRANSFERS:** It involves shifting from one department to another department. It does not involve any drastic change in the responsibilities, pay and status of employee.
 - **PROMOTION:** It leads to shifting of employees to a higher position,

RECRUITMENT FROM EXTERNAL SOURCES

These sources lie outside the organization. These include:

- **ADVERTISEMENT:** It is the most effective means used to search for the potential employees. Advertisements in the leading newspapers, Television ads etc help in searching the qualified and experienced personnel for vacant jobs.
- **EMPLOYMENT AGENCIES:** Employment agencies run by government are regarded as important source of recruitment. The employment exchanges bring employees in contact with the job seekers.

- **DEPUTATION:** This method is also quite common. The employees of one organization are selected or taken on deputation from other organization for filling the vacancies.

- **ON THE CAMPUS RECRUITMENT:** In this method a preliminary search for prospective employees is done by conducting interviews at the campus of various institutions, universities and colleges on predetermined dates and suitable candidate are selected.
- **TELECASTING:** The practice of telecasting of vacant posts over TV (Doordarshan) is gaining importance these days. Special programs like 'job watch', 'youth pluse' etc over TV have become quite popular in recruitment for various types of posts.

SELECTION

- Selection is the process of choosing from a group of applicants those individuals best suited for a particular position. Selection is an integral part of staffing, wherein one person is chosen in preference to other for the announced job position. It involves a series of steps by which candidates are screened for choosing the most suitable person for vacant posts in the organization.

DEFINITION

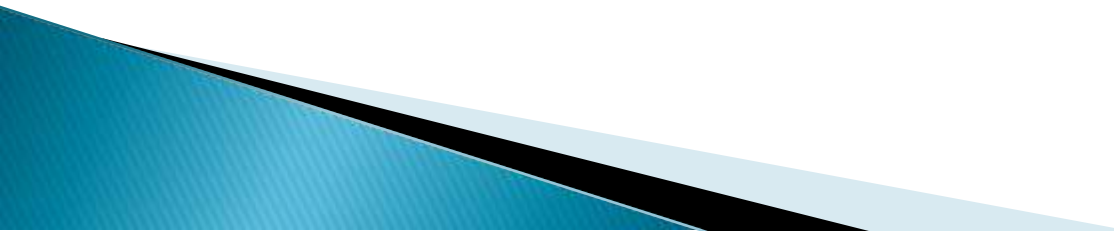
- Selection is the process of differentiating between applicants in order to identify those with a greater likelihood of success in the job.
- It is a process of choosing the fit candidates or rejecting the unfit candidates or combination of both.

Thank
You

UNIT-V

PRESENTATION AND GRAMMAR USAGE

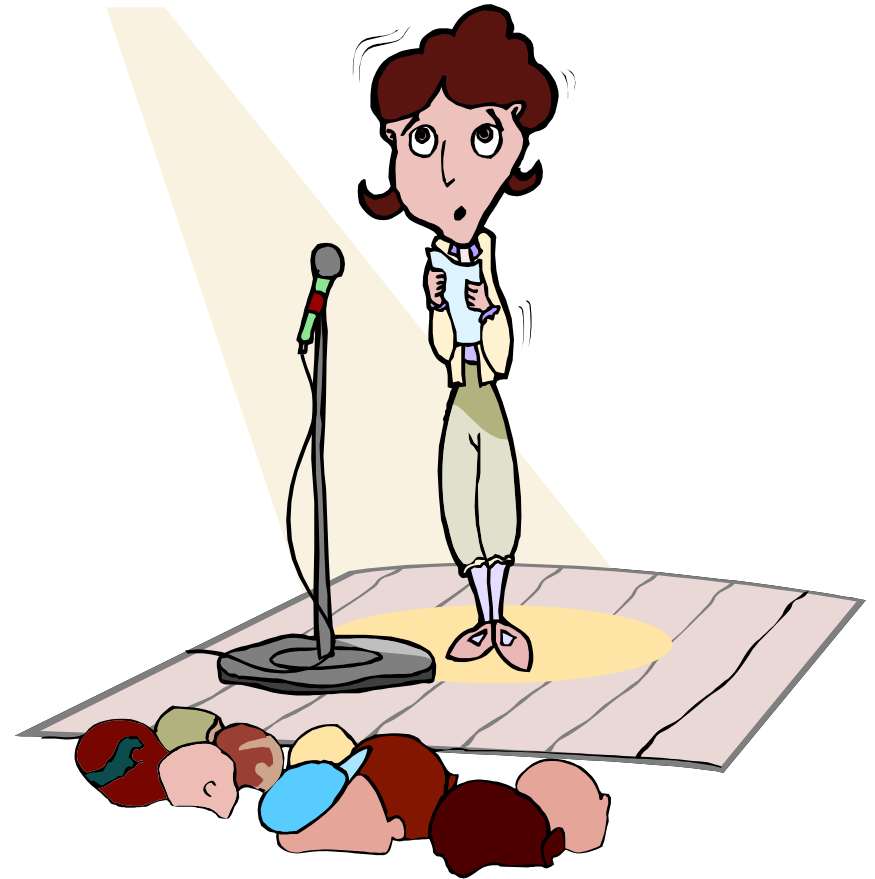
Contents

- ▶ Presentation
 - ▶ Types and Importance of presentation
 - ▶ Standards of Punctuation
 - ▶ Apostrophe
 - ▶ Brackets
 - ▶ Colon
 - ▶ Comma
 - ▶ Standards for Grammar
 - ▶ Subject Verb Agreement
 - ▶ Dangling Modifier & Parallelism
- 

Presentation

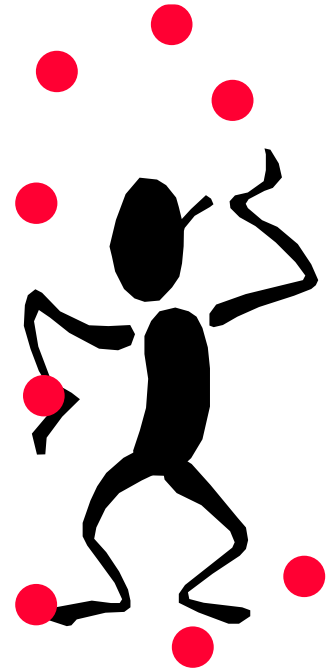
- ▶ Presentation skills are the skills you need in delivering effective and engaging presentations to a variety of audiences.

“After violent death, most people fear public speaking more than anything else in life”

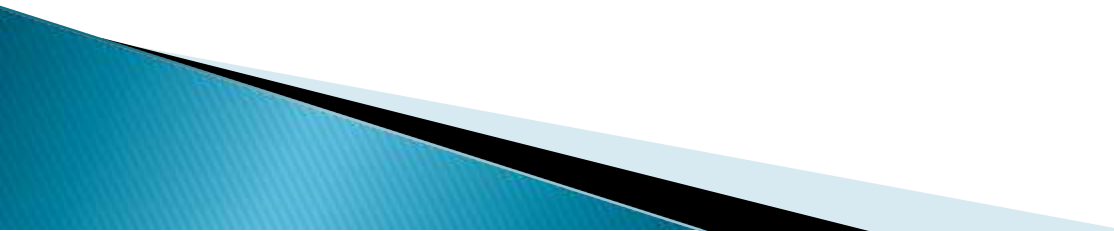


Techniques

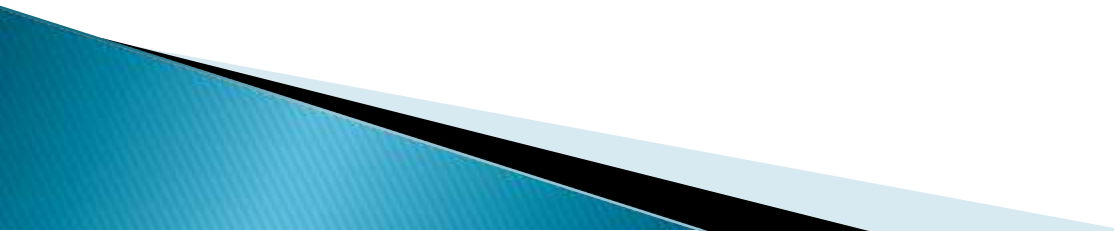
- ▶ Pace of delivery
- ▶ Vary style
- ▶ Move about
- ▶ Vary pitch
- ▶ Use notes
- ▶ Avoid annoying habits
- ▶ Use props, but don't overdo it



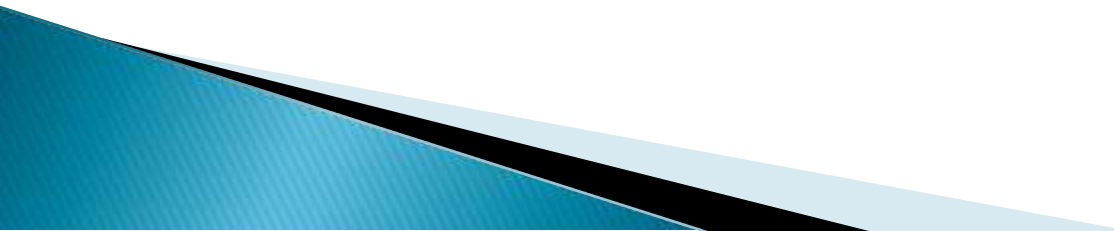
Planning

- ▶ Why are you doing the talk? Be clear about your purpose
 - ▶ Find out how big your audience is likely to be & what sort of group
 - ▶ Make notes about your subject
 - ▶ Don't write your talk word for word
 - ▶ Use small pieces of paper and number them
 - ▶ Powerpoint has a notes & timing feature which may help
 - ▶ Time your talk & practice it
 - ▶ Then practice it again
- 

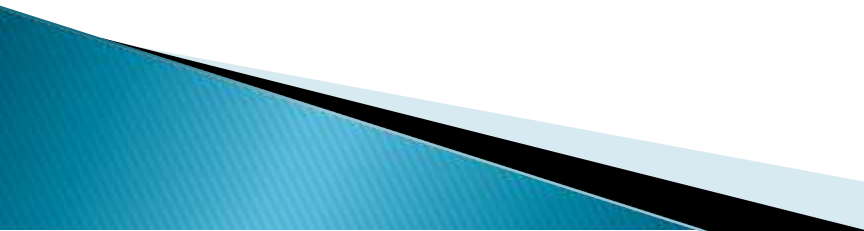
Structuring Presentations

- ▶ Purpose
 - ▶ Audience pre-assessment
 - ▶ Opening your Presentation/Bridge
 - ▶ Body of Presentation
 - ▶ Closing your Presentation
- 

Think of Threes

- ▶ Tell people what you're going to say
 - ▶ Tell them
 - ▶ Tell them what you've said
- 

Techniques – teaching aids

- ▶ Flip chart for diagrams, pictures, key points
 - ▶ Ohps/powerpoint - serve the same purpose (more permanent, better for a large audience)
 - ▶ Powerpoint – pros and cons on next slide
 - ▶ Demonstration - get your audience involved
- 


Advantages

- ▶ Quick, easy & simple
- ▶ Prepare in advance
- ▶ Good for large audience
- ▶ Can include pictures & graphics easily
- ▶ Something to look at

Disadvantages

- ▶ Can be tedious
- ▶ Not very dynamic
- ▶ Easy to overload with information
- ▶ Be careful with animations
- ▶ Tendency to read word for word

Do's

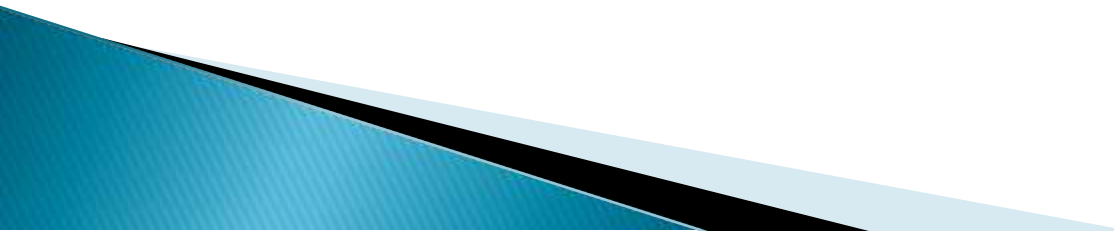
- ▶ Take a deep breath
 - ▶ Speak clearly
 - ▶ Make small cards to remind yourself of topics (number them!)
 - ▶ Be aware of where your audience is - are you facing all of them?
 - ▶ Smile, have fun
 - ▶ Be yourself and project your personality
 - ▶ Remember - no-one knows how you feel or what you think
 - ▶ Remember - The audience is on your side!
- 

Don'ts



- ▶ Rush what you're trying to say – **SLOW DOWN**
- ▶ Read off a sheet of paper word for word
- ▶ Fiddle with things - its irritating!
- ▶ Use inappropriate language for your audience
- ▶ Panic

In Summary...

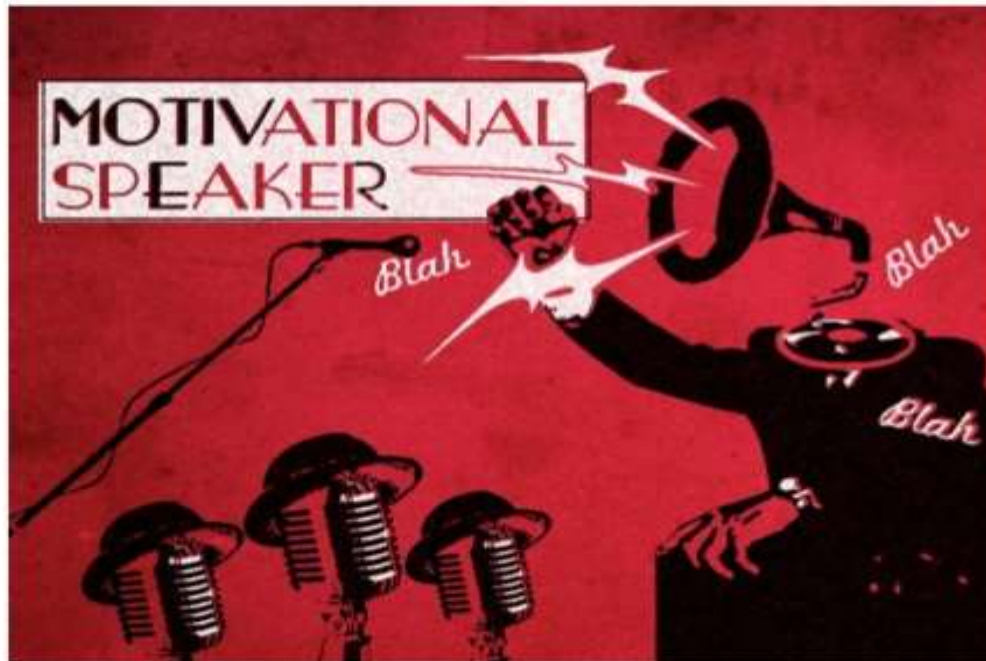
- ▶ Most talks go according to plan
 - ▶ But, you must actually plan unless you are very experienced
 - ▶ You have the support of your audience
 - ▶ Most common mistakes are avoidable
 - ▶ The world won't end if it does go wrong – just correct yourself and carry on
- 

THANK YOU



Six

Types of Presentations



Providing information.

This format encompasses anything from a team meeting that gives updates on a project or upcoming event to a demonstration that shows product functions.

Teaching Skill

Your company just installed a new system or implemented a new process that requires people to learn how to use the new tool and apply the process.

Reporting Progress.

As you integrate the new system into your daily routine, your boss wants to know how it's working. You might schedule a divisional meeting or group off-site to share the progress.

Selling a Product or Service.

A briefing like this might include a recap of the product or service, next steps and action items, or a discussion of needs and improvements before the product is ready to sell

Making a Decision.

When giving your input on the location, make sure to share the must-haves and nice-to-haves for the event. When it's time for the final decision, you can see how your idea stacks up to the other options.

Solving a Problem

This could be in a panel setting or other meeting where the problem is identified, the facts of the problem are presented and a list of causes is generated.

Thank You



First Impressions in Presentations

Introduction

- ▶ Like it or not, most **people judge us by what they see**. In the first few seconds of meeting, they have assessed us and make a **judgment**—positive or negative—that is not easily changed.
- ▶ By the time we open our mouths to speak, our words will account for only a portion of a person's perception of us. The rest is based on our tone of voice and the way we look and move.

- ▶ We look for clues such as clothing choices, grooming and demeanor to tell us about their trustworthiness, credibility, effectiveness. Cleanliness, attention to detail and more.
- ▶ These clues are also a shortcut to evaluating a business establishment.
- ▶ By observing the appearance and body language of the personnel, a customer judges—again, positively or negatively—whether or not he or she want to do business there.

- ▶ Personal appearance, grooming, body language and the first words we say are tools we can use to influence the visual impact we make during our first moments with a new person.
- ▶ When we understand how much we influence other by our dress and appearance, we become much more careful in selecting what we wear to face the world each day.

Our “High-Tech, Low Touch” World

- ▶ We live in a society that has been called “high tech, low touch.” Most communications are done through electronics and machines.
- ▶ Face to face encounters are usually brief and their effectiveness depends on how well and accurately we get our message across.
- ▶ We simply CANNOT afford to wait for a second positive impression.

- ▶ The hospitality industry is a “people business” and our encounters are brief.
- ▶ In the eyes of the customer, your personal appearance and the service you provide represents the image the client has of the company.
- ▶ How you dress and present yourself can affect your effectiveness, your profitability and , therefore, your career and the company’s success.

- ▶ The staff's appearances and behavior that will encourage repeat business. The public buys "perceived value."
- ▶ Hotel employees look trustworthy, efficient and impeccable, most guests assume that the property is equally trustworthy, efficient and impeccable, too.
- ▶ For the customer, *you are the company*.

- ▶ Attracting and keeping customers is a process that begins and ends with their employees.
- ▶ We must also factor in the impact that these choices have on the wearer as well. Pride in your appearance contributes to your sense of self-worth.
- ▶ Studies on the subject link clothing consciousness to higher self-esteem and job satisfaction.

- ▶ Accentuating your It is in your best interest to put effort into a “positive visual image.”
- ▶ We know we look appropriate and we know how to conduct our–selves in any business situation, we feel comfortable and empowered and can concentrate on the business at hand to achieve our goals.

Dressing for excellence

- ▶ Dress, especially business dress, is more than our public skin. It is language.
- ▶ Clothing defines and describes us to the world. That is the reason we wear uniforms: so we can be identified as members of the particular team dedicated to serving our client's needs.

- ▶ Our grooming and clothing define the messages that we send our daily about ourselves.
- ▶ Both our clothing choices and our body language speak eloquently about us, we can use these “tools” at our disposal to positively enhances our visual impact.

BEYOND APPEARANCE: WHAT YOU SAY AND WHAT YOU DO

- ▶ A positive first impression goes beyond how we look (appearance) and what we do (body language) to the way we communicate and serve others.
- ▶ We need to delight the customers and exceed their expectations.
- ▶ Some of the graciousness that was appropriate in social settings has been modified in the work place.

- ▶ The new ways of communicating with each other through high-tech devices, have brought a new set of rules of business behavior and etiquette.
- ▶ Ignorance of a client's particular culture is the surest way to unravel a carefully planned business relationship.
- ▶ Business today requires a new international awareness, and in hospitality the responsibility is even greater.

- ▶ It is more than avoiding mistakes.
- ▶ It is knowing how to make the guest, the client, the employee and the coworker feel at home—to respect their values and cater to their customs to win their trust, loyalty and support.
- ▶ It behooves all of us, no matter what our present work station, to be sensitive to cultural differences.

The Standards Of Punctuation

Punctuation is the tool that allows us to organize our thoughts and make it easier to review and share our ideas

Tenses

Verbs in the past, present and future tense



What's wrong with these sentences?

I am playing

Yesterday I am playing football.

Yesterday I played football.

Tomorrow I went to the zoo.

Tomorrow I am going to the zoo.
At the moment I have washed the dishes.

At the moment I am washing the dishes.



Past, Present or Future?

Yesterday I played football.

PAST

Tomorrow I am going to the zoo.

FUTURE

At the moment I am washing the dishes.

PRESENT



PAST

PRESENT

FUTURE



run

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



run

Yesterday I went running.

Yesterday I ran a mile.

PAST

PRESENT

FUTURE



run

At the moment I am running.

I am running a mile.

PAST

PRESENT

FUTURE



run

Tomorrow I am going for a run.

Tomorrow I am running a mile.

PAST

PRESENT

FUTURE



Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



Yesterday I played football.

PAST

PRESENT

FUTURE



At the moment I'm playing football.

PAST

PRESENT

FUTURE



Tomorrow I'm going to play football.

PAST

PRESENT

FUTURE



swim

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



swim

Yesterday I went for a swim.

I swam in the sea yesterday.

PAST

PRESENT

FUTURE



swim

I'm swimming in the sea.

PAST

PRESENT

FUTURE



swim

Tomorrow I'm going for a swim.

I'm going swimming tomorrow.

PAST

PRESENT

FUTURE



write

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



write

I wrote a story yesterday.
I did some writing yesterday.
I've written a story.

PAST

PRESENT

FUTURE



write

I'm writing a story.

PAST

PRESENT

FUTURE



write

Tomorrow I'm going to write a story.

PAST

PRESENT

FUTURE



draw

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



draw

Yesterday I drew a picture.

PAST

PRESENT

FUTURE



draw

I'm drawing a picture.

PAST

PRESENT

FUTURE



draw

I'm going to draw a picture tomorrow.

Tomorrow I'm drawing a picture.

PAST

PRESENT

FUTURE



drink

Write sentences in the
past, present and future tense.

PAST

PRESENT

FUTURE



drink

I drank a cola yesterday.

I have drunk two bottles of cola.

PAST

PRESENT

FUTURE



drink

I am drinking a cola.

PAST

PRESENT

FUTURE



drink

I am going to drink a cola later.

Today

Tomorrow

Yesterday

Everyday

**At the
moment**

I

we

they

he

she

my mum

my dad

my dog

go

run

walk

sing

shout

jump

leap

eat

try

drive

ride

move

dance

trip

hop

drink

write

fall

cry

catch

Thank you



Standard Punctuation

Do I need a
comma?

Or do I need a
semicolon?



This presentation covers standard punctuation: ***end marks, commas, semicolons, and apostrophes.***



Commas, Part 1

- Use commas to connect *introductory*, *interrupting*, and some *concluding* material.
- Interrupting material will include a comma *before* and a comma *after*.

Jasmine will pass the comma test, *without a doubt*.



You should know commas as well as **I** do!

Commas, Part 2

- Use a comma with a *coordinating conjunction* to connect two sentences.
- Coordinating conjunctions = *and, but, for, or, nor, yet, and so.*

Jasmine will pass the comma test, ***but*** Slacker Sam will not.



You have to ***study*** if you want to do ***well!***

Commas, Part 3

- Use *and* alone to connect *two* items.
- Use commas and an *and* to connect *three or more* items.

Jasmine will buy a bag of potato chips, a hotdog, *and* a soda



Hard work
deserves a
reward!

Semicolon

- Use the semicolon [;] to connect two main clauses.
- Do *not* use the semicolon to introduce a list. The comma with a transition like *such as* or *including*, or the colon [:] does that job.

Jasmine prefers classes that require her to write:
Intro to Humanities, Abnormal Psychology, and
US Government.

But I *excel* at
punctuation!



Apostrophe

- Use the apostrophe ['] with an *s* to show *possession*: Jasmine's pen, the cat's eyes, the professors' frowns
- Or use the apostrophe to indicate the letters/spaces removed in a *contraction*: she'd, can't, should've

We can't cheat from Jasmine's punctuation quiz because she's absent today!



Ha! Dentist appointment!

Quotation “ ”

- ▶ Quotation marks are used to inform a reader either of something that was spoken or something that is being directly copied from another work.
- ▶ **Examples:**
 - Lydia said, “Is this my prom dress?”
 - Dr. Shruti claims, “The use of violence against women in India is on the rise.”

Question and Exclamation ? !

- ▶ Question and exclamation marks are used to note interrogative and exclamatory sentences. Neither of these punctuation marks are commonly used in academic writing

Hyphen -

- ▶ Hyphens are most commonly used to pair compound words.
- ▶ **Example:** Throw-away, high-speed-chase, merry-go-round, user-friendly

Dash –

- ▶ Dashes are generally not in common use but denote a tangent within a thought.
- ▶ There are two kinds of dashes, an “en” dash and an “em” dash.
- ▶ En dashes essentially are the same glyph as hyphens but fill a different purpose.
- ▶ Em dashes are longer, an easy way to remember is that an en dash is the length of an “n” and an Em dash is the length of an “m”.
- ▶ **Example:**
I think that my dog is a genius — but doesn’t everybody think their pet is?

Sample Item 2

- A. Since Grandma wasnt looking, Julie filled the dogs bowls with leftovers from the meal.
- B. Since Grandma wasn't looking, Julie filled the dogs' bowls with leftover's from the meal.
- C. Since Grandma wasn't looking, Julie filled the dogs' bowls with leftovers from the meal.**

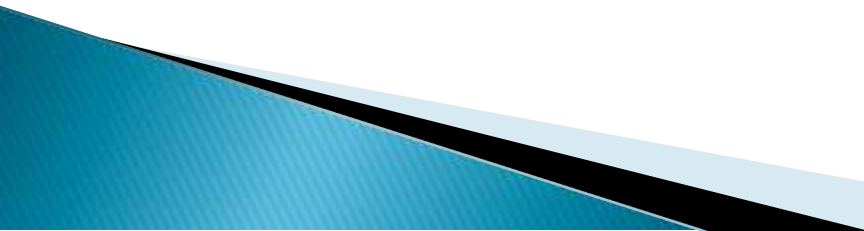
An item might have multiple versions of a sentence. Notice that the versions will have to choose **apostrophes** are all **correct** **all punctuation** in version **C**.



End Marks

- Use the *period* [.] to end *statements*.
Jasmine ate a chocolate-broccoli muffin.
- Use the *question mark* [?] when asking a *question*.
Did Jasmine eat a chocolate-broccoli muffin?
- Use—not *overuse*—the *exclamation mark* [!] to signify *excitement* or *emphasis*.
Oh, no! Jasmine ate a chocolate-broccoli muffin!

Parenthesis (), Brackets [], Braces {}

- ▶ Parenthesis note non-essential information that could be skipped without altering the meaning of a sentence.
 - ▶ Brackets are most commonly employed in academic writing within a quotation where the writer is omitting or explaining something.
 - ▶ Braces are used quite rarely and are employed to essentially make a list within a list.
- 

Parenthesis (), Brackets [], Braces {}

▶ **Examples:**

- ▶ Cora (the woman who lives down the street from Jane) works as a paralegal.
- ▶ Professor Brown claims, “She [the novel’s central character] is an example of a strong African-American woman.”
- ▶ Before I go on vacation I need to pack my bags {clothes, toiletries and shoes}, unplug the TV, and close all of the windows.

Colon :

- ▶ Colons make the statement: note what follows.
- ▶ whatever comes before the colon must be a complete sentence, your writing after the colon is not required to be.
- ▶ **Example:**
The Bridgekeeper asked me three questions: what is your name, what is your quest, what is your favorite color.

Ellipsis ...

- ▶ Ellipsis marks the omission of a word or words. If the omission includes the end of a sentence the glyph has four dots (....) instead of three.

Thank you

20 Rules of Subject Verb Agreement



1. Subjects and verbs must agree in number.

- ▶ Singular subject = singular verb
- ▶ Plural subject = plural verb
- ▶ Cow= singular, eats= singular
- ▶ Ducks= plural, quack= plural
- ▶ *Hint*= SVS- singular verbs have an S
- ▶ Singular yes?- the verb has an “S”!
- ▶ Singular no? The “S” has to go!



2. Don't get confused by the words that come between the subject and verb.

The detective *who was called to the case* is usually very good.



3. Prepositional phrases between the subject and verb usually do not affect the agreement.

The biker *in this race* is very competitive.



The bikers *in this race* are very competitive.



4. If a sentence starts with “there” or “here”, the subject will always be placed after the verb.



There is a meeting today.



Here are the results from this past month.

5. Subjects can come after the verb in questions.

▶ Does Betty always play with dolls?

▶ How are the Bosco s day?



6. If two subjects are joined by “and”, they typically require a plural verb.

- ▶ The puppy and the lady are friends.



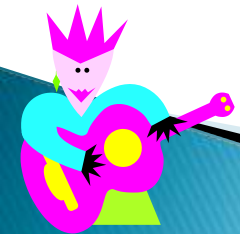
7. If two subjects are separated by “and” refer to the same thing, the verb is singular.

- ▶ Spaghetti and meatballs is my favorite pasta dish.



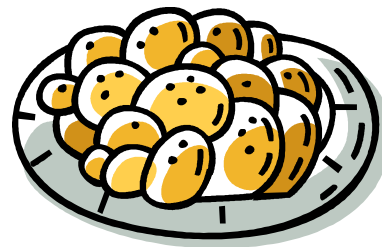
8. If both subjects are singular and connected by *or*, *nor*, *neither/nor*, *either/or* and *not only/but also*, the verb is singular.

- ▶ Sally *or* Bubba has stolen the scarecrow.
- ▶ *Not only* the guitar player *but also* the drummer was soaked with sweat.



9. If both subjects are plural and connected by the words *or*, *nor*, *neither/nor*, *either/or*, and *not only/but also*, the verb is plural.

- ▶ Cookies or brownies are nice treats for your teacher.



10. If one subject is singular and one plural and are connected by the words *or*, *nor*, *neither/nor*, *either/or*, and *not only/but also*, use the subject that is nearest the verb.

▶ Either my sisters or my mom **has** sent me a present.



▶ Not only Bob but all the Smiths **want** some hamburgers for supper.



11. Units of measurement usually use a singular verb.

- ▶ **Six gallons** of paint was used on the house.



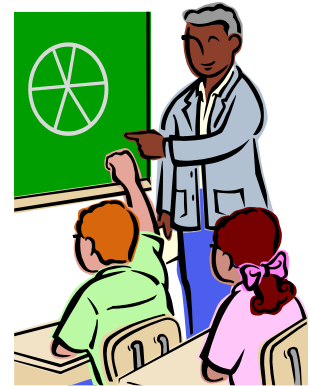
- ▶ **Five dollars** is too much for a cup of coffee.



12. Collective nouns usually take a singular verb.

- ▶ The **herd** is stampeding.

The **class** was ready for the test.



13. Titles of books, movies, novels, etc. are treated as singular.

- ▶ *Holes* was one of my favorite books. I want to see the movie.

14. Two infinitives separated by and take a plural verb.

- ▶ To run and to read are my two favorite “Free-time” activities.



**15. Gerunds alone take a singular verb.
Gerunds linked by *and* take a plural verb.**

- ▶ **Dancing** **is** not something everyone can do as well as I can!

16. If the words each, every or no come before the subject, the verb is singular.



- ▶ **Each** boy and girl has to take the test.
- ▶ **Every** frog and toad turns into a prince.

- ▶ **No** paper and pen is required.
(But an apple would be nice!:)



- ▶ **Dancing and singing** come naturally to me!



17. Most indefinite pronouns take singular verbs.

one	body	thing
someone	somebody	something
anyone	anybody	anything
No one	nobody	nothing
everyone	everybody	everything



Little

Another

Much

Each

One

Neither

Either

* **Everybody** is happy.

* **No one** has a dime.

* **Nothing** was going to



18. *Both, few, many, others, and several* take a plural verb.

- ▶ *Several* need to finish the race.



- ▶ A *few* have answer.



19. When the subject is *all, any, more, most, none, or some*, this is the **ONLY** time you must look at the object of the prepositional phrase to determine whether it is singular or plural.

- ▶ *All of the chickens* have laid eggs.
- ▶ *Some of the milk* has spilled.

20. Final rule- Remember, only the SUBJECT affects the verb!



Thank you!

